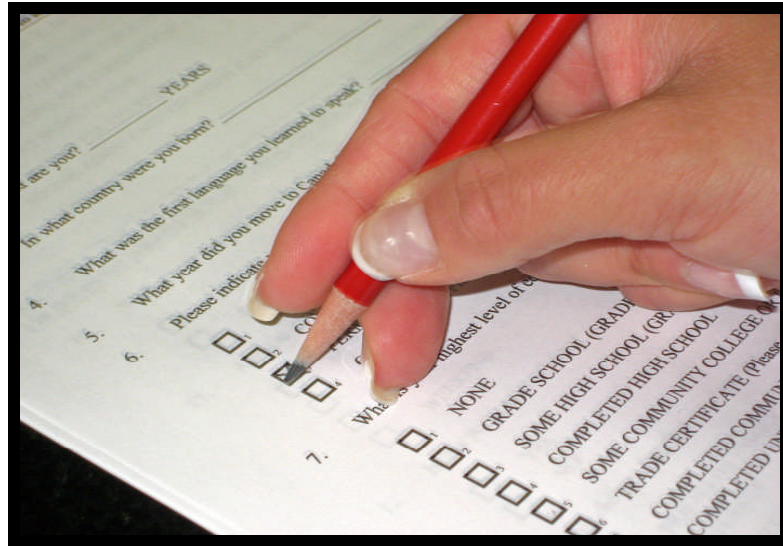


# Count Yourself In!



A Curriculum Resource on the use of questionnaires and surveys in Canada for Learners in Ontario's English as a Second Language Program

## Acknowledgements

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## Introduction

The *Count Yourself In* curriculum resource document has been developed for newcomers to better understand the use of surveys in Canada. The study units have been organized according to language proficiency levels from Literacy to Canadian Language Benchmark 5.

The units of study include learner-centred, communicative activities that support the theme of surveys and questionnaires. The focus is on developing learners' awareness and understanding of the use of surveys in Canadian society thereby enabling their participation at a richer level. Vocabulary building, authentic materials and extension activities all support the development of purposeful real-world learning tasks. Collaborative brainstorming builds on pre-existing knowledge and cooperative activities offer the integration of all language skills.

Each lesson offers outcomes from the Global Performance Descriptors in the Canadian Language Benchmarks 2000 document. Each unit outcome page includes:

- Lesson Title
- Level
- Time required (approximate, literacy excepted)
- Context
- CLB Outcomes
- Learning Outcomes
- Materials and Resources
- Method
- Extension

The inclusion of extension activities offers learners the opportunity to further develop research skills and promote critical thinking in topics of interest and relevance to this level. You may choose to modify the lessons based on the needs and level of your learners.

While no single document fits all learning situations we trust that this curriculum resource document will provide sufficient background and strategies regarding the collection and analysis of data collection for newcomers. This document will encourage class discussion and the lesson plans will provide stimulus to understanding the use of surveys in Ontario and Canada.

Adults in Ontario benefit from a wide range of opportunities to develop skills in their English as a Second Language or French as a

Second Language class to understand and successfully integrate into everyday life in Canada. CESBA, the *Ontario Association of Adult and Continuing Education School Board Administrators*, looks forward to supporting its members as we work more closely together to the benefit of all adult learners.

### **About Surveys**

The use of surveys in Canada has been growing in recent years. Now, more than ever before, business, industry and government need reliable information to make informed decisions and they are using surveys to gather this data. Data is collected in several different ways. The most popular methods of collecting data are questionnaires, telephone surveys, paper based surveys, face to face surveys and internet surveys.

There are several different tools used to collect data such as a survey, questionnaire, census or poll. Despite the different tools used they all gather information essentially for demographic analysis, emerging trends and popular opinions.

Surveys are regularly used by business, government, non profit agencies and educational institutions for research purposes to gather valuable demographic information about marketing trends, customer satisfaction and client needs.

Surveys often include basic questions about such items as:

- age
- gender
- education
- occupation
- personal preferences

In Canada, the single largest gatherer of demographic information is the Government of Canada through Statistics Canada. Census information provides information about Canadians and identifies trends both locally and nationally which assists with future planning decisions. The Statistics Canada website provides exhaustive information about data gathering and analysis. Their website is [www.statcan.ca](http://www.statcan.ca). At the local level, municipalities use survey data to assess the need for community programs and services such as transportation, police or youth services.

The collection of data for business and industry is on the increase. They require information about the local economy, local

population, social trends and customer feedback. This data provides an analysis of their markets which assists with marketing their products and determining location of future stores and new sites. Without reliable information, management could make poor decisions that may result in serious consequences for their business.

The health care industry uses data to forecast health care needs and costs and to select sites for hospitals and clinics.

Community groups also gather data in order to make informed decisions which will better serve their clients.

Sampling is a data collection technique that allows researchers to gather data from only a part or significant percentage of the total population. The selective sampling data gathered from only a part of the total population allows researcher to draw conclusions and estimates about a whole by examining only a part. With careful planning this type of survey is an effective approach that yields high quality data as the size and characteristics of the survey population must be representative of the entire target population.

**Confidentiality:** Newcomers need to be particularly aware of the risk of providing personal information to individuals who may use their information for illegal purposes. The sharing of personal information in a survey is a voluntary practice. Respondents should ensure that the survey and/or individual seeking a response will be using the information gathered for legitimate purposes. Newcomers should be particularly cautious whenever an individual asks for social insurance numbers, driver's license numbers, or banking information. It is recommended that in order to protect their privacy and identity that they do not share personal information unless they are completely confident that the organization/individual collecting the data is legitimate and that personal information will be protected and not shared with others. Remember to always proceed with caution when dispensing personal information. Further information about consumer protection is available from the Ontario Ministry of Government Services website. [www.gov.on.ca/mgs](http://www.gov.on.ca/mgs).

## Glossary of Common Survey Terms

(From Statistics Canada website: [www.statcan.ca](http://www.statcan.ca))

<b>Census</b>	The word census comes from the Latin <i>censere</i> —to appraise. By collecting information from every person in Canada, the census can tell us about a wide variety of social and economic topics important to the country. These include age, gender, marital status, education, ethnic origin, language, labour force activities, agricultural activities, immigration, migration, and others.
<b>Confidential</b>	private or secret information that is limited to persons allowed to use it. The <i>Statistics Act</i> requires that all personal information be kept confidential. Data are released only after responses have been combined in a database to produce statistics.
<b>Data</b>	statistics gathered from responses from which conclusions can be drawn.
<b>Diversity</b>	as in multiculturalism, refers to a wide range of both cultural and ethnic representation within the population in which the uniqueness and characteristic differences of all are included.
<b>Immigration</b>	the act of entering a foreign country as a permanent resident.
<b>Landed immigrant</b>	is a person who has been granted the right to live in Canada permanently by immigration authorities. Also known as a permanent resident.
<b>Mother tongue</b>	the first language learned at home in childhood and still understood by the individual at this time.
<b>Multicultural</b>	having a number of distinct cultures existing side by side in the same country.
<b>Newcomers</b>	people who have recently come to Canada either as permanent residents, convention refugees or refugee claimants.

<b>Place of birth</b>	the country in which a person was born, according to present boundaries.
<b>Population</b>	the total number of people living in a given area. Population density refers to the number of persons per square kilometre.
<b>Privacy</b>	refers to concern about disclosing personal information. Providing personal information to anyone does involve some loss of privacy. In virtually any country in the world, it is recognized that the public benefits of accurate census data far outweigh this minimal loss of privacy, especially when the personal information is kept strictly confidential and is used only to produce statistics.
<b>Questionnaire</b>	a document containing a series of questions. It is used to ensure that information is collected in a standardized manner and is usually designed so that the answers can be tabulated quickly.
<b>Sample</b>	part of something that can be used to represent the whole.
<b>Snapshot of the Population</b>	a census is sometimes described this way, or as a portrait of Canada.
<b>Statistics</b>	numerical facts about people, the weather, business conditions, etc.; the science of collecting and classifying such facts in order to show their significance.
<b>Survey</b>	in a survey, information on a specific topic is gathered from a smaller sample within the population.

# Units of Study

**Lesson Title: Personal Information**

**Level:** Literacy Unit 1, Activity 1

**Context:** Interview classmates for chart information.

**CLB Outcomes:**



**Speaking:** Ask and answer short questions for personal information.



**Writing:** Write short answers to personal information questions.

**Learning Outcomes:**

- Practice asking questions for personal information generally used in standard forms.
- Practice naming letters for the purpose of spelling names and key information words.
- Become familiar with filling in information in chart form.
- Write *yes/no* answers to information questions.

**Materials and Resources:**

- Worksheet 1 – interactive personal information chart.
- Worksheet 2 – sentence completion activity.

**Method:**

- Personalize information of 4 learners per group in the chart.
- Demonstrate one learner's or your information with sample chart on board. Use sample chart for practice.
- All learners practice questions and answers orally.
- Instruct learners to ask questions in their group and write *yes/no* in the appropriate box in the chart.
- Follow – up by asking and answering questions orally from the chart.

**Instructor's Sample Chart**

What is your name?	Are you female?	Are you from Colombia?	Can you speak Spanish?	Are you a truck driver?

Unit 1, Activity 1, Worksheet 1

**Ask four people.**

**Answer *yes* or *no*.**

What is your name?	Are you <input type="checkbox"/> female? <input type="checkbox"/> male?	Are you from _____?	Can you speak _____?	Are you a _____?

Unit 1, Activity 1, Worksheet 2

**Write about 1 female and 1 male learner.**

1. His name is \_\_\_\_\_.

2. He is from \_\_\_\_\_.

3. He can speak \_\_\_\_\_.

4. Her name is \_\_\_\_\_.

5. She is from \_\_\_\_\_.

6. She can speak \_\_\_\_\_.

**Lesson Title:** **My Job**

**Level:** Literacy Unit 1, Activity 2

**Context:** Learner's current occupation.

**CLB Outcomes:**



**Reading:** Understand key words for personal information.



**Writing:** Follow simple instructions. E.g. *circle, check*.

**Learning Outcomes:**

- Practice reading for specific information.
- Practice reading for key words – *work*.
- Follow simple instructions – *check, circle, write*.
- Practice identifying number groups in sequence.

**Materials and Resources:**

- Worksheet 3 – My Job (hours of work).

**Method:**

- Review numbers in sequence.
- Demonstrate activity on the board, using your own or learner's example.
- Elicit oral responses from learners for each question.
- Have learners complete the questions on the worksheet.

**Extension:** Fill in the blanks – *Write on the line*.

- Practice reading the sentences in the follow-up activity.
- Fill in the blanks with correct information.
- Read completed sentences to the class with correct information.

Unit 1, Activity 2, Worksheet 3

**My Job**

**Are you working now?** Check one answer.

yes GO ON

no STOP

**How many hours do you work a day?** Circle one number.

1   2   3   4   5   6   7   8   9   10

**How many hours do you work a week?** Check one box.

1-10

11-20

21-30

over 30

**Are you looking for a job?**

Yes

No

**Lesson Title:** **My Story**

**Level:** Literacy Unit 1, Activity 3

**Context:** Learner's personal information in an LEA story – Language Experience Approach

**CLB Outcomes:**



**Speaking:** Answers questions about basic personal information in short interviews with instructors etc.



**Writing:** Can copy or reproduce information; Write one word answers to simple information questions.

**Learning Outcomes:**

- Develop LEA story for each learner orally.
- Practice verb *to be*.
- Focus on key words for information.
- Practice writing with appropriate capitals/lower case letters.

**Materials and Resources:**

- Flip chart paper for each learner.
- Worksheet 4 – My Story.

**Method:**

- Create a storyboard orally for each learner on the board. Ask each learner for personal information.
- Remove key words one at a time. Ask learners to contribute missing word.
- Give each learner their individual chart paper. Write each learner's story on chart paper.
- Have each learner copy the missing information in the blanks from the chart paper.
- Retain the chart papers for review.

**Extension:**

- Have learners copy all sentences of their story in their own writing.
- Create a booklet with all stories. Practice reading each story orally.

Unit 1, Activity 3, Worksheet 4

**My Story**

1. My name is \_\_\_\_\_.

2. I am a \_\_\_\_\_ *woman*

I am a \_\_\_\_\_ *man*

3. I am \_\_\_\_\_ years old.

4. I am from \_\_\_\_\_.  
*country*

5. I speak \_\_\_\_\_.  
*language*

6. I came to Canada in \_\_\_\_\_.  
*year*

7. I was a \_\_\_\_\_ in my country.  
*my job*

**Lesson Title: Information Words**

**Level:** Literacy Unit 1, Activity 4

**Context:** Key words in personal information forms.

**CLB Outcomes:**



**Reading:** Understand small bank of sight words out of context; Recognize and discriminate medial and final sounds in sight words.



**Writing:** Fill in missing initial, medial and final sound; Check for accuracy.

**Learning Outcomes:**

- Recognize sight words.
- Letter recognition.
- Spell and check for accuracy.

**Materials and Resources:**

- Worksheet 5 – fill in missing letters.

**Method:**

- Pre-reading: Ask learners to read each word aloud and give an example for the meaning. E.g. job – *cook*.
- Demonstrate Worksheet 5 words on the board. Ask learners to supply the missing letters orally.
- Have learners fill in missing letters on the worksheets.
- Check for accuracy.

**Extension:**

- Have learners listen, select correct word and fill in missing letters.
- Listen for numbers in random order. Learners choose correct word for that number and write missing letters.

Unit 1, Activity 4, Worksheet 5

Read the word. Write in the missing letters.

1. male            m \_ \_ l \_ \_
2. year            \_ \_ e a \_ \_
3. job             j \_ \_ b
4. month          \_ \_ o n \_ \_ \_
5. female         f \_ \_ \_ a \_ \_ e
6. school         s c \_ \_ o \_ \_ l
7. first            \_ \_ i r \_ \_ t
8. none            n \_ \_ \_ e
9. some            s o \_ \_ \_
10. grade         \_ \_ \_ a d \_ \_

**Lesson Title:**        **Word Search**

**Level:** Literacy        Unit 1 Review Activity

**Context:** Word puzzle for key words.

**Objectives:**

- Recognize letters.
- Recognize sight words in context.
- Match and check for spelling.
- Reinforce left to right directionality.

**Method:**

- Demonstrate an example on the board.
- Instruct learners to find letters in the puzzle that match the words on the left.

**Extension:**

- Ask learners to orally spell letters of each word.

Worksheet: Review - Unit 1

**Word Search**

<b>job</b>	<b>a</b>	<b>o</b>	<b>t</b>	<b>q</b>	<b>j</b>	<b>o</b>	<b>b</b>	<b>v</b>	<b>l</b>
<b>female</b>	<b>r</b>	<b>s</b>	<b>f</b>	<b>e</b>	<b>m</b>	<b>a</b>	<b>l</b>	<b>e</b>	<b>d</b>
<b>none</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>n</b>	<b>o</b>	<b>n</b>	<b>e</b>	<b>e</b>	<b>p</b>
<b>hours</b>	<b>o</b>	<b>n</b>	<b>q</b>	<b>c</b>	<b>h</b>	<b>o</b>	<b>u</b>	<b>r</b>	<b>s</b>
<b>week</b>	<b>t</b>	<b>c</b>	<b>h</b>	<b>w</b>	<b>e</b>	<b>e</b>	<b>k</b>	<b>e</b>	<b>f</b>
<b>stop</b>	<b>s</b>	<b>t</b>	<b>o</b>	<b>p</b>	<b>m</b>	<b>i</b>	<b>e</b>	<b>e</b>	<b>w</b>
<b>school</b>	<b>b</b>	<b>s</b>	<b>c</b>	<b>h</b>	<b>o</b>	<b>o</b>	<b>l</b>	<b>g</b>	<b>o</b>
<b>country</b>	<b>l</b>	<b>h</b>	<b>c</b>	<b>o</b>	<b>u</b>	<b>n</b>	<b>t</b>	<b>r</b>	<b>y</b>

**Lesson Title:** **My Time**

**Level:** Literacy Unit 1, Activity 5

**Context:** Time at school, at home, at work.

**CLB Outcomes:**



**Reading:** Read and tell time with an analog clock; Estimate amounts of time for activities; Read and understand basic phrases of time e.g. *in the morning*; Read and understand short sentences with verbs in present.



**Writing:** Write *yes/no* answers to short information questions.

**Learning Outcomes:**

- Estimate personal schedules for hours at home, work and school.
- Recognize days of the week.
- Become familiar with numbers in sequences.

**Materials and Resources:**

- Worksheet 6 – hours on the clock.
- Worksheet 7 – days of the week.
- Worksheet 8 – hours at school, at home, at work.

**Method:**

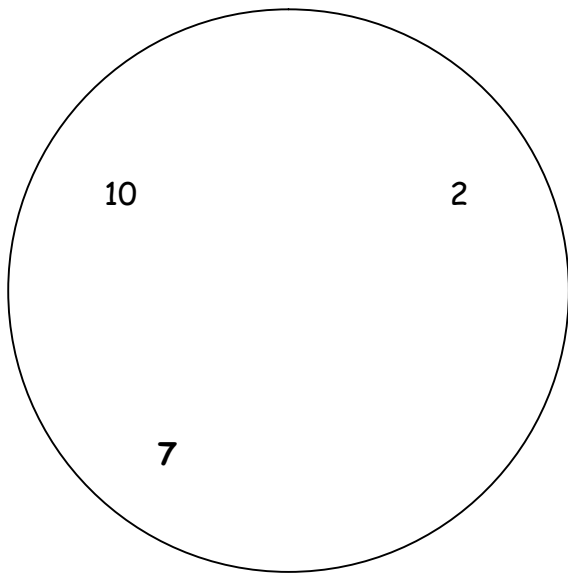
- Review the sequence of numbers on the clock. Practice placement of numbers with a sample clock on the board or chart paper. Distribute Worksheet 6 and ask learners to place numbers in appropriate places on the clock.
- Distribute Worksheet 7. Ask learners to estimate their personal hours at school in the morning and the afternoon or evening if that is the case. Some learners may be at school only part of a day or certain days of the week.
- Distribute Worksheet 8. Ask learners to read each sentence aloud and answer with *yes/no*.
- Ask learners to complete the sentences by writing *yes/no*.

**Extension:**

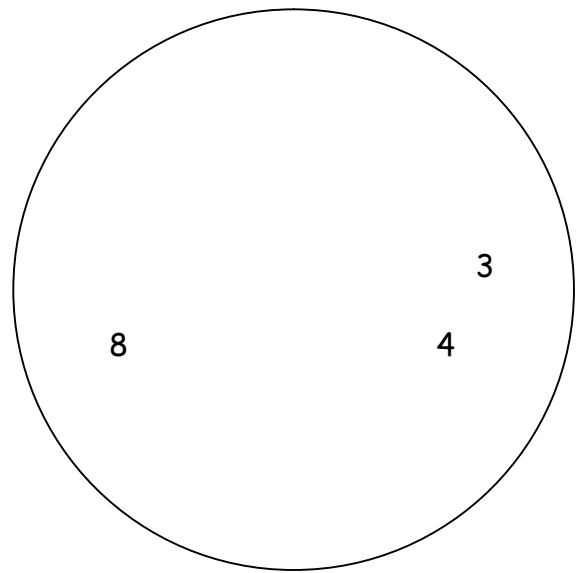
- Provide a weekly calendar for each learner to track their daily activities by days and hours.

Unit 1, Activity 5, Worksheet 6

1 2 3 4 5 6 7 8 9 10 11 12



A.M.



P.M.

Put the clock numbers in the circles.

Fill in the letters.

M \_ rn \_ \_ \_ af \_ er\_ n \_ \_ n e \_ en\_ \_ \_

morning

afternoon

evening



Unit 1, Activity 5, Worksheet 8

Write **Yes** or **No** on the line.

*I live in Ontario.*

*Yes*

**I work full time.**

\_\_\_\_\_

**I work part time.**

\_\_\_\_\_

**I am looking for a job.**

\_\_\_\_\_

**I stay at home with children.**

\_\_\_\_\_

**I go to school all day.**

\_\_\_\_\_

**I go to school in the morning.**

\_\_\_\_\_

**I go to school in the afternoon.**

\_\_\_\_\_

**I go to school in the evening.**

\_\_\_\_\_

**I go to school on Saturday.**

\_\_\_\_\_

**Lesson Title: School Registration**

**Level:** Literacy Unit 2, Activity 1

**Context:** Completing a registration form.

**CLB Outcomes:**



**Writing:** Complete simple instructor-made forms using personal information;  
Write one word answers to simple comprehension questions.



**Speaking:** Ask and answer simple comprehension questions for personal information.

**Learning Outcomes:**

- Fill out simple forms.
- Use upper and lower case letters.
- Become familiar with formatted information e.g. checking boxes.
- Respond to oral questions about personal information.
- Oral naming of letters for accuracy in spelling.
- Become familiar with key words for school registration forms: *name, instructor, school, address, street, city, province, time.*

**Materials & Resources:**

- This Really Works: Survival English, Book 1
- Worksheet 1 – registration form.
- Worksheet 2 – written questions and answers.

**Method:**

- Practice basic form filling for name, address, street information. These steps are discrete steps in This Really Works: Survival English Book 1, Marguerite Hum.
- Review Worksheet from Unit 1 for time vocabulary e.g. *morning, afternoon, evening, weekend.*
- Instruct learners to fill out forms (Worksheet 1) and check for accuracy.
- Advise learners that *instructor* is another term used for *teacher*.
- Have learners work in pairs to ask questions (Worksheet 2) and fill out forms with each other's information to reinforce and practice information about school.
- Check for accuracy.

**Extension:**

- Choose key words from your school registration form to copy in writing and practice sight identification.

Unit 2, Activity 1, Worksheet 1

<b>Name</b>	_____
<b>Instructor</b>	_____
<b>Name of School</b>	_____
<b>Address of School</b>	_____
	<b>street</b>
	_____
	<b>city</b>
	_____
	<b>province</b>
<b>Time of class</b>	<input type="checkbox"/> morning
	<input type="checkbox"/> afternoon
	<input type="checkbox"/> evening
	<input type="checkbox"/> weekend

Unit 2, Activity 1, Worksheet 2

**Ask your classmate.**

**1. What is your name? Please spell it.**

\_\_\_\_\_

**2. Who is your instructor? Please spell it.**

\_\_\_\_\_

**3. What is your school? Please spell it.**

\_\_\_\_\_

**4. What is the street? Please spell it.**

\_\_\_\_\_

**5. What is the city? Please spell it.**

\_\_\_\_\_

**6. What is the province? Please spell it.**

\_\_\_\_\_

**7. When is your class? *Circle answer.***

**morning    afternoon    evening    weekend**

**Lesson Title:**           **School: Family, Friends, Helpers**

**Level:** Literacy           Unit 2, Activity 2

**Context:** Relationships with home and school.

**CLB Outcomes:**



**Writing:** Fill in missing letters; can write some sounds as invented spelling; write lists of words in categories e.g. *family*.



**Listening:** Understand and follow simple instructions e.g. *circle*.

**Learning Outcomes:**

- Relate words to gender identification e.g. *male/female = man/woman*.
- Identify friends, family, classmates and helping people in the community and school.
- Write lists of words in categories of *family/class/friends/helpers*.

**Materials and Resources:**

- Longman ESL Literacy, Second Edition.
- Worksheet 3 – My Family.
- Worksheet 4 – My Friends and My Class.
- Worksheet 5 – listening for words.

**Method:**

- Review words for family with flashcards e.g. *brother, cousin, etc.*
- Brainstorm names of family on board, one for each learner. Learners may invent spelling. Identify relationship. You may limit this to family in Canada or the situation that suits your learners.
- Identify male/female gender.
- Instruct learners to copy names on worksheet in male/female categories. Mark an X in the correct category.
- Each worksheet may be used at different times, focusing on accuracy in spelling, relationship and gender. Work on lists of friends and classmates.
- Introduce community and school workers known to your learners. E.g. settlement staff, Ontario Works, etc.

**Extension: Listening**

- Have learners practice orally reading words from lists. Read words from list and instruct learners to circle correct word. Review sounds that present problems.
- Practice numbers by asking for word by number.

Unit 2, Activity 2, Worksheet 3

## My Family

	1 <sup>st</sup> Name	male	female
broth_ _ _	_____	X	
sist_ _ _	_____		X
w_ _ fe	_____		
husb_ _ _ _	_____		
dau_ _ _ ter	_____		
s_ _ n	_____		
c_ _ _ sin	_____		
mo_ _ _ er	_____		
fa_ _ _ er	_____		

Unit 2, Activity 2, Worksheet 4

My Friends

My Class

**First Name**

**First Name**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Helpers

**instructor**

\_\_\_\_\_

**settlement worker**

\_\_\_\_\_

**social worker**

\_\_\_\_\_

**Ontario Works**

\_\_\_\_\_

Unit 2, Activity 2, Worksheet 5

Listen and circle the word.

1. **English**
2. **friend**
3. **female**
4. **cousin**
5. **children**
6. **aunt**
7. **helper**
8. **brother**

**Lesson Title:**                      **What do I like?**

**Level:** Literacy              Unit 2, Activity 3

**Context:** Food as a familiar topic to express likes and dislikes. (ranking)

**CLB Outcomes:**



**Writing:** Label familiar items related to food; write one word answers to simple comprehension statements.



**Reading:** Read and interpret written ideas and feelings about likes and dislikes.

**Learning Outcomes:**

- Recognize words by sight.
- Group words in lists and categories.
- Understand concept of *good/poor* to express feelings.

**Materials and Resources:**

- Classroom picture dictionary
- Worksheet 6 – food chart. (Clip magazine pictures of food).
- Worksheet 7 – rating likes/dislikes. (Provide blank squares of paper for writing).
- Worksheet 8 – complete the sentences.

**Method:**

- Discuss likes and dislikes of food orally.
- Review food words with flashcards/pictures from classroom picture dictionaries.
- Cut out pictures of food from magazines etc. and paste onto Worksheet 6 in appropriate squares.
- Cut out words from Worksheet 1 and have each learner arrange their words by likes and dislikes.
- Demonstrate your personal likes and dislikes under headings of *very good good/poor/very poor*.
- Ask learners to copy words from Worksheet 6 onto blank squares of paper.
- Have learners paste words under headings of Worksheet 7.
- Worksheet 8. Ask learners to complete the sentences in writing.
- Ask learners to read sentences aloud to class.

**Extension:**

- Create a chart on the board where learners can place a check mark under each heading for their likes and count the checkmarks.

Unit 2, Activity 3, Worksheet 6

rice	mushroom	chicken
potato	pepper	beef
noodles	corn	fish
bread	onion	pork

Unit 2, Activity 3, Worksheet 7

very good	good	poor	very poor

Unit 2, Activity 3, Worksheet 8

Put the word in the sentence.

1. \_\_\_\_\_ is very good.

2. \_\_\_\_\_ is good.

3. \_\_\_\_\_ is poor.

4. \_\_\_\_\_ is very poor.

5. Rice is \_\_\_\_\_.

6. Chicken is \_\_\_\_\_.

7. Corn is \_\_\_\_\_.

**Lesson Title: What is Important?**

**Level:** Literacy, Unit 2, Activity 4

**Context:** The importance of learning English.

**CLB Outcomes:**



**Writing:** Know where to write in space provided; understand and use basic spelling conventions with missing vowels and consonant blends; understand importance of accuracy; express ideas and feelings represented in pictures.



**Listening:** Understand basic sound/letter correspondence.



**Speaking:** Ask and answer short information questions.

**Learning Outcomes:**

- Sound and letter discrimination for key words.
- Concept of *important* and differences in importance.
- Express ideas and feelings with visual representations.

**Materials and Resources:**

- Picture dictionaries.
- Worksheet 9 – completion of words with missing letters.
- Worksheet 10 – listen and circle.
- Worksheet 11 – What is Important, reasons to learn English.
- Worksheet 12 – complete the sentences.

**Method:**

- Establish meaning of key words: *family, friends, doctor, college, school, work* using classroom picture dictionaries and learners' personal information relevant to these words.
- Distribute Worksheet 9; instruct learners to fill in missing letters.
- Instruct learners to write the word *important* in the blanks. Discuss the meaning of the word *important*. E.g. tools for learning - pencil, paper, words, instructor etc.
- Distribute Worksheet 10. Read words aloud with learners repeating. Check for these words: 1 – school, 2 – doctor, 3 – work, 4 – female, 5 – friends.
- Distribute Worksheet 11. Check for meaning of words and pictures. Ask learners to find pictures for *shopping* and one other need for English for daily living.
- Worksheet 12 - ask learners to complete blanks in following sentences. Prompt question, *Why do you want to learn English?*

**Extension:** Ask learners to talk about *most important*. Choose 3 reasons to learn English.

Unit 2, Activity 4, Worksheet 9

Put the missing letters on the lines.

family

fam \_\_\_ l \_\_\_

friends

\_\_\_ r \_\_\_ nd \_\_\_

doctor

doct\_\_\_ \_\_\_

college

c \_\_\_ l \_\_\_ eg \_\_\_

school

s \_\_\_ \_\_\_ o \_\_\_ l

work

\_\_\_ or \_\_\_

job

\_\_\_ ob

Unit 2, Activity 4, Worksheet 10

Listen and circle.

1. soon school shoe

2. instructor door doctor

3. work wake walk

4. family female freely

5. friends fruit fork

Unit 2, Activity 4, Worksheet 11

What is important?      \_ \_ \_ or\_ an \_

I want to learn English for \_\_\_\_\_ .

job



college



doctor



banking



trade



citizen



children



shopping \_\_\_\_\_



Unit 2, Activity 4, Worksheet 12

What is important?

**Write the word on the line.**

important \_\_\_\_\_

**Fill in the blanks.**

My name is \_\_\_\_\_. I am a learner.

My instructor is \_\_\_\_\_.

I want to learn English for \_\_\_\_\_.

**Ask your classmates.**

\_\_\_\_\_ wants to learn English for \_\_\_\_\_.

\_\_\_\_\_ wants to learn English for \_\_\_\_\_.

**Lesson Title:**                    **What STOPS Me?**

**Level:** Literacy            Unit 2, Activity 5

**Context:** Barriers to attending ESL class.

**CLB Outcomes:**



**Speaking:** Express ability/inability using *can/can't*.



**Writing:** Copy words related to feelings represented in pictures.



**Reading:** Understand high frequency words in meaningful contexts;  
Interpret written ideas.

**Learning Outcomes:**

- Understand ideas and feelings related to learning English.

**Materials and Resources:**

- Worksheet 13 – What STOPS me from learning English?

**Method:**

- Introduce key words used in Worksheet 13 written on individual cards for each learner.
- Ask learners to choose words that are reasons for not coming to school. E.g. *I can't come to school. I don't have a car.*
- Have learners copy words on the same card.
- Distribute Worksheet 13. Ask learners to check the reasons they do not come to school.
- Ask learners to write, draw or paste picture of any other reason.

**Extension:**

- Review vocabulary for family, friends and helpers. Ask learners to name someone who could help with their problems so they may come to school. E.g. children at home = friend.

Unit 2, Activity 5, Worksheet 13

What  me from learning English?

money



time



sick/hurt



car/bus



children?



?

job



look for job?



?

Unit 2, Review

## Word Search

Circle the word.

address	s	t	a	d	d	r	e	s	s
weekend	w	e	e	k	e	n	d	d	e
college	e	c	c	o	l	l	e	g	e
work	l	f	t	o	l	w	o	r	k
friends	s	d	f	r	i	e	n	d	s
province	p	r	o	v	i	n	c	e	i
family	f	o	f	a	m	i	l	y	e
cousin	g	c	o	u	s	i	n	m	u
helper	h	e	l	p	e	r	d	a	r
citizen	s	c	i	t	i	z	e	n	n

**Lesson Title:**                    **What is hard in English?**

**Level:** Literacy            Unit 3, Activity 1

**Context:** Assessing difficult tasks.

**CLB Outcomes:**



**Reading:** read and understand difference in meanings of words;  
understand comparison for words and numbers;  
interpret ideas in descriptions of people, things and actions;  
recognize sight words in context.

**Learning Outcomes:**

- Relate visuals to ideas and feelings in words.
- Develop awareness of learning strategies. e.g. *speaking, reading, writing, listening*

**Materials and Resources:**

- Classroom picture dictionary/ flashcards of daily activities.
- Worksheet 1 – assessing difficulty of tasks in reading print, mathematical functions, daily activities.
- Worksheet 2 – assessing difficulty of tasks in English.

**Method:**




- Pre-reading: Review daily tasks and activities with pictures. Have learners choose tasks that are difficult and tasks that are easy. e.g. washing floors, lifting furniture, gardening, cooking, etc.
- Discuss what is hard and what is easy for the individual learners to do.
- Distribute Worksheet 1. Have learners choose the task that is hard for them in each category. Discuss their choices and what makes them hard. e.g. print is too small.
- Distribute Worksheet 2. Have learners indicate the English skill that is hardest for them individually.

**Extension:**

- Silent letters: Ask learners to sound the words and circle silent letters in *walk, climb, listening* and other routine verbs.

Unit 3, Activity 1, Worksheet 1

What is hard for me?

<b>Hard</b>	hard	hard
$3 + 2 =$	$\begin{array}{r} 325 \\ \times 41 \\ \hline \end{array}$	$10 + 15 =$
<b>carry</b> 	<b>walk</b> 	<b>climb</b> 

Unit 3, Activity 1, Worksheet 2

What is hard in English?

Mark an  in the box.



speaking



listening



reading



writing

**Lesson Title:**            **What is Important in English?**

**Level:** Literacy            Phase II, Unit 3, Activity 2

**Context:** Concept of *important*

**CLB Outcomes:**



Writing: Write a simple sentence to express personal needs and wants.

**Learning Outcomes:**

- Understand the value of familiar personal topics.
- Develop awareness of learning strategies.

**Materials and Resources:**

- Unit 2, Worksheet 11, *What is Important*.
- Unit 3, Worksheet 3, *What is Important in English?*

**Method:**

- Pre-reading: review *What is Important* Worksheet 11 from Unit 2. Ask learners to write the 3 words they checked for reasons to learn English.
- Ask learners to write 3 sentences for each word: *I want to learn English for \_\_\_\_\_.*
- Distribute Worksheet 3, *What is Important in English?*
- Ask learners to orally identify the 4 skills with the visual aids.
- Ask learners to check one skill.

**Extension:**

- Ask learners to write each of these words: *speaking, listening, reading, writing*
- Ask learners to write one new word they have learned for each skill.

Unit 3, Activity 2, Worksheet 3

What is important in English?

Mark an  in the box.



listening



reading



writing



speaking

**Lesson Title:           How do I learn English?**

**Level:** Literacy           Unit 3, Activity 3

**CLB Outcomes:**



**Reading:** Read and interpret ideas and feelings with descriptive words – *good, better, best*;  
read and understand simple comprehension questions and statements.



**Writing:** Express ideas and feelings in writing – personal preferences – *like*.

**Materials and Resources:**

- Sample currency for games, e.g. monopoly money.
- Picture dictionary or flashcards for occupations.
- Realia pictures or flyers of computers and T.V.
- Worksheets 1 – 3.

**Method:**

- Pre-reading: review money with game currency. Show learners individual bills and ask them to write the amount in numbers with the dollar sign.
- Ask which amounts are '*good, better, best*'.
- Distribute Worksheet 1, '*Good, Better, Best.*' Ask learners to read each statement. Discuss why they are ranked 1, 2, and 3.
- Review occupations with pictures. Ask learners what they think are good jobs. Ask which of these jobs are better and which jobs are the best.
- Ask learners to rank *cook, doctor, and driver*.
- Distribute Worksheet 2, *What Job is Best?*
- Ask learners to read each statement aloud.
- Ask learners to write '*good, better, best*' in the blanks beside each statement.
- Ask learners to read each of their statements. Ask why they chose those words.
- Distribute Worksheet 3. Discuss each picture and their words - *talk, listen to instructor, read, write*.
- Ask learners to draw or paste a picture of a computer and T.V. in the appropriate box.
- Ask learners to copy each word below the words in print.
- Ask learners to write 1 for *best*, 2 for *better*, 3 for *good* ways to learn English.

**Extension:** Follow-up activity: Scramble some statements and the question on Worksheet 1 and 2. Ask learners to unscramble the sentences, noticing capital letters and punctuation.

Unit 3, Activity 3, Worksheet 1



**Good**

**Better**

**Best**

Ali has \$10. That is good.

**3**

Sam has \$50. That is better.

**2**

I have \$100. That is best.

**1**

Unit 3, Activity 3, Worksheet 2

**What job is best?**

Anna is a cook. That is \_\_\_\_\_.

Tam is a doctor. That is \_\_\_\_\_.

Van is a waiter. That is \_\_\_\_\_.

good

better

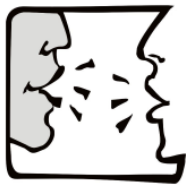
best



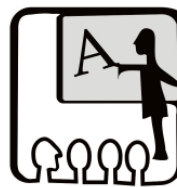
Unit 3, Activity 3, Worksheet 3

**I like to learn English. How?**

Write: 1 = good    2 = better    3 = best



**talk** \_\_\_\_\_



**listen to instructor** \_\_\_\_\_



**read** \_\_\_\_\_



**write** \_\_\_\_\_



**computer** \_\_\_\_\_

**T.V.** \_\_\_\_\_

Unit 3, Review, Worksheet 4

## Word Search

Circle the word.

good	t	r	e	o	o	g	o	o	d	h
better	b	e	t	t	e	r	c	u	s	l
best	v	a	r	b	e	s	t	h	o	m
like	t	k	f	l	o	u	l	i	k	e
computer	c	c	o	m	p	u	t	e	r	t
how	h	o	w	v	b	m	n	w	a	i
learn	a	r	e	a	l	e	a	r	n	m
important	p	i	m	p	o	r	t	a	n	t

**Lesson Title:** Welcome to Your First Day of Class

**Level:** One Unit 1

**Time required:** 60 minutes

**Context:** Introducing oneself.

**CLB Outcomes:**



**Speaking:** Initiates and responds to greetings.



**Writing:** Writes personal and familiar details in appropriate blanks.



**Reading:** Locates detailed information in a common text.



**Listening:** Comprehends requests for personal details.

**Learning Outcomes:** To introduce oneself; to give personal information; to identify specific situations in daily life; to use simple tools to communicate clearly; to use true/false response format.

**Materials:** Text: *Welcome to Your First Day of Class*; Handouts (Worksheets 1-5)

**Method:** Brainstorm the new people we may meet on any given day. Ask learners for some examples: i.e. a new classmate; a new person in their neighbourhood; a new person at their child's school etc.

Let's talk about a new classmate. How do we start a conversation with this person? What is some common information that is shared? (i.e. name, where do you live, what is your job) Before reading *Welcome to Your First Day of Class*, practice reading and pronouncing the letters of the alphabet in preparation for orally spelling the names.

Distribute and read *Welcome to Your First Day of Class* text. Introduce vocabulary such as names of places that are unfamiliar to students. Read the text once more and ask learners to take different roles.

Learners will complete True/False and fill in the blank exercises that are similar in format to many questionnaires. Review worksheet answers with learners and new *Everyday Conversation* vocabulary (Worksheet 5).

Learners then practice using basic courtesy introductions and sharing personal information with other learners.

**Extension:** In groups of 4, learners could play similar roles of introducing themselves and starting a conversation as is found in the text *Welcome to Your First Day of Class*. Learners could write a small paragraph to introduce themselves.

Unit 1, Activity 1, Worksheet 1

## Welcome to Your First Day of Class

**T** : Teacher      **D** : Dimitri      **P** : Paula      **R** : Robert

**T**: "Good morning. Welcome to English class.  
My name is John (J-O-H-N) Grey (G-R-E-Y).  
I am your English teacher.  
I come from Toronto.  
I moved to Ottawa in 2002.  
What is your name? Where do you live? Do you work?"

**D**: "Good morning. My name is Dimitri (D-I-M-I-T-R-I) Levy  
(L-E-V-Y).  
I come from Russia.  
I arrived in Canada in 1998.  
I live in Kanata.  
I work with computers."

**P**: "Good morning. I am Paula (P-A-U-L-A) Vigos  
(V-I-G-O-S).  
I arrived in Canada in 2001.  
I live in Orleans.  
I don't work. I am a student."

**R**: "Good morning. My name is Robert (R-O-B-E-R-T) Tang  
(T-A-N-G).  
I live in Ottawa.  
I come from China.  
I arrived in Canada in 2002.  
I work in a grocery store."

Unit 1, Activity 1, Worksheet 2

Mark an  in the box with the correct answer.

	<u>True</u>	<u>False</u>
1. Dimitri is a teacher.	<input type="checkbox"/>	<input type="checkbox"/>
2. Paula arrived in Canada in 2002.	<input type="checkbox"/>	<input type="checkbox"/>
3. Robert comes from China.	<input type="checkbox"/>	<input type="checkbox"/>
4. Paula is a student.	<input type="checkbox"/>	<input type="checkbox"/>
5. John lives in Kanata.	<input type="checkbox"/>	<input type="checkbox"/>
6. Dimitri works with computers.	<input type="checkbox"/>	<input type="checkbox"/>
7. John comes from Toronto.	<input type="checkbox"/>	<input type="checkbox"/>
8. Robert doesn't work.	<input type="checkbox"/>	<input type="checkbox"/>

Unit 1, Activity 1, Worksheet 3

**Fill in the blanks;**

1. John is a \_\_\_\_\_.
2. Dimitri arrived in Canada in \_\_\_\_\_.
3. Paula is a \_\_\_\_\_.
4. Robert lives in \_\_\_\_\_.
5. John comes from \_\_\_\_\_.
6. Robert works in a \_\_\_\_\_.
7. Paula arrived in Canada in \_\_\_\_\_.
8. Dimitri works with \_\_\_\_\_.

Unit 1, Activity 2, Worksheet 4

**Answer the questions.**

1. What is your name?

\_\_\_\_\_

2. Where do you live?

\_\_\_\_\_

3. Do you work?

Yes

No

4. Are you a student?

Yes

No

**Select and fill in the personal information of a classmate.**

His name is \_\_\_\_\_.

He lives in \_\_\_\_\_.

He comes from \_\_\_\_\_.

Unit 1, Activity 2, Worksheet 5

Which words do you use in every day conversation?  
(Check all that apply)

- |                                    |                                 |                                       |
|------------------------------------|---------------------------------|---------------------------------------|
| <input type="checkbox"/> travel    | <input type="checkbox"/> sick   | <input type="checkbox"/> good morning |
| <input type="checkbox"/> umbrella  | <input type="checkbox"/> hat    | <input type="checkbox"/> good bye     |
| <input type="checkbox"/> thank you | <input type="checkbox"/> paper  | <input type="checkbox"/> work         |
| <input type="checkbox"/> street    | <input type="checkbox"/> please | <input type="checkbox"/> report       |

**Vocabulary:**

- |           |        |          |
|-----------|--------|----------|
| Country   | Work   | Language |
| Job       | Female | Male     |
| Move      | Year   | Age      |
| Education | Family | Goals    |

**Lesson Title: My Favourite Leisure Activities**

**Level:** One Unit 2

**Time required:** 60 minutes

**Context:** Social interaction and personal preferences

**CLB Outcomes:**



**Speaking:** Responds to personal data questions.



**Reading:** Locates specific written information.



**Listening:** Able to identify factual details in a basic text.

**Learning Outcomes:**

- Able to express personal opinion.
- Able to rank personal preferences.
- Formulating comparisons.

**Materials and Resources:** Text - *Conversation in the Company Cafeteria*.  
Handouts (Worksheets 1 – 3).

**Method:** Review the use of basic courtesies and sharing personal information. Ask learners what topics would be common for small talk in the company cafeteria at lunchtime. Pre-reading: learning how to explain and discuss personal preferences as well as expressing an opinion. Review vocabulary of popular sporting activities with students and ask for their preferences. Relate how our opinions are collected in a survey (shading in a box, marking an  $\times$ ,  or ranking order of preferences 1, 2, 3). Distribute *Conversation in the Company Cafeteria* text and ask learners to identify which words indicate a personal preference such as prefer or like. Write the list of words on the board and seek additional words that could be added.

**Extension:** Compare activities and rank them. Learners could write a sentence or a detailed account that describes their favourite leisure activities, hobbies or interests and why. Learners could also develop their own leisure activity preferences such as 'I like...', 'I really like...' and 'I don't care for...'.

Unit 2, Activity 1, Worksheet 1

**Conversation in the Company Cafeteria**

Helen: "Good morning everybody. How are you?"

David: "Fine thank you Helen."

Daisy: "I am fine thank you. How are you?"

Helen: "I am good thank you. I am going to the movies tonight with my son. I like watching films. What do you like?"

David: "I like playing hockey with my sons but I don't like soccer. I like basketball more than soccer."

Daisy: "I like swimming but running is my favourite sport. I run 2 kilometres every morning. I also enjoy riding my bicycle. I don't like playing tennis."

Helen: "I don't like running very much. I hate swimming. I prefer playing tennis. Last weekend I played tennis for 3 hours with my friend Sarah."

David: "I like playing tennis. Can we play together next Friday?"

Helen: "That is a very good idea. Thank you David."

Unit 2, Activity 1, Worksheet 1 (Continued)

Mark an X or a  beside each person in the chart.

An (X) = does not like

A check  = likes

	Playing hockey	Playing soccer	Swimming	Running	Bicycle riding	Playing tennis
Helen						
Daisy						
David						

Make a sentence with these words. See example.

David / basketball / soccer

→ David likes basketball more than soccer.

1. Daisy / running / swimming

→ \_\_\_\_\_.

2. Helen / playing tennis / running

→ \_\_\_\_\_.

Unit 2, Activity 1, Worksheet 2

Place a 1 beside the sport he/she likes best

Place a 2 beside the second best sport he/she likes

Place a 3 beside the third best sport he/she likes

Daisy

Running	_____
Riding bicycle	_____
Playing tennis	_____

Helen

Playing tennis	_____
Running	_____
Swimming	_____

David

Playing hockey	_____
Playing basketball	_____
Playing soccer	_____

Unit 2, Activity 1, Worksheet 3

Mark an  in the box with the correct answer from the text.

	<u>True</u>	<u>False</u>
1. One man and two women are talking together.	<input type="checkbox"/>	<input type="checkbox"/>
2. Two people like running.	<input type="checkbox"/>	<input type="checkbox"/>
3. Only one person hates swimming.	<input type="checkbox"/>	<input type="checkbox"/>
4. The man likes playing tennis.	<input type="checkbox"/>	<input type="checkbox"/>
5. All three people like a sport.	<input type="checkbox"/>	<input type="checkbox"/>



**Lesson Title:** The Company Rules

**Level:** Two Unit 1

**Time required:** 60 minutes

**Context:** Reading and comprehending an official document.

**CLB Outcomes:**



**Speaking:** Responds to simple questions with required information.



**Writing:** Using accurate spelling; completing familiar details.



**Reading:** Gets the gist of the text; locating specific written information.



**Listening:** Able to identify factual details in a listening text; identifies instructional expressions and their meanings.

**Learning Outcomes:**

- Understanding general information in daily life
- Providing explanations and reasoning
- Making a link between a cause and its effect
- Expressing oneself clearly
- Gaining familiarity with multiple choice questions

**Material and Resources:** Text: *The Company Rules*  
Handouts (worksheets 1-7)

**Method:** Pre-reading: Discuss the rules of your school. How do you find out what they are? Where are they posted? Why do we have them? (safety, health, order etc) Identify other places rules are found (e.g. in the workplace) and the consequences if rules are not followed. (injury etc). Rules can also be communicated in words or through symbols (signs). What are some examples of signs that have no words? A circle with a diagonal line through it surrounding a picture is the universal symbol for something not allowed. It is usually coloured red. Ask learners for some examples and draw them on the board (e.g. no parking, no left turn, no swimming etc). Distribute *The Company Rules* text. Assign several learners to read the text to the class. List and review new vocabulary. Distribute comprehension exercises. Complete the sentences with the correct words / Fill in the blanks exercise. Use short sentences to explain visuals/signage.

**Extension:** Compose and write short sentences to describe your classroom or school rules.

Unit 1, Activity 1, Worksheet 1

**The Company Rules**

1. Parking

- 1.1 The parking lot is free for all workers who come by car.
- 1.2 The parking lot is open Monday to Friday from 6 am to 10 pm.

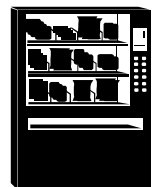
2. Cafeteria

- 2.1 The cafeteria is open to all employees and visitors. The cafeteria is open every day from 6:30 am to 9:30 pm.
- 2.2 The vending machines are always available.

3. Safety

- 3.1 Workers and visitors must wear a nametag at all times.
- 3.2 When the alarm sounds or goes on, you must exit the building.

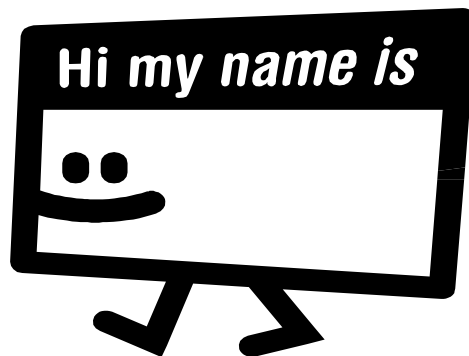
**Vending machine** is a machine that you can buy food and drinks by inserting money.  
*You can buy water and pop from the vending machine.*



Unit 1, Activity 1, Worksheet 2

Mark an  in the box with the correct answer.

- |  | <u>True</u>              | <u>False</u>             |
|--|--------------------------|--------------------------|
| 1. There is parking for all workers.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The parking lot is open on weekends.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The cafeteria closes at 9:30 pm.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The vending machines are broken.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You must always wear a nametag                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. You must close your door when<br>the alarm goes on. | <input type="checkbox"/> | <input type="checkbox"/> |



Unit 1, Activity 1, Worksheet 3

Fill in the blanks with the correct word.

1. Workers don't have to pay for parking. It is \_\_\_\_\_.
2. The parking lot \_\_\_\_\_ at 10 pm.
3. The cafeteria is open Monday, Tuesday, Wednesday, \_\_\_\_\_ and Friday.
4. Workers and \_\_\_\_\_ can use the cafeteria.
5. Machines which sell food or drinks are called \_\_\_\_\_.
6. Everyone must wear a \_\_\_\_\_.
7. You must exit the \_\_\_\_\_ when the alarm sounds or goes on.

Unit 1, Activity 1, Worksheet 4

What is the meaning of each sign?



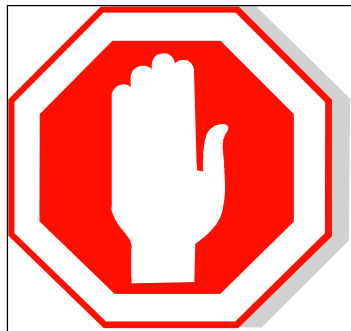
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Unit 1, Activity 1, Worksheet 5

Mark an  in the correct box:

1. The parking lot is:
  - expensive
  - free
  - closed on Monday
  
2. The parking lot is for:
  - the workers
  - the visitors
  - the bus
  
3. Workers and visitors must wear:
  - a telephone
  - a nametag
  - a key
  
4. Workers can also use the:
  - public buses
  - personal alarms
  - vending machines

Unit 1, Activity 1, Worksheet 6

Which of these places have rules? *(Check all that apply)*

car

school

house

bus

office

cafeteria

library

market

cinema

hospital

taxi

pharmacy

park

museum

university

restaurant

bank

street

Unit 1, Activity 1, Worksheet 7

Mark an  for the correct answer from *The Company Rules* text?

1. If a worker arrives at work by car:
  - he pays for parking
  - he does not pay for parking, it's free
  
2. If a worker arrives at work at 10:30 pm:
  - the parking lot is open
  - the parking lot is closed
  
3. The cafeteria is open:
  - for workers only
  - for workers and visitors
  
4. If a worker goes to the cafeteria at 10 am:
  - it is closed
  - it is open
  
5. The workers can use vending machines:
  - all the time
  - sometimes
  
6. If a worker wears a nametag:
  - he is obeying the rules
  - he is not obeying the rules

**Lesson Title: Surveys in Canada**

**Level:** Two Unit 2

**Time required:** 45 minutes

**Context:** Understanding the value of survey information.

**CLB Outcomes:**



**Speaking:** Following information and instructions responding to a range of requests.



**Writing:** Writes familiar details in appropriate sections.



**Reading:** Identifies where to write personal data on a form.



**Listening:** Comprehends requests for personal details.

**Learning Outcomes:**

- Providing different types of personal information.
- Understanding uniqueness as a member of a community.
- Providing personal information in order to be recognized, such as in a survey.
- Gaining better understanding of the diversity of living in Canada.

**Materials and Resources:** Text: *Surveys in Canada* (Worksheet 1)  
Handouts (Worksheets 2 - 5)

**Method:** Pre-reading: Ask learners how they learn information about Canada and its people. Ask them what they know about Canada (population?; from what countries do many newcomers come to live in Canada?; why do they come? etc)  
Surveys are also a way to gather information about Canada. A survey provides information about the people who answer the questions. Ask learners about their experience with surveys. Assign several learners to read the *Surveys in Canada* text to the class. Review vocabulary, discuss content of text and complete comprehension exercise (True/False survey format). Following the comprehension exercise, (worksheet 2) complete the survey-like questionnaire of a person in the text (worksheet 3). What does this information tell us?

**Extension:** Tabulate the worksheet 3 survey results of everyone and discuss how this information would be helpful to a business or to the government.

Unit 2, Activity 1, Worksheet 1



## Surveys in Canada

A survey is a document with questions to answer. A survey gives information about the people who answer. You answer a survey only if you want to.

Companies use surveys to get information about people and things. A survey may also be called a questionnaire, a census or a poll.

The population of Canada is 33 million. Many different people with different cultures live in Canada. They are women, men and children.

Newcomers come to live in Canada every year. They are starting a new life in a new country. Canada has many programs to help newcomers. Surveys help the government to understand the needs of newcomers and plan new programs.

**Programs** are detailed activities to do a certain job.

*There is a new program in our city to help people find work.*

**Document** is a special piece of paper that provides information or is used to collect information.

*You should always keep your immigration documents in a safe place.*

Unit 2, Activity 1, Worksheet 2

Mark an  in the box with the correct answer.

1. Canada has a population of 37 million people.  
 True  
 False
  
2. All people in Canada have the same culture.  
 True  
 False
  
3. New people come to live in Canada every year.  
 True  
 False
  
4. The government has programs to help newcomers.  
 True  
 False
  
5. A survey has many questions.  
 True  
 False
  
6. You can refuse to answer a survey.  
 True  
 False

Unit 2, Activity 2, Worksheet 3

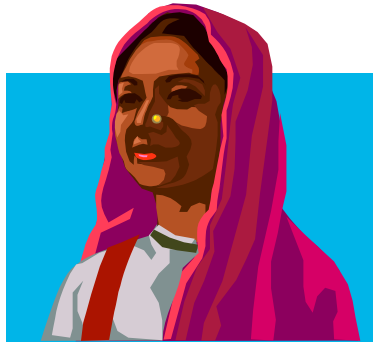
Read the text.



Nicolas Polovski comes from Poland.

He came to Canada in 2004.

He is a Permanent Resident.



Naja Pujab comes from India.

She arrived in Canada in 2007.

She is a Convention Refugee.



Jack Chen comes from China.

He arrived in Canada in 1998.

He is a Canadian citizen.

Unit 2, Activity 2, Worksheet 4

**Fill in the blanks for each person on Worksheet 3.**

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Country of origin: \_\_\_\_\_

Arrived in Canada: \_\_\_\_\_  
*year*

**What is their status? Mark an  in the correct box.**

- Permanent Resident
- Convention Refugee
- Refugee Claimant
- Canadian Citizen

Unit 2, Activity 3, Worksheet 5

**Write in the missing letters in the blanks.**

1. citizenship                      ci \_ \_ ze \_ \_ sh \_ \_ \_

2. questionnaire                      \_ \_ est \_ \_ nnai \_ \_ \_

3. country                              c \_ \_ un \_ \_ \_ y

4. citizen                              c \_ \_ t \_ \_ z \_ \_ n

5. survey                              s \_ \_ rv \_ \_ y

6. census                              c \_ \_ n \_ \_ us

7. resident                              re \_ \_ \_ d \_ \_ nt

8. refugee                              \_ \_ \_ fu \_ \_ \_ e



**Lesson Title:** **The Residents of Leeds**

**Level:** Three Unit 1

**Time required:** 60 minutes

**Context:** Gaining familiarity with multiple choice format and survey development.

**CLB Outcomes:**



**Writing:** Fills out form with required information;  
Demonstrates adequate control of simple structures.



**Reading:** Gets overall meaning of a business text;  
Follows common everyday written instructions.



**Listening:** Gets factual details; follows directions relating to movement and position in space; checks off or fills in appropriate blanks.

**Learning Outcomes:**

- Gaining a better understanding of surveys, their value and how they work
- Understand the importance of gathering data and the importance of providing information and preferences for decision making purposes.

**Materials and Resources:** Handouts: Text: *Information Letter to All Residents of Leeds*  
Worksheets 2- 8  
Dictionaries

**Method:** Discuss where we live, what is happening in our neighbourhoods, how we express our preferences on development, what do our neighbours prefer. Assign learners to read *Information Letter to All Residents of Leeds*. Following the comprehension exercise examine the best way to make a decision on neighbourhood development that will satisfy the residents. Learners can review the information about the neighbourhood, develop a resident survey (worksheet 5), analyze results (worksheet 6) and determine what would be the best choice for the residents.

**Extension:** Develop additional questions for the survey.  
Research local news for neighbourhood concerns. This may include a new road, a commercial or industrial development or school closure etc. Discuss how to resolve.

## Unit 1, Activity 1, Worksheet 1

### Information Letter to All Residents of Leeds

Dear Friends,

The Leeds Neighbourhood Residents Association, LNRA, welcomes everyone who has recently come to live in our neighbourhood. The LNRA is the association of the people living in Leeds. The LNRA was founded in 2006. Our association has 3 purposes:

- To welcome everyone who has recently moved into our neighbourhood
- To improve relations among the residents of our neighbourhood
- To inform residents and make decisions about our neighbourhood.

The LNRA exists thanks to our neighbourhood volunteers. All Leeds residents can be members of the LNRA. To become a member, come to a meeting and fill in the application form. The subscription to be a member is \$20 per year.

*LNRA invites all residents to an Information Meeting  
about the lot on King Street.*

*The meeting is Thursday October 2 at 6:30 pm at 120 Queen Street.*

The lot on King Street is a property that is owned by the city. The city wants to build on this lot. We know the city hasn't chosen a project yet. We, as members of the LNRA, want to give our opinion to the city. We want to choose the project. We invite all the residents of Leeds to a meeting. We want to help the city make the best decision. Come join us.

After the meeting, there will be a potluck. All residents will share their favourite dishes.

Have a nice week.

*LNRA - The Leeds Neighbourhood Residents Association*



## Unit 1, Activity 1, Worksheet 2

Mark an X in the box with the correct answer.

	<u>True</u>	<u>False</u>
1. Everyone living in Leeds is a member of LNRA.	<input type="checkbox"/>	<input type="checkbox"/>
2. The LNRA is a neighbourhood association.	<input type="checkbox"/>	<input type="checkbox"/>
3. All LNRA members live in Leeds.	<input type="checkbox"/>	<input type="checkbox"/>
4. The LNRA is a city department.	<input type="checkbox"/>	<input type="checkbox"/>
5. Some residents of Leeds are LNRA volunteers.	<input type="checkbox"/>	<input type="checkbox"/>
6. The King Street lot is not in Leeds.	<input type="checkbox"/>	<input type="checkbox"/>
7. The city wants to build on the King Street lot.	<input type="checkbox"/>	<input type="checkbox"/>
8. The LNRA want the residents to give their opinion about the lot.	<input type="checkbox"/>	<input type="checkbox"/>
9. The city has already made a decision about the lot.	<input type="checkbox"/>	<input type="checkbox"/>
10. Everyone will be able to give their opinion at the information meeting.	<input type="checkbox"/>	<input type="checkbox"/>

### Unit 1, Activity 1, Worksheet 3

Complete the sentence by choosing words from each column. Start the sentence with the words in Column one. See **bolded** example.

<i>Column one</i>	<i>Column two</i>	<i>Column three</i>
<b><i>After the information meeting</i></b>	belong	to the city.
The next meeting	you have to	fill in the subscription form and pay \$20.
If you live in Leeds	<b><i>there will be</i></b>	to an information meeting.
Every resident of Leeds	can give	for free.
Volunteers	is	join the LNRA.
To be a LNRA member	are invited	his/her opinion.
The lot on King Street	you can	on June 21.
All the residents of Leeds	work for LNRA	<b><i>a potluck.</i></b>

## Unit 1, Activity 1, Worksheet 4

Shade in the box with the sentence that has the same meaning.

1. The city is planning a construction project on King Street.

- The city will build a bridge.
- The city wants to close King Street.
- The city is going to approve a contract to build on the King Street lot.

2. We invite all the residents of our neighbourhood to a meeting.

- A party is organized for the residents of the neighbourhood.
- People living in the neighbourhood are invited to a discussion.
- Everyone can discuss the neighbourhood with their family.

3. The LNRA is working due to volunteers.

- Some people are paid for their work.
- Some volunteers are giving their time freely to the LNRA.
- Residents of the neighbourhood are all volunteers.

4. We want to give our opinion.

- Listening to the opinions of others is important.
- It is better to say what we think.
- We want to say what we think.

5. To make the best decision.

- To choose quickly without thinking.
- To make the best choice possible.
- To help people who hesitate.

6. An information meeting about the King Street lot.

- A meeting where people will talk about the King Street lot.
- A meeting on the King Street lot.
- A potluck to celebrate the King Street residents.

## Unit 1, Activity 1, Worksheet 5

### Develop a survey to determine the best project for Leeds.

Many residents living in Leeds came to the meeting on June 21. Now, the residents need to choose between 3 projects for the King Street lot:

- To build a park with a playground and a soccer field, or
- To build a grocery store, or
- To build a library

The city will accept only one choice.

**In groups of 2-4 learners, and with the information below, develop a survey for the residents of Leeds.**

<p>Leeds has 120 houses</p> <p>The residents of the neighbourhood are :</p> <p>◆ Couples with kids                      ◆ Elderly people</p> <p>◆ Young kids (from infants to 14 years old)</p> <p>◆ Couples without kids</p> <p>◆ Singles with or without kids</p> <p>◆ Teenagers (from 15 to 20)</p>
--



14. Which activities do you like? Check all that apply.

- reading books or magazines
- watching movies
- listening to CDs
- surfing the internet
- taking a walk
- none of the above

15. How long have you been living in Ontario?  less than 1 year  
 between 1 and 2 years  
 more than 2 years

16. Rank from 1 to 3 the projects you want for your neighbourhood (1 being the project you like most) \_\_\_ A. a park with a playground and soccer field  
\_\_\_ B. a grocery store  
\_\_\_ C. a library

17. Do you like to travel?  yes  
 no

18. Are you attending an English class?  yes  
 no

19. How many people are living in your home? \_\_\_\_\_

20. Which sport do you watch on TV?  hockey  
 soccer

21. Why are you living in Leeds?  
 because it is convenient  
 because it is not expensive  
 I don't really know why

22. What language do you speak with your family? \_\_\_\_\_

24. Are you?  Female  
 Male

## Unit 1, Activity 2, Worksheet 6

With your group, look at the results of the survey below and decide which of the 3 proposals the residents of Leeds would like most.

Justify your answer.

*Results of the survey: 100 persons have answered the questions*

90 persons aged 21 to 60 have answered the questionnaire

10 persons aged 60 and more have answered the questionnaire

70 persons have young kids

50 persons have teenagers

75 persons are playing an outdoor sport

45 persons have a dog

50 persons often go to the library

25 persons sometimes go to the library

15 persons never go to the library

95 persons like taking walks

90 persons listen to CDs

75 people use the internet

90 persons watch movies or listen to CDs

95 persons travel to the grocery store by car

95 persons travel to the grocery store in less than 10 minutes

85 persons are living in Leeds because it is convenient

10 persons live in Leeds because it is not expensive

5 persons do not really know why they live in Leeds

50 persons prefer a playground

25 persons prefer a grocery store

25 persons prefer a library

Discussion Questions:

What other questions could have been included in the survey?

After seeing the results of the survey, what other information did you learn about the residents of Leeds?



## Unit 1, Activity 4, Worksheet 8

Make sentences using the expressions "more...than", "less...than" and "as many as".

Example: 100 men / 120 women

There are more women than men in Leeds.

In Leeds, there are...

150 young kids / 90 teenagers

---

60 houses with a garden / 60 houses without garden

---

45 dogs / 25 cats

---

18 hamsters / 2 parrots

---

80 houses with more than one floor / 40 houses with one floor

---

38 soccer balls / 38 baseballs

---

2 pharmacies / 4 restaurants

---

1 laundromat / 1 post office

---

40 blue houses / 30 red houses

---

**Lesson Title: Ontario: Large and Diverse**

**Level:** Three Unit 2

**Time required:** 2 hours

**Context:** Responding to survey format questions and indicating personal preferences.

**CLB Outcomes:**



**Speaking:** Describes an object as required;  
asks for explanations where necessary.



**Writing:** Using accurate spelling.



**Reading:** Gets key information/main idea from texts;  
identifies important details as required.



**Listening:** Identifies and follows directions relating to amounts;  
gets the gist; factual details of a text.

**Learning Outcomes:**

- Develop better understanding of the diversity of Ontario
- Developing awareness of the various opportunities in the community
- How to research a topic.

**Materials and resources:** Text: *Ontario: A Province to Discover*  
Worksheets 2 – 7.  
Computer lab with internet access.  
An atlas (optional).  
Ontario tourism books (optional).

**Method:** This activity is designed to raise learner awareness of Ontario combined with responding to questions in a survey style format. Start lesson by gathering learner knowledge about Ontario through discussion. Then, introduce new vocabulary and text. Assign several learners to read text to class. Divide learners into small groups to search internet for Ontario information. Ask learners to ‘rank’ what is important to them (e.g. 1 – 3). Correlate format of exercises to survey formats.

**Extension:** Conduct additional research on the internet of a selected topic.  
Provide an opportunity for learners to explore other websites about Ontario.  
Search the Statistics Canada website for information about Canada.

## Unit 2, Activity 1, Worksheet 1

### **Ontario: A Province to Discover**

Ontario is one of the ten provinces of Canada and among the biggest. The province of Ontario covers more than a million square kilometres. There are many lakes, rivers and streams in Ontario. There also are many forests in Ontario that make up more than half of the province. Ontario has many different kinds of wild animals. Ontario has developed many programs to protect its environment with its numerous provincial parks. Protecting the natural environment is a major concern for all Canadians.

More than 12 million people live in Ontario. The Ontario population is very diverse in its origins and cultures. Many languages are spoken in Ontario besides English and French. Many newcomers to Canada choose to live in Ontario. The majority of people living in Ontario live in big cities such as Ottawa or Toronto.

The capital city of Ontario is Toronto. The capital city of Ontario has a multicultural population. Toronto is also a cultural and business centre and popular destination for tourists. The CN Tower, Parliament Hill and Niagara Falls are some popular tourist places in Ontario. Visitors to Ontario can choose from a wide range of activities and festivals. The many provincial parks provide visitors with the opportunity to participate in recreational activities while protecting the natural landscape. You can also visit the large cities for their cultural life or to go shopping.

Unit 2, Activity 1, Worksheet 2

Mark an **X** in the box with the correct answer.

	<u>True</u>	<u>False</u>
Ontario is a Canadian territory.	<input type="checkbox"/>	<input type="checkbox"/>
Ontario is over a thousand square kilometres.	<input type="checkbox"/>	<input type="checkbox"/>
There are very few lakes and rivers in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>
Protecting the environment is not important in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>
33 million people live in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa is the capital of Ontario.	<input type="checkbox"/>	<input type="checkbox"/>
Everyone in Ontario has the same origin.	<input type="checkbox"/>	<input type="checkbox"/>
Many newcomers settle in Ontario every year.	<input type="checkbox"/>	<input type="checkbox"/>
Toronto is a small Ontario city.	<input type="checkbox"/>	<input type="checkbox"/>
The CN Tower and Niagara Falls are not in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>
Toronto is both a cultural and business centre.	<input type="checkbox"/>	<input type="checkbox"/>
Visitors can choose from many activities in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>

## Unit 2, Activity 1, Worksheet 3

In groups of 2 to 4, answer the following questions. Search for answers on the internet. Sample sites to search: [www.gov.on.ca](http://www.gov.on.ca); [www.ontarioparks.com](http://www.ontarioparks.com)

1. What are the four largest cities in Ontario? \_\_\_\_\_  
\_\_\_\_\_
2. How many lakes are in Ontario? \_\_\_\_\_
3. Which provinces border Ontario? \_\_\_\_\_
4. Which lakes are called the Great Lakes? \_\_\_\_\_  
\_\_\_\_\_
5. What is the "official flower" of Ontario? \_\_\_\_\_
6. Which of the following animals do not live in Ontario?  
skunk - chipmunk - beaver - parrot - squirrel - black bear.
7. Name 4 Provincial parks in Ontario:  
\_\_\_\_\_  
\_\_\_\_\_
8. Rank the Great Lakes by size ("1" is the largest, "2" is the second largest, "3" is the third largest, etc.).  
\_\_\_ Lake Huron  
\_\_\_ Lake Ontario  
\_\_\_ Lake Michigan  
\_\_\_ Lake Erie  
\_\_\_ Lake Superior
9. How often does a general provincial election take place in Ontario?  
 every year  
 at least once every 5 years  
 every 10 years.

## Unit 2, Activity 1, Worksheet 4

Choose the correct answer(s).

1. To find information about English classes for newcomers, I can :

- ask for information at the school board.
- ask at the supermarket in my neighbourhood.
- contact a settlement agency.

2. To find out about parking regulations in Mississauga, I can :

- call the Mississauga City Hall.
- just park my car anywhere.
- check the city website.

3. To find a recreation centre for my family, I can :

- contact the city by phone.
- ask my neighbours if they can recommend a centre to me.
- drive around the city.

4. To find a job, I can :

- go to a library and check the job ads in the newspaper.
- wait until someone offers me a job that interests me.
- check job ads at employment centres or on websites.

5. Before coming to Canada, I was a teacher. How can I find out if I can work in Ontario with my foreign diploma? I can :
- ask my Canadian neighbour.
  - ask a teacher.
  - search internet for the credentials to work in Ontario.
6. I am a permanent resident and I live in Ontario. How do I find out if I need a work permit? I can:
- contact a settlement agency for information.
  - work without being concerned about it.
  - wait until I become a Canadian citizen.
7. To register my son, the school office asked me for his birth certificate. I can :
- tell the school that my son is old enough.
  - ask my neighbour to call the school office.
  - obtain a birth certificate from where he was born.
8. To meet other people and become active in my community, I can :
- become a volunteer with an association.
  - wait for someone to ask me.
  - take some courses or job training.



## Unit 2, Activity 3, Worksheet 6

Write three sentences that describe your city.

Example: "In Niagara Falls, there are many beautiful parks."

Example: "In Toronto, you can visit the CN Tower 364 days a year."

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## Unit 2, Activity 4, Worksheet 7

### The Oswald Family

Adam and Jane Oswald have 2 kids; a 13 year old son named Lucas and a 6 year old daughter named Marie. The Oswald family have a dog. They always take their dog with them on holidays. Adam Oswald likes to play outdoor sports. He also enjoys spending time in outdoor recreational activities with his family. The Oswald family often take long rides on their bicycles. Jane Oswald loves nature. She also likes swimming very much. Jane always takes advantage of family walks to tell her children about plants, animals and nature.

In groups of 2 - 4, select a Provincial park in Ontario where the Oswald family would enjoy spending a holiday.

Check the website <http://www.ontarioparks.com>.

Name of Provincial Park: \_\_\_\_\_

Why did you choose this park?

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Other websites with information about Ontario:

<http://www.ontariotravel.net>

<http://www.tourism.gov.on.ca>

<http://ontarioimmigration.ca>

<http://www.citizenship.gov.on.ca>

**Lesson Title:                    Gathering Information**

**Level:** Four    Unit 1, Activity 1

**Time required:** 2 hours

**Context:** Expressing a personal opinion

**CLB Outcomes:**



**Listening:** Can follow simple, short, direct questions related to personal experience and general knowledge.



**Speaking:** Can take part in short routine conversations; can ask and respond to simple familiar questions.



**Writing:** Can effectively convey in writing simple ideas and information about personal experience within predictable contexts of everyday needs.

**Learning Outcomes:** Learners will be able to understand open and closed-ended questions and how to use them. Learners will practice using open-ended questions as a way of acquiring more information and keeping a conversation going. Learners will also be able to determine the difference between opinion and factual responses.

**Materials and Resources:** Worksheets 1 and 2.

**Method:** Distribute warm-up activity *Every Day* bubble. (Worksheet 1).

Ask learners to fill in the diagram with the names of people they speak with every day. Then ask learners to complete the chart giving more details about people they speak with and thinking of someone new to add. Brainstorm ways to increase the number of people learners can connect with in order to work on their English speaking skills.

Present the two ways to ask questions (yes/no and “Wh” questions) and discuss with the class the difference between them and when they might be used. On a survey, both types of questions can be found as well as many closed questions that require the information to fit into a category.

For example:

*“Which area of English is the most difficult?”*

*Choose ONE Answer only – Speaking/Reading/Writing/Listening*

Even if a learner has difficulty with more than one skill area, the survey may require that only one be selected. This is an easier way for the information to be collected and tabulated rather than all survey questions being open-ended.

Developing Questions:

*Yes/No* Questions are questions that can be answered with **yes** or **no**:

Are you new here?	Yes, I am.	<i>or</i>	No, I'm not.
Do you like this city?	Yes, I do.	<i>or</i>	No, I don't.
Did you work in your country?	Yes, I did.	<i>or</i>	No, I didn't.
Have you worked in Canada?	Yes, I have.	<i>or</i>	No, I haven't.

These questions are often called “closed-ended” questions because the answer can be given as a yes or no. Closed-ended questions provide a limited amount of information to the person who is asking the question but they are easier to count.

*Wh* questions are questions that begin with a question word such as what, where, when, why, who, which or how.

What type of job did you have in your country?	I was an engineer.
Where did you learn English?	I learned English in my home country.
When did you come to Canada?	I came to Canada in 2008.
Why are you taking this ESL class?	I want to work in my profession.
Which area of English is the most difficult?	I think speaking is the most difficult for me.
Who is working in your family?	My wife is working.
How did you find out about this class?	My neighbour told me.

These questions are often called “open-ended” questions because the answers cannot be yes or no. Open-ended questions are a good way of obtaining more specific information from the person you are asking.

Explain to the class that they are going to brainstorm a list of things they would like to find out about other members of the class. Decide if the topic is a fact or an opinion.

For example:

FACT

Name  
Country of birth  
Arrival in Canada  
Language

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OPINION

Learning English  
Weather in Canada  
Taxes

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Divide learners into pairs and ask them to create open-ended questions for each topic to interview their partner:

Example:

FACT

How do you spell your name?

OPINION

What is the best way to learn English?

After the Interview:

Report back to the class 3 interesting things you learned about the person you interviewed. This can be either from the Fact or Opinion list. In small groups of 3-5 learners, make a list of 10 things that all group members have in common. Make another list of 10 things that they do not have in common. Choose one learner to record the information and another learner to report the findings to the class.

Example:

**In Common (the same)**

Everyone has a car.

**Not In Common (not the same)**

Not everyone likes summer in Canada.

**Extension Activity**

Distribute *What's Your Opinion?* handout to learners and ask them to rate their opinion from 1 (strongly agree) to 10 (strongly disagree) on each statement.

Divide learners into small groups and ask them to discuss their responses to the statements. As a class, examine each statement and ask for someone who strongly agrees to explain his/her opinion. Do the same thing for someone who strongly disagrees with the statement. Ask learners to write a paragraph about one of the statements.

Unit 1, Activity 1, Worksheet 1

**What's Your Opinion?**

Rate your opinion from 1 to 10 on the following statements.

1	2	3	4	5	6	7	8	9	10
<b>Strongly agree</b>									<b>Strongly disagree</b>

**Statements**

**My Rating**

My children's future will be better than mine.	_____
Protecting the environment is very important.	_____
The World Cup is more exciting than the Olympic Games.	_____
Making mistakes in English doesn't matter, as long as people understand you.	_____
Men should always open the door for women.	_____
Watching a DVD at home is more fun than going to the cinema.	_____
Cell phones should always be turned off in our classroom.	_____

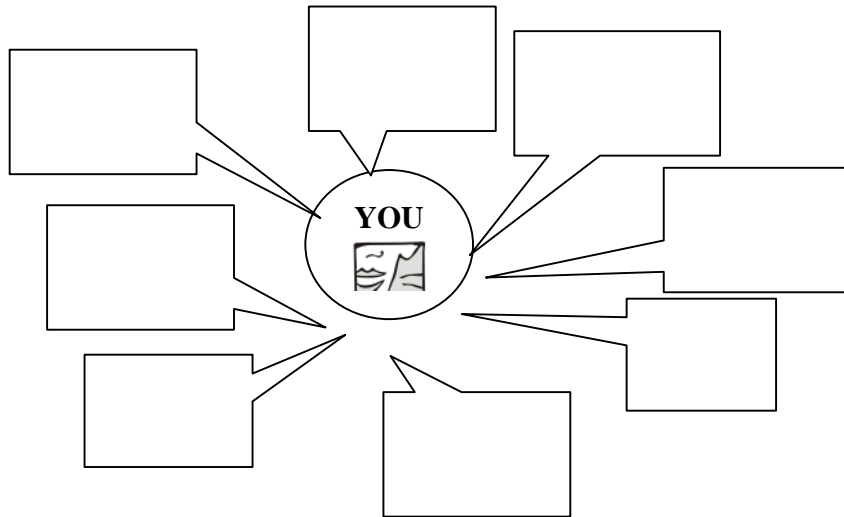
Useful Expressions:

<p><b>In my opinion .....</b></p> <p><b>I think that .....</b></p> <p><b>As far as I'm concerned .....</b></p> <p><b>I agree with you because .....</b></p> <p><b>I disagree with you because .....</b></p>
---

## Unit 1, Activity 1, Worksheet 2

Who do you speak English to every day? Fill in the diagram with the names of people you talk to in English. How many names do you have in your diagram? What are some ways to add more people?

### EVERY DAY



Who?	Where?	When?	What do you talk about?	Who is a new person to talk to?
my next door neighbour	outside my house	every morning	<ul style="list-style-type: none"> <li>- the weather</li> <li>- soccer</li> <li>- children</li> </ul>	a different neighbour

**Lesson Title: Complete the Survey!**

**Level:** Four Unit 1, Activity 2

**Time required:** 60 – 90 minutes

**Context:** Responding to basic survey questions.

**CLB Outcomes:**



**Listening:** Can identify specific factual details and inferred meanings in dialogues; can follow simple short direct questions related to personal experience and general knowledge.



**Speaking:** Can ask and respond to simple, familiar questions demonstrating control of basic grammar; can demonstrate adequate vocabulary for routine everyday communication.

**Learning Outcomes:** Learners will be able to complete the missing information on their handout by asking their partner specific questions. Learners will learn common personal information terminology that is often requested in a survey and will be required to listen carefully to the answers in order to complete the form accurately.

**Materials and Resources:** Handouts: Worksheets 3 (A & B)

**Method:** This information gap activity is intended to encourage learners to speak to one another about personal information that is typically found on a survey. The instructor writes the 6 survey questions below on the board, divides the learners into pairs and asks learners to find the answers. One learner uses Sheet A and the other uses Sheet B. Through questioning each partner in turn, learners will be able to complete the sheets so that all 6 questions have been answered for each person. Learners are not permitted to look at each other's sheet.

Once the activity is complete, the instructor can check learners' answers with the master worksheet.

**Survey Questions**

1. What is your age?
2. What is your current status in Canada?
3. How long have you lived in Canada?
4. What was your usual occupation before moving to Canada?
5. What is your job?
6. What is your favourite way of learning English?

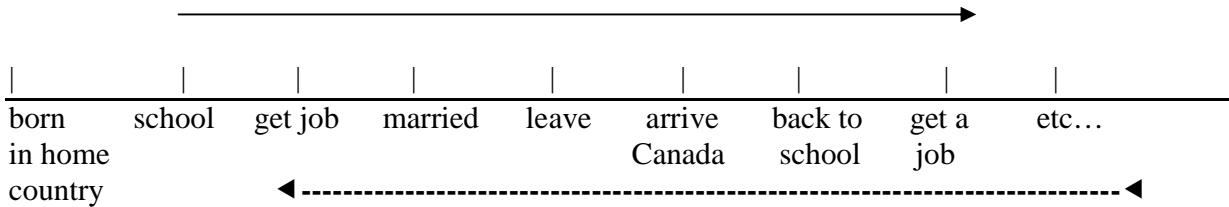
**Extension Activity:**

Prepare a timeline of your life. Include courses, education, moving to Canada, career changes etc. Is it a straight line? Most people change careers an average of 6 or 7 times throughout their working life. Lifelong learning is important to Canadians and many people go back to school in their 30s, 40s or older! What does your timeline look like?

This timeline shows the life of someone who was born in another country, attended school, got a job, got married and then left the country for Canada. Once in Canada, they had to go back to school for training or upgrading (see bottom arrow) in order to get a job again (see top arrow).

*Timeline of my life so far ....*

---



## Unit 1, Activity 2, Worksheet 1

### Sheet A

#### ***Alice***

- 32 years old, full time mom
- Arrived in Canada in 1999 from China after living in USA
- Wants to improve English through more Conversation practice

#### ***Juan Carlos***

- Came to Canada from Colombia 6 years ago
- 54 years old
- Trying to find a job as a truck driver
- Finds learning English difficult but likes to watch movies in English

#### ***Marcela***

- Recently successfully wrote her RN exam and plans to continue her career as a nurse in Canada
- Came to Canada when she was 43 years old
- Working part time as a Personal Support Worker

#### ***Mohammed***

- Has found part time work here in a factory
- Came to Canada in 2004 as a Refugee Claimant when he was 27 years old

#### ***Fatima***

- 45 year old, Permanent Resident from Zimbabwe
- Worked in Marketing in her country
- Arrived in Canada 5 years ago
- Hasn't found a job in her field but is currently working in a hotel to pay her bills

#### ***Robert***

- Originally from Congo
- Will be 25 in 2 weeks
- Permanent Resident status in Canada
- Volunteers as a writer for a local community newspaper right now
- Reads newspapers on the internet to improve his English

## Sheet B

### *Alice*

- 32 years old
- Canadian Citizen
- Accounting Assistant in China but now a full time Mom
- Wants to improve English through more Conversation practice

### *Juan Carlos*

- Came to Canada from Colombia
- Permanent Resident
- Had a career as a mechanic

### *Marcela*

- Just successfully wrote her RN exam and plans to continue her career in Canada
- Loves helping her children with their homework and improving her English at the same time
- Convention Refugee from El Salvador
- Born in 1962

### *Mohammed*

- Businessman from Eritrea
- Came to Canada in 2004 as a Refugee Claimant when he was 27 years old
- Likes using the internet
- Now a Canadian Citizen

### *Fatima*

- Learns best when using the computer
- Hasn't found a job in her field but is working in a hotel

### *Robert*

- Journalist in UK before coming to Canada in 2005
- Originally from Congo
- Reads newspapers on the internet to improve his English

**Master Copy - full biography of each learner!**

***Alice***

1. 32 years old
2. Canadian Citizen
3. 9 years (1999-2008)
4. Accounting Assistant in China
5. Full time Mom
6. Conversation practice

***Juan Carlos***

1. 54 years old
2. Permanent Resident
3. 6 years
4. Mechanic
5. Looking for a job as a truck driver
6. Likes to watch movies

***Marcela***

1. 46 years old (born in 1962)
2. Convention Refugee
3. 3 years (came to Canada when she was 43)
4. Nurse
5. Personal Support Worker
6. Helping children with homework improves her English

***Mohammed***

1. 31 years old (came to Canada in 2004 when he was 27)
2. Canadian Citizen
3. 4 years (since 2004)
4. Businessman
5. Part time factory worker
6. Internet

***Fatima***

1. 45 years old
2. Permanent Resident
3. 5 years
4. Marketing
5. Works in a hotel
6. Computer

***Robert***

1. 24 years old (will be 25 in 2 weeks)
2. Permanent Resident
3. 3 years (came in 2005)
4. Journalist
5. Volunteers as a writer for a community newspaper
6. Reads newspapers on the internet

**Lesson Title: Understanding a Bar Graph**

**Level:** Four Unit 1, Activity 3

**Time required:** 2 hours

**Context:** Reviewing survey data with the use of a bar graph.

**CLB Outcomes:**



**Reading:** Can locate, compare and contrast one or more pieces of information; can use standard reference texts such as graphs.



**Writing:** Conveys an opinion in a simple paragraph; structures a paragraph adequately through pre-writing to generate ideas; developing the body and conclusion.



**Speaking:** Can ask and respond to simple, familiar questions demonstrating control of basic grammar; can demonstrate adequate vocabulary for routine everyday communication.

**Learning Outcomes:** Learners will learn how to read and interpret information from a bar graph. Learners should be able to analyze data and discuss how this information affects the decision-making process; as well as making inferences to generate conclusions.

**Materials and Resources:** *Bar Graph* copy for each learner or groups of learners

Pre-Activity Vocabulary:

Census - an official count of a population.

Trend - a general pattern or tendency.

Data - facts, pieces of information.

Decision-maker - a person who is in a position to make a decision affecting others.

Demographic - a segment of the population.

Retirement - to give up working, usually at a certain age.

**Method:** Discuss the concept of a census with the class and brainstorm the types of information it can produce. Discuss who uses this information (government, business, community) and for what purposes (funding, long-range planning, advertising etc). Introduce the concept of a bar graph as a way to display statistics in a visual format. Since a bar graph is a representation of the data, it is not possible to read the exact number from this type of graph. Individually or in groups, explain to learners how to read a bar graph and ask questions to ensure their interpretation is accurate.

- Q.1 What segment of the population is shown on this bar graph? (Senior Citizens)  
Q.2 Which year shows the fewest people aged 65-74? (1921)  
Q.3 Which year shows the most people aged 65-74? (2001)  
Q.4 How would you describe the trend of this graph? (Population is aging steadily)  
Q.5 How many people aged 65 to 74 were there in 1961? (About 900,000)  
Q.6 How many census years does the bar graph cover? (9)

Ask learners to complete the missing information on the chart for each bar not labeled, including year and approximate number.

Discussion Point: Ask learners to provide their opinion of the following issues:

1. What are some advantages of being a senior citizen?
2. What are three fears you have about growing old? Why?
3. How are senior citizens treated in your home country?
4. Was there a senior citizen who was important to you when you were a child?

**Extension Activity:**

Pre-Writing Questions:

What do you think the number of people in this age group would be in 2008?  
How do you think this trend affects the country and why?  
What kind of businesses would be interested in this information? Why? (Retail stores, restaurants, vacation resorts, etc – increased numbers means advertising to this group will increase sales in things of interest to seniors).

Writing Activity:

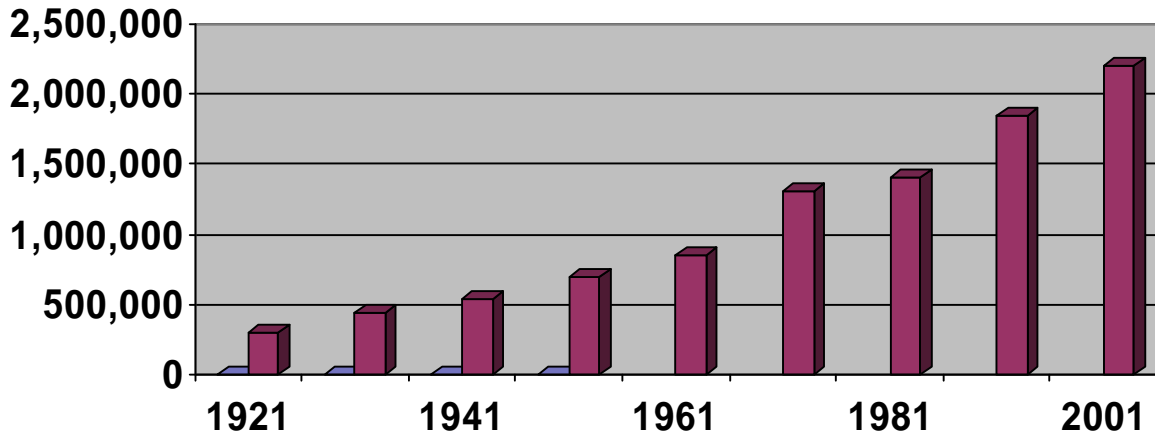
Here are four ways for government to spend more money on people aged 65-74:

- Increase funding for health programs for seniors.
- Create more social programs for seniors.
- Build more retirement homes.
- Increase government pensions to seniors.

Which way do you think is the best?  
Write a paragraph describing your reasons.

Unit 1, Activity 3, Worksheet 1

**People aged 65-74  
1921-2001**



*Adapted from Statistics Canada*

Fill in the missing information to complete the chart:

Years

Approximate Number

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Lesson Title: Analyzing a Survey!**

**Level:** Five Unit 1, Activity 1&2

**Time Required:** 60 minutes

**Context:** Completing a survey and analyzing data collected

**CLB Outcomes:**



**Reading:** Can find specific, detailed information in prose texts and in charts; can guess successfully the meaning of an unknown word or idiom.



**Writing:** Can fill out forms with required information; can effectively convey an idea; reproduce in writing simple information received orally.



**Speaking:** Can explain the nature of inquiry, provide necessary details; can ask relevant questions; can demonstrate discourse that is connected and reasonably fluent.



**Listening:** Can understand direct questions about personal experience and familiar topics; responds with action to directions and instructions.

**Learning Outcomes:** Surveys provide a real reason to communicate with others and learners learn how to ask questions and acquire content vocabulary. Social skills are also developed through oral interaction. In this lesson, learners will be introduced to survey questions and have the opportunity for hands-on experience collecting data for a survey on sleeping habits. Learners will be able to sort and calculate data collected; convert to percentages and plot sample data on a bar graph.

**Materials and Resources:** Handouts: Worksheets 1 – 4.  
Sample surveys (e.g. mail surveys) not provided

**Method:** Brainstorm what a survey is and learners' experience with them (e.g. Census 2006). Discuss why surveys are used and show learners authentic materials such as magazine, newspaper or mail surveys if available. In groups, ask learners to examine questions and discuss reasons for using them. Look at different types of survey questions using the examples in Worksheet 3.

Learners will conduct a survey of their own about the sleeping habits of their classmates. Distribute Worksheet 2 '*Sleep Survey Paragraph*' and ask learners to read the passage and complete the vocabulary exercise.

Ask learners to survey each other and record the results. Review the vocabulary in the survey questions and have learners predict results (for example, they may guess that 80% of people will say they do not get enough sleep every night).

Learners will then graph their results for the 3 questions listed on the bar graph sample on worksheet 3. How do the results vary from learner to learner?

Discuss results in groups and compare with predictions given earlier.

**Extension Activities:** Learners can graph their results for all the questions on a bar graph, on a computer or by hand.

Write a summary report on the findings.

Discuss suggestions for additional research questions rather than yes/no option.

Could variables such as age or gender be a factor?

Answers to *Riddle me this*. (Unit 1, Activity 2, Worksheet 4)

- “the woman works the night shift as a nurse and sleeps during the day”

- “are you asleep?”

Unit 1, Activity 1, Worksheet 1

Do you enjoy learning English? (Mark an X in one box)

- Yes
- No

How do you usually travel to school? (Mark an X in one box)

- car
- walk
- bike
- bus
- other \_\_\_\_\_

From the following list of activities, what are your three favourite ways to spend free time? Rank them in order of preference with a "1" next to your favourite; a "2" next to the second best, and a "3" next to the third best activity.

- \_\_\_\_\_ a) watching TV
- \_\_\_\_\_ b) listening to music
- \_\_\_\_\_ c) going out with friends
- \_\_\_\_\_ d) reading a book
- \_\_\_\_\_ e) spending time with family
- \_\_\_\_\_ f) watching a movie
- \_\_\_\_\_ g) other (please specify) \_\_\_\_\_

Consider the five issues below. How important is each one to you? Mark an 'x' along the scale to indicate your answer:

<u>Issues</u>	Not Important	Very Important
Climate Change	-----	
Recycling	-----	
Canadian politics	-----	
U.S. politics	-----	
Violence in movies	-----	

Unit 1, Activity 2, Worksheet 2

**SLEEP SURVEY**

Have you ever heard the expression ‘time flies’? Do you ever feel like there is not enough time in the day to do everything that must be done? The end of the day comes but you still have too much work to do!

**Fatigue** is often a serious problem for people, especially women. In our **fast-paced** society, people are so busy during the day they often do not get enough sleep at night. Fatigue can affect a person’s performance at work in negative ways. In addition to possibly over-sleeping and arriving at work late, fatigue can make it more difficult to concentrate. A tired person might make silly mistakes or even cause an accident. This is because when a person is tired, his or her **reaction time** is slower. One thing that helps is taking a short **nap**. This is a great way for the body to get some energy.

It doesn’t matter what age you are it is hard to work when you do not get enough sleep. Our bodies were made to be awake during the day and be asleep at night. But many people need to work the night shift so they must sleep during the day. This **disturbs** the natural **rhythm** of their body and they may have trouble falling asleep in the daytime and staying awake at night. Other things that can disturb a person’s sleep pattern include stress, a crying baby or a **thunderstorm**. Some people are **light sleepers** and any noise disturbs them. Others are **heavy sleepers** and can sleep through anything. No matter what kind of sleeper you are, it is important to get enough rest every night. Even if it seems like there is not enough time during the day to get everything done, make sure you get enough sleep. Your health may depend on it!

Part A

Match the **highlighted vocabulary words** from the paragraph above to the best definition:

- bad weather usually with rain, high winds and lightning \_\_\_\_\_
- a brief sleep \_\_\_\_\_
- physical or mental exhaustion \_\_\_\_\_
- someone in the state of sleep who wakes easily \_\_\_\_\_
- a regular pattern or beat of the body \_\_\_\_\_
- a quick rate of speed \_\_\_\_\_
- to interrupt the quietness or peace \_\_\_\_\_
- someone in the state of sleep who does not awaken easily \_\_\_\_\_
- the amount of time it takes for a response \_\_\_\_\_

## Unit 1, Activity 2, Worksheet 3

### Part B

As we read in the *Sleep Survey* many people do not get enough sleep. You are going to conduct a survey on the sleep habits of your classmates. Try to ask 5 - 10 people in your class or school. Ask each person the questions below and record the answer with a checkmark (✓) in the 'yes' or 'no' column. Calculate the percentages for each answer by dividing the number of people who answered 'yes' or 'no' by the number of people surveyed and multiply by 100. For example, if 6 people answer 'yes' to question #1, divide 6 by 10 and multiply by 100 to get the percentage ( $6/10 \times 100 = 60\%$ ). Do the same thing for each question.

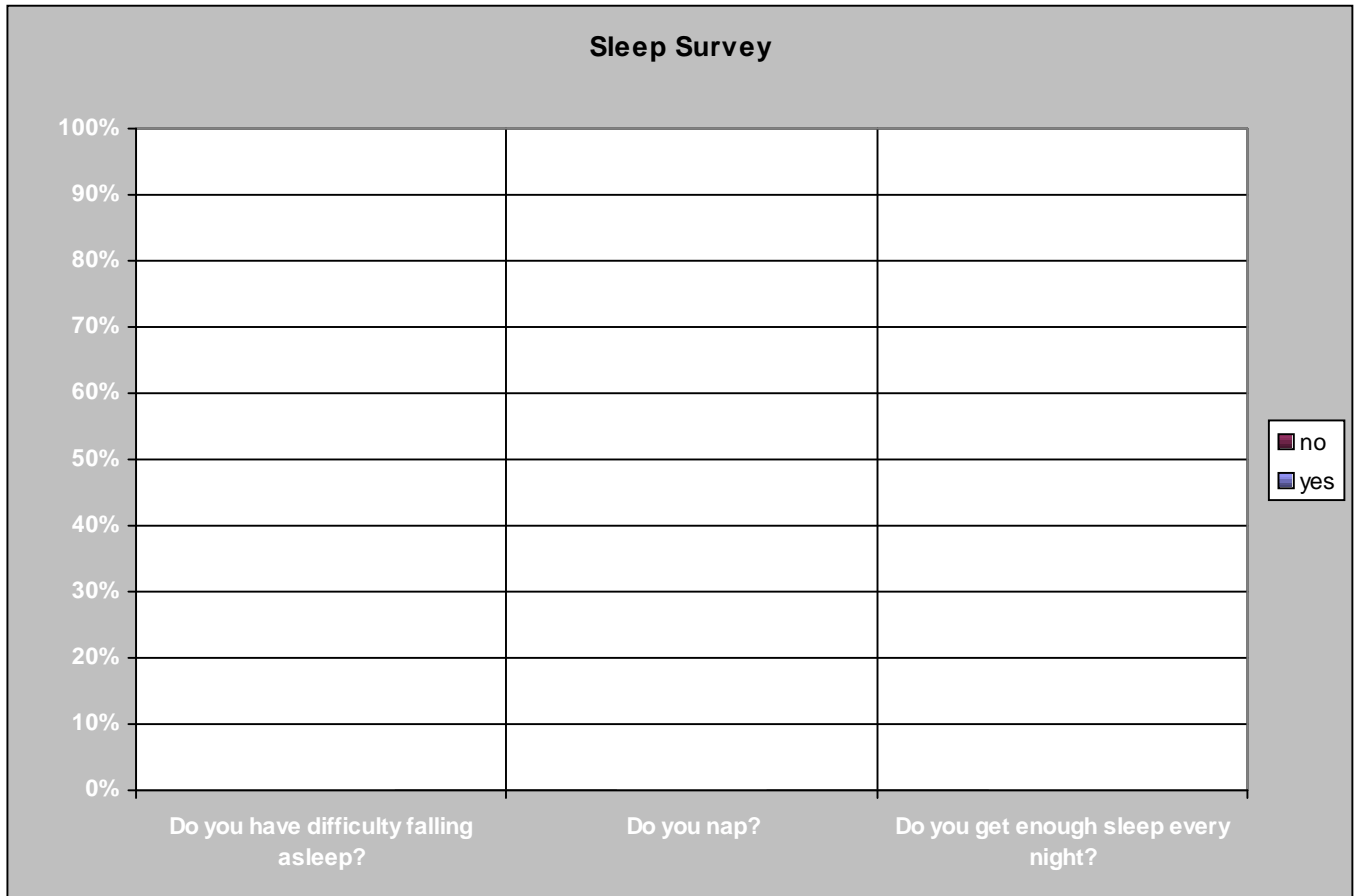
<u>Survey Questions</u>	<b>Yes Responses</b>	<b>%</b>	<b>No Responses</b>	<b>%</b>
Can you sleep during a thunderstorm?				
Do you have difficulty falling asleep?				
Do you usually fall asleep in front of the TV?				
Are you in a good mood in the morning?				
Do you wake up without an alarm clock?				
Are you a heavy sleeper?				
Are you a light sleeper?				
Do you take a nap during the day?				
Do you sleep more on the weekend?				
Do you sleep with a light on?				
Do you think you get enough sleep every night?				

Number of people surveyed: \_\_\_\_\_

*Adapted from www.eslflow.com*

## Unit 1, Activity 2, Worksheet 4

Mark the results of your survey on the bar graph for each of the three questions on the chart. You may wish to use a different colour of pen to show your 'yes' answers from your 'no' answers.



***Riddle me this:***

*A woman is awake night after night without getting any sleep, but she does not feel tired. Why?*

\_\_\_\_\_

*A mother knocks on her son's bedroom door and asks a question to which he answers 'yes'. The mother knew he was not telling the truth. What is the question?*

\_\_\_\_\_

**Lesson Title:**            **What is important to you in a job?**

**Level:** Five    Unit 1, Activity 3

**Time Required:** 1-2 hours

**Context:** Ranking items of personal importance

**CLB Outcomes:**



**Speaking:** Can ask relevant questions; can demonstrate discourse that is connected and reasonably fluent; encourages others in a conversation by showing interest.



**Writing:** Can fill out forms with required information; can write a paragraph to relate/narrate a sequence of events, or to explain reasons.



**Reading:** Identify factual details and some inferred meanings in moderately complex business texts, including formatted texts.

**Learning Outcomes:** One area of a survey often relates to a learner's occupation or employment. In addition, one of the reasons for taking an ESL class could be to help the learner get a job. In this lesson, learners will develop vocabulary around employment and reinforce it through a matching exercise. Learners will also discuss their priorities when looking for employment and develop writing skills through a parallel writing exercise.

**Materials and Resources:** Handouts: Worksheets 1 – 4.

Current job listings from newspaper or internet (not supplied).

(Websites to check: [www.jobbank.gc.ca](http://www.jobbank.gc.ca); [www.monster.ca](http://www.monster.ca); [www.workopolis.com](http://www.workopolis.com)).

Authentic employment applications from employers (not supplied).

Employment Application (Extension Activity, Worksheet 4).

**Method:**            Generate discussion around the topic of job searching and employment with learners.

Ask learners to share their experiences in the workplace, both in Canada and in their home country.

Brainstorm vocabulary around employment using learners' own experiences as well as job listings.

Use Worksheet 1 - *On the Job Vocabulary* as reading comprehension exercise and vocabulary reinforcement.

As a class, discuss the vocabulary around the priorities listed on Worksheet 2 - *What is Important to You in a Job?*

Encourage learners to think about their current situation and that priorities can change as life events happen.

In small groups ask learners to complete the exercise.

Use the parallel writing activity, Worksheet 3, for reinforcement of comprehension and vocabulary.

For higher level classes, compose a paragraph without the guided writing sample.

#### Employment Application Activity – Worksheet 4

Ask learners to discuss their experiences with completing employment applications.

Are they difficult or easy?

What questions are not allowed? (Personal information such as date of birth, marital status, number of children, request for a photo to be attached etc.)

Why do some employers require both an application form and a resume? (Application forms allow employers to see the applicant's writing skills etc) Explain what a resume is (sometimes called a C.V.)

In groups, review the sample employment application forms from employers and discuss the similarities and differences. Explain any terms learners do not know.

Ask learners to choose a position which they would like to apply for based upon their own job search or by using the job listings used in class earlier.

Ask learners to complete the *Employment Application* form, worksheet 4, using their own information. Pay particular attention to the end of the application where the applicant must write his/her reason for applying to the position in a (purposefully) limited space.

Three references are also required.

Brainstorm the names of people who would be appropriate references.

Remind learners it is very important to be prepared when job searching. The application form is often the first contact the employer has with an applicant. Impressions count!

**Extension:** Use job listings from newspapers or the internet to discuss local employment opportunities. Find local labour market information on the internet to broaden discussion on factors affecting employment rate; the types of industry in your area of the province and labour and economic forecasts.

## Unit 1, Activity 3, Worksheet 1

### On-the-Job Vocabulary



How many of these words and phrases do you know? They are all employment-related terms and important to know before you enter the workforce.

**Match the word with its correct definition:**

1. full time \_\_\_\_\_
2. child care provider \_\_\_\_\_
3. part time \_\_\_\_\_
4. salary \_\_\_\_\_
5. laid off \_\_\_\_\_
6. benefits \_\_\_\_\_
7. rotating shifts \_\_\_\_\_
8. job security \_\_\_\_\_
9. stay at home parent \_\_\_\_\_
10. unemployed \_\_\_\_\_
11. contract work \_\_\_\_\_
12. minimum wage \_\_\_\_\_
13. vacation pay \_\_\_\_\_
14. employment insurance \_\_\_\_\_
15. deductions \_\_\_\_\_
16. termination of employment \_\_\_\_\_

### Unit 1, Activity 3, Worksheet 1 (continued)

- the lowest amount of money per hour that an employer must pay a worker
- without a job
- time off for the equivalent of pay
- working 35 to 40 hours per week or more
- firing a worker
- payments that employers legally take off the pay cheque of a worker such as Employment Insurance or Canada Pension Plan
- the person who is paid to look after children while a parent is at work
- the permanence of a job; how stable the job or industry is
- a regular payment of money for work done; usually paid every two weeks
- the mother or father who takes care of the children at home instead of working outside the home
- hired and paid to do a project or a job only for a specific period of time
- temporarily let go by the employer because there is not enough work to do
- something that is paid by the employer for the employee such as a dental plan or sick pay
- work that is usually less than 35 hours per week
- different times of the day to work that may change from week to week, for instance 7am-3pm; 3pm-11pm; 11pm-7am
- payment from the government that may be possible for people who have lost their job

## Unit 1, Activity 3, Worksheet 2

### ***What is important to you in your job?***

Look at the following list of things that are important to many people when looking for a job. Everyone is different and it depends on their situation in life at the time. Select 5 things that are very important to you and 5 things that are less important to you right now. Compare your choices with your group members. Be prepared to discuss your reasons.

- benefits
- having child care at work
- the opportunity to speak English
- working close to home
- part time hours
- not too much stress
- nice co-workers
- working with people I know
- job security
- full time hours
- an interesting job
- the opportunity to take courses
- a good boss
- a good salary
- the opportunity to learn new things

*Most Important to me right now:*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

*Less Important to me right now:*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



Unit 1, Activity 3, Worksheet 4

**Employment Application**

**PERSONAL INFORMATION:**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_  
Position Applied for: \_\_\_\_\_ Date Available: \_\_\_\_\_  
Wage expected: \_\_\_\_\_

**PREVIOUS WORK HISTORY**

*Most Recent Employer*

Job Title \_\_\_\_\_ Date Started \_\_\_\_\_  
Company \_\_\_\_\_ Date Finished \_\_\_\_\_  
Address \_\_\_\_\_ Starting Pay \_\_\_\_\_  
Reason for leaving \_\_\_\_\_ Ending Pay \_\_\_\_\_  
Supervisor \_\_\_\_\_ Can we contact this employer? \_\_\_\_\_

Job Title \_\_\_\_\_ Date Started \_\_\_\_\_  
Company \_\_\_\_\_ Date Finished \_\_\_\_\_  
Address \_\_\_\_\_ Starting Pay \_\_\_\_\_  
Reason for leaving \_\_\_\_\_ Ending Pay \_\_\_\_\_  
Supervisor \_\_\_\_\_ Can we contact this employer? \_\_\_\_\_

**EDUCATION**

High School \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_  
City \_\_\_\_\_ Diploma Received? Yes/No \_\_\_\_\_

College/University \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_  
City \_\_\_\_\_ Diploma Received? Yes/No \_\_\_\_\_

Other \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_  
City \_\_\_\_\_ Diploma Received? Yes/No \_\_\_\_\_

**AVAILABILITY**

Please indicate:

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
AM	AM	AM	AM	AM	AM	AM
PM	PM	PM	PM	PM	PM	PM

Are you legally eligible to work in Canada? \_\_\_\_\_

Have you ever worked for this company before?  Yes  No

How did you hear of this opportunity? \_\_\_\_\_  
\_\_\_\_\_

*Describe your reason for applying for this position:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Give 3 references (other than family members) that we may contact:*

1 Name \_\_\_\_\_ Address \_\_\_\_\_

Relation to applicant \_\_\_\_\_

2. Name \_\_\_\_\_ Address \_\_\_\_\_

Relation to Applicant \_\_\_\_\_

3. Name \_\_\_\_\_ Address \_\_\_\_\_

Relation to Applicant \_\_\_\_\_

**Lesson Title: Retirement is Optional!**

**CLB Level:** Five Unit 1, Activity 4

**Time Required:** 1 hour

**Context:** Understanding relevant legislation and its impact.

**CLB Outcomes:**



**Reading:** Can understand/follow moderately complex everyday texts; access and locate information through tables of content, indexes and glossaries; identify factual details and some inferred meanings in moderately complex business/service texts.



**Writing:** Reduce a page of information to a list of 7 to 10 important points; write a paragraph to explain reasons.



**Speaking:** Take part in short conversations about a familiar topic with supportive listeners; describe a situation demonstrating control of basic grammar; use a variety of simple structures and some complex ones.

**Learning Outcomes:** Learners will learn about the changes in legislation eliminating mandatory retirement at age 65 in Ontario. Learners will be able to use vocabulary specific to the topic and compare policies around retirement in their country of origin through discussion and writing activities.

**Materials and Resources:** Handout: Worksheets 1 – 3.  
Access to internet for extension activities.

**Method:** Discuss with learners the concept of retirement and compare age at which one retires in learners' home countries. Discuss financial benefits from government, activities of retired people, and the pros and cons of taking early retirement. Explain to learners that mandatory retirement has been eliminated in Ontario and brainstorm what that means to employers/workers/government. Distribute copies of '*Retirement is Optional!*' handout and review highlighted vocabulary. Ask learners to complete worksheet 3 and in small groups discuss questions in Part C.

**Extension Activities:** Learners can research Ministry of Labour website for more information on the elimination of mandatory retirement. ([www.labour.gov.on.ca](http://www.labour.gov.on.ca)); or the Ontario Human Rights Commission website for more information on age discrimination ([www.ohrc.on.ca](http://www.ohrc.on.ca)). Learners can research benefits such as Canada Pension Plan Retirement and Old Age Security through Service Canada website ([www.servicecanada.gc.ca](http://www.servicecanada.gc.ca)). Along with Ontario Human Rights Code, learners should become familiar with the Employment Standards Act, Occupational Health and Safety Act and the Worker's Compensation Act. In groups, learners can research information about the role each plays in workers' lives and report back to the whole class.

## Unit 1, Activity 4, Worksheet 1

Sample research:

### Employment Standards Act

What is it?

What is the minimum wage in Ontario?

How many public holidays are there in Ontario?

Is Remembrance Day a statutory holiday?

Is information available in other languages? If so, which ones?

Where can I find out more information?

### Ontario Human Rights Code

What is it?

What is discrimination and harassment?

List all types of discrimination.

What do you do if you feel you are being discriminated against at work?

Where can I find out more information?

### Occupational Health and Safety Act

What is it?

What rights does the Act give workers?

What are the responsibilities of workers under the Act?

What are the responsibilities of employers under the Act?

Where can I find out more information?

### Worker's Compensation Act

What is WSIB?

What is its old name?

What can workers get compensation for when injured on the job?

What are the steps that an injured worker on the job must take?

Where can I find out more information?

## Unit 1, Activity 4, Worksheet 2

Adapted from [www.ontario.ca/mandatoryretirement](http://www.ontario.ca/mandatoryretirement)

### **Retirement is Optional!**



Did you know that workers in Ontario do not have to stop working at a certain age? **Mandatory retirement** ended in Ontario on December 12, 2006. This means that Ontarians do not have to give up working at age 65. The **Ontario Human Rights Code** prohibits mandatory retirement and protects employees aged 65 or more from being forced to retire. Workers can now decide when they want to stop working. Many older workers want to continue employment past their 65<sup>th</sup> birthday because they enjoy working or because of financial or **lifestyle** reasons. This is also good news for employers who can keep older workers who have valuable experience to share. In a time of **skills shortage**, it is important for employers to be able to **retain** workers who are qualified and trained. According to the government, by 2031, Ontario is **estimated** to have nearly 3.7 million seniors. Approximately 100,000 people reach the age of 65 every year and there may be as many as 4,000 seniors who would choose to keep working.

### **Vocabulary:**

**Mandatory retirement** – being forced to stop working at a certain age.

**Ontario Human Rights Code** – the law that says all citizens in Ontario must receive equal and just treatment. It protects people from discrimination based on race, religion, colour, age or gender.

**Lifestyle** – how a person chooses to live.

**Skills shortage** – not enough workers with the skills employers need in the workplace.

**Retain** – to keep.

**Estimated** – a number that is not known exactly, but guessed at based on facts.

## Unit 1, Activity 4, Worksheet 3

### Retirement is Optional!

#### Part A

From the *Retirement is Optional* text find another word for:

to stop \_\_\_\_\_

people who live in Ontario \_\_\_\_\_

to make someone do something against his/her wishes \_\_\_\_\_

#### Part B

Answer the following questions based on the text. Write complete sentences:

When did mandatory retirement end in Ontario?

---

Why do some older workers want to keep working?

---

Why are employers happy about the end of mandatory retirement?

---

In your opinion, who do you think benefits more from the decision to end mandatory retirement - workers or employers or government? Why?

---

---

---

#### Part C - Discussion Points

Do you have mandatory retirement in your home country?

Do you agree with Ontario's decision to end mandatory retirement? Why or why not?

What will you do when you reach age 65?

**Answers to *On the Job Vocabulary* exercise:**

- the lowest amount of money per hour that an employer must pay a worker (**minimum wage**)
- without a job (**unemployed**).
- time off for the equivalent of pay (**vacation pay**).
- working 35 to 40 hours per week (**full time**).
- firing a worker (**termination of employment**).
- payments that employers legally take off the pay cheque of a worker such as Employment Insurance or Canada Pension Plan (**deductions**).
- the person who is paid to look after children while a parent is at work (**child care provider**).
- the permanence of a job; how stable the job or industry is (**job security**).
- a regular payment of money for work done; usually paid every two weeks (**salary**).
- the mother or father who takes care of the children at home instead of working outside the home (**stay at home parent**).
- hired and paid to do a project or a job only for a specific period of time (**contract work**).
- temporarily let go by the employer because there is not enough work to do (**laid off**).
- something that is paid by the employer for the employee such as a dental plan or sick pay (**benefits**).
- work that is usually less than 35 hours per week (**part time**).
- different times of the day to work that may change from week to week, for instance 7am-3pm; 3pm-11pm; 11pm-7am (**rotating shifts**).
- payment from the government that may be possible for people who have lost their job (**employment insurance**).