

Hands On!

A collection of EAL Literacy Activities



Acknowledgements

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Introduction

Welcome to *Hands On!* A Collection of EAL Literacy Activities. This collection of activities was developed for instructors working with adult EAL learners who have had little or no opportunity to develop reading and writing skills.

The chapters focus on topics usually explored in any adult EAL class, although references are made to areas and names within Nova Scotia. Although the primary focus is to provide a thematic based approach to learning reading and writing, the activities will also serve as catalysts for speaking and listening activities. *Hands On!* is not a curriculum, but one of many resources that can be used to teach learners how to read and write.

Chapters 1–5 are in sequential order for learners at a very basic level. Each of these five chapters builds on the previous chapter. Chapters 6–14 are in no particular order and should be selected according to learners' level, needs, and interests.

The directions on each page are written for instructors. Each worksheet offers a variety of activity suggestions for scaffolding and extensions. It is not recommended that all the suggested activities are attempted at one time.

Learners' confidence is an essential part of the learning process. As instructors, we should be aware of the possible lack of learner confidence and provide positive learning opportunities by focusing on learners' skills and abilities to ensure success in every class. The activities in this book were developed to be learner-centered and instructors are strongly encouraged to adapt and personalize the activities to reflect learners' own life experiences.

Vocabulary Development

It is important to develop oral vocabulary at the same time as learning reading and writing. Introducing new vocabulary or reinforcing words previously learned is the first activity in each chapter. When learners do the activities, it is important to have the information in front of them. Each time a new word is introduced, ask learners to copy it five to seven times. Every class, review what has been previously learned by looking at flyers, money, flash cards, or newspapers. Try incorporating activities such as copying personal information, using digital or analogue clocks, and reading the weather forecast in class. New words can be written in a separate notebook, or on separate index cards and kept in a vocabulary box. The words at the end of each chapter in *Hands On!* can be cut and glued on to business cards for a more permanent resource.

The Alphabet

One of the first stages of EAL literacy is to become comfortable with the mechanical skills needed to write the alphabet. Tasks such as holding a pencil, drawing straight and curved lines, letter and number discrimination, and writing from left to right may be new challenges for learners. The first chapter in this book provides opportunities to develop and practice these skills.

Numeracy

Chapter 5 provides opportunities to develop basic numeracy skills. Even though numeracy is a survival skill, it is often overlooked in the EAL class. Developing numeracy skills is a long and continuous process. Although basic numeracy is introduced in this chapter, it is not meant to be an in-depth module.

Literacy Paper

Lined literacy paper is at the end of the first chapter and can be photocopied. The concept of writing on lines may be new and challenging to learners who have not had prior experience with writing. Forming the letters correctly, in proportion, and appropriately above and below the lines may also be new concepts. Aim for ease and flow before accuracy.

Language Experience

Language experience is a technique that provides learners with insights into the relationship between spoken and written language. Ask learners to tell a 'story' about what they did this morning or information about themselves. Instructors write the story as learners tell it. It can be as short as a few sentences, or longer, depending on the learners. Then ask learners to read the story, cut up the sentences, and ask learners to put the sentences in order. Then, cut up the individual words and ask learners to put the words in order to complete the sentence. Randomly point to individual words and ask learners to read the words. Instructors can also white out a few important words in the story. Have another copy of the story on hand for learners to refer to. Ask learners to fill in the blanks to complete the story. Language experience works well with learners who have a higher level of spoken English than written English.

Flash Cards

Most of the chapters have accompanying picture flash cards, which are included at the back of the book.

- Match the words found at the end of each chapter with the flash cards.
- Reinforce vocabulary orally by talking about the pictures on the flash cards.
- Arrange the flash cards in alphabetical order.
- Use to introduce or review vocabulary.
- Use to practice asking common questions (e.g. "Do you have any bananas?")
- Group cards into categories
- (e.g. likes and dislikes, have and don't have, in Canada and in my country, rooms of the house, meals, daily activities, etc).
- Introduce/review prepositions by saying or writing a sentence using a simple preposition and ask learners to place the flash cards in the same way.
- (e.g. "The lamp is beside the bed.")
- Write about the flash cards. If using the 'go shopping' flashcard, learners can write or copy a sentence about shopping
- (e.g. "I go shopping on Saturday.")
- Describe an object and ask learners to locate the correct flash card.

Making a Bingo Game

Number Bingo

- Photocopy the blank bingo card (at the end of the Food chapter) for as many learners as you have.
- Write numbers or words for numbers in the spaces on the Bingo card. Ask learners to write the numbers or words on the card.
- Be sure to make every card different.
- Make a set of call cards that include all the vocabulary used on the Bingo cards. These can be used for the person calling out the words.

Word Bingo

- Photocopy the blank bingo card (at the end of the Food chapter) for as many learners as you have.
- Write the words in the spaces on the Bingo card or ask learners to write words on the card.
- Be sure to make every card different.
- Make a set of call cards that include all the vocabulary used on the Bingo cards. These can be used for the person calling out the words.

Picture Bingo

- Photocopy the blank bingo card (at the end of the Food chapter) for as many learners as you have.
- Reduce and photocopy the pictures you want to put on the cards.
- Cut out the pictures and glue them on the card. Be sure to make every card different.
- Make an extra set of picture cards that includes all the pictures used on the cards. These can be used for the person calling out the words. These can also be words for the pictures.

Board Games

You will need dice and something to move around the board representing each player. There are many ways to use these game boards.

Alphabet Board Game

The purpose of these activities is to provide an opportunity to practice recognizing and saying the names of the letters.

Suggestions

- Players roll the dice, land on a letter, and say the letter name or sound.
- Players roll the dice, land on a letter, and write the same letter.
- Players roll the dice, land on a letter, and write the same letter in upper case.
- Players roll the dice, land on a letter, and say the letter that comes next in the alphabet.
- Players all have the letters of the alphabet in front of them on a paper. Players roll the dice, land on a letter, and circle the same letter on their paper.
- Players write their name on a paper. When the players land on a letter that is in their name, they circle the letter.
- Each player has a set of alphabet cards. Players roll the dice, land on a letter and matches the letter with a card.

- Players have one set of alphabet cards. Players roll the dice, land on a letter, and find the card from the communal set.
- Players roll the dice, land on a letter, and say a word that begins with that letter.
- Players roll the dice, land on a letter, and say multiple words that begin with that letter.

Time Board Game

The purpose of this activity is to provide an opportunity to practice reading the time and to practice talking about daily activities.

Suggestions

- Players roll the dice. If a player lands on a clock, someone asks, "What time is it?" The player responds by saying the time, "It's 4:00." The player then can ask others, "What do you do at 4:00?" Players then talk about their daily activities.
- For this activity, the group needs a clock. Players roll the dice. If a player lands on a picture of a verb, the player says the verb (e.g. "get up"). Then the player asks others, "What time do you get up?" The player takes the clock and arranges the hands on the clock to represent the time others do the activity. The player says, "I get up at 7:00."
- The instructor writes the words from the game board on separate pieces of paper. The instructor also writes the times that are shown on the game board. Players have the words and the times in front of them. Players roll the dice. When they land on a time, they find the written time on their paper and say the time. When they land on a picture, they find the word for the picture and read the word.

ABCs

How do you spell...?

Objective

Introduce the Roman alphabet.

Goals

- Reinforce left to right eye coordination.
- Manipulate a pencil or marker.
- Form letters.
- Introduce lines and the function of lined paper.
- Recognize and identify upper and lower case letters.
- Request spelling.

Suggestions

- Alphabet cards are essential. Make or buy alphabet flash cards. If you make the flash cards, ensure that they are clear and are all the same size. Use both lower case and upper case letters.
- Learning many letters is a slow process that requires a lot of supervision time. If you are in a classroom environment, volunteers can be helpful.
- Demonstrate how to form a letter. Draw a letter in the air or with your finger in sand. Trace a letter with your finger. When first holding a pencil, practice drawing. Aim for ease and flow before accuracy.
- Focus on the letters that have the most meaning to learners. Use letters in their name, address, family members' names or their country.
- Introduce a few letters at a time. It can be overwhelming for learners if given all the letters at the same time. Some people recommend teaching letters in groupings. Groupings include letters with slanted lines (w x k v z), letters with straight lines (i l f t), letters with curved lines (a b c o d e s), letters with straight and curved lines (m n u r h), and letters that go below the line (y p q g j).
- Identify key words that are pronounced as letters such as TV, OK, YMCA, CBC, PEI, and IWK. Practice spelling and recognition. Learners may already know these words but need practice in identifying the letters.
- When a letter is introduced, immediately place it in a word.
- Don't write on the board in all capital letters unless you are specifically learning capital letters.
- If you are using a computer to create worksheets, choose a simple font that looks like printing (especially for letters "a" and "g"). e.g. Comic Sans.

Have an activity each day that provides an opportunity for responding to the question, "How do you spell that?" Learners say the spellings as well as write the word (e.g. name, address, town, city, or province name, children's names). Educational material companies have products to assist in learning the alphabet. (See resource list in back for more information.) Use the lined literacy paper at the end of this chapter to practice forming the letters.

Ensure success in every class.

Activities

- Manipulate the letters, practice name and sound of letters, match letters, form words with the letters.
- Have two sets of lower case alphabet cards. Match the same letters together.

- Have two sets of upper case alphabet cards. Match the same letters together.
- Have one set of upper case and one set of lower case alphabet cards. Match the same letters together.
- Instructor or learner writes about ten letters on a page. Someone says a letter and learners circles the letter they hear.
- Instructor writes about ten letters on a page. Show the class a letter and learners find it on their paper.
- Instructor spells a word that is meaningful to learners. Learners write the word.
- Create an Alphabet Bingo activity by putting letters on the blank Bingo card provided in this kit. Either you or a learner can call out the letters in the game. Have a variety of letters on the page and ask learners to connect the letters in alphabetical order.
- Word searches can be hand-made or created with word search online generators. These programs are readily available as well.
- Put the alphabet cards in alphabetical order.
- Phonic activities can be created using letters and sounds that are important to learners. Teaching phonetics can be challenging since some EAL literacy learners have not developed a lot of vocabulary yet. Therefore, it is important to use phonetics found in words that are familiar to learners such as learners' name, names of family members, names of other people in the class, country names, etc. The instructor can elicit words that have the same first letter.
- After a few different sounds are recognized, the instructor writes these words on a paper and leaves a blank in place of the first letter. The instructor or a more advanced learner reads the first word and learners fills in the blank. If pictures of these words are available, make a worksheet including the picture with the word beside it with a blank in place of the first letter. Learners looks at the picture, says the word, and fills in the blank. This same activity can be repeated with final consonants and blends.
- Singing the "alphabet song" provides melodic groupings of letters and reinforces the names and order of the letters.

Alphabet Concentration

Have one set of upper case letters and one set of lower case letters. Lay the cards face down on a table. Each person takes turns turning over two cards and saying the letter as they turn it over. If the cards do not match, return them to their face-down position and the next person tries. The goal is to get two letters the same. This reinforces the names of the letters through repetition as well as provides an opportunity to familiarize learners with the letters. Start with fewer cards and slowly add more so it is a more manageable task for learners.

Alphabet Fish

Pre-teach the question, "Do you have a 'k'?" and "Yes, here you are." or "No, sorry I don't." Have two sets of alphabet cards. Deal a few cards to each player. Put the remaining cards upside down in the middle of the table. One person starts by choosing a card in their hand and asking if people have that card. The player, "Do you have an 'o'?" If the answer is "yes", the person gives the asker the card and he puts it together with his card on the table. If the answer is "no", the asker picks up a card from the pile of cards in the middle of the table. The idea is to get pairs of letters. This reinforces the recognition as well as the names of the letters.

Alphabet Board Game

See introduction for description.

Instructors can

- Write a familiar word. Ask learners to point to, or trace, the letters in that word.
- Cut up these letters. Give learners a copy of this sheet and the cut up letters. Ask learners to match the letters.
- Ask learners to identify where a certain letter is in the alphabet – whether it is at the beginning, middle or end.

Learners can

- Trace the letters with a thick marker.
- Trace only the letters in their name.
- Cut up the letters and find the letters in their name.
- Match the cut-up letters in their name to the letters on this sheet.
- Put the cut-up letters in alphabetical order.

A B C D E F G H

I J K L M N O P

Q R S T U V W X

Y Z

a b c d e f g h

i j k l m n o p

q r s t u v w x

y z

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

Q	R	S	T
U	V	W	X
Y	Z		

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

q	r	s	t
u	v	w	x
y	z		

Instructors can

- Say, or show, a letter and ask learners to circle it.
- Create a similar worksheet using upper case letters.
- Create a similar worksheet using both upper and lower case letters.

Learners can

- Circle the same letter.
- Copy the letters on a separate page.
- Copy the letters on a separate page and change them to upper case.
- Circle the letters that are in their name.
- Dictate the letters to each other.

h b h n m u h t y p h

d p d o b q a t g d b

n u m n u h a b n o m

g y p g a c d q g e g

a b o a q d a u c a g

f t f l j f h k f l h

p d p o b p q e c p b

b d p b g l o b q h b

v w u v y v x z w v r

Instructors can

- Say, or show, the letters and ask learners to circle them.
- Create a similar worksheet using upper case letters.
- Create a similar worksheet using both upper and lower case letters.
- Create a similar worksheet using familiar words.

Learners can

- Circle the same letters.
- Copy the letters on a separate page.
- Copy the letters on a separate page and change them to upper case.
- Circle the letters that are in their name.
- Dictate the letters to each other.

at af ot at qa dt at al of

be de pe eb eg be le oe be

ch cn hc oh dc ch cu hc ch

dr pr rf dr rd or br qn dr

ea ae ca ea ee ce oe ea ea

fe te ef fe fc le je fo el

go yo op go ga og do qo go

it il ti it ij if fi ft ij

Instructors can

- Say, or show, a letter and ask learners to point to it.
- Show the learners a letter and ask learners to say it.
- Show the learners a letter and ask learners to write it.

Learners can

- Write the same letter in the blank.
- Write the upper case letter in the blank.
- Write the letter that comes after each letter in the blank.

a _____ b _____

c _____ d _____

e _____ f _____

g _____ h _____

i _____ j _____

k _____ l _____

m _____ n _____

o _____ p _____

q _____ r _____

s _____ t _____

u _____ v _____

w _____ x _____

y _____ z _____

Instructors can

- Say a letter and ask learner to point to it.
- Say a letter and ask learner to circle it.

Learners can

- Fill in the blanks with the missing letters.
- Dictate the letters to each other and fill in the blanks.
- Work in pairs. One learner has the alphabet with some letters blanked out. Another learner has a set of alphabet cards. The learner with the blanked alphabet asks the other learner for the missing letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c _ e f _ h i j _ l m _ o p q _ s t u _ w x _ z

a _ c d _ f g h i _ k l _ n o _ q r s _ u v _ x _ z

_ b c d e _ _ h _ _ k _ m n _ p q r _ t u v w _ _ z

a _ c _ e _ g _ i _ k _ m _ o _ q _ s _ u _ w _ y _

Instructors can

- Say a letter and ask learner to point to it.
- Say a letter and ask learner to circle it.

Learners can

- Fill in the blanks with the missing letters.
- Dictate the letters to each other and fill in the blanks.
- Work in pairs. One learner has the alphabet with some letters blanked out. Another learner has a set of alphabet cards. The learner with the blanked alphabet asks the other learner for the missing letters.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A B C _ E F _ H I J _ L M _ O P Q _ S T U _ W X _ Z

A _ C D _ F G H I J K L _ N O _ Q R S _ U V _ X _ Z

_ _ B C D E _ _ H _ J K _ M N _ P Q R _ T U V W _ _ Z

A _ C _ E _ G _ I _ K _ M _ O _ Q _ S _ U _ W _ Y _

Instructors can

- Show learners upper case letter cards and ask learners to write the letter in the blank.

Learners can

- Fill in the blanks with the upper case letters.
- Fill in the blanks with the same letter.

a _ b _ c _

d _ e _ f _

g _ h _ i _

j _ k _ l _

m _ n _ o _

p _ q _ r _

s _ t _ u _

v _ w _ x _

y _ z _

Instructors can

- Show learners lower case letter cards and ask learners to write the letter in the blank.
- Create a worksheet using both upper and lower case letters.

Learners can

- Fill in the blanks with the lower case letters.
- Fill in the blanks with the same letter.

A _	B _	C _
D _	E _	F _
G _	H _	I _
J _	K _	L _
M _	N _	O _
P _	Q _	R _
S _	T _	U _
V _	W _	X _
Y _	Z _	

Instructor can

- Say a letter and ask learners to circle all of those letters.

Learners can

- Circle letters from their name.
- Circle all the a's with a blue marker, all the b's with a green marker, and so on.

a q y l y o p l b y t m
r e w a z v t l u n p i
i u h g f n l o p y u r
q w e r t y u l o o p l
l k j h g f d s a m n b
v c x z a q w s c d y t

Handwriting practice lines consisting of 15 sets of three horizontal lines (top solid, middle dotted, bottom solid).

NUMBERS

What's your telephone number?

Objective

Introduce numbers.

Goals

- Reinforce left to right eye coordination.
- Form numbers.
- Recognize and identify numbers.
- Request and to respond to requests for telephone numbers.
- Request and respond to requests for, "How many ___?", "How old ___?"

Suggestions

- Number flash cards are very useful. Make or buy number flash cards. They are readily available for a reasonable price. If you make the flash cards, ensure that they are clear and are all the same size. Introduce a few numbers at a time as not to overwhelm learners.
- Draw the numbers in the air or in sand with finger. Trace numbers with finger.
- If you are using a computer to create worksheets, use a simple font.
- Identify numbers that are important to the learner (e.g. phone, apartment, family members, social insurance, emergency, bus, license plate, etc.) and reinforce these numbers until learners are comfortable using them.
- Ask and respond to the question, "What's your phone number?"
- Ask and respond to the question, "How many?"
- Ask and respond to the question, "How old ___?"
- Create opportunities for learner to be familiar with the various styles of numbers. Pay particular attention to 1, 2, 4, 7, and 9.

Activities

- Practice forming the numbers using the lined paper in this kit.
- Manipulate number flash cards. Practice name of numbers, put the numbers in order, and trace the numbers.
- Have a paper with a series of numbers on it. Blank out some of the numbers and learner fills in the blanks.
- Have a set of numbers and learner picks out the numbers in her/his phone number or address.
- Instructor shows or says a number; learner identifies it from their numbers.
- Instructor says a number or a series of numbers, learner writes the number(s).
- Learner or instructor writes a variety of numbers on a paper. Ask the learner to connect the numbers in numerical order.
- Learner asks partner or other people in the class, "What is your phone number?" Learner listens and writes it down. You can reinforce spelling by asking learners to write the person's name and ask how to spell it, and then their telephone numbers. Or, have the learner's phone numbers on cards, and when they ask each other, the learner has to pick out the correct one.

- Have a telephone available so learners can become familiar with the numbers on the phone. Instructor or another learner can say a telephone number and the learner pushes the numbers on the phone.
- Instructor writes names of learner's family members and learner fills in the blank with the age. (e.g. Ahmed is __ years old.)
- Have a set of number cards as well a set of cards with the word of the number on them. Match the number with the word.
- Ask simple "how many" questions. Learner writes the number as his answer.
- You can use this opportunity to enhance or rein- force vocabulary already learned by asking, "How many sweaters/ pencils/ bedrooms do you have?"

Number Bingo

Create your own set of Number Bingo cards by copying the blank Bingo Card in this kit. Ask learners to fill in the spaces with numbers. Learner or instructor calls out the numbers, other players cover the numbers as they hear them. A variation of this is to write the number words in the spaces. You can also use old calendar pages for Bingo cards.

Number Fish

Pre-teach the question, "Do you have a 3?" and "Yes, here you are" or "No, sorry, I don't." Have two sets of number cards or a regular pack of cards without the Jack, Queen, King, and Ace.

Deal a few cards to each player. Put the remaining cards upside down in the middle of the table. One person starts by choosing a card in their hand and asking if others have that card. Player A asks, "Do you have a 10?" If the answer is "yes", the Player B gives the asker the card. Player A matches the cards together. If the answer is "no", the asker picks up a card from the pile of cards in the middle of the table. The idea is to get pairs of numbers. This reinforces the recognition as well as the names of the numbers.

Instructors can

- Say a number and ask learners to trace it.

Learners can

- Trace numbers with a marker.
- Cut up the numbers and put them in order.

0

1

2

3

4

5

6

7

8

9

Read the number.
Circle the same number of shapes.



0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

Circle the words.

- 0 zero erozrozerozarozrrozerozorzcro
- 1 one oncneoenoneoncecononeenne
- 2 two wtotwotlwowmetowtwoowo
- 3 three theertheethreeefhreethreeer
- 4 four fivetourfourforfurfoorfonrfourfo
- 5 five fveifvefiveififefvefivefevifvieve
- 6 six sisxsiksixsisisixisixisixisixisix
- 7 seven senvensevenseneseveneseve
- 8 eight eigteghteightelghtetghgheigh
- 9 nine ninninenienenenineieniennniue
- 10 ten tcntantintennetnetntennteente

Instructors can

- Say, or show, a number and ask learners to circle it.
- Create similar worksheets using other numbers, as learners are ready.

Learners can

- Circle the same number.
- Copy the numbers on a separate page.
- Circle the letters that are in their telephone numbers or addresses.
- Dictate the numbers to each other.

Work in pairs. One learner has a set of number cards, the other learner asks for a number.

0	five	ten	one	zero
1	six	nine	one	four
2	nine	two	five	seven
3	one	eight	three	ten
4	four	two	one	six
5	six	five	nine	ten
6	three	eight	four	six
7	one	seven	ten	nine
8	one	zero	nine	eight
9	ten	nine	five	seven
10	zero	ten	six	one

Instructors can

- Say the numbers and ask learners to fill in the blanks.

Learners can

- Work in pairs and read the numbers to each other.
- Put the missing number in the blank.

1 2 3 ___ 5 6 7 8 ___

10 11 12 ___ 14 15 16 ___

18 19 20 21 ___ 23 24 25

26 27 28 ___ 30 31 32 ___

34 35 36 ___ 38 39 41 42

___ 44 ___ 46 47 48 ___ 50

Instructors can

- Say a number and ask learners to circle it.

Learners can

- Copy the numbers on a separate paper.
- Circle the biggest number in each row.
- Circle the smallest number in each row.

7 2 9 3 6 8 4 1 5

11 10 15 19 16 12 13 14 17

27 20 29 25 28 23 21 24 30

30 23 32 27 36 26 22 26 29

7 2 9 3 6 8 1 5 4

11 10 15 19 16 12 14 18 13

27 20 29 25 28 23 22 24 26

30 23 32 27 36 26 32 21 20

Instructors can

- Say, or show, a number and ask learners to point to it.
- Show a number and ask learner to write it.
- Blank out some numbers and ask learners to fill in the blanks.
- Enlarge the numbers so it is easier to manipulate if you cut it up.

Learners can

- Cut up the numbers and put them in order.
- Circle the ages of the people in the class.
- Circle the ages of their children, parents or siblings.
- Trace the numbers.
- Copy the numbers onto a blank number board.
- Copy the number board and cut out one set of numbers. Learners then match their cut out numbers with those on the board.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Instructors can

- Say a number and ask learners to circle it.
- Say a number and ask learners to point to it.

Learners can

- Circle the numbers in their telephone number.
- Circle all the same numbers with the same color.

Work in pairs, each having a copy of this page. Instructors blank out some letters on one sheet and different letters on the other sheet. Pairs read the numbers and fill in the blanks without looking at each other's paper

1	8	5	3	0	8	1	4	6
5	4	8	9	1	2	0	8	9
7	6	4	1	0	9	7	8	4
9	0	7	4	1	6	2	8	5
1	8	5	3	0	8	1	4	6
5	4	8	9	1	2	0	8	9
7	6	4	1	0	9	7	8	4

0	zero	34	thirty-four	68	sixty-eight
1	one	35	thirty-five	69	sixty-nine
2	two	36	thirty-six	70	seventy
3	three	37	thirty-seven	71	seventy-one
4	four	38	thirty-eight	72	seventy-two
5	five	39	thirty-nine	73	seventy-three
6	six	40	forty	74	seventy-four
7	seven	41	forty-one	75	seventy-five
8	eight	42	forty-two	76	seventy-six
9	nine	43	forty-three	77	seventy-seven
10	ten	44	forty-four	78	seventy-eight
11	eleven	45	forty-five	79	seventy-nine
12	twelve	46	forty-six	80	eighty
13	thirteen	47	forty-seven	81	eighty-one
14	fourteen	48	forty-eight	82	eighty-two
15	fifteen	49	forty-nine	83	eighty-three
16	sixteen	50	fifty	84	eighty-four
17	seventeen	51	fifty-one	85	eighty-five
18	eighteen	52	fifty-two	86	eighty-six
19	nineteen	53	fifty-three	87	eighty-seven
20	twenty	54	fifty-four	88	eighty-eight
21	twenty-one	55	fifty-five	89	eighty-nine
22	twenty-two	56	fifty-six	90	ninety
23	twenty-three	57	fifty-seven	91	ninety-one
24	twenty-four	58	fifty-eight	92	ninety-two
25	twenty-five	59	fifty-nine	93	ninety-three
26	twenty-six	60	sixty	94	ninety-four
27	twenty-seven	61	sixty-one	95	ninety-five
28	twenty-eight	62	sixty-two	96	ninety-six
29	twenty-nine	63	sixty-three	97	ninety-seven
30	thirty	64	sixty-four	98	ninety-eight
31	thirty-one	65	sixty-five	99	ninety-nine
32	thirty-two	66	sixty-six	100	one hundred
33	thirty-three	67	sixty-seven		

Write the numbers.

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

Write the numbers in words.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

Dates

What's the date today?

Objective

Introduce days and months.

Goals

- Read calendars.
- Read and write dates in numbers and words.
- Ask and respond to questions regarding days, months and dates.

Suggestions

- Notice the abbreviations for days on appointment cards and calendars (e.g. Sunday, Sun, S).
- It can be helpful but very confusing to teach ordinal numbers. If the learner is ready, try beginning with just 1st, 2nd, and 3rd.
- Calendar dates can be particularly confusing for people following the lunar calendar.
- Learners sometimes don't know their or their children's birth dates. Canadians place much more importance on birthdays than do other cultures.
- If someone isn't sure of their date of birth upon arrival in Canada, they are usually given a date of birth (typically January 1). Be sensitive to this in your interactions with learners regarding birth dates.
- Learners need to be able to respond both in writing and orally to questions regarding date of birth and arrival in Canada.
- Collect items with dates on them. e.g., 'best before' dates, expiry dates, due dates, late payment dates, stamps, etc.
- Look at flyers to see their effective dates.

Activities

- Write the days on a large card or paper. Give one card to each learner. Ask them to line up so the days are in order. Exchange cards and do it again.
- On cards, write verbs familiar to learners. Ask learners to match the verbs with the days they do those things. Learners can eventually copy the words and create a story about their weekly activities.
- White out the first letter in each day or month, learners write the letter in the blank.
- Have number cards 1-12. Match the months with the number cards.
- Have a year calendar. On a separate paper, write the names of the months. Ask learner to refer to the calendar and write how many days are in each month. You could also do this activity in pairs, giving one learner half of the months and the other learner the other half of the months. They ask each other how many days are in each month.
- Practice "How many" questions (e.g., How many days are in a week? How many days are in a month? How many days are in February? How many days are in a year? How many weeks are in a month?
- How many weeks are in a year? How many months are in a year?).

- Look at a calendar for this year. Find the dates for various holidays. Give the learner the names of a few holidays and learner writes the date.
- Write the months on a paper. Learners ask each other, "When is your birthday?" Learners write people's names beside or under the month in which they were born.
- Practice writing dates that are important to the learner such as his birthday, landing date in Canada, children's birthdays, etc.
- Ask learners about important dates in their countries. Ask learners to write these important dates.
- Instructor folds the day or month card to show only the abbreviation. Learner reads the card.



Instructors can

- Say, or show, a day and ask learners to point to the day.
- Make two copies of this sheet. Cut up one set of days and give them to the learners with a copy of this sheet. Ask learners to match the days.
- Cut the day cards in half. Mix them up. Ask learners to put the cards together to make the words.
- Show a day and ask learners to read it.

Learners can

- Trace the letters with a pen or marker.
- Cut out the days and put them in order.
- Copy the days on a separate paper.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Instructors can

- Say the day and learners write the missing letters.
- Spell the days and learners fill in the missing letters.
- Create a similar worksheet with more or less blanked letters.
- Create a similar worksheet with variations of spellings for each day.

Learners can

- Read the words.
- Copy the missing letters.
- Fold the paper and fill in the missing letters.
- Copy the days onto the lined paper.
- Copy the words on a separate paper.
- Cut up the sentences and mix them up. Put the sentences back together.

Monday	__ onday	Mon _____
Tuesday	__ useday	Tues _____
Wednesday	__ ednesday	Wednes _____
Thursday	__ hursday	Thurs _____
Friday	__ riday	Fri _____
Saturday	__ aturday	Satur _____
Sunday	__ unday	Sun _____

Today is _____.

Tomorrow is _____.

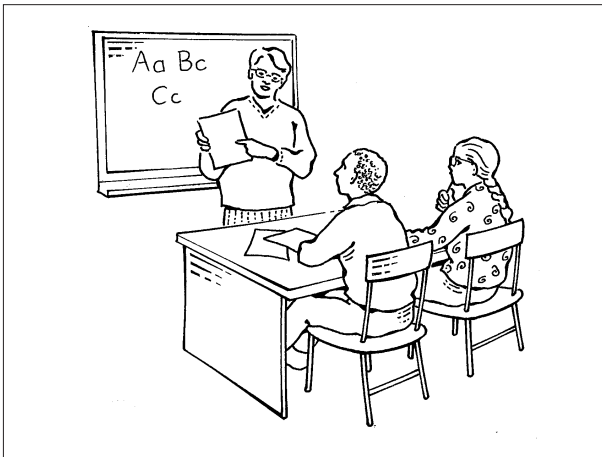
Yesterday was _____.

Instructors can

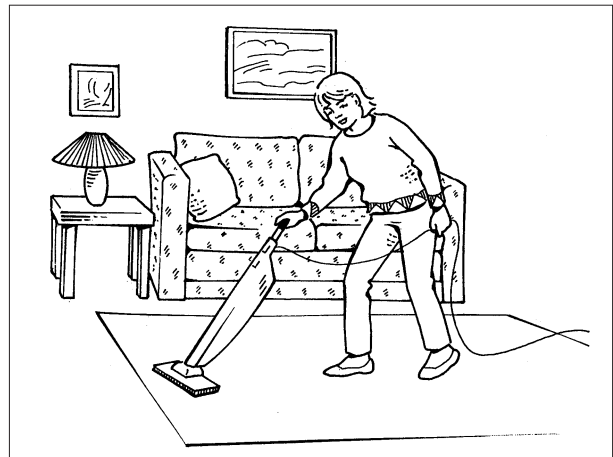
- Teach the vocabulary.
- Write each verb on a separate card.
- Say the verb and ask learners to point to the picture or word.
- Cut up the pictures. Ask learners to match the verb with the picture.
- Say the verb and learners write the verb.
- Point to the picture and ask learners to write the word.
- Teach the question, "When do you ___?"

Learners can

- Match day cards with verb pictures (e.g., Sunday + walk in the park)
- Ask each other questions, "When do you ___?"
- Copy the words on a separate paper.



study English



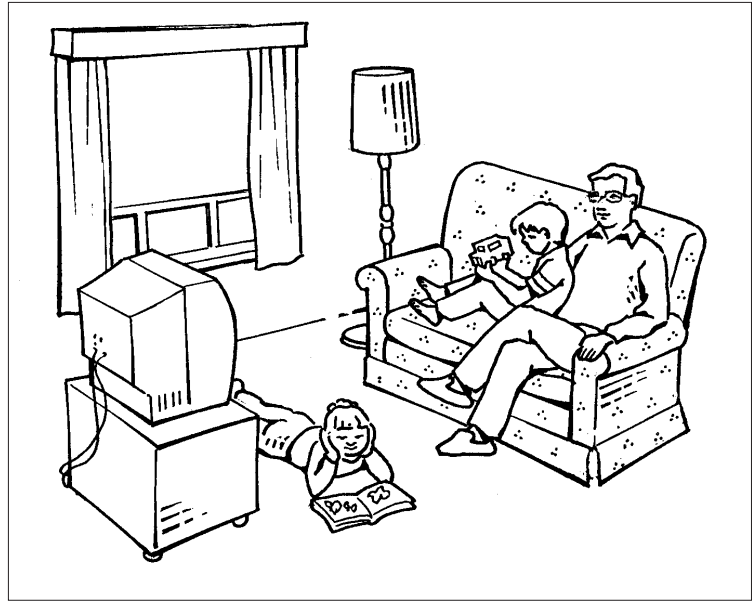
clean



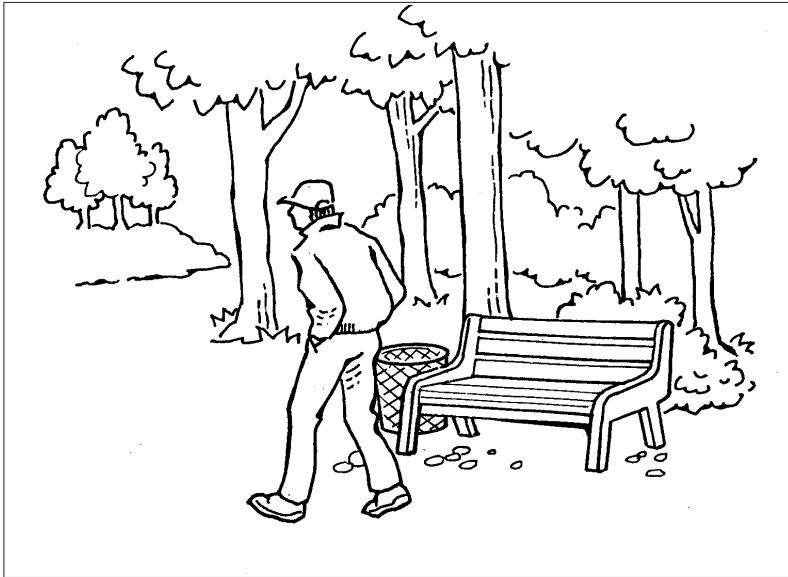
go shopping



visit



stay home



go for a walk



do the laundry

Instructors can

- Read a question and ask learners to point to it.
- Write long answers for each learner on individual pieces of paper.
- Ask the question and ask learners to point to the day they do this activity.
- Ask the question and learners write the day.
- Read a question and ask learners to read the same question.

Learners can

- Read the questions.
- Copy the question on lined paper.
- Write the answers on lined paper.
- Write all the answers and create a small story.
- Cut up the questions, and then put the words back together to form the questions.

When do you go shopping?	When do you do the laundry?	When do you clean your apartment?	When do you visit friends?
When do you walk in the park?	When do you stay home?	When do you study English?	
Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Instructors can

- Read, or show, a sentence and ask learners to point to it.
- Show learners a day and ask learners to copy it in the blank.
- Show learners two days and ask learners to write the day they do this activity.
- Show a picture and ask learners to respond with a sentence, e.g., "I go shopping on Monday."

Learners can

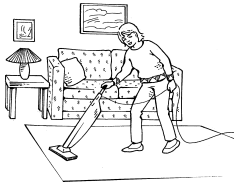
- Read the sentences.
- Complete the sentence by writing a day in the blank.
- Copy the sentences on a separate paper.
- Cut up the sentences. Put the words together.



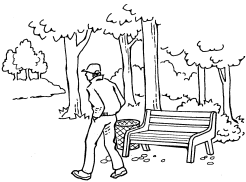
I go shopping on _____.



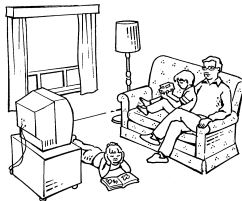
I do the laundry on _____.



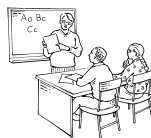
I clean my apartment on _____.



I walk in the park on _____.



I stay home on _____.






I study English _____.

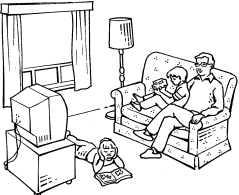

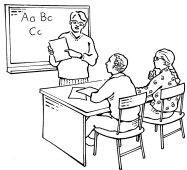
Instructors can

- Copy this page and give it to learners.
- Review the question, "When do you ___?"
- Review the days of the week.

Learners can

- Write classmates' names in the first column.
- Ask each other the question, "When do you ___?"
- Under the activity and beside their name, write the day that people do these activities.

names			

names			

Instructor can

- Make two copies of the months. Cut up two sets of months and ask learners to match the same months.
- Say, or show, a month and ask learners to point to it.
- Show a month and ask learners to read it.
- Cut each month in half. Ask learners to put words together.

Learners can

- Trace the letters with a thick marker.
- Cut out the months and put them in order.
- Match names of learners to the month of their birthday.
- Copy the months on a separate paper.

January
February
March
April
May

June

July

August

September

October

November

December

Instructors can

- Spell, or say, the months and ask learners to fill in the missing letters.
- Create a similar worksheet with more or less blanked letters.
- Create a similar worksheet with correct and incorrect variations of spellings for each month.

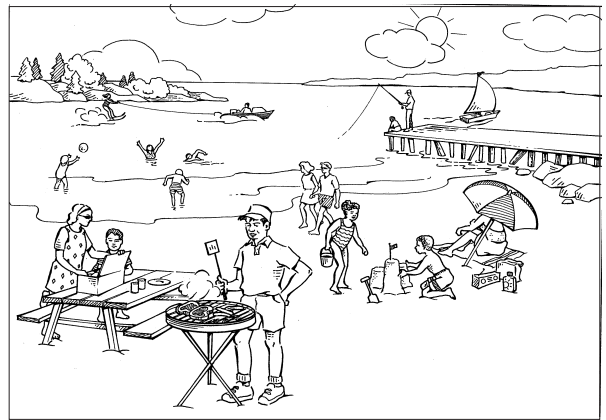
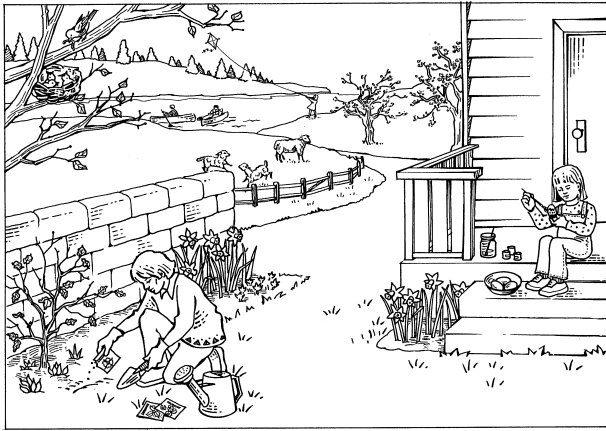
Learners can

- Copy the missing letters.
- Fold the paper and fill in the missing letters.
- Copy the months onto lined paper at the end of this chapter.
- Cut up the months and numbers and match the numbers to the months.
- Cut up all the months on this page. Match the same words together.

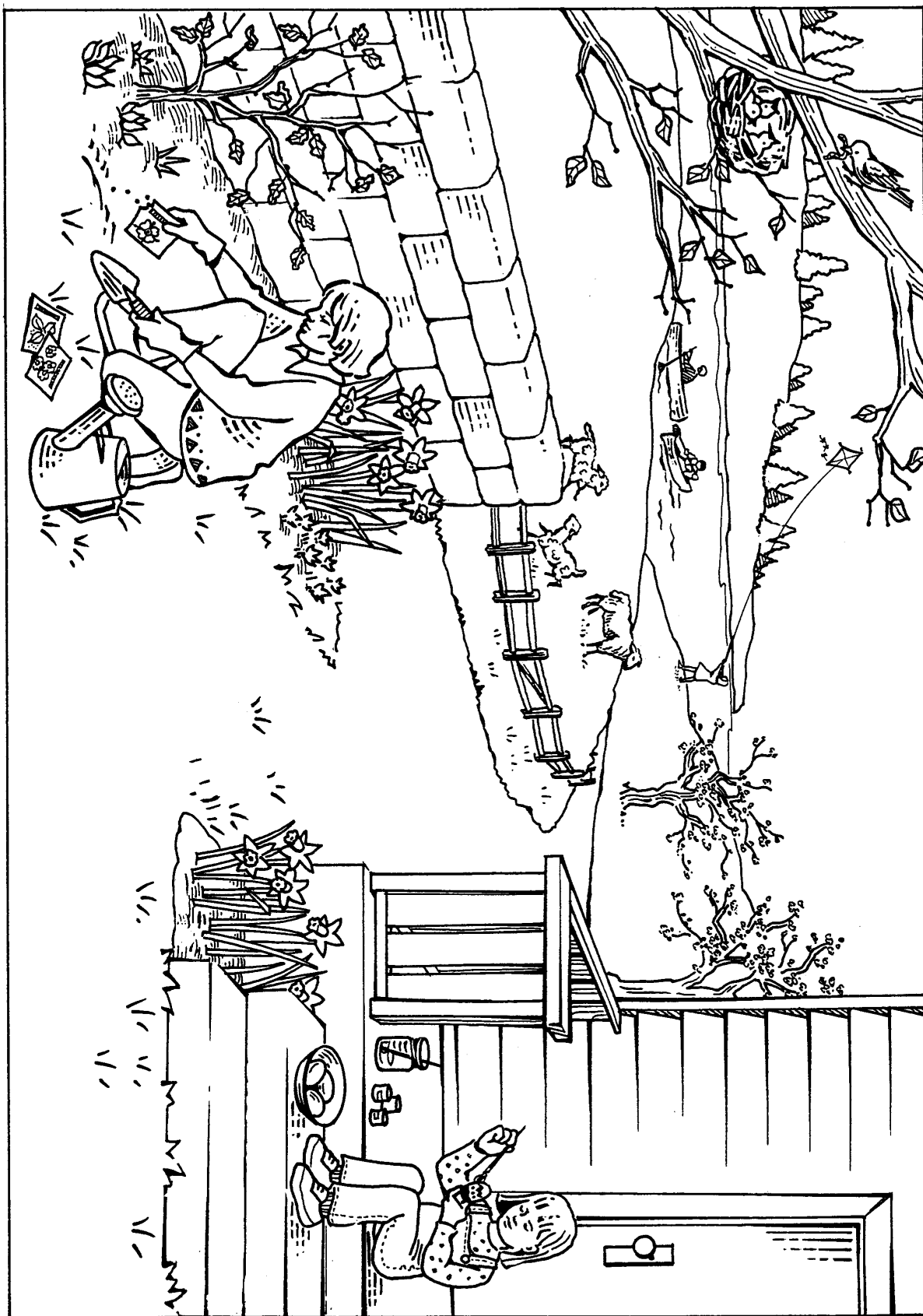
-
- | | | |
|--------------|------------|-------------|
| 1. January | __anuary | Ja__ua__y |
| 2. February | __ebruary | Fe__rua__y |
| 3. March | __arch | Mar__ __ |
| 4. April | __pril | A__ri__ |
| 5. May | __ay | Ma__ |
| 6. June | __une | __u__e |
| 7. July | __uly | J__l__ |
| 8. August | __ugust | Au__us__ |
| 9. September | __eptember | Se__te__ber |
| 10. October | __ctober | Oc__o__er |
| 11. November | __ovember | No__embe__ |
| 12. December | __ecember | Dece__be__ |

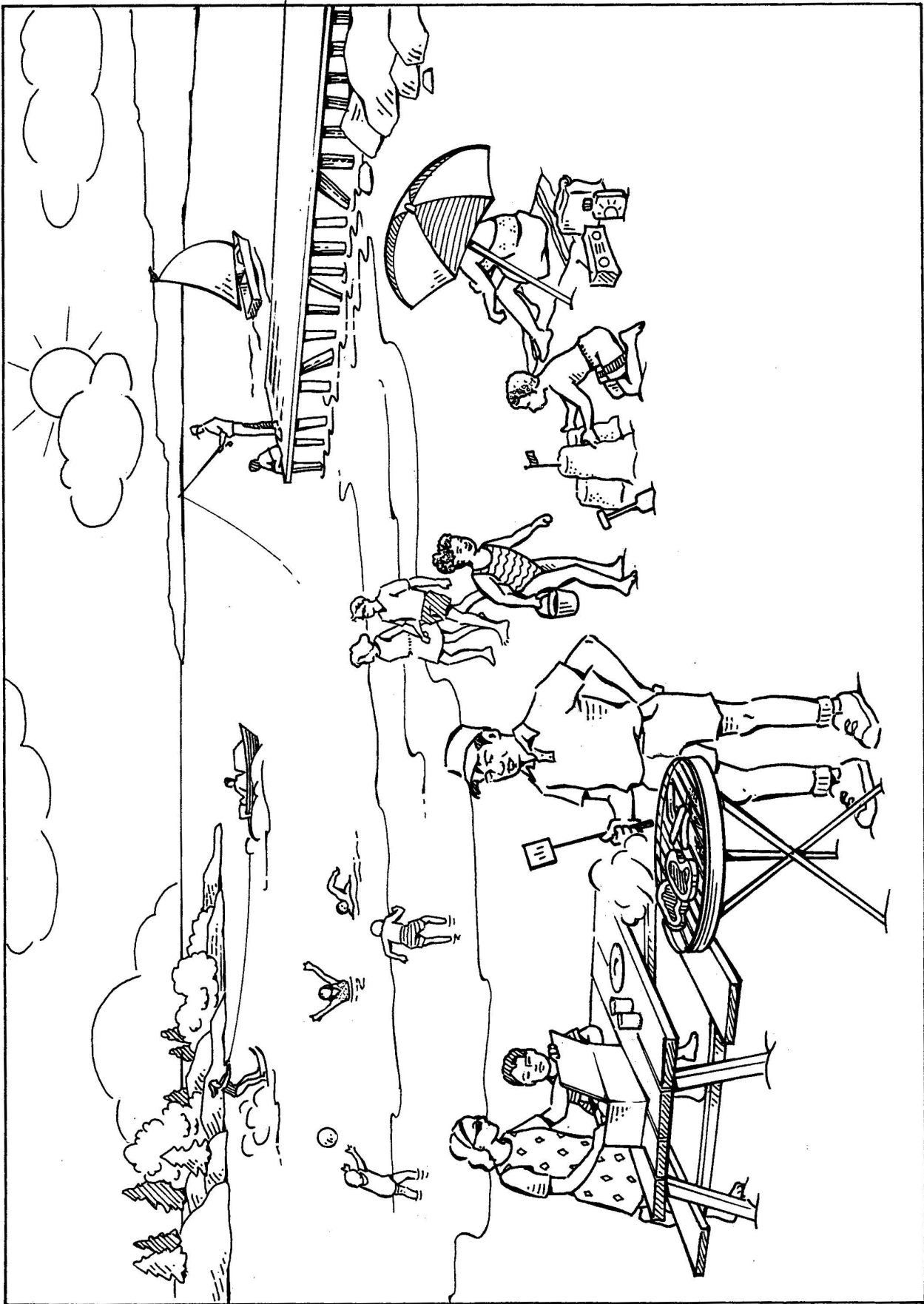
Instructors can

- Introduce the names of the seasons.
 - Look at the pictures and identify the seasons.
 - Cut out the names of the seasons and ask learners to match the words with the pictures.
 - Choose one season and identify the vocabulary from that picture.
 - Write vocabulary on separate pieces of paper.
 - Ask learners to match the vocabulary with objects in the picture.
 - Say a season and ask learners to point to it.
- Show a season word and ask learners to read it.
 - Write sentences about the picture and ask learners to read them.
 - Write sentences with blanked out words and ask learners to fill in the blanks.
 - Identify the temperature in the season.
 - Identify other activities that are relevant to that season.
 - Identify appropriate clothing for each season.

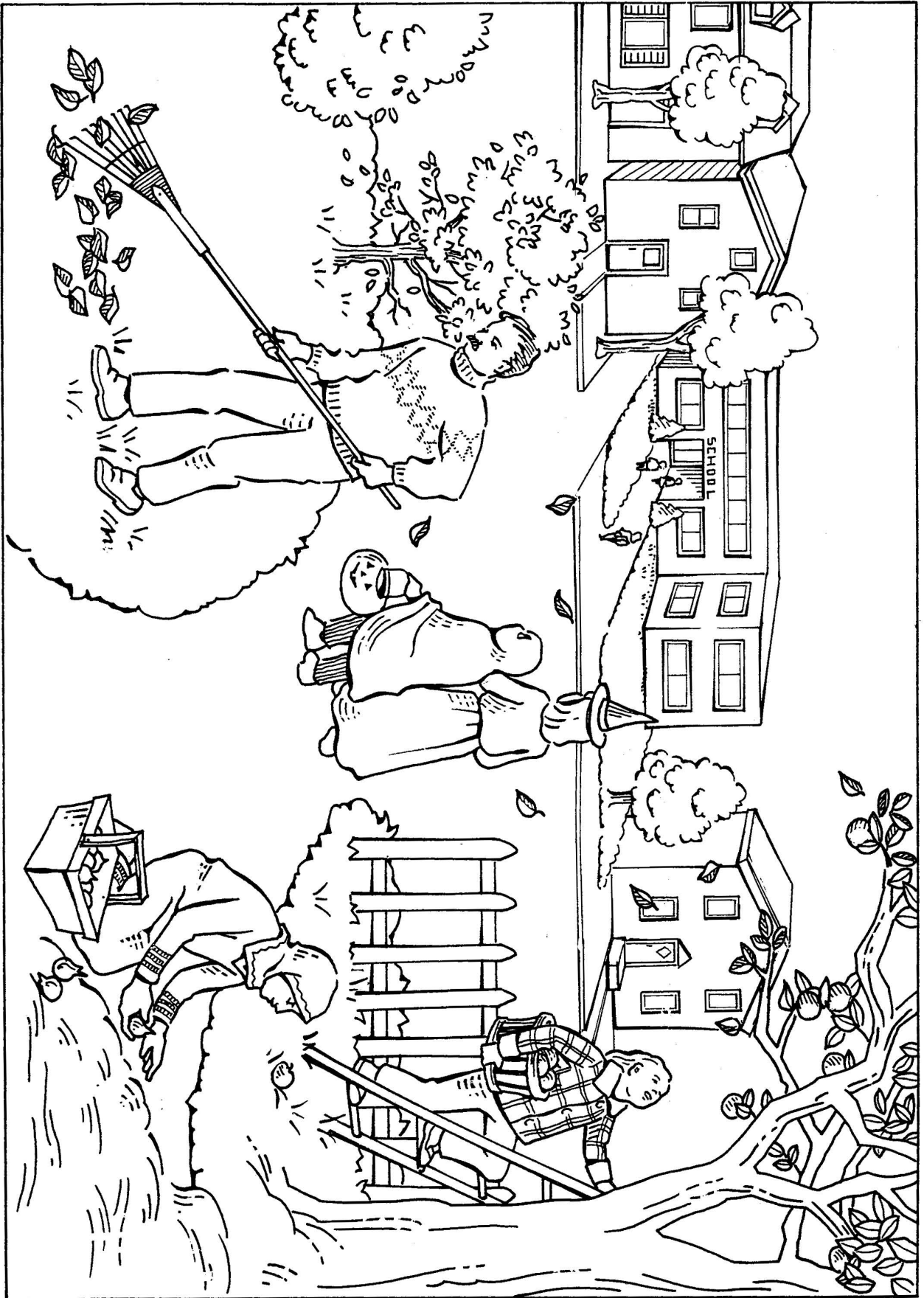


spring

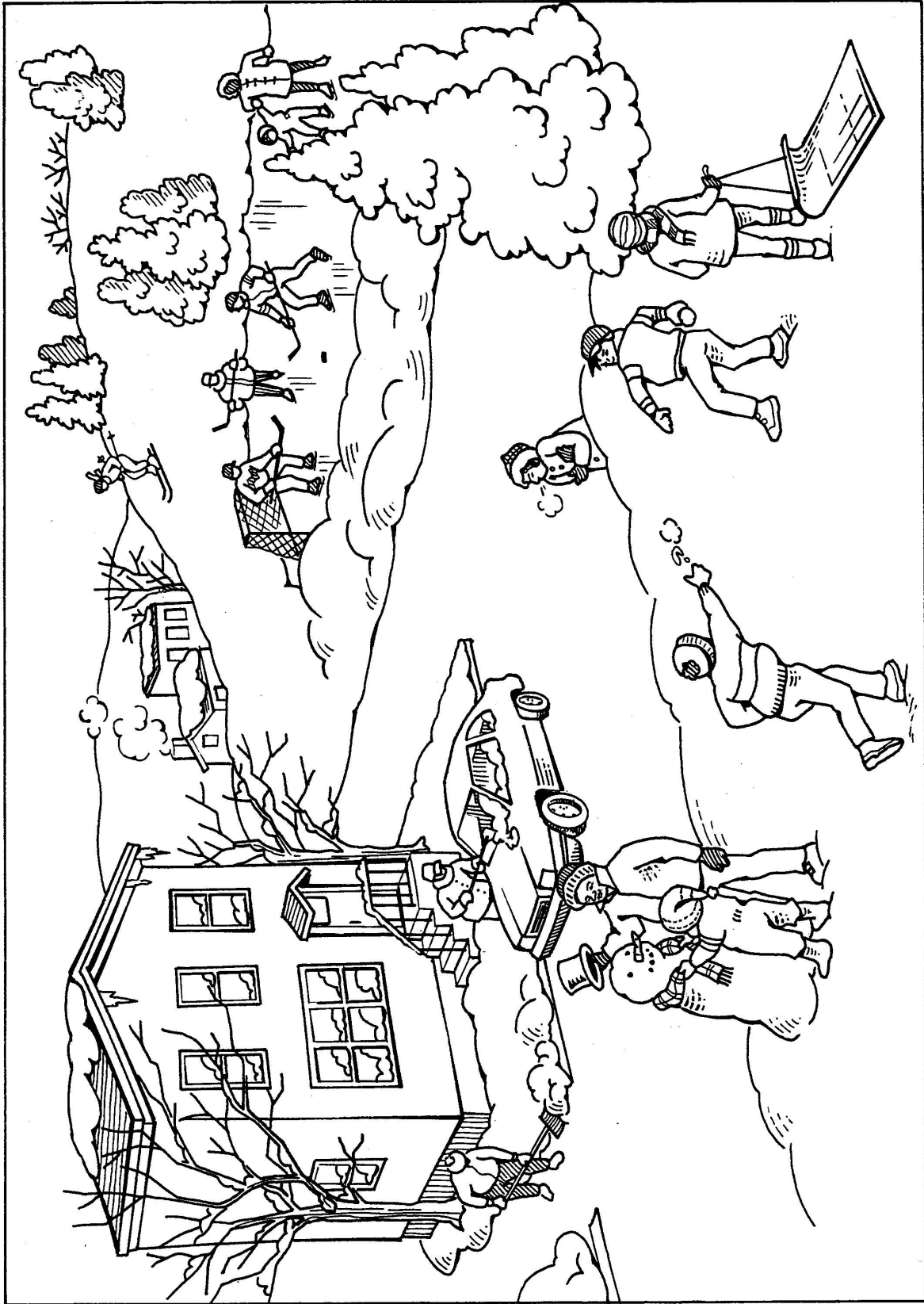




summer



fall



winter

Instructors can

- Show abbreviations of the day and learner points to the full word on the calendar.
- Dictate the numbers and ask learners to write them in the boxes.
- Say a number and ask learners to say the day (after the numbers are filled in).
- Point to a day and ask learners to read it.
- White out some days and ask learners to fill in the missing information.

Learners can

- Trace the numbers on the calendar.
- Match a set of number cards with the numbers on the calendar.
- Work in pairs. One learner says a date and the other learner circles it.
- Read the days as the instructor points to them.
- Fill in the missing numbers.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3				
8						
						14
			18			
	23				27	

Instructors can

- Read the sentences and ask learners to fill in the blanks.
- Show the word that goes in the blank and ask learners to copy it.
- Show two words and ask learners to choose the correct one and write it in the blank.
- Cut up, scramble the sentences, and ask

learners to put the words in order.

- Ask learners questions, e.g., “What day is today?” and learners read the answers.

Learners can

- Fill in the blanks.
- Read the sentences.
- Copy the sentences on a separate paper.

Today is _____.

Tomorrow is _____.

This month is _____.

Last month was _____.

Next month is _____.

The date today is _____.

My date of birth is _____.

Instructors can

- Teach the questions below.
- Write short answers for each learner on individual pieces of paper.
- Write long answers for each learner on individual pieces of paper.
- Ask the questions and learners write the answers.
- Cut up these questions. Match with answers on the previous page.

Learners can

- Read the questions.
- Match the question with the answer from the previous page.
- Copy the question on lined paper.
- Copy the answers on lined paper.

What day is today?

What day is tomorrow?

What day was yesterday?

What is this month?

What is next month?

What is the date today?

What is your date of birth?

Sunday	Monday
Tuesday	Wednesday
Thursday	Friday
Saturday	today

tomorrow	yesterday
is	was
study	study English
clean	go shopping

visit

stay home

go for a walk

do the laundry

spring

summer

fall

winter

January

February

March

April

May

June

July

August

September

October

November

December

this

last

month

date

date of birth	next

PERSONAL INFORMATION

What's your name?

Objective

Ask and respond to questions about personal information.

Goals

- Ask and respond orally and in writing to personal information questions.

Suggestions

- Ask personal information questions daily.
- Don't teach all the questions at the same time.
- Use local references.
- Use real forms where appropriate but they are often very complicated.
- Repetition is necessary to retain information.
- Create personalized activities that relate to learners.
- Encourage learners to write on the lines from left to right.
- Forms often use abbreviations. Pre-teach the vocabulary and abbreviations before attempting to fill out a form.
- Sometimes trust has to be developed before people feel comfortable sharing personal information.
- People sometimes have received a negative reaction when responding to questions regarding the number of children they have. This can leave learners feeling hesitant when such questions are asked.
- Some forms are written in all upper case letters. Introduce both upper and lower case forms to your learners.
- Many people are cautious about giving out their Social Insurance Number. It is included here because it is a common question for learners. As well, it is important to know what it is and what it is used for. Use your discretion as to how to use it in class.

Activities

- Write learners name several times with various letters blanked out.
- Cut up simple sentences about learner and ask learners to put the papers together.
- Learners ask each other how many children they have, their phone number, their address, etc.

For more advanced learners, have the questions on one piece of paper and the answers on another piece of paper. Learners match the question with the answer.

Instructors can

- Read the words and ask learners to point to them.
- Make learner centered worksheets by putting names of family members or addresses in the activity.

Learners can

- Circle the correct spelling.
- Copy the correct spelling onto a separate sheet of paper.
- Read the words on the left.

name naem nmae name mane

address adress addres adres address

street street strcet street stree

number nnumber number numbr numbe

city cily cty city city

province province province provinc

postal code pstl code posal code postal code

Instructors can

- Pre-teach the vocabulary on this page using personal information from the learners.
- Say a word and ask learners to point to it.
- Say a word and ask learners to say their personal information.
- Say a word and ask learners to write their personal information.
- Only do one or two questions per day.

Learners can

- Read the words.
- Copy the words onto a separate sheet of paper.
- Write their personal information on another page.

name	last name	country	city
apartment number	date of birth	children	telephone number
address	postal code	social insurance number	street

Instructors can

- Show words that can go in the blanks and ask learners to write them.
- Read the words and ask learners to write in the information.
- Provide learners with personal information on separate pieces of paper. Ask learners copy the information in the blanks.

Learners can

- Read the words.
- Copy the words in the blanks.
- Write their personal information in the blanks.
- Cut up this page and match the words.

first name _____

last name _____

street _____

city _____

province _____

postal code _____

address _____

telephone number _____

date of birth _____

country _____

social insurance number _____

Instructors can

- Show, or show, a word and ask learners to circle it.
- Ask learners to spell the words.
- Make two copies of this activity and cut one up. Ask learners to put the cut-up words on this paper with the same words.
- Spell a word and learners circle it.
- Explain the use of capital letters for names and places.
- Create a similar worksheet substituting words that are more meaningful to learners.

Learners can

- Circle the same words.
- Copy the words on a separate paper.
- Read the words.
- Spell the words to each other.

Plateau	Glenforest	Plateau	Spring Garden
Halifax	Canada	Dartmouth	Halifax
Nova Scotia	Truro	Nova Scotia	Bedford
name	street	name	address
number	name	number	Nova Scotia
Barrington	Brunswick	Gottingen	Barrington

Instructors can

- Dictate the words.
- Show a word and ask learners to copy the word in the blank.
- Review asking and responding to the question, "How do you spell ___?"

Learners can

- Copy the words in the blanks.
- Work in pairs. Fold the paper in half. Learners read the words to their partners. Partners write the words and ask for help with spelling if necessary.

1. Halifax

1. _____

2. _____

2. 457-9894

3. number

3. _____

4. _____

4. name

5. children

5. _____

6. _____

6. address

7. Nova Scotia

7. _____

8. _____

8. apartment

9. city

9. _____

10. _____

10. Telephone

Instructors can

- Show learners their last name, postal code, phone number, etc. and learners copy it in the appropriate place.
- Fill in the form with personal information from the learners. Ask learners to copy the information onto the same blank form.

Learners can

- Fill out these forms.
- Work in pairs. One learner fills in the form with the information from her partner.
- Refer to the previous page for help with spelling.

_____	_____
First	Last

Address	

_____ - _____ - _____	
Telephone	

Name _____
Address _____
City _____ Province _____
Postal code _____
Phone number _____
Date of birth _____
Social Insurance Number (SIN) _____

Instructors can

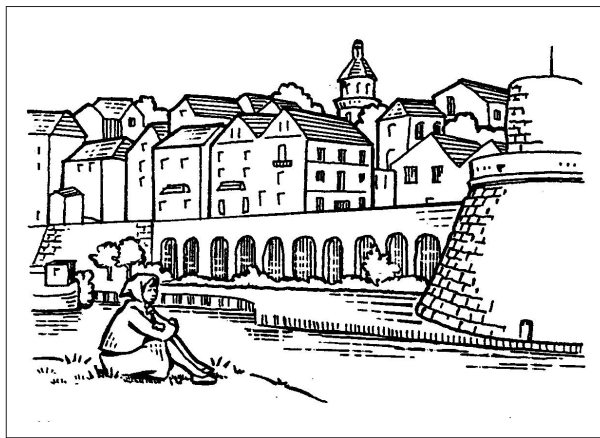
- Write the important words (name, live, address, postal code, telephone number) and ask learners to match the words with the pictures.
- Say the sentences and ask learners to put them in order.
- Hold up a picture and ask learners to hold up the sentence that goes with the picture.

Learners can

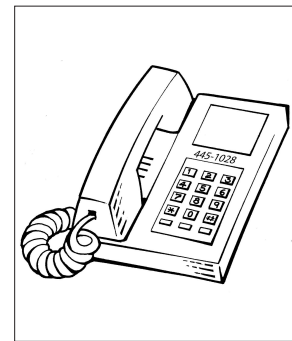
- Talk about the sentences.
- Read the sentences.
- Copy the sentences on a separate piece of paper.
- Match the sentence with the picture.
- Write the sentences and substitute their own information.
- Cut up the sentences and put them in order.



This is Rada.



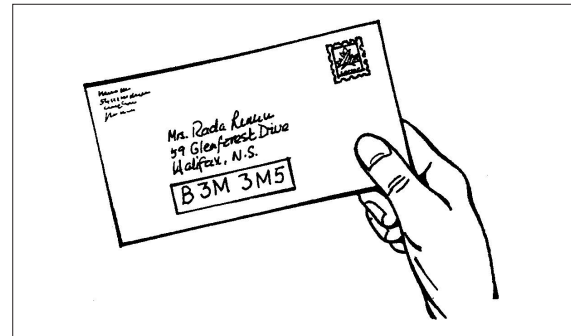
She is from Croatia.



Her telephone number is 902-445-1028.



Her address is 59 Glenforest Drive.



Her postal code is B3M 3M5.

Instructors can

- Show the word that goes in the blank and ask learners to copy it.
- Show two words and ask learners to choose the correct one and write it in the blank.
- Read the sentences and ask learners to fill in the blanks.
- Ask learners questions, e.g. "What is your name?" and learners read the answers.
- Cut up a sentence into individual words. Mix them up and ask learners to put the words in order.
- Repeat these activities frequently.

Learners can

- Fill in the blanks.
- Copy the sentences on a separate paper.
- Work in pairs and read the sentences to each other.

My name is _____.	I am from _____.	My address is _____.
My apartment number is _____.	My postal code is _____.	My telephone number is _____.
My date of birth is _____.	My Social Insurance Number is _____.	I have _____ children.

Instructors can

- Teach the questions below.
- Say a question and ask learners to point to the question or answer.
- Write short answers for each learner on individual pieces of paper.
- Cut up the previous page or write long answers for each learner on individual pieces of paper.
- Ask the question and learners write the answer.

Learners can

- Read the questions.
- Cut up the previous page and match the question with the answer.
- Copy the questions on lined paper.
- Copy the answers on lined paper.
- Write all the answers and create a small biography.

What is your name?	Where are you from?	What is your address?
What is your apartment number?	What is your postal code?	What is your telephone number?
What is your date of birth?	What is your Social Insurance Number?	How many children do you have?

Find and circle.

address	from	postal code
apartment	Halifax	province
birthday	last name	social insurance
children	name	number
city	Nova Scotia	street
first name	number	telephone
		Canada

s o c i a l i n s u r a n c e n u m b e r
z a d d r e s s n z w h a l i f a x f y j
x d p p w q g a e v e r i e b s b c i t y
j h c i a q p g v h k h z o h b z k f n u
k j z a h t e l e p h o n e v n r r f u e
f n p n c a n a d a b d j n u m b e r r g
i a t u h o e f a m b t o r p y k s o v q
e m e o p z r h m o x d k q w l j r m m x
t e s x o e f s d y v l s u o v c t f v c
y b c u s z s z p p n o v a s c o t i a a
p m n s t p r o v i n c e s e p s c s j o
s d c l a s t n a m e u e q b v m h x b h
r m h d l b i r t h d a y i z t p i u h i
a d c f c w s e x z t s m d o j l j c p
q q u w o g f m j c r t n c d b h d q b c
l l j v d x z x r g z r u c o x o r d m x
a z o v e a e h d n q e q v l j p e l f o
t u v i e j m m i a g e f i r s t n a m e
c l z a p a r t m e n t h g l q k l e h q

name	address
street	number
city	province
postal code	telephone

last	first
apartment	Canada
children	country
Social Insurance Number	Nova Scotia

date of birth	

MONEY

How much is it?

Objective

Introduce money and prices.

Goals

- Recognize Canadian coins and their values.
- Request information about money and prices.
- Respond to questions about money and prices.
- Introduce basic numeracy concepts.

Suggestions

- When possible, use real coins and bills. Plastic Canadian money is available at educational resource stores.
- Flyers are a good source for practicing reading prices.
- It is important for learners to feel comfortable with numbers 1-100 before learning prices.
- Collect the price tags from items you buy.
- Go to a store and practice reading prices.
- Money stamps and money Bingo are available at educational resource stores.
- When practicing to count and add, it is useful to use the 1-100 number paper on page 2.7.
- Introduce learners to the different ways to write prices (\$.05, 5¢)

Activities

- Have a variety of coins. Ask learners to match two nickels with a dime, two dimes and a nickel with a quarter, etc.
- Instructors say a price and ask learners to write it. Increase difficulty as learner is ready.
- Have combinations of real coins or pictures of coins and ask learners to write the total values.
- Pre-teach is/are. Practice asking and responding to the question "How much is/are ___?" using real items belonging to the learners.
- Collect a variety of price tags. Say a price and learners choose the correct one. Discussion can follow as to possibilities of what item the tag came from.
- Make a prices Bingo. Copy the blank Bingo card from this kit and write prices in the blanks.
- Make money Bingo. Copy the blank Bingo card from this kit and put pictures or stamp of coins in the blanks.
- Role-play buying items and practice giving change.
- Practice giving change. Learner has \$10 bill and buys something from the flyer; another learner gives the appropriate change.

Instructors can

- Read a word and ask learners to point to it.
- Provide real coins and ask learners to match the coins with the pictures.
- White-out several letters and ask learners to fill in the blanks.

Learners can

- Put the coin in the box.
- Cut up this page and then match the picture, word, value, and the real coins.



nickel
\$0.05 or 5¢



dime
\$0.10 or 10¢



quarter
\$0.25 or 25¢

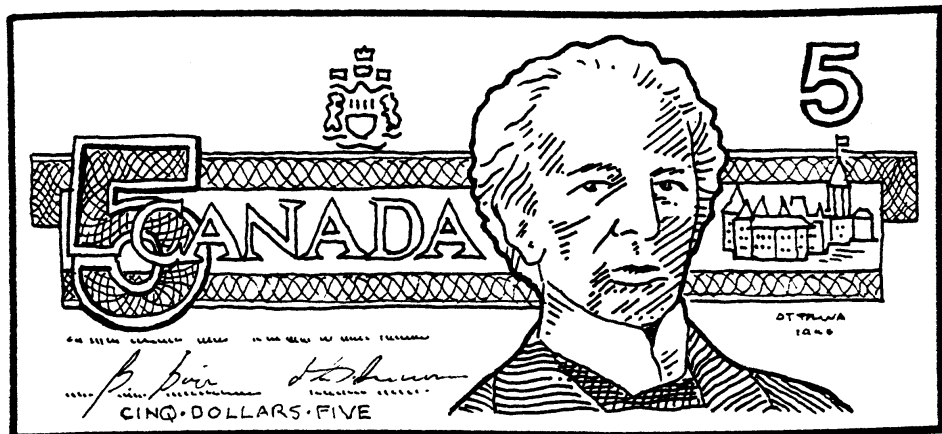


loonie
\$1.00



toonie
\$2.00

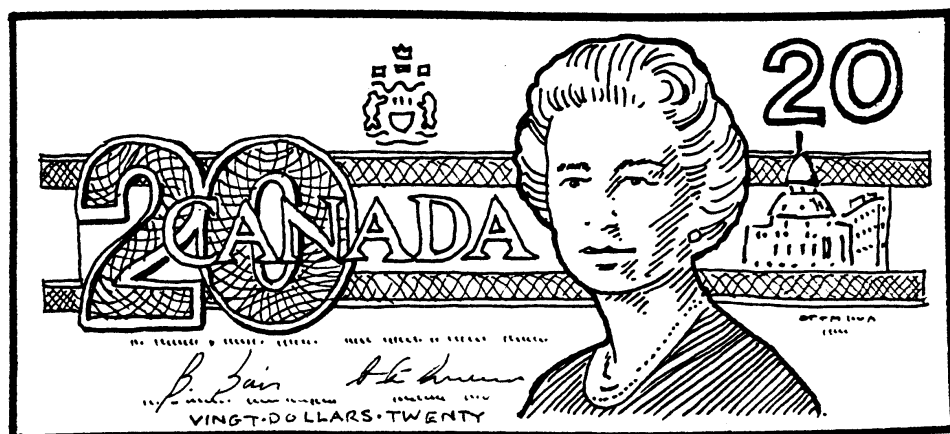
\$5.00 bill



\$10.00 bill



\$20.00 bill



Instructors can

- Review the names of the coins.
- Say the name of a coin and ask learners to circle its value.
- Say the value of a coin and ask learners to point to it.
- Show a coin and ask learners to point to its value.

Learners can

- Look at the picture and circle its value.
- Write the names of the coins in the blanks.
- Have several real coins and place them on the words that represent their values (e.g. put a dime on .10).
- After placing real coins on the values, add the total value of the coins and write it in the blanks.



.10

.05

.25



\$1.00

\$2.00

.05



\$1.00

\$2.00

.25



.25

.05

.10



.05

\$2.00

.10

Instructors can

- Say an amount and ask learner to circle it.
- Show learners a written amount and ask learners to circle the same amount.

Learners can

- Match coins with the values on the paper.
- Circle the smallest amount.
- Circle the largest amount.

.05	.10	.25	.15
.25	.35	.75	.50
.40	.20	.60	.30
.75	.45	.95	.65

\$10	\$30	\$50	\$60
\$11	\$2	\$8	\$5
\$17	\$13	\$15	\$19
\$55	\$50	\$20	\$15

\$10.25	\$22.25	\$2.25	\$5.25
\$15.20	\$13.10	\$17.50	\$19.70
\$55.95	\$15.55	\$20.65	\$50.75
\$37.15	\$98.95	\$75.55	\$49.25

Instructors can

- Say the name of a coin and ask learners to circle it.
- Say the value of a coin and ask learners to point to the picture.
- Show a coin and ask learners to point to the picture.
- Write the value of a coin on a sheet of paper and ask learners to point to the coin.
- Say the value of a coin and ask learners to point to the word.

Learners can

- Look at the picture and circle the name of the coin.
- Write the names of the coin in the blank.
- Put a real coin in the blank.
- Write the value of the coins in the blank.



quarter

nickel

dime



dime

nickel

loonie



toonie

dime

nickel



quarter

toonie

loonie



loonie

quarter

dime

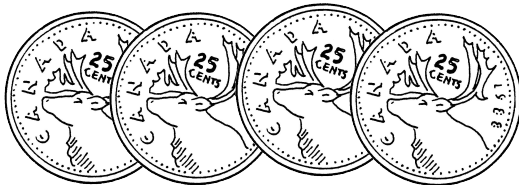
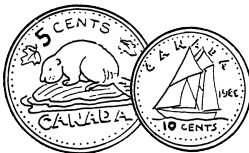
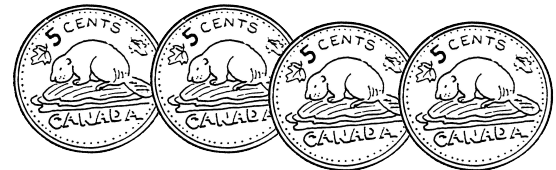
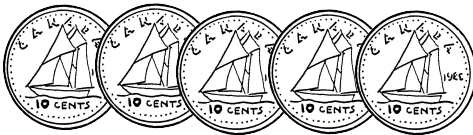
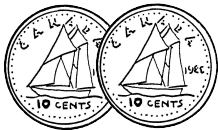
Instructors can

- Say an amount and ask learners to point to it.
- Say an amount and ask learners to circle it.
- Use real coins in place of the illustrations.

Learners can

- Draw a line from the left column to the matching value in the right column.

- Write the total amounts beside the illustrations.
- Work in pairs. Cut the paper down the middle. Each partner takes half the sheet. Learners cut up their paper. Learners take turns asking each other for the amount on each piece of paper. (e.g. Learner A has two nickels. Learner A asks their partner, "Do you have ten cents?" Learner B gives their partner the picture of a dime.)



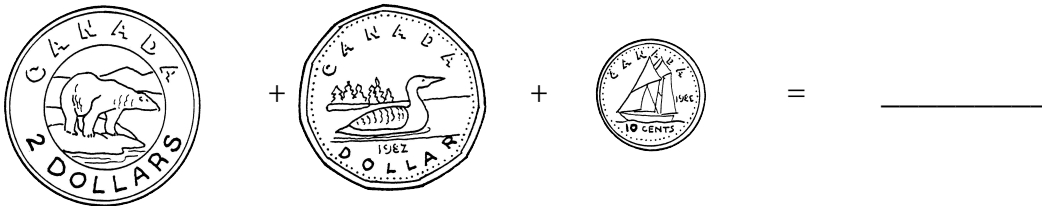
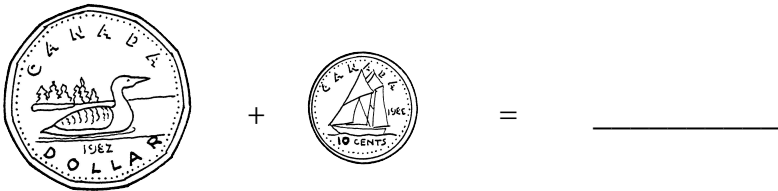
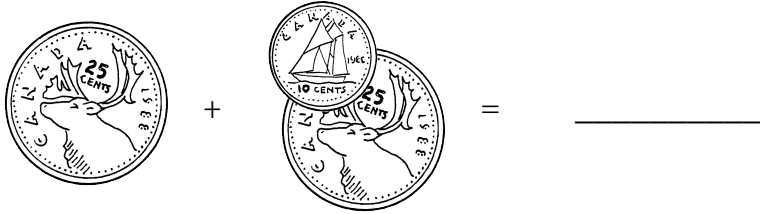
Instructors can

- Pre-teach - (minus) and = (equals).
- Say the total and learners write it.
- Say the names of the coins and ask learners to write the words.
- Change the plus signs to minus (where appropriate) and teach subtraction skills.

Learners can

- Add the coins and write the total value.
- Write the names of the coins.
- Write the values of the coins.
- Match real coins with the illustrations.
- Match real coins with the illustrations and write total amount.
- Explore different combinations of coins to equal the same total.



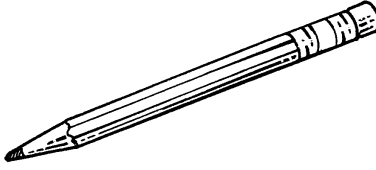
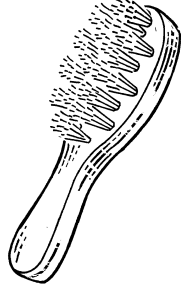
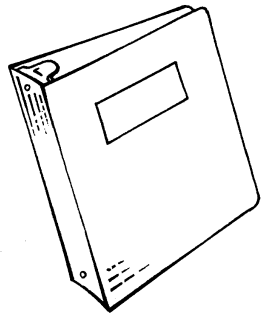

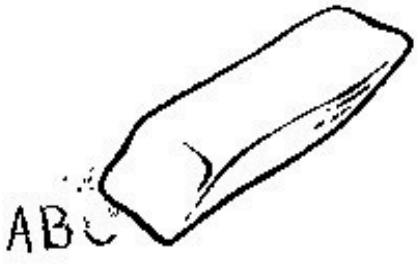



Instructors can

- Introduce the vocabulary on this page.
- Hold up a picture and ask learners to say the word.
- Hold up the word from this page and ask learners to read it.
- Hold up the price and ask learners to read it.
- Cut up the pictures and the words and ask learners to match them.
- Introduce the question, "How much is the ___?"

Learners can

- Copy the words on separate paper.
- Copy the prices on a separate paper.
- Work in pairs and ask each other, "How much is the ___?"
- Look in current flyers for these words. Compare the price.

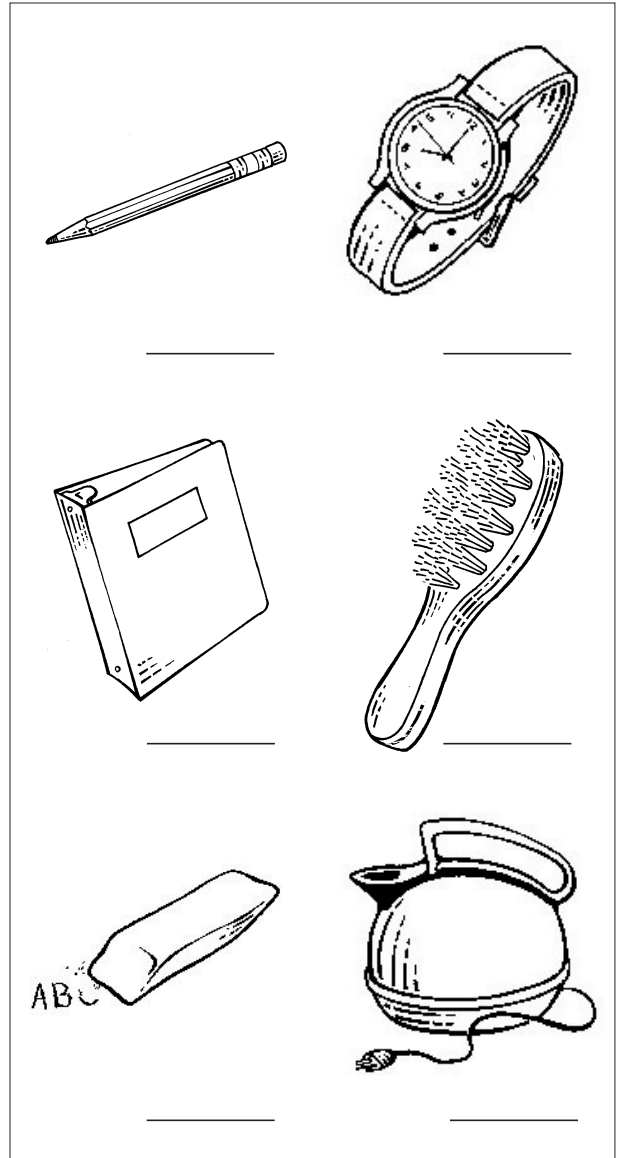
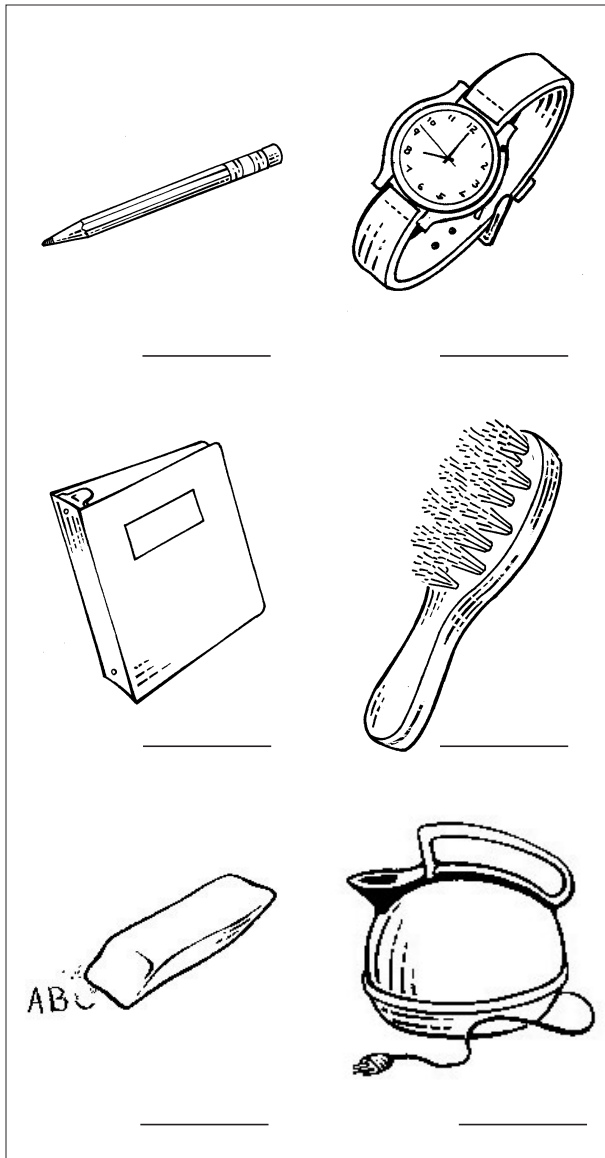
 <p>pencil .25</p>	 <p>brush \$5.00</p>
 <p>binder \$7.80</p>	 <p>watch \$32.50</p>
 <p>eraser \$3.00</p>	 <p>kettle \$37.20</p>

Instructors can

- Pre-teach the questions: "How much is _the _?"
- Ask learners to work in pairs. From the previous page, give three words with prices to one learner. Give the other three words and prices to the other learner. Learners ask each other the question "How much is the ___?" and write the prices in the blanks.

Learners can

- From the previous page, copy the prices in the blanks.
- Cut up the words from the previous page and match the words to the pictures on this page.
- Look in current flyers and write the price of the items on the page.



Do you have change?

1. Identify and teach key vocabulary from the picture (bus, change, \$5, etc.).
2. Write vocabulary from the illustration on separate pieces of paper and ask learners to match the words with the picture.
3. Show a word from the illustration and ask learners to point to it.
4. Look at the picture and ask learners to identify what is happening.
5. Instructor writes what the learners say in sentences.
6. Instructor reads the sentences.
7. Learners read the sentences.
8. Instructor whites out a word from each sentence and asks learners to fill in the blank.
9. Instructor cuts up one sentence and mixes the words up. Learners put the words in order to remake the sentence.
10. Cut up the story into sentences and put them in order.
11. Learners can copy the sentences onto a separate paper.



Instructors can

- Say an amount and ask learners to point to it. Show coins and ask learners to point to the amount on the paper.
- Give learners a variety of coins. Show them a written amount and ask them to give you the same amount in coins.
- Give learners a page of picture coins and this page. Cut them up and ask learners to match them.
- Make two copies of this page. White out some amounts from one copy and different amounts from the other copy. Ask learners to work in pairs.

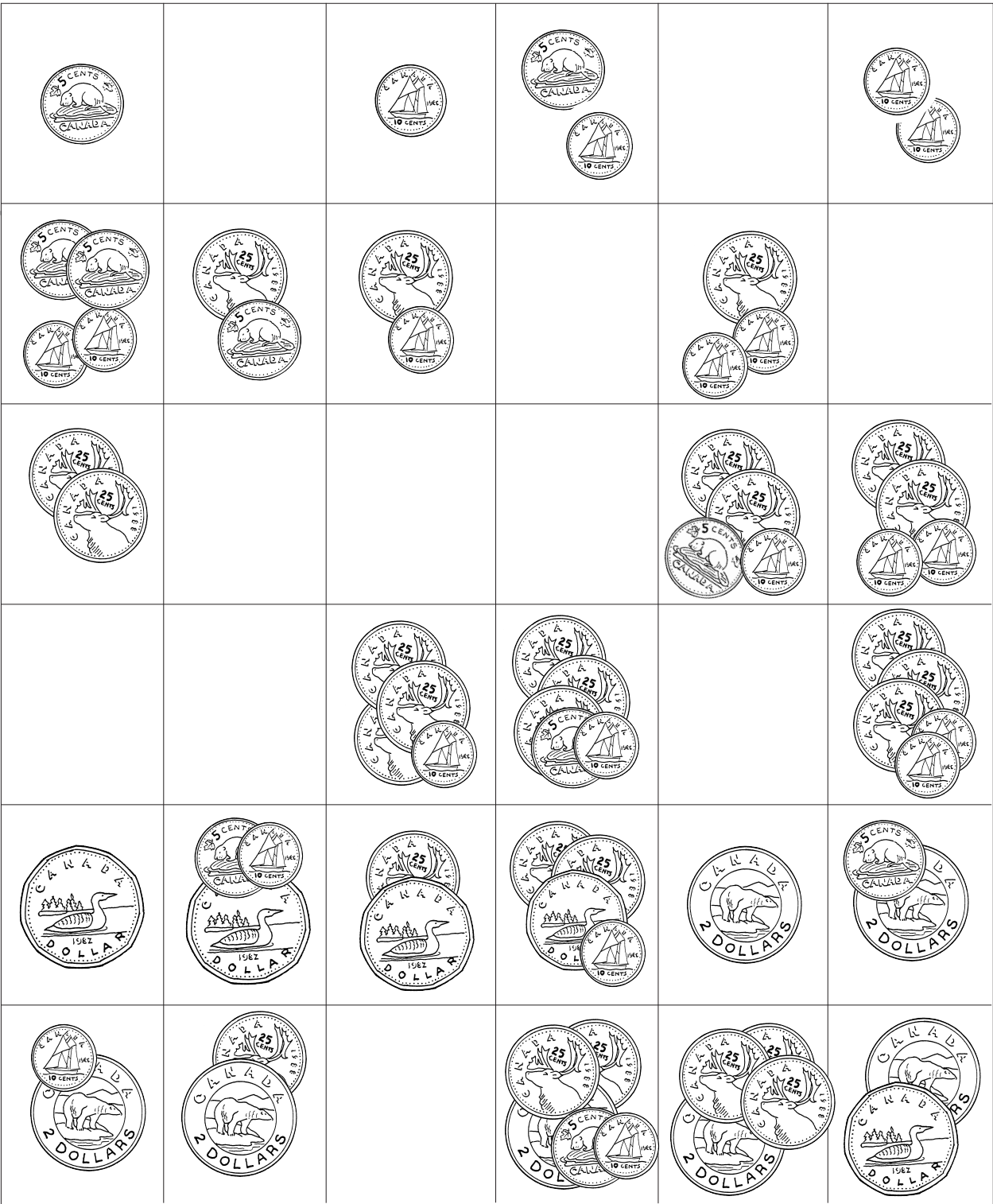
- Learners read the amounts together starting at 5 cents, 10 cents, etc., reading the amounts to each other. When there is a blank, one learner says the amount and the other writes it in the blank.

Learners can

- Have a variety of coins and place the correct amount of coins on the written numbers.
- Cut up this page and put the amounts in order from smallest to biggest amounts.

5¢	10¢	20¢	25¢	30¢	35¢
40¢	45¢	50¢	55¢	60¢	65¢
70¢	75¢	80¢	85¢	90¢	95¢
\$1.00	\$1.15	\$1.25	\$1.35	\$1.40	\$1.45
\$1.50	\$1.55	\$1.60	\$1.75	\$2.00	\$2.05
\$2.10	\$2.25	\$2.50	\$2.65	\$2.75	\$3.00

Copy the amounts to a separate piece of paper.



	nickel
dime	quarter
loonie	toonie

TIME

What time is it?

Objective

Introduce time.

Goals

- Read analogue and digital clocks.
- Ask and respond to questions regarding time.

Suggestions

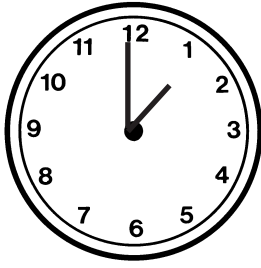
- Buy a big clock or use an old one.
- Learners need to know numbers 1-60 before learning to read the time.
- Use items that are useful to the learner (bus schedules, TV guide, school times, store opening times, doctor hours.)
- Show learners the different numbers on clocks (digital, analogue, Roman numerals, no numbers).
- For more advanced learners, you might want to introduce the concept of a.m. and p.m.
- Review time every day.
- Teach daily activity verbs to allow learners to talk and write about daily activities and at what time they participate in these activities.
- Allow learners to change the clock when practicing.
- Look at stores or offices open hour signs.
- Teach one way of telling time thoroughly before attempting the other way (quarter to three or two forty-five).
- Time flash cards are readily available at educational supply stores.
- A clock face stamp is also available that makes producing your own worksheets much easier.

Activities

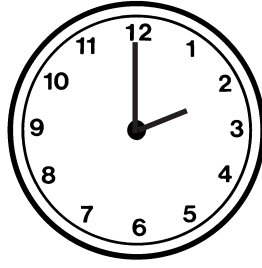
- Instructor or another learner shows a clock. Learner says the time.
- Instructor or another learner shows a clock. Learner sets their clock to the same time. Two or more clocks are suggested for this activity.
- Create your own Bingo game.

Board Game

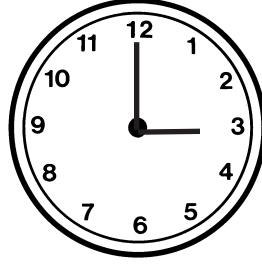
- Lay out the time board game found in the front pocket of the binder. You need dice and all players need something to move around the board. You also need a clock. Determine who begins first. That person rolls the dice. If the player lands on a clock, someone asks, "What time is it?" The first player reads the time. Then they can ask others, "What do you do at 4:00?" If a player lands on a picture of a verb, the player says the verb. Then the player asks others, "What time do you __ ?" Then the player takes the clock and arranges the hands on the clock to represent the time she does the activity. This activity provides opportunities for learners to practice asking and reading the time as well as talking about daily activities.



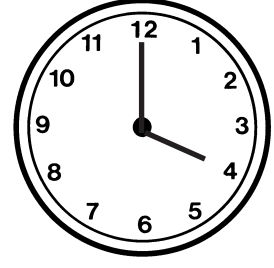
1:00



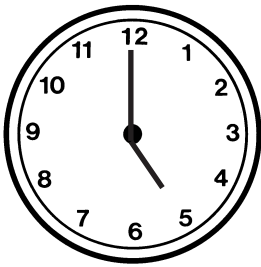
2:00



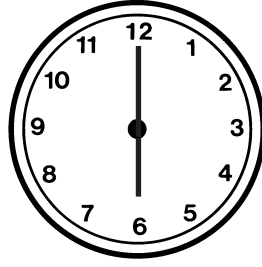
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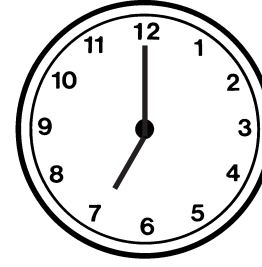
4:00



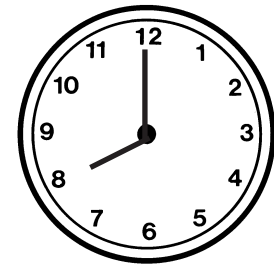
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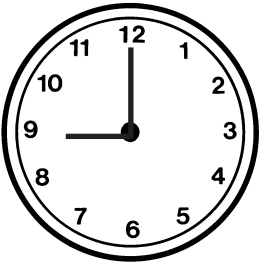
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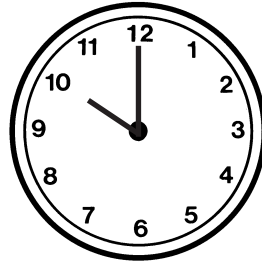
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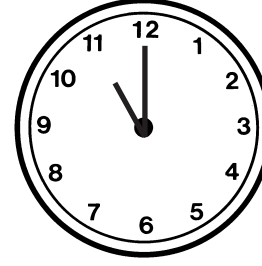
8:00



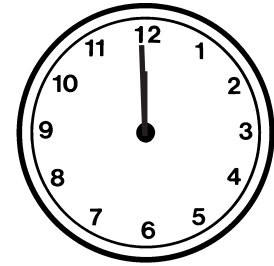
9:00



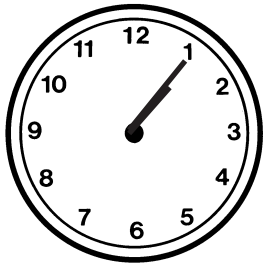
10:00



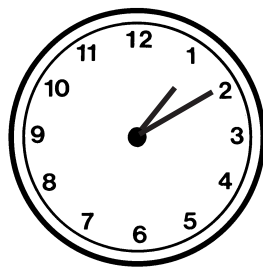
11:00



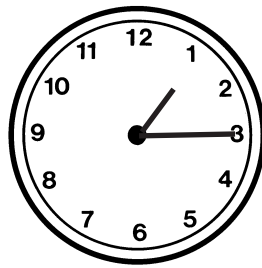
12:00



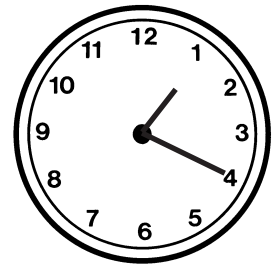
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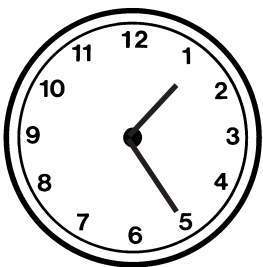
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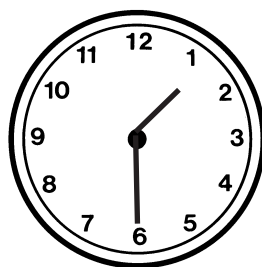
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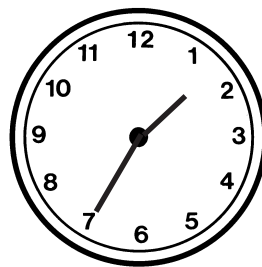
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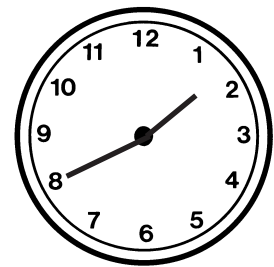
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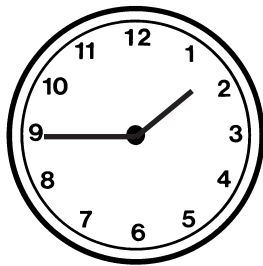
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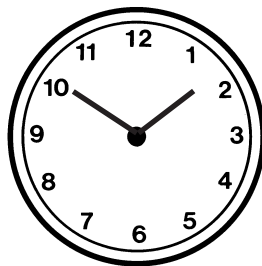
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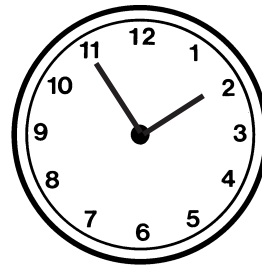
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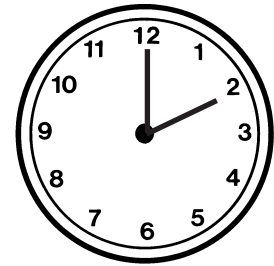
1:45



1:50



1:55



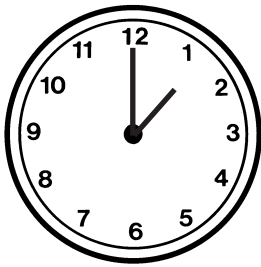
2:00

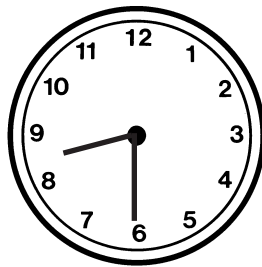
Instructors can

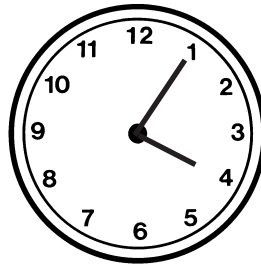
- Say the time and ask learners to write the time.
- Copy and cut up the clocks on the previous pages. Say the time and ask learners to place the clocks in the correct order.
- Copy and cut up the times on the next page, ask learners to match the clocks with the times. Or, ask learners to write the time under the correct clock.

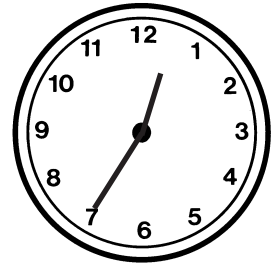
Learners can

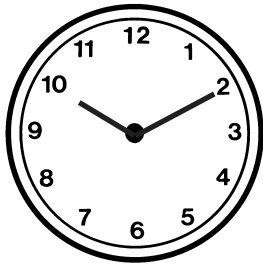
- Write the time.
- Read the time.
- Work in pairs. Point to a clock on this page and ask your partner, "What time is it?" The partner says the time.
- Work in pairs. Point to a clock on this page and ask your partner, "What time is it?" The partner has a copy of the next page and points to the same time as was said.

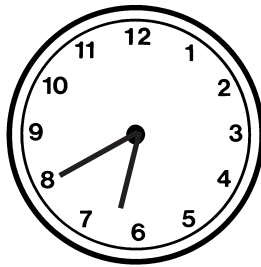


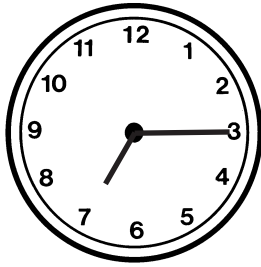


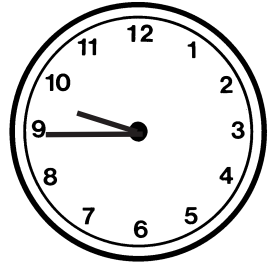


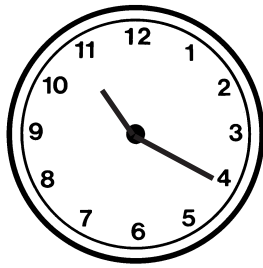


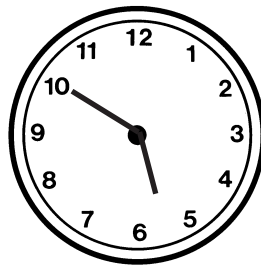


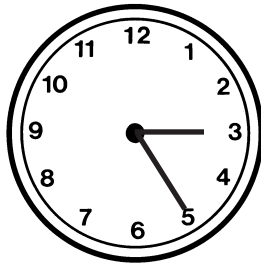


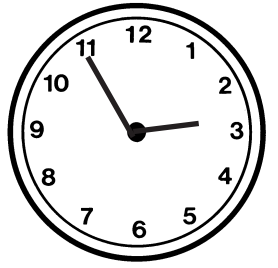












1:00

8:30

4:05

12:35

10:10

6:40

7:15

9:45

11:20

5:50

3:25

2:55

Instructors can

- Ask learners to cover the pictures of the clocks on this page. Show a clock set to a time below and ask learners to circle the same time.
- Say a time listed below and ask learners to write it.
- Say a time and learners write it and say what they do at that time each day.
- Create similar worksheets with more variety of times shown.
- Cut up the clocks. Say a time and ask learners to select the correct clock.

Learners can

- Circle the correct time as illustrated in the clock pictures.
- Have a clock and set the clock to the times listed below.
- Work in pairs. Each partner takes turns saying a time and her partner points to it.



2:00

1:00

1:05

12:00



6:15

6:00

3:30

3:45



7:45

9:30

7:15

7:00



3:00

2:00

12:15

3:30



12:30

6:00

12:00

6:30



5:45

9:30

6:45

10:30



2:00

3:45

2:15

2:45



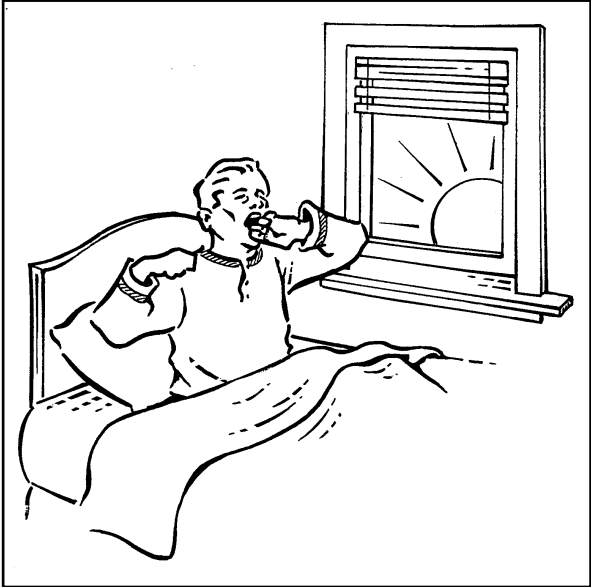
5:00

4:00

12:15

12:30

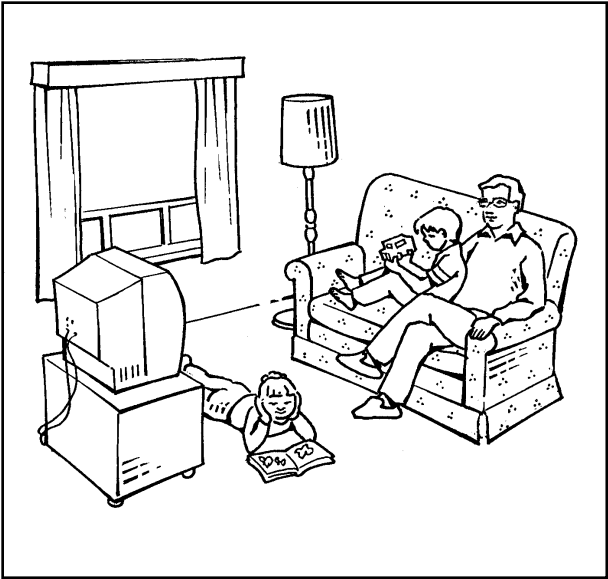
What time do you _____?



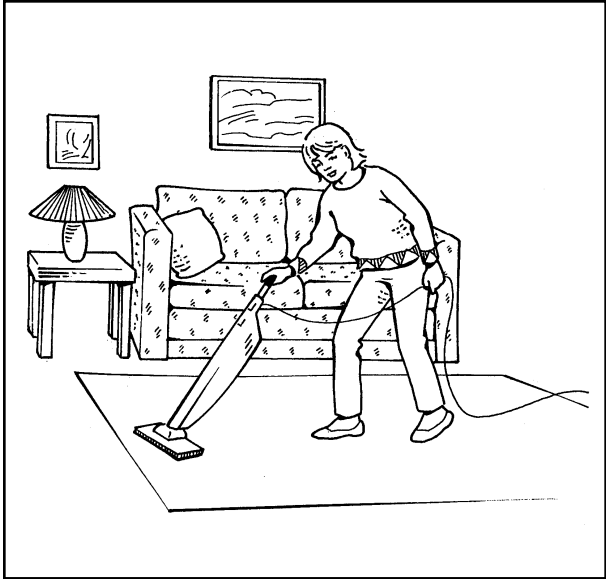
get up



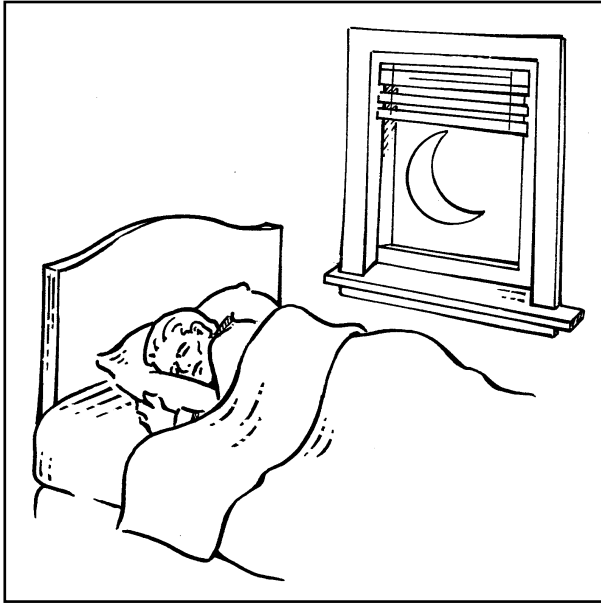
eat breakfast



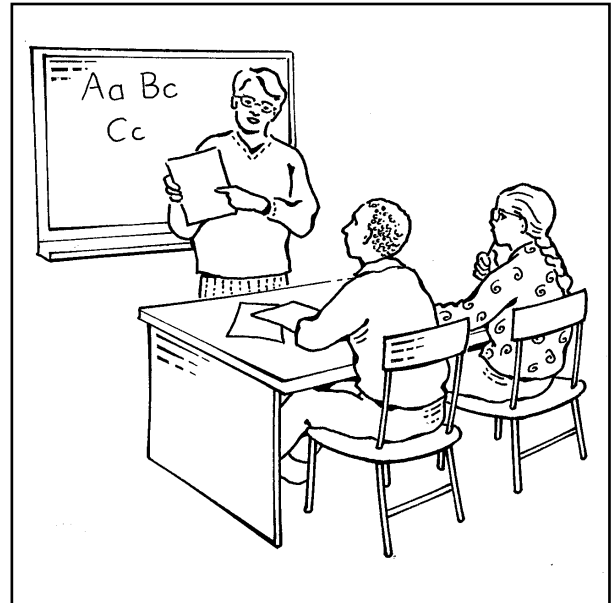
watch TV



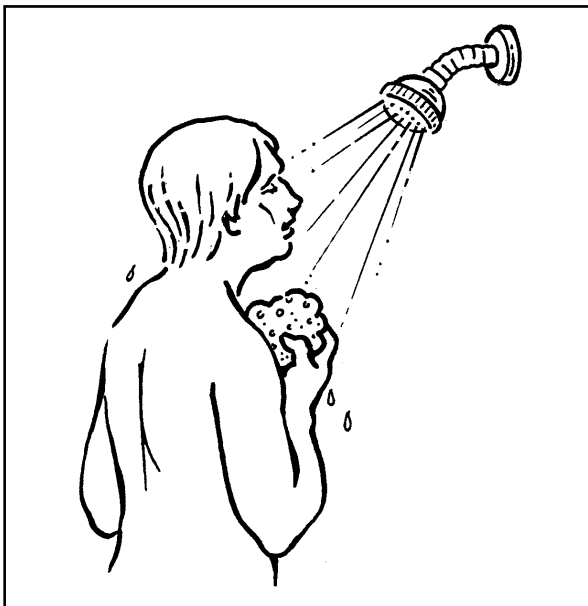
clean



go to bed



study English



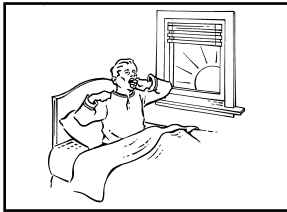
take a shower

Instructors can

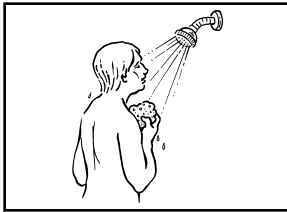
- Say a time and ask learners to write the time.

Learners can

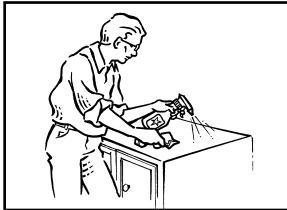
- Look at the picture and read the sentence.
- Fill in the blanks with a time.
- Cut up the pictures and the sentences and match them.
- Copy the sentences on to a separate sheet of paper.
- Change the "I" to another member of the family or a classmate.
- Work in pairs. Ask your partner, "What time do you ___?" Write the times in the blanks.



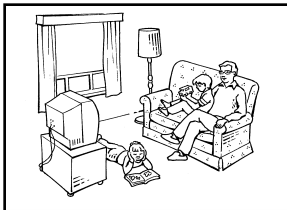
I get up at _____.



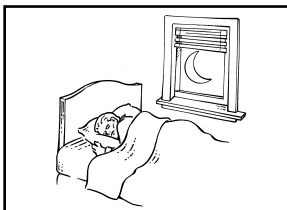
I take a shower at _____.



I clean at _____.



I watch TV at _____.



I go to bed at _____.

Instructors can

- Pre-teach the question, “What time does (place) open on (day)?”
- Ask learners questions regarding store hours.
- Make two copies of this page. White out some of the times on one copy and different times on the other copy. Ask learners to ask each other, “What time ____.” and fill in the blanks

Learners can

- Read the store hours.



Sobeys store hours

Monday to Saturday 7 a.m. to 11p.m.

Sunday 7 a.m. to 9 p.m.



Royal Bank hours

	Open	Close
Monday	9:30 a.m.	8:00 p.m.
Tuesday	9:30 a.m.	8:00 p.m.
Wednesday	9:30 a.m.	8:00 p.m.
Thursday	9:30 a.m.	8:00 p.m.
Friday	9:30 a.m.	8:00 p.m.
Saturday	9:00 a.m.	4:00 p.m.
Sunday	Closed	Closed



Walmart store hours

	Open	Close
Monday	7:00 a.m.	11:00 p.m.
Tuesday	7:00 a.m.	11:00 p.m.
Wednesday	7:00 a.m.	11:00 p.m.
Thursday	7:00 a.m.	11:00 p.m.
Friday	7:00 a.m.	11:00 p.m.
Saturday	7:00 a.m.	11:00 p.m.
Sunday	7:00 a.m.	11:00 p.m.

get up

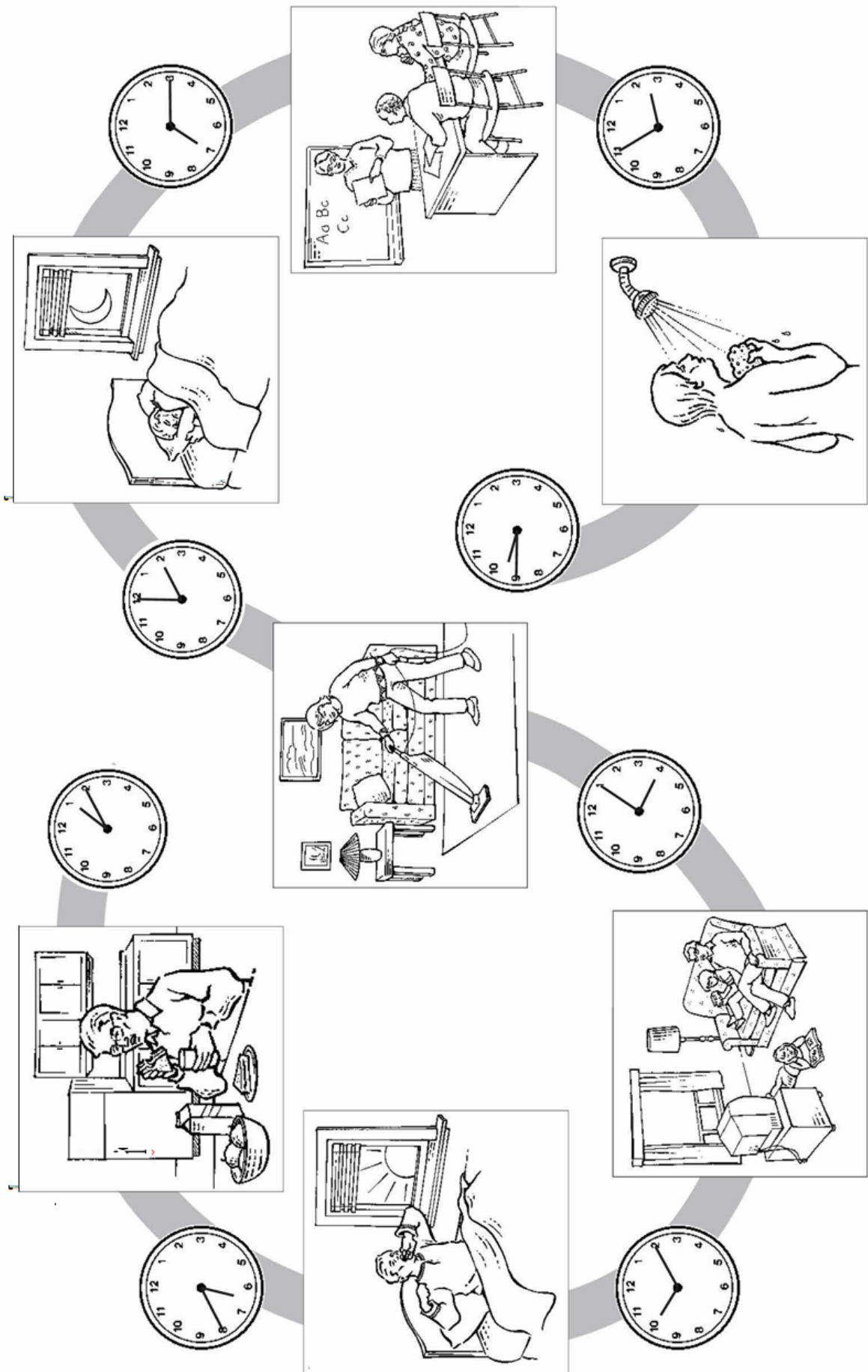
go to bed

watch TV

clean

study English

take a shower



WEATHER

What's the weather today?

Objective

- Be able to identify weather conditions.

Goal

- Ask and respond to questions about weather.

Suggestions

- Newspapers are a useful resource as they usually have good illustrations of weather.
- Weather is a popular topic for small talk. It is important for learners to be able to respond to small talk regarding weather.
- Walking on snow and ice is a challenging task. Tell your learners to use extra caution when walking in snow and on ice.
- Footwear is also important in winter. Ensure that your learners understand the importance of both the tread on boots and shoes as well as the warmth.
- The weather in Nova Scotia is very changeable. This is useful for learners to be aware of so they can dress accordingly.
- Clothing vocabulary can be taught along with weather.
- It is a skill to be able to keep warm in the winter. Learners from warmer climates may not have had the opportunity to develop this skill, so it is an important for the instructor to pass this information along.
- Driving in winter conditions is tricky for all of us. Black ice, freezing rain, snow tires, and jumper cables are all very important words to know. Winter driving is not included here but it would be useful for instructors to develop materials around this topic area.
- Discuss that in a snowstorm, stores sometimes close, school is sometimes cancelled, people drive slowly, and you can't park your car on the street.
- Along with winter weather comes school cancellations. Ensure that learners know what to listen or watch for, on the radio, TV, and online, regarding school cancellations. In Halifax the announcement is, "All schools in the Halifax Regional School Board are closed." (HRSB website www.hrsb.ca or phone the HRSB information line (902) 464-INFO (4636). Because of the bus system in the rural areas of the Halifax Regional Municipality, school officials still refer to Halifax County.

Activities

- Record a weather report from TV or a website such as The Weather Network or Environment Canada. Give learners written weather words on cards. Play the video and ask learners to put the words in order as they hear them.
- Write the weather words on separate cards or pieces of paper. Have the weather report from the newspaper or a print-out from a website. Ask learners to match the word with the picture.
- Review the weather every day. Weather vocabulary is best taught when the same weather conditions are present. For example, it is very difficult to describe "foggy". If it is taught on a foggy day, and reviewed on foggy days, it will be easier and more successful for everyone.

Instructors can

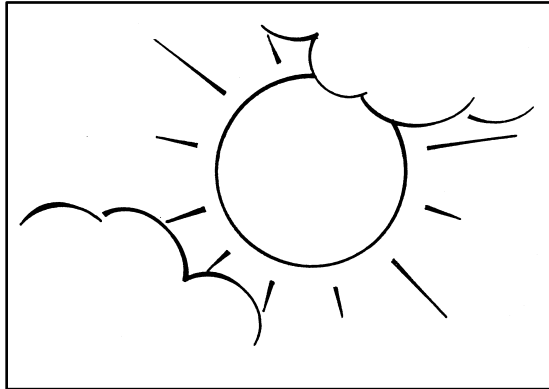
- Say, or show, a weather word and ask learners to point to it.
- Show learners a weather word and ask learners to read it.
- Cut up the words and the pictures and mix them up. Ask learners to match the word with the picture.
- Cut the words in half and ask learners to put

them back together.

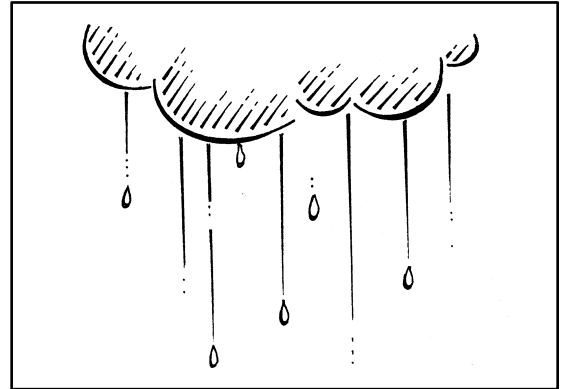
- Copy and cut up two sets of words. Ask learners to match the same words.

Learners can

- Look at the pictures and read the words.
- Copy the words on a separate paper.
- Indicate likes and dislikes for weather



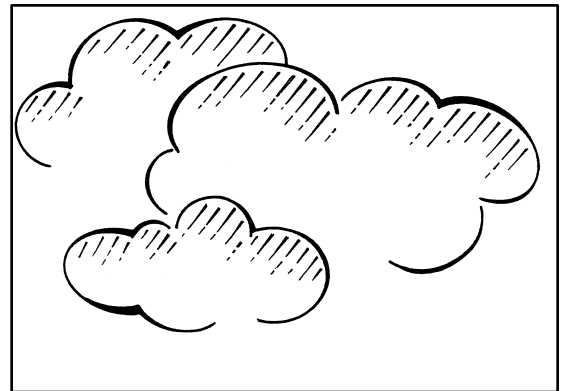
sunny



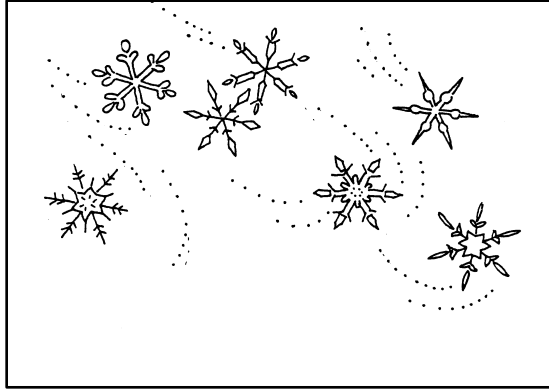
rainy



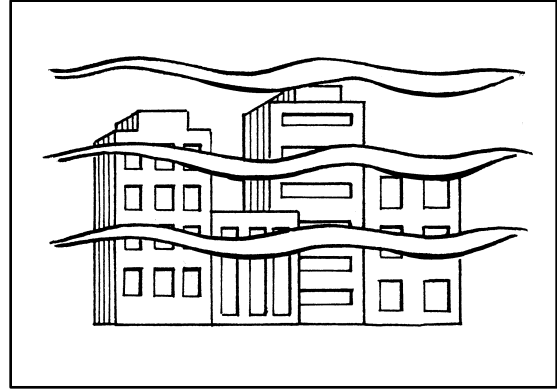
windy



cloudy



snowy



foggy



cold



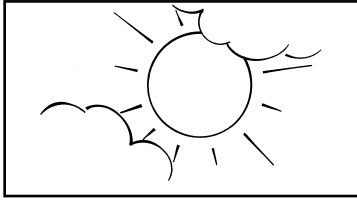
hot

Instructors can

- Say, or show, a weather word and ask learners to point to it.
- Say, or show, a weather picture and learners point to it.

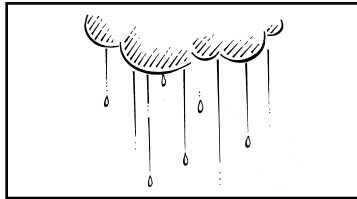
Learners can

- Look at the picture and read the word.
- Fill in the blanks



sunny

__unny



rainy

__ainy



windy

__indy



cloudy

__loudy



snowy

__nowy



hot

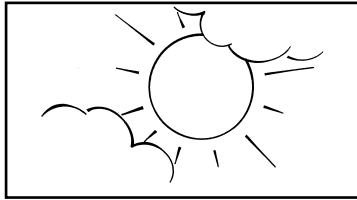
__ot

Instructors can

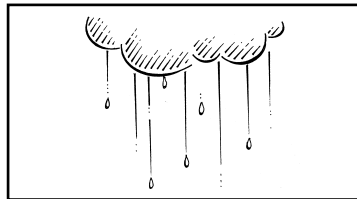
- Say the weather word as illustrated in the picture and ask learners to circle the word.
- Show a weather word and ask learners to point to the same word.
- Say a weather word and ask learners to circle all the same words on the page.

Learners can

- Circle the weather word that is the same as the picture.
- Cut up all the words and group the same words together.
- Copy the words onto separate paper.



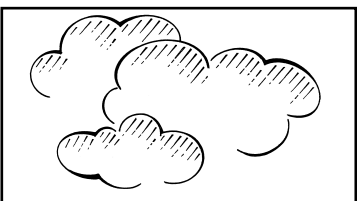
rainy sunny hot



cloudy windy rainy



windy cold hot



sunny foggy cloudy



snowy rainy windy



hot cold snowy

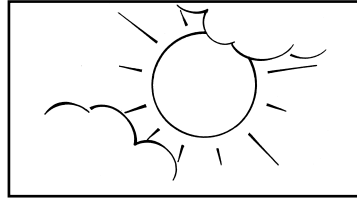
Instructors can:

- Say the weather word and ask learners to write the word in the blank.
- Show a weather word and ask learners to copy the word in the blank.
- Show two weather words and ask learners to write the correct one in the blank.

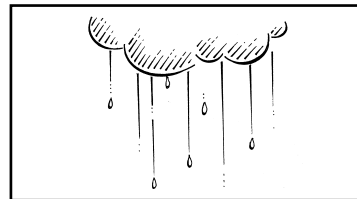
Learners can

- Look at the picture and say the word.
- Fill in the blanks.
- Read the sentence.
- Copy the sentence on to a separate page.

What's the weather today?



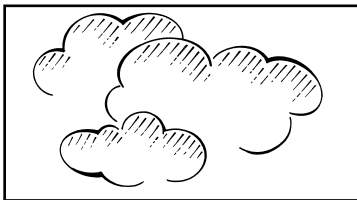
Today is _____.



Today is _____.



Today is _____.



Today is _____.



Today is _____.



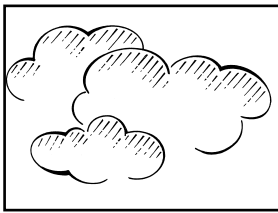
Today is _____.

Instructors can

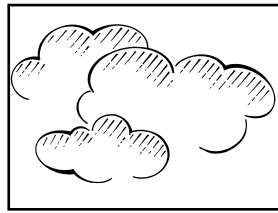
- Ask learners, "What's the weather on Monday?" Ask learners to write the answer on a separate paper.
- Show a weather word and learners write it in the blank.

Learners can

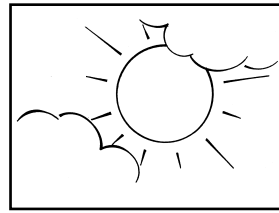
- Read the days and say the weather.
- Write the weather in the blanks.
- Read the sentences.



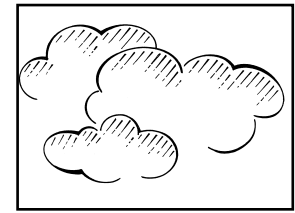
Monday



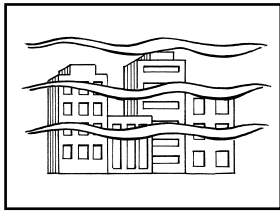
Tuesday



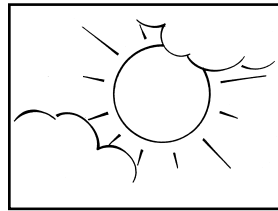
Wednesday



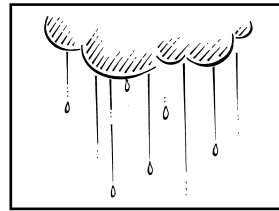
Thursday



Friday



Saturday



Sunday

Monday is _____.

Tuesday is _____.

Wednesday is _____.

Thursday is _____.

Friday is _____.

Saturday is _____.

Sunday is _____.

Instructors can

- Cut out the sentences from the previous page. Ask learners to match the sentences from the previous page to the questions from this page.

Learners can

- Read the questions
- Write the answers to the questions on a separate page.
- Work in pairs. One learner has the previous page filled in. The other learner asks the question and writes what their partner says.
- During the week, learners keep track of the weather by filling out page 7.6. At the end of the week, learners read the questions on this page and fill in the weather words.
- To make the previous activity more difficult, cut up these questions so they are not in order and do the same as the previous activity.

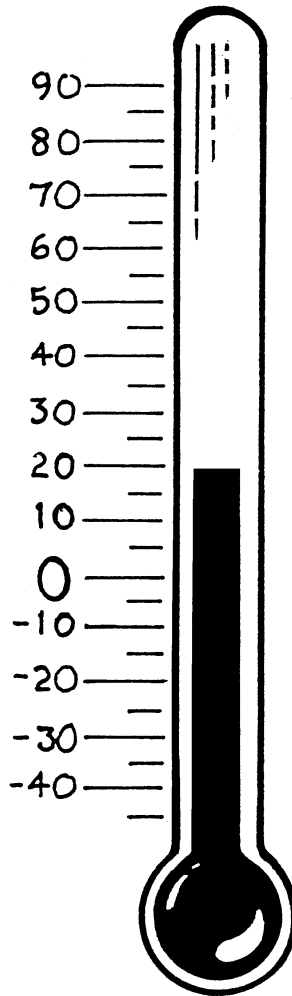
What's the weather on Monday? _____	What's the weather on Tuesday? _____	What's the weather on Wednesday? _____
What's the weather on Thursday? _____	What's the weather on Friday? _____	What's the weather on Saturday? _____

Instructors can

- Use this as a tool for teaching temperature.
- Say a temperature and ask learners to point to that temperature on the thermometer.
- Use it as a daily activity. Ask learners when they come in, "What's the temperature today?" and mark it on the picture.
- It might be good to get this page laminated so it can be reused every day.

What's the temperature today?

It is _____



What's the weather today?

What's the temperature today?

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

sunny

cloudy

windy

rainy

foggy

snowy

cold

hot

temperature	

EMERGENCY

911 ...What's your emergency?

Objective

- Be able to call 911 in case of an emergency

Goals

- Be able to identify an emergency.

Suggestions

- Suggest that learners have their civic address posted beside their phone. Ensure they can say it clearly as well as spell it. All members of the family should be able to say their address. If someone doesn't know their civic address in Nova Scotia they can call 1- 800-388-3911.
- Review the dialog between 911 operator and person reporting the emergency often so learners are familiar with the words and questions from the 911 operator.
- Review appropriate reasons to go to Emergency at the hospital.
- Review any cost that might be associated with calling an ambulance or false 911 calls.
- Identify what an emergency is. The 911-coordinator reports that 911 assists people when there is a threat to one's health, safety or property.
- For the purpose of this chapter, we are assuming that the emergency is at the learner's home.

Halifax Regional Municipality

- Non-emergency police number: 902-490-5020
 - General information for fire and emergency: 902-490-5530
 - Poison control: 902-428-8161
 - Incident report: 902-490-5016
 - Halifax Municipal Help-line (multilingual, 150 languages): 311
 - Professional Health Advice: 811
-
- 24/7 information non-profit, community or government programs, including food and shelter: 211

Activities

Visit the Emergency Management Office at
33 Acadia St., Dartmouth, Nova Scotia,
emo@gov.ns.ca, 1-866-424-5620

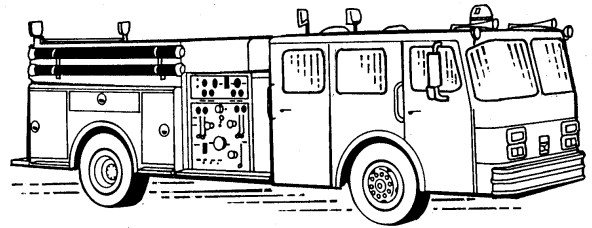
Make cards with the pictures of the emergency on them.
Role-play emergency situations.

911 is for emergencies only.

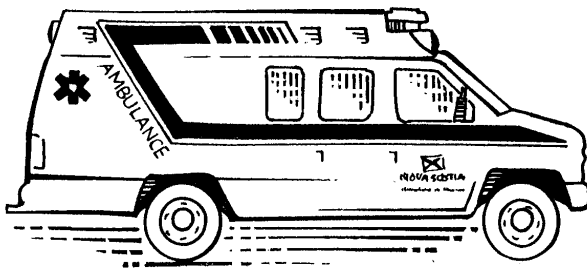
For more information on 911, contact the
program administrator at Emergency
Management Office, P.O. Box 2581,
Halifax, NS B3J 3N5, (902)424-5620.



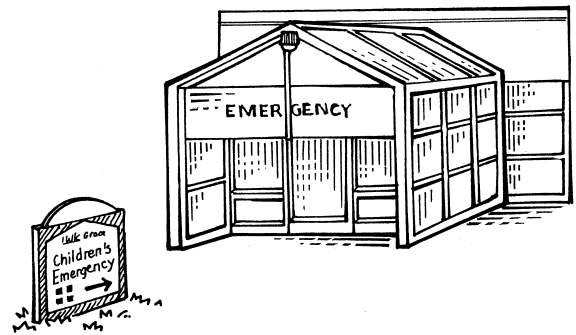
police car



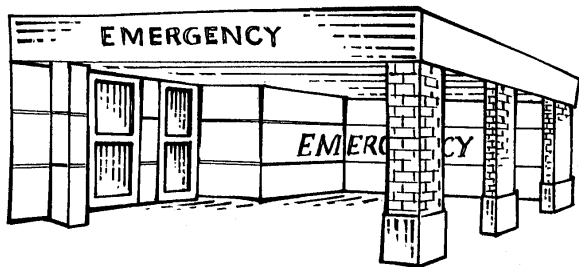
fire truck



ambulance



IWK emergency



QEII

Instructors can

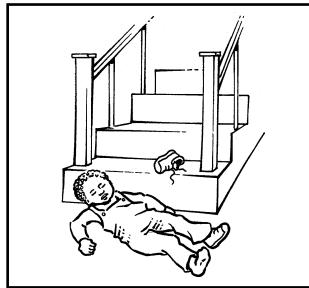
- Teach the vocabulary needed for this page.
- Say an emergency situation and ask learners to point to it.
- Copy and cut the previous page. Ask learners to match the appropriate picture with the emergency situation (e.g., police with break-in).

Learners can

- Cut up the pictures and words. Then match.
- Work in pairs, one partner says the emergency situation, the other learner points to it.
- Work in pairs, one partner says the emergency situation, the other learner writes it on a separate paper. Take turns saying and writing the situations.
- Work in pairs and role play. One partner takes the role of the 911 operator. The other reports the emergency.



drank poison



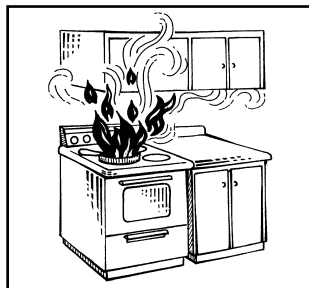
fell down



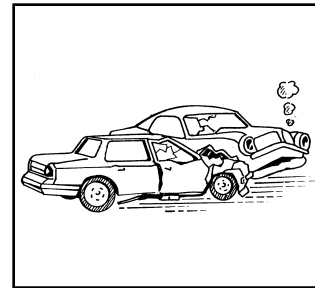
choking



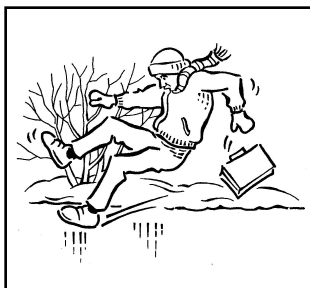
heart attack



fire



car accident



fell



break-in



electric shock

Instructors can

- Say, or spell, the words. Learners fill in the missing letters.
- Create a similar worksheet with more or less blanked letters.
- Create a similar worksheet with variations of spellings for each (e.g. helb, hel, help, holp).

Learners can

- Read the words.
- Copy the missing letters.
- Fold the paper and fill in the missing letters.
- Copy the words onto the lined paper.

help

__elp

hel__

call

__all

cal__

poison

__oison

poiso__

fire

__ire

fi__e

accident

__ccident

acciden__

police

__olice

po__ice

ambulance

__mbulance

am__ulance

emergency

__mergency

emer__ency

drink

__rink

drin__

choking

__oking

cho__ing

heart attack

__eart __ttack

hear__ attac__

fall

__all

fal__

break in

__reak __n

brea__ i__

Instructors can

- Read a word and ask learners to point to it.
- Show learners the picture and ask learners to say the word or the problem.

Learners can

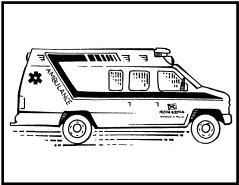
- Look at the picture and say the word.
- Circle the correct spelling.
- Copy the correct spelling on a separate paper.



polise

police

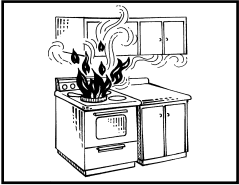
bolice



ampulance

ambulanse

ambulance



fire

fir

fier



poisin

boison

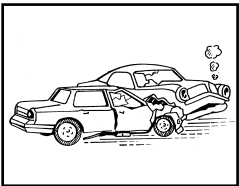
poison



hoking

choking

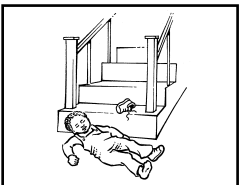
choki



accident

acidnet

acciden



fel

fell

fal

Instructors can

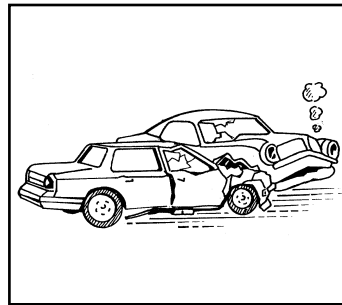
- Say an emergency situation and ask learners to point to it.
- Show a picture and ask learners to read the sentence.
- White out one word in each sentence and ask learner to fill in the blanks.
- Cut up each sentence and ask learners to put the words together to make a sentence.
- Identify names of family members. Ask learners to substitute friends or family names or daughter/son when talking about emergencies.

Learners can

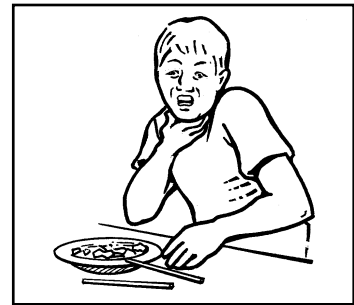
- Cut up the pictures from the sentences and match them.
- Cut up the words and make different sentences (e.g., My daughter is choking). Learners can also write these new sentences on a separate sheet of paper.



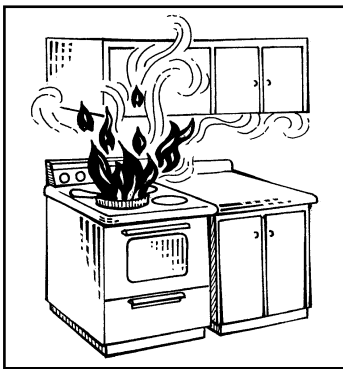
My friend had a heart attack.



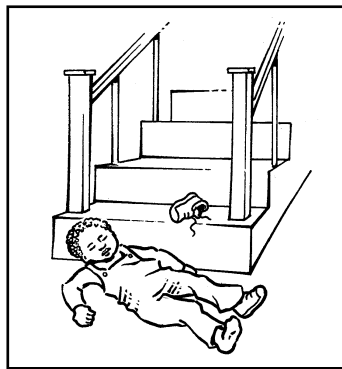
I had a car accident.



My friend is choking.



My apartment is on fire.



My daughter fell down.



My son drank poison.

Instructors can

- Point to a picture and ask learners to say what the emergency situation is.
- Write the sentence on the whiteboard and ask learners to draw a line to separate the words.
- Say the sentence clearly and ask learners to draw a line to separate the words.

Learners can

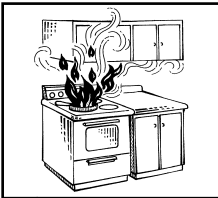
- Write the sentence on the line below making sure to separate each word.
- Refer to the previous page for help in identifying separate words in the sentences.



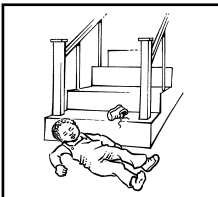
Mysondrankpoison.



Isawabreakin.



Myapartmentisonfire.



Mydaughterfelldown.



Myfriendhadaheartattack.



Myfriendischoking.

Instructors can

- After learners fill in the boxes, cut up the page. Say an emergency situation and ask learners to find the sentence and the picture.


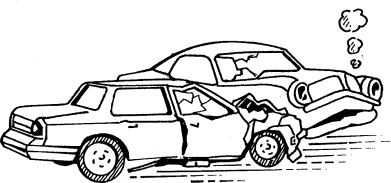


Learners can

- Look at the pictures and write the emergency in the “what happened” box. Refer to the previous pages for help with spelling.
- Look at the picture and write the phone number you would call. Write the phone number in the correct box.
- Cut up the completed page, mix them up and match them.

Emergency

What happened?

Phone number

Instructors can

- Review emergency situations.
- Make a recording with the following dialogues. Learners can follow the written dialog as they listen.
- Read the dialog and ask learners to follow the written dialog.
- Ask learners to say their address.

Learners can

- Write their address on the line.
- Work in pairs with one taking the role of the 911 operator and one reporting the emergency. Read the dialog.
- Practice the role-play without reading the dialogue.

name

street
number

street

apartment
number

city



"911...What is your emergency?"

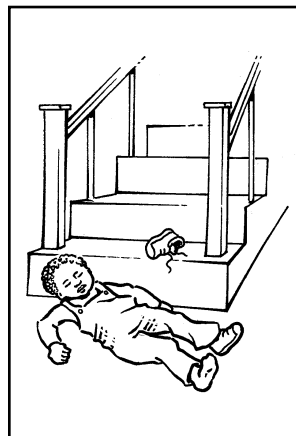
My son drank poison.

"Is the emergency at _____?"

write your address

Yes.

"Stand by and I will connect you with the ambulance."



"911...What is your emergency?"

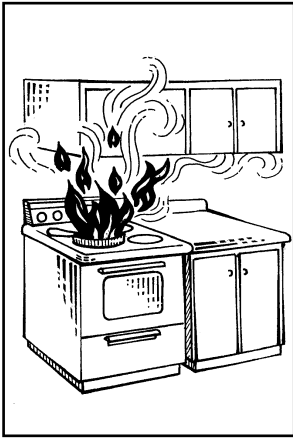
My daughter fell down.

"Is the emergency at _____?"

write your address

Yes.

"Stand by and I will connect you with the ambulance."



"911...What is your emergency?"

My apartment is on fire.

"Is the emergency at _____?"

write your address

Yes.

"Stand by and I will connect you with the fire department."



"911...What is your emergency?"

My friend had a heart attack.

"Is the emergency at _____?"

write your address

Yes.

"Stand by and I will connect you with the ambulance."



"911...What is your emergency?"

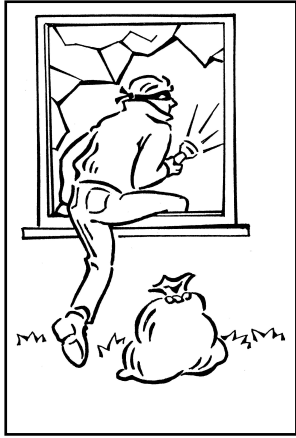
My friend is choking.

"Is the emergency at _____?"

write your address

Yes.

"Stand by and I will connect you with the police."



"911...What is your emergency?"

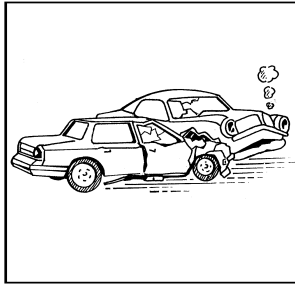
I saw a break in.

"Is the emergency at _____?"

write your address

Yes

"Stand by and I will connect you with the police."



"911...What is your emergency?"

I had a car accident.

"Is the emergency at

_____?"

write the place of the incident

Yes.

"Stand by and I will connect you with the police."

police

ambulance

emergency

QEII

drank poison

fell down

choking

accident

fire	heart attack
break in	electric shock
IWK	

COMMUNITY

Where's the library?

Objective

- Become familiar with community places in Halifax Regional Municipality.

Goals

- Recognize common street names.
- Identify common places in the Halifax Regional Municipality.

Suggestions

- Elicit what places learners visit frequently. Use these places as references in addition to the ones included in this chapter.
- It is important for newcomers to be comfortable in their community. Instructors can help newcomers become familiar with their English environment.
- Identify areas including downtown, North End, South End, Clayton Park, etc.
- The areas and activities illustrated in this chapter are not meant to be a complete list. You can teach many more verbs/activities for each place mentioned.
- Street names are usually written in upper case letters on street signs. Let learners know that when writing their address, it is in lower case letters, but when they read signs, usually we see upper case letters.
- Cut out or delete names of places of no relevance to your learners.

Activities

- Go on tour! You can take a bus or walk around town identifying places already learned. Actually doing the activities mentioned in this chapter will reinforce the language learned. Take photographs of common street signs. Practice reading and pronouncing these names often.
- Ask learners to copy the street signs they see on the way to school. Review these and practice the pronunciation regularly.
- Teach the question, "Where is ___?" Practice this question responding with common street names in your area.
- If learners go somewhere they like, encourage them to write the name of the place. Keep a file or poster on special places and review them often so learners are familiar with common place names in the area.

Instructors can

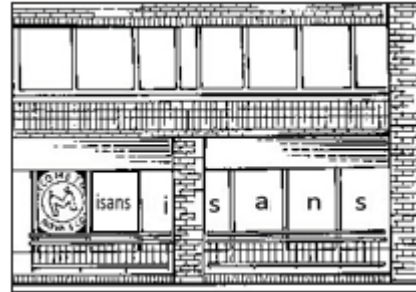
- Read the words and ask learners to repeat the words.
- Read the words and ask learners to point to them.

Learners can

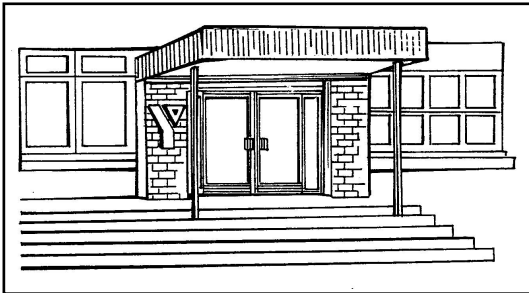
- Read the words on this page.
- Work in pairs. One learner points to a picture and the other reads the word.
- Cut up the pictures and the words, mix them up and match them.
- Write the words on a separate paper.



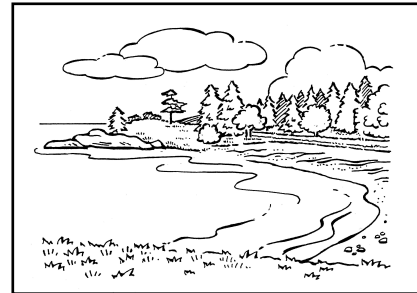
Citadel Hill



ISANS



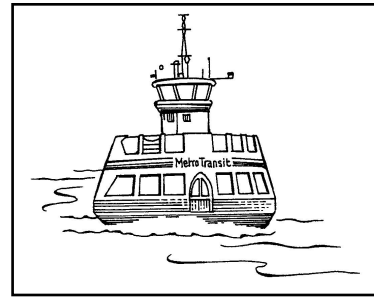
Community YMCA



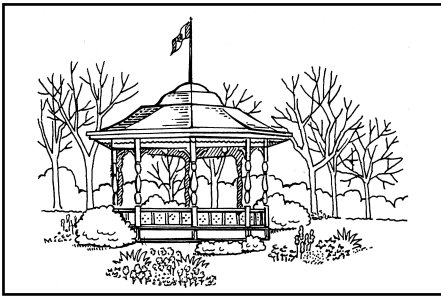
Point Pleasant Park



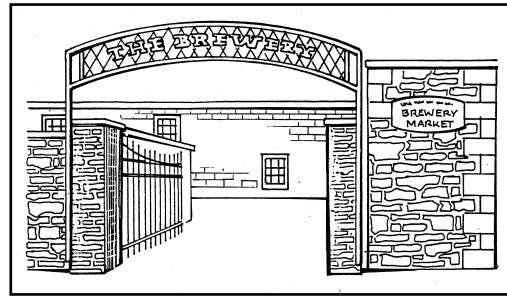
Spring Garden Road



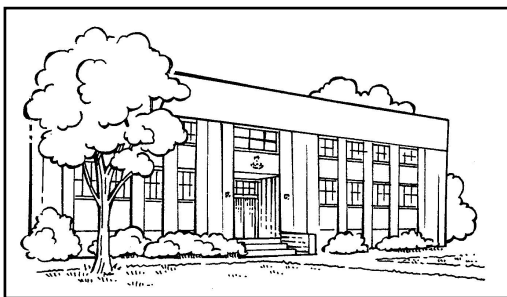
the ferry



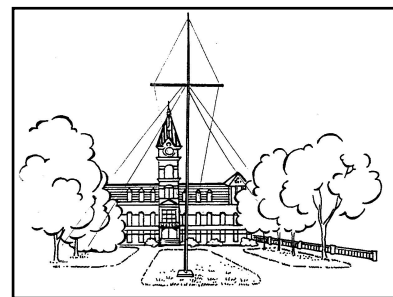
Public Gardens



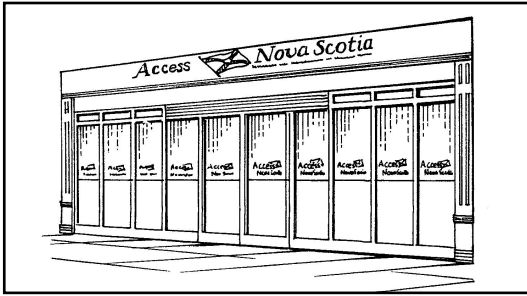
Farmers Market



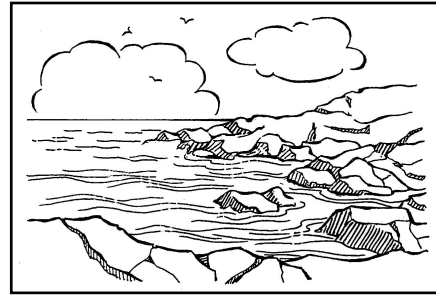
library



Grand Parade



Access Nova Scotia



Peggy's Cove

Instructors can

- Create similar worksheets using commonplace names relevant to learners.
- Read words and ask learners to point to them.

Learners can

- Read the words.
- Copy the word in the blank.
- Cover the first column. Write the words in lower case letters (except for the first letters) in the blanks.
- Cover the second column. Write the words in all upper case letters in the blanks.
- Cut up the words on this page. Mix them up and match the same words.
- Write the words on a separate paper.

Citadel Hill CITADEL HILL _____

Grand Parade GRAND PARADE _____

Spring Garden Road SPRING GARDEN ROAD _____

ferry FERRY _____

Point Pleasant Park POINT PLEASANT PARK _____

Public Gardens PUBLIC GARDENS _____

Access Nova Scotia ACCESS NOVA SCOTIA _____

Farmers Market FARMERS MARKET _____

library LIBRARY _____

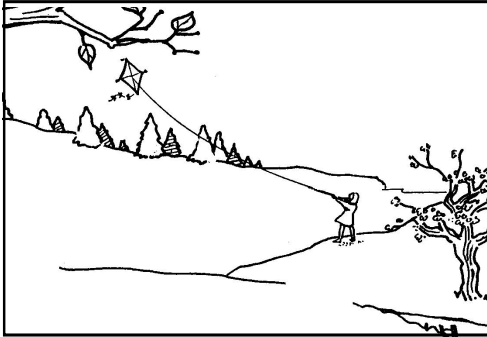
Peggy's Cove PEGGY'S COVE _____

Instructors can

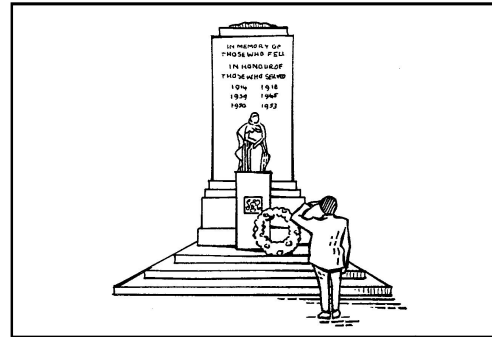
- Read the words on this page and ask learners to repeat the words.
- Read the words on this page and ask learners to point to them.
- Cut out the pictures from this page and cut out the pictures of the places on pages 10.1-10.2. Match the place pictures with the activity pictures.

Learners can

- Read the words on this page.
- Work in pairs. One learner points to a picture and the other reads the word.
- Cut up the pictures and the words, mix them up and match them.
- Write the words on a separate paper.



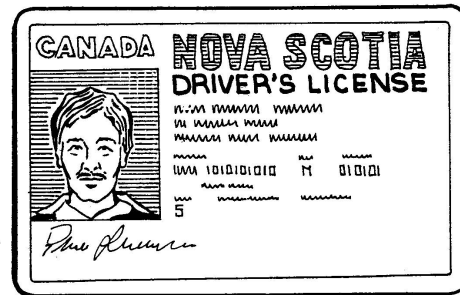
fly a kite



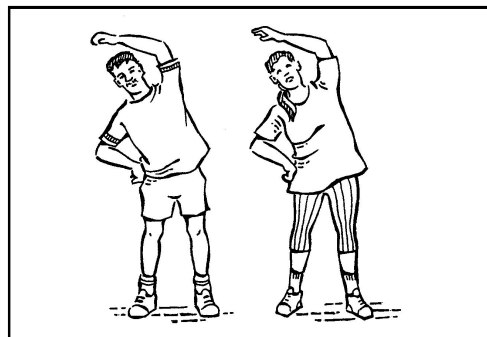
lay a wreath



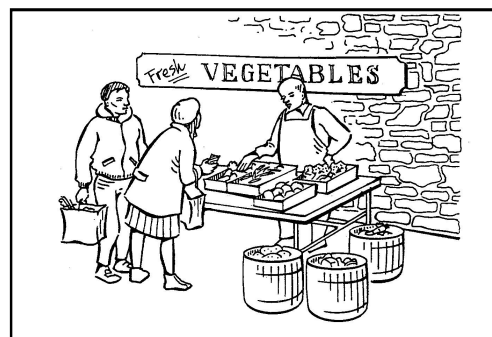
read a book



get a driver's license



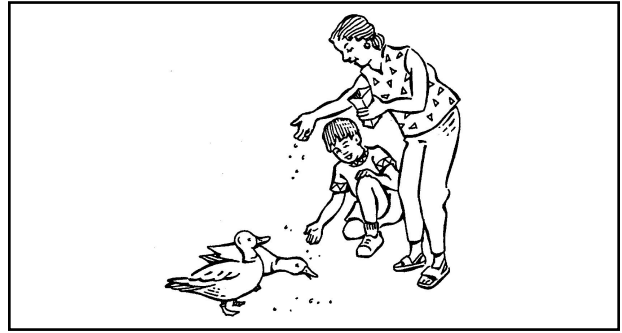
exercise



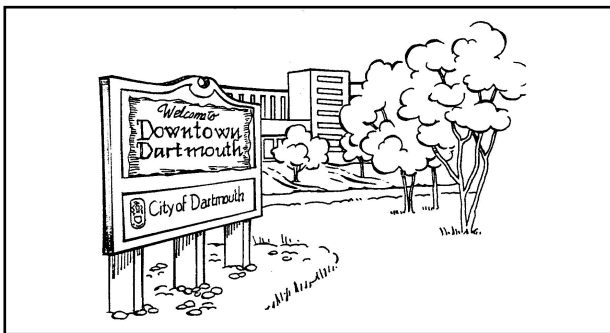
buy vegetables



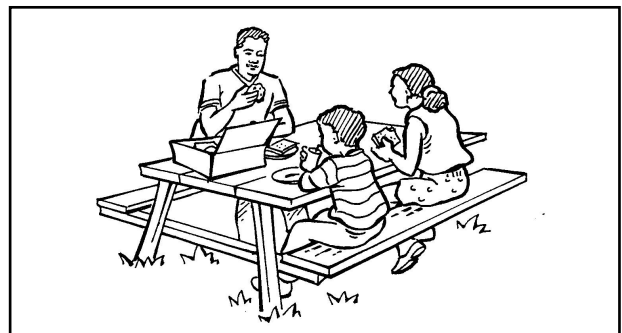
go shopping



feed the ducks



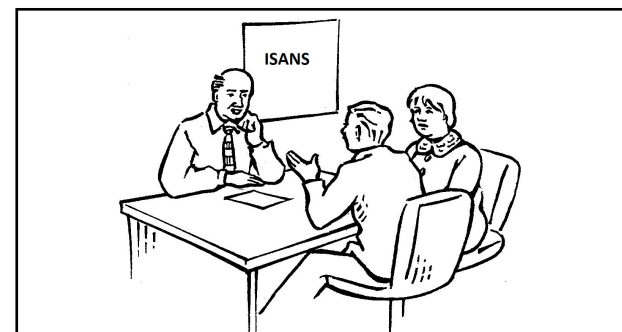
go to Dartmouth



have a picnic



see the lighthouse



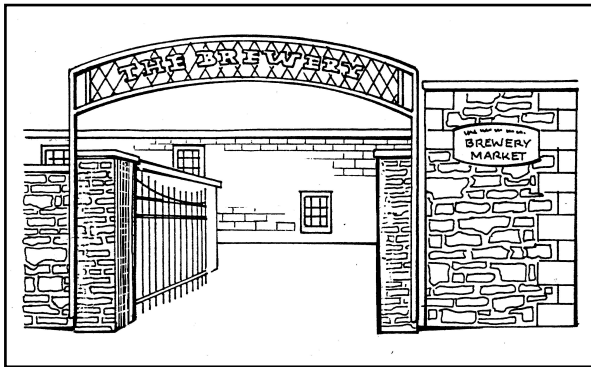
help

Instructors can

- Read each sentence and ask learners to read along.
- White out a word in each sentence and ask learners to fill in the blanks.
- Read the sentences and ask learners to point to the picture.
- Say the name of the place (e.g. "Public Gardens") and ask learners to point to it.

Learners can

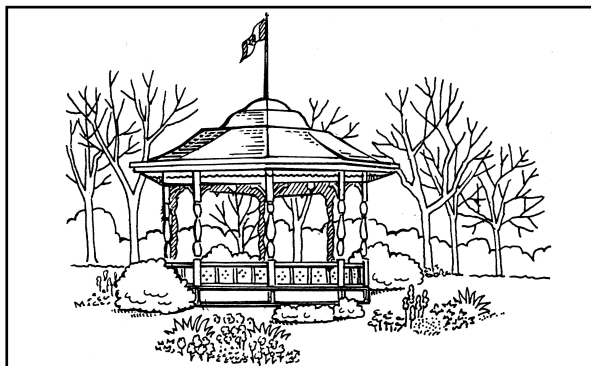
- Read the sentences.
- Cut up the pictures and the sentences. Mix them up and match the pictures and sentences.
- Cut up the sentences, mix them up and put them back together.
- Copy the sentences on a separate paper.



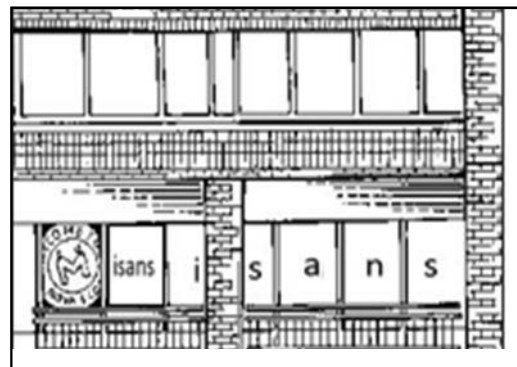
This is the Farmers Market.
You can buy vegetables at
the Farmers Market.



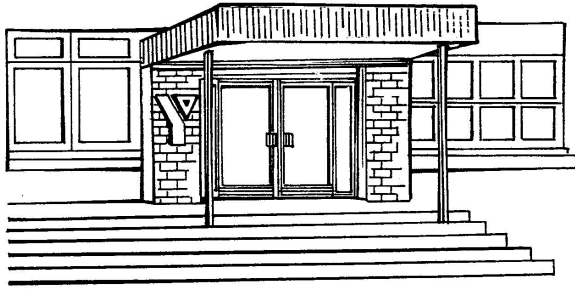
This is Point Pleasant Park. You
can have a picnic at Point
Pleasant Park.



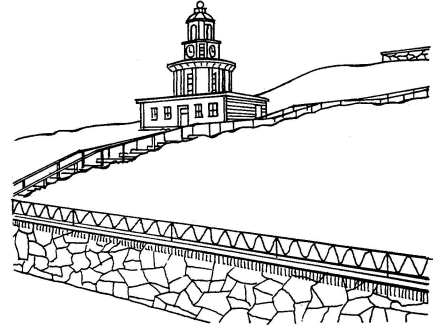
This is the Public Gardens.
You can feed the ducks at
the Public Gardens.



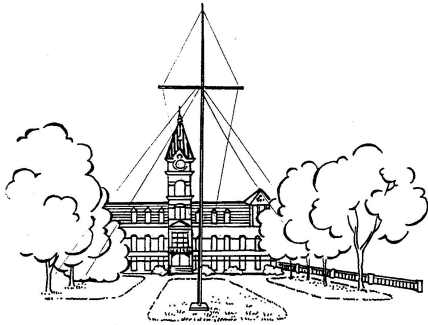
This is ISANS.
You can go to ISANS
for help.



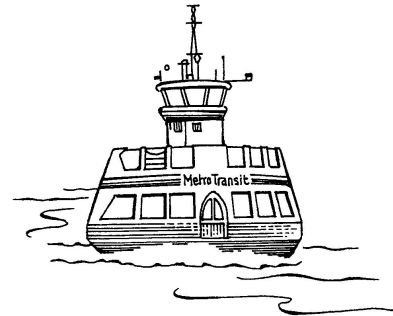
This is the Community YMCA.
You can exercise at the
YMCA.



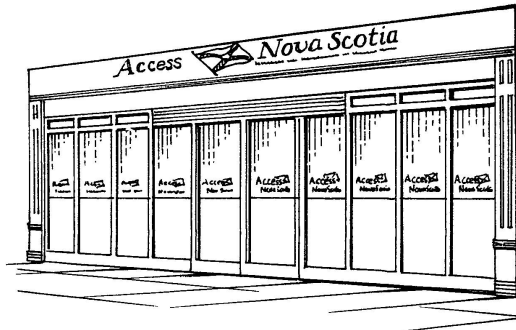
This is Citadel Hill.
You can fly a kite at
Citadel Hill.



This is Grand Parade.
You can lay a wreath at the
Grand Parade.



This is the ferry.
You can go to Dartmouth on
the ferry.



This is Access Nova Scotia.
You can get your driver's
license at Access Nova Scotia.



This is Spring Garden Road. You
can go shopping on Spring
Garden Road.



This is Peggy's Cove.
You can see the lighthouse at
Peggy's Cove.



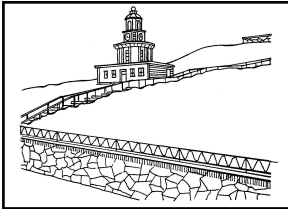
This is the library.
You can read at the library.

Instructors can

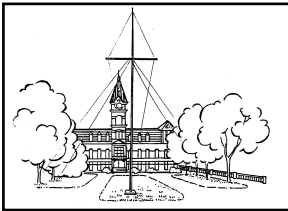
- Read the sentences and ask learners to follow along.
- Read the sentences on this page and ask learners to repeat.
- Practice the asking the question, "Where is ___?"
- Practice responding to the question, "Where is ___?"
- White out the names of the places and ask learners to fill in the blanks.

Learners can

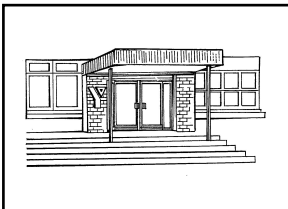
- Read the sentences on this page.
- Cut up this page, separating the picture and the sentence. Mix them up and match the sentence with the picture.
- Cut up the sentence, mix up the words, and put the sentence back together.
- Copy the sentences on a separate paper.



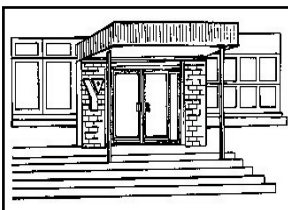
Citadel Hill is downtown Halifax.



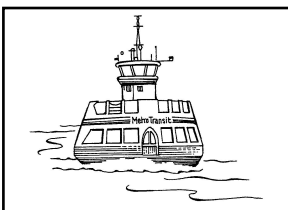
Grand Parade is on Barrington Street in Halifax.



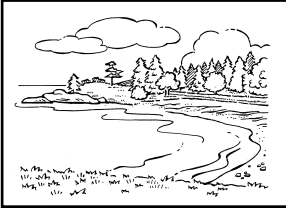
Spring Garden Road is downtown Halifax.



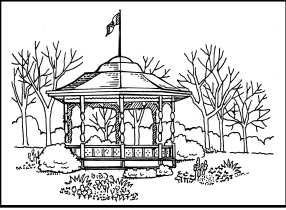
The Community YMCA is on Gottingen Street in Halifax.



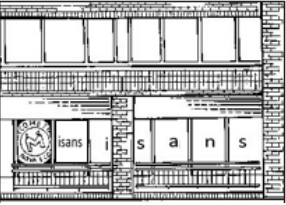
The ferry is on the waterfront in Dartmouth and in Halifax.



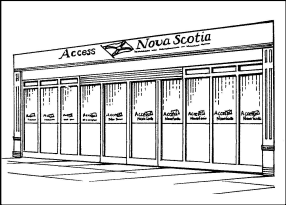
Point Pleasant Park is beside the water in South End Halifax.



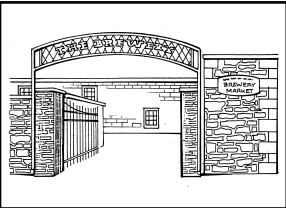
The Public Gardens are on the corner of Spring Garden Road and South Park Street in Halifax.



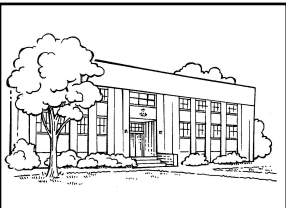
ISANS is on Mumford Road in Halifax.



Access Nova Scotia is on 300 Horseshoe Lake Drive in Halifax. Access Nova Scotia is on 250 Baker Drive, #134, in Dartmouth.



The Farmers Market is on Lower Water Street.



The library is across from Sobeys in Clayton Park. The library is on Spring Garden Road in Halifax. The library is on Alderney Drive in Dartmouth.



Peggy's Cove is about 50 kilometers from Halifax.

Instructors can

- Create similar worksheets using street names that are relevant to learners.
- Read a street name on this page and ask learners to point to it.

Learners can

- Read the words.
- Copy the words on to the blank line.
- Cover the first column. Write the words in lower case letters (except for the first letters) in the blanks.
- Cover the second column. Write the words in all upper case letters in the blanks.
- Cut up the words on this page. Mix them up and match the same words.

Barrington Street

BARRINGTON STREET

Brunswick Street

BRUNSWICK STREET

Spring Garden Road

SPRING GARDEN ROAD

South Park Street

SOUTH PARK STREET

Lower Water Street

LOWER WATER STREET

Gottingen Street

GOTTINGEN STREET

Mumford Road

MUMFORD ROAD

Instructors can

- Do this activity only after learners have a good understanding of places and street names.
- Read the words on this page and ask learners to point to the same words.
- Cut up this page and ask learners to match the place name with the street name/area.
- Cut out pictures of common places in the previous pages and ask learners to match them with the cut- out words from this page.

Learners can

- Read the words on this page.
- Copy the words on this page on a separate paper.
- Work in pairs. One learner has the place names; the other has the street names or areas. Practice asking the question, "Where is ___?" The learner finds the street name, reads it and gives it to their partner.

ISANS	Mumford Road	Community YMCA	Gottingen Street	Farmers Market	Lower Water Street
Citadel Hill	downtown Halifax	Point Pleasant Park	beside the water in South End Halifax	Grand Parade	Barrington Street
Spring Garden Road	downtown Halifax	Peggy's Cove	50 kilometers from Halifax	ferry	on the waterfront
library	across from Sobey's in Clayton Park	Access Nova Scotia	300 Horseshoe Lake Drive	Public Gardens	corner of Spring Garden Road and South Park Street
	Spring Garden Road in Halifax		250 Baker Drive, #134 Dartmouth		
	Alderney Drive in Dartmouth				

Instructors can

- Ask a question and ask learners point to the question.
- Ask a question, have learners point to, and read the answer.
- Cut up the questions and answers, mix them up and match the questions with the answers.

Learners can

- Read the questions and the answers.
- Copy the questions to a separate page.
- Cut up the sentences into individual words and put the sentence together.
- Work in pairs. Learners ask each other the questions and read the answers.
- Fold the paper in half. Look at the questions and write the answers.

Where is ISANS?

ISANS is on Mumford Road.

Where is the ferry?

The ferry is on the waterfront.

Where is the Community YMCA?

The Community YMCA is on Gottingen Street.

Where is the library?

The library is across from Sobeys in Clayton Park.

The library is on Spring Garden Road in Halifax.

The library is on Alderney Drive in Dartmouth.

Where is Peggy's Cove?

Peggy's Cove is about 50 kilometers from Halifax.

Where is Citadel Hill?

Citadel Hill is downtown Halifax.

Where are the Public Gardens?

The Public Gardens are at the corner of Spring Garden Road and South Park Street.

Where is Grand Parade?

Grand Parade is on Barrington Street.

Where is the Farmers Market?

The Farmers Market is on Lower Water Street in Halifax.

Where is Access Nova Scotia?

Access Nova Scotia is 300 Horseshoe Lake Drive in Halifax.

Access Nova Scotia is 250 Baker Drive, #134 in Dartmouth.

Where is Point Pleasant Park?

Point Pleasant Park is beside the water in South End Halifax.

Where is Spring Garden Road?

Spring Garden Road is in downtown Halifax.

Citadel Hill	ISANS
Community YMCA	Point Pleasant Park
Spring Garden Road	ferry
Public Gardens	Farmers Market

library	Grand Parade
Access Nova Scotia	Peggy's Cove
fly a kite	lay a wreath
read a book	get a driver's license

exercise	buy vegetables
go shopping	feed the ducks
go to Dartmouth	have a picnic
see the lighthouse	help

Barrington Street	Brunswick Street
South Park Street	Lower Water Street
Gottingen Street	Mumford Road

PARTS of the BODY

How's your foot?

Objective

- Identify basic parts of the body.

Goals

- Learn the names of the basic parts of the body.

Suggestions

- There are many parts of the body to learn. Begin with the basic parts. When learners are ready, introduce more vocabulary.

Activities

- Draw or trace a body, preferably yourself or a child, on a large piece of newsprint. Give learners pieces of paper with the parts of the body written on them. Ask learners to match the words with the appropriate part of the body.
- Role-play doctor/client scenarios with the doctor asking, "How's your ___?"
- Introduce common instructions that the doctor would say such as, lift your arm, turn your head, bend your finger, etc. Practice these instructions orally and ask learners to do the action. Write these instructions on a card, show the card to learners and ask learners to do these actions.

Instructors can

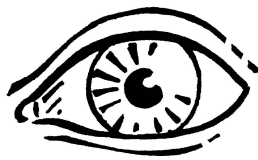
- Say a word on this page and ask learners to point to it.
- Write these words on separate pieces of paper. Show a word on this page and ask learners to point to the same one on the other page.
- White out the first letter in the word and ask learners to fill in the missing letters.
- Make two copies of the words below, cut them up and ask learners to match the same words.

Learners can

- Read the words.
- Copy the words onto a separate paper.
- Cut up the pictures and the words, mix them up, and match them.
- Cut the words in half, mix them up and match them.



head



eye



nose



ear



mouth



teeth



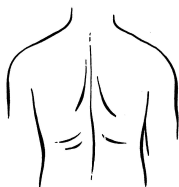
neck



shoulder



chest



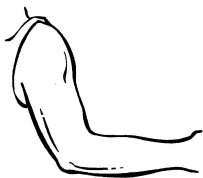
back



leg



foot



arm



finger



hand

Instructors can

- Say a word and ask learners to circle it.
- Write these words on separate pieces of paper. Show a word on this page and ask learners to count how many are on the page.
- Show a word and ask learners to circle that word on the page.
- Say the first word in each line and ask learners to repeat the word.

Learners can

- Read the first word on each line and circle the word that is the same.
- Cut up the words and group the same words together.
- Copy the words on to a separate paper.

head

eye

ear

teeth

back

leg

foot

arm

finger

hand

back

eye

hand

finger

teeth

leg

hand

arm

hand

leg

eye

arm

ear

hand

hand

ear

foot

ear

eye

finger

head

foot

leg

teeth

back

foot

head

teeth

finger















hand

Instructors can

- Look at the pictures and say the words. Ask learners to write the first letters in the blanks.
- Say a word on this page and ask learners to point to the picture.
- Create similar worksheets blanking out different letters.

Learners can

- Look at the picture and say the word.
- Fill in the blank with the missing letter. Refer to page 10.1 for help.
- Work in pairs. One learner has this page and the other learner has page 10.1. Practice asking each other, "How do you spell '___'?" Learners write the missing letters in the blanks.
- Copy these words on a separate page after the blanks are filled in.

	__ye		__ead
	__ose		__ar
	__outh		__eeth
	__houlder		__eck
	__and		__eg
	__ack		__oot
	__inger		__rm

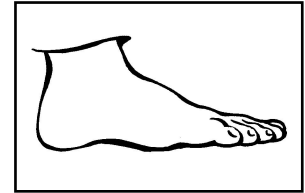
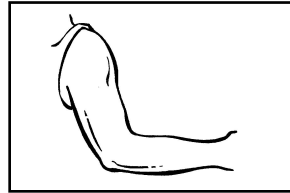
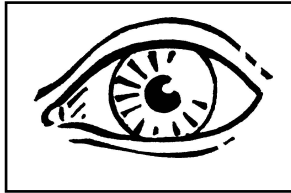
Instructors can

- Say the word and ask learners to circle the correct picture.
- Say the word and ask learners to circle all the pictures of that word.

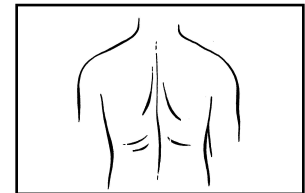
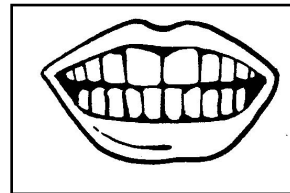
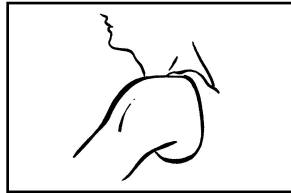
Learners can

- Read the word and circle the correct picture.
- Write the words below the pictures.

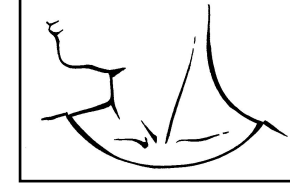
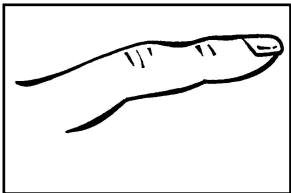
arm



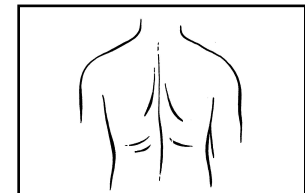
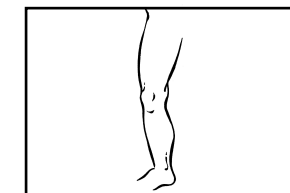
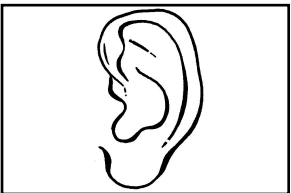
back



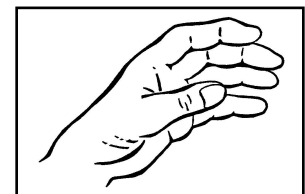
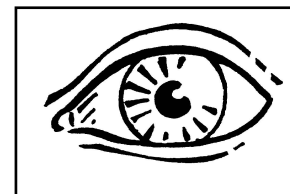
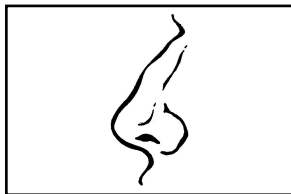
chest



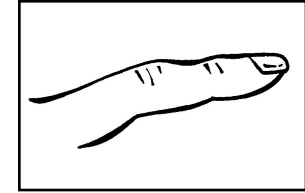
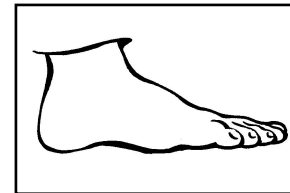
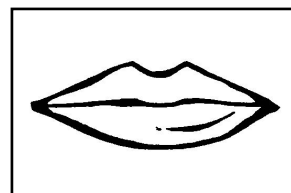
ear



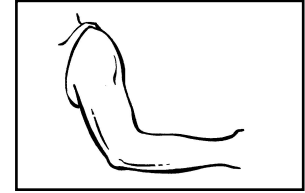
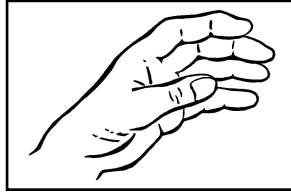
eye



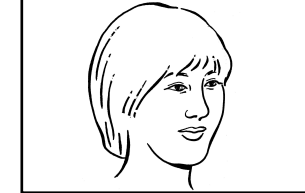
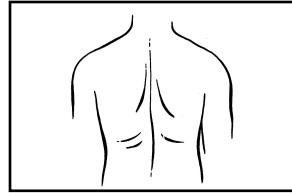
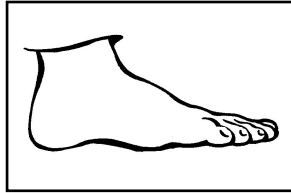
finger



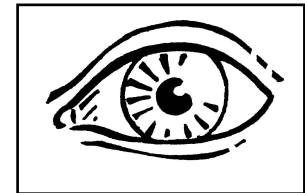
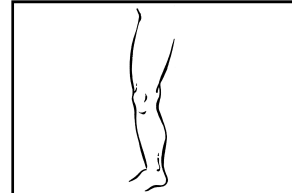
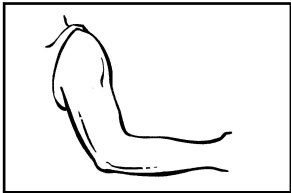
hand



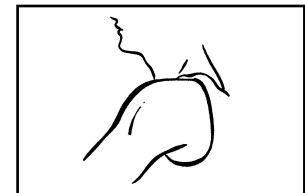
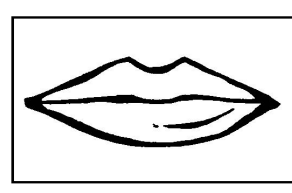
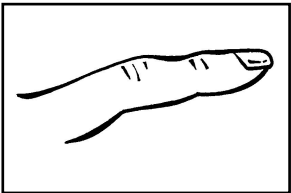
head



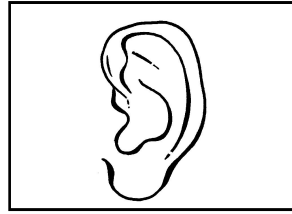
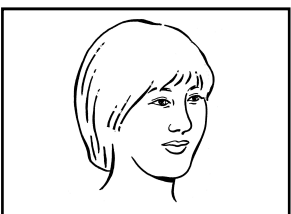
leg



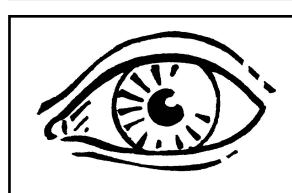
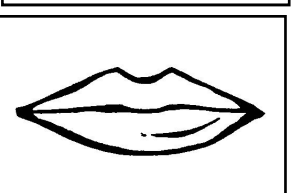
mouth



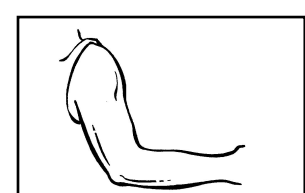
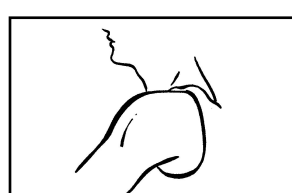
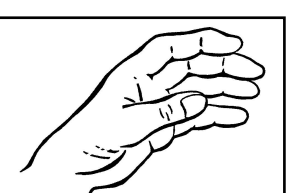
neck



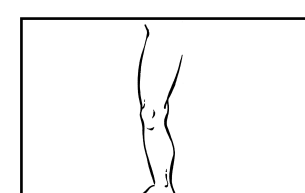
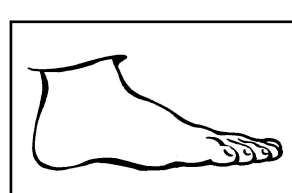
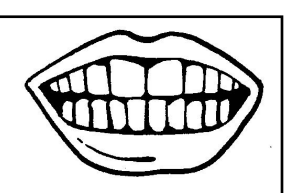
nose



shoulder



teeth



Instructors can

- Say a word on this page and ask learners to point to it.
- Say a word on this page and ask learners to write the word in the blank.
- Write these words on separate pieces of paper. Show learners a word and ask them to point to the same word.
- Fill in some of the blanks to make the activity easier.

Learners can

- Look at the pictures and read the words beside the pictures.
- Copy the words into the blanks.
- Fold the paper so the words are hidden and fill in the blanks.
- Work in pairs. Cut the words off this paper. Cut the list of words in half. The learner asks their partner, "How do you spell ___?" The partner spells the word and writes it in the blank.



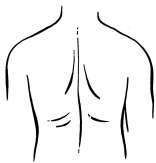
finger



nose



eye



back



head



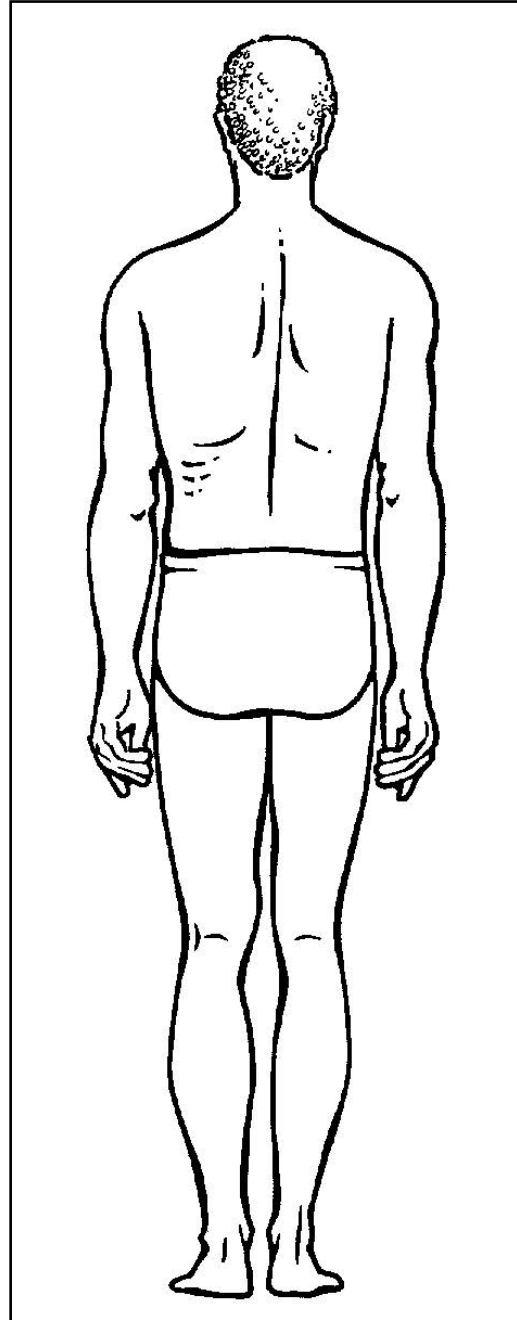
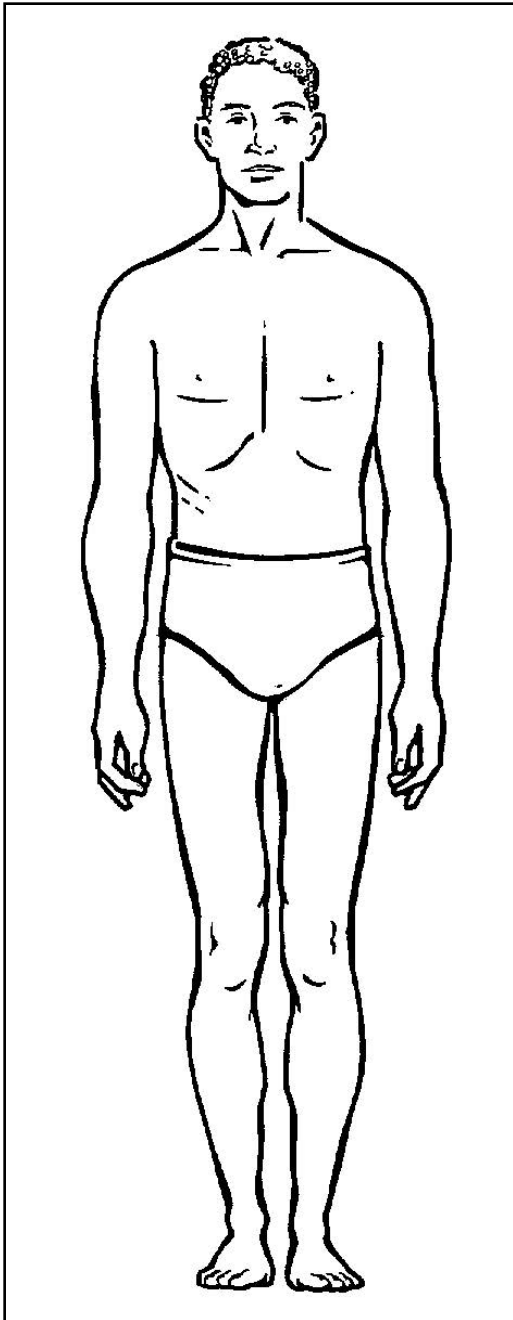
teeth

Instructors can

- Write the words for the parts of the body on separate pieces of paper. Show the words and ask learners to write the words in the blanks.

Learners can

- Write the words in the blanks.

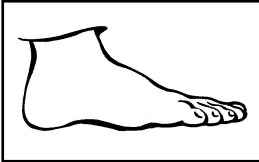
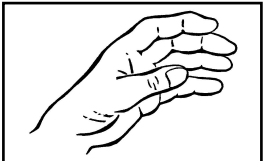
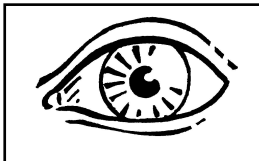
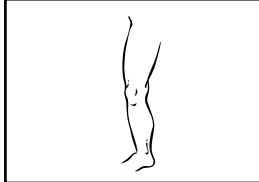

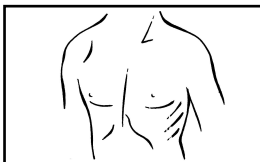



Instructors can

- Introduce the word 'hurt' and the question, "How's your ___?".
- Say, or show, a word and ask learners to point to it.
- Show a word and ask learners to read it.

Learners can

- Read the sentences.
- Copy the words into the blanks.
- Complete the sentences by writing the words in the blanks.
- Fold the paper, look at the picture and write the word on a separate paper.
- Copy the sentences on a separate paper.

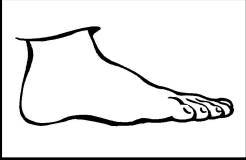
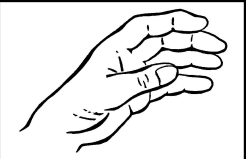
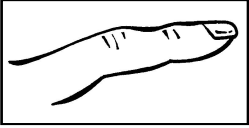

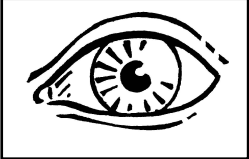
My		hurts.	foot _ _ _ _ _	My _____ hurts.
My		hurts.	hand _ _ _ _ _	My _____ hurts.
My		hurts.	eye _ _ _ _	My _____ hurts.
My		hurts.	leg _ _ _ _	My _____ hurts.
My		hurts.	arm _ _ _ _	My _____ hurts.
My		hurts.	chest _ _ _ _ _	My _____ hurts.
My		hurts.	neck _ _ _ _ _	My _____ hurts.

Instructors can

- Introduce the word 'swollen' and the question, "How's your ___?"
- Review the parts of the body.
- Say, or show, a word and ask learners to point to it on this page.
- Show a word from this page and ask learners to read it.

Learners can

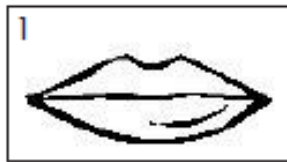
- Read the sentences.
- Copy the words into the blanks.
- Complete the sentences by writing the words in the blanks.
- Fold the paper, look at the picture and write the word on a separate paper.
- Copy the sentences on a separate paper.

My		is swollen. foot _ _ _ _ _	My _____ is swollen.
My		is swollen. hand _ _ _ _ _	My _____ is swollen.
My		is swollen. finger _ _ _ _ _	My _____ is swollen.
My		is swollen. arm _ _ _ _ _	My _____ is swollen.
My		is swollen. eye _ _ _ _ _	My _____ is swollen.

Instructions

For this activity, learners work in pairs. Copy both crossword puzzles and give one to each learner. Teach the words across and down. Review numbers 1-13. Review the question, "How do you spell ___?" The object is for learners to fill in the blanks in their crossword puzzle. Learner A has the paper with the down words filled in. Learner B has the paper with the across words filled in. Learner A asks Learner B, "What is number 1 across?" Learner B can look at either the picture or the word for number 1 across and points to her mouth. Learner A says 'mouth' and asks Learner B, "How do you spell mouth?" Learner B spells mouth as Learner A writes the letters in the spaces. Learners take turns asking questions until all the spaces are filled in the crossword puzzle.

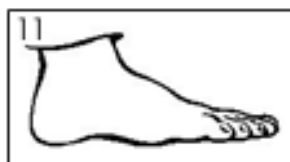
Across →



1	m	o	u	t	2	h		3	n	o	s	4	e		
					5	e	y	e							
	6										7	a	r	m	
		8	h	a	n	d									
		9	s	h	o	u	10	l	d	e	r				
					11	f	i	n	g	e	r				
											12	b	a	c	k
					13	t	e	e	t	h					



Down ↓



1				2	h		3	n			4	e	
				5	e			e				a	
		6	c				a		c			r	
		8	h				d						
			e										
		9	s					10	l				
			t						e				
				11	f				g				
					o								
					o					12			
				13	t								

head

eye

nose

ear

mouth

teeth

neck

shoulder

chest

back

leg

foot

arm

finger

hand

hurts

swollen	

FAMILY

What's your daughter's name?

Objective

- Identify family members.

Goals

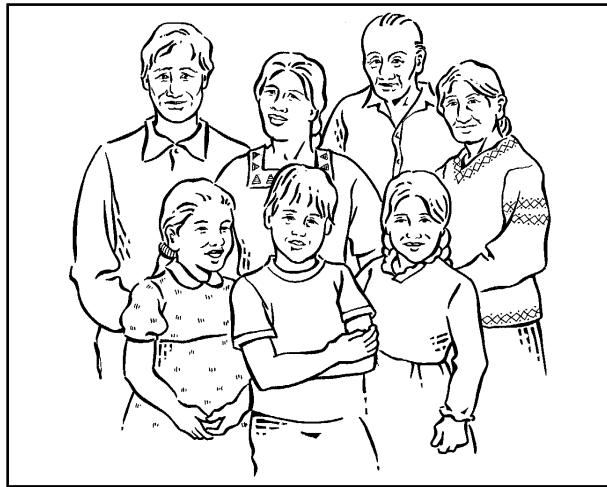
- Ask and respond to questions about families.

Suggestions

- Be cautious when doing any activity in this chapter. Be sensitive to learners' family situations. Almost all learners will be separated from family members in one way or another. Begin with identifying members of your family and allow those who want to talk about family to participate and respect those who don't want to talk about it.
- This chapter focuses on the immediate family members. As learners are ready, introduce the extended members of the family.
- If someone's family member is no longer with them, it is important to be able to know the English words that describe their situation. Words such as 'divorced', 'separated', 'dead', 'missing', 'widowed', etc. are important. Introduce these words where and when appropriate and always taking the lead from the learner.
- In some cultures, people are encouraged to marry cousins. Be careful of your reaction to this information as it may be interpreted as negative and disapproving, thus creating an atmosphere of non-supportiveness.
- Newcomers with large families often dread the question, "How many children do you have?" When they respond with, "I have nine children", they are met with mixed reactions, which may set up immediate barriers. It is important to react positively.

Activities

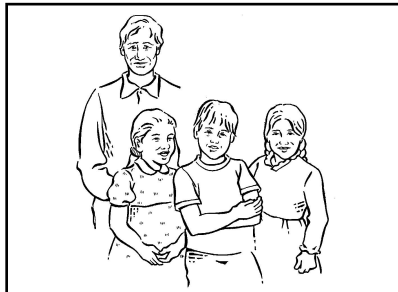
- Bring photos of your family members and talk about them in class. Be cautious about asking learners to bring photos, as many don't have photos with them.
- Go to a card store and find cards for various family members' birthdays.
- Give each learner a card with their spouse's/ children's names on it for easy reference.



family



mother,
son, daughters



father,
son, daughters



sisters, brother



husband, wife

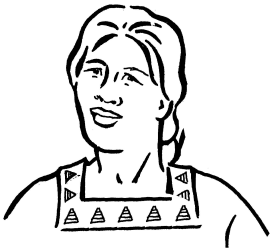


grandmother,
grandfather,
granddaughters,
grandson



Hello. My name is Maria.

This is my family.



This is my **mother**.



This is my **father**.



This is my **grandmother**



This is my **grandfather**.



This is my **sister**.



This is my **brother**.

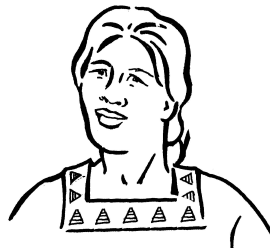


Hello. My name is Robert.

This is my family.



This is my **wife**.



This is my **daughter**.



This is my **daughter's husband**.



These are my **granddaughters**.



This is my **grandson**.

Instructors can

- Read the words and ask learners to point to them.
- Make learner centered worksheets by putting names of family members in the activity.

Learners can

- Circle the correct spelling.
- Copy the correct spelling onto a separate sheet of paper.
- Read the words on the left.

mother

mather

mother

mothr

father

father

fother

vather

son

sun

son

som

daughter

doughter

dauhter

daughter

grandmother

grandmother

grondmother

grandmather

grandfather

granfather

grandfathe

grandfather

brother

brother

brather

broter

sister

siser

sister

sisster

grandson

grandsun

granson

grandson

granddaughter

grandaughter

granddaughter

granddauhter

children

children

chidren

childen

parents

parants

parents

parens

grandchildren

grandchildren

grandchilden

gradchildren

Instructors can

- Say the words and ask learners to repeat the words.
- Say the words and ask learners to point to the words.

Learners can

- Read the words on this page.
- Write the names of family members in the blanks.
- Copy these words on a separate paper.

daughters

sons

sisters

brothers

husband

wife

Instructors can

- Introduce the question, "How many ___ do you have?"
- Introduce singular and plural forms.
- Introduce the negative forms.

Learners can

- Read the sentences.
- Fill in the blanks with the correct number.
- Cut up the questions and answers. Match the question with the correct answer.
- Copy the sentences on a separate paper.
- Work in pairs and ask each other various questions using, "How many ___ do you have?"

How many sisters do you have?

I have ____ sisters.

I don't have any sisters.

How many brothers do you have?

I have ____ brothers.

I don't have any brothers.

How many children do you have?

I have ____ children.

I don't have any children.

How many daughters do you have?

I have ____ daughters.

I don't have any daughters.

How many sons do you have?

I have ____ sons.

I don't have any sons.

Instructors can

- Introduce the question, "What's your __ name?"
- Cut up this page. Give learners the pieces that are relevant to them. For example, if a learner is single, don't give them the questions regarding husband. If a learner doesn't have any children, don't give them questions about children.
- Make more copies of this page if learners have more children or siblings than are on this page.
- Introduce possessives (e.g. son's name).
- Introduce pronouns (e.g. my, his, her).

Learners can

- Read the sentences.
- Fill in the blanks with a name.
- Cut up the questions and answers. Match the question with the correct answer.
- Copy the sentences on a separate paper.
- Work in pairs and ask each other various questions using, "What is your __ name?"

What's your name? My name is _____.	What's your sister's name? My sister's name is _____.
What's your brother's name? My brother's name is _____.	What's your daughter's name? My daughter's name is _____.
What's your son's name? My son's name is _____.	What's your daughter's name? My daughter's name is _____.
What's your son's name? My son's name is _____.	What's your daughter's name? My daughter's name is _____.
What's your wife's name? My wife's name is _____.	What's your husband's name? My husband's name is _____.

Instructors can

- Say a word and ask learners to point to it.
- Teach the word 'age'.
- Say a word and ask learners to say it.
- Write learners' family members' names on separate cards. Show a card to a learner and ask them to write the name in the appropriate blank.

Learners can

- Read the words on this page
- Write names in the blanks.
- Write ages in the blanks.
- After writing all family members' names and ages, cut up this page, mix up the papers, and match each name with their age with the relationship word.

name

age

you

daughters

sons

mother

father

sisters

brothers

Instructors can

- Introduce the question, "How old is your ___?"
- Cut up this page. Give learners the pieces that are relevant to them. For example, if a learner is single, don't give them the questions regarding husband. If a learner doesn't have any children, don't give them questions about children.
- Make more copies of this page if learners have more children or siblings than are on this page.
- Review my, his, her.

Learners can

- Read the sentences.
- Fill in the blanks with an age.
- Cut up the questions and answer. Match the question with the correct answer.
- Copy the sentences on a separate paper.
- Work in pairs and ask each other questions using, "How old is your ___?"

How old are you ? I am _____ years old.	How old is your sister ? My sister is _____ years old.
How old is your sister ? My sister is _____ years old.	How old is your brother ? My brother is _____ years old.
How old is your brother ? My brother is _____ years old.	How old is your daughter ? My daughter is _____ years old.
How old is your daughter ? My daughter is _____ years old.	How old is your son ? My son is _____ years old.
How old is your husband ? My husband is _____ years old.	How old is your wife ? My wife is _____ years old.
How old is your mother ? My mother is _____ years old.	How old is your father ? My father is _____ years old.

Instructors can

- Teach the words 'city' and 'country'.
- Say a word and ask learners to point to it.
- Say a word and ask learners to say it.
- Write learners' family members names on separate cards. Show a card to a learner and ask them to write the name in the appropriate blank.
- On separate pieces of paper, write the names of the countries where learner's family members live.

Learners can

- Read the words on this page
- Write names in the blanks.
- Write country names in the blanks.
- After writing all family members' names and countries, cut up this page, mix up the papers, and match each name with where they live with the relationship word.

	name	city or country
you	_____	_____
daughters	_____	_____
	_____	_____
	_____	_____
sons	_____	_____
	_____	_____
	_____	_____
mother	_____	_____
father	_____	_____
sisters	_____	_____
	_____	_____
	_____	_____
brothers	_____	_____
	_____	_____
	_____	_____

Instructors can

- Introduce the question, "Where does your ___ live?" cut up this page. Give learners the pieces that are relevant to them. For example, if learners don't have any sisters, don't give them the questions regarding sisters. If learners don't have any children, don't give them questions about children.
- Make more copies of this page if learners have more children or siblings than are on this page.

Learners can

- Read the sentences.
- Fill in the blanks with a place.
- Cut up the questions and answer. Match the question with the correct answer.
- Copy the sentences on a separate paper.
- Work in pairs and ask each other various questions using, "Where does your ___ live?"

Where do you live? I live in _____.	Where does your sister live? My sister lives in _____.
Where does your brother live? My brother lives in _____.	Where does your sister live? My sister lives in _____.
Where does your daughter live? My daughter lives in _____.	Where does your daughter live? My daughter lives in _____.
Where does your son live? My son lives in _____.	Where does your son live? My son lives in _____.
Where does your husband live? My husband lives in _____.	Where does your wife live? My wife lives in _____.
Where does your mother live? My mother lives in _____.	Where does your father live? My father lives in _____.

Instructors can

- Read the sentences below and ask learners to read the same sentences.
- Make two copies of this page. Fill in one copy with information about the learners' families. Give both copies to the learners and ask them to copy the information in the blanks.
- Create individualized worksheets similar to this one but include the appropriate number of sisters, brothers, etc.

Learners can

- Read the sentences.
- Fill in the blanks.
- Refer to the previous pages for correct spelling.
- Cut up the page so each sentence stands alone. Put the sentences together similar to before the page was cut.
- Cut up each sentence into individual words. Put the words together to make the sentences.

<p>My name is _____.</p> <p>I am _____ years old.</p> <p>I live in _____.</p>	<p>I have _____ sisters.</p> <p>My sister's name is _____.</p> <p>My sister is _____ years old.</p> <p>My sister lives in _____.</p>
<p>I have _____ daughters.</p> <p>My daughter's name is _____.</p> <p>My daughter is _____ years old.</p> <p>My daughter lives in _____.</p>	<p>I have _____ brothers.</p> <p>My brother's name is _____.</p> <p>My brother is _____ years old.</p> <p>My brother lives in _____.</p>
<p>I have _____ wife.</p> <p>My wife's name is _____.</p> <p>My wife is _____ years old.</p> <p>My wife lives in _____.</p>	<p>I have _____ sons.</p> <p>My son's name is _____.</p> <p>My son is _____ years old.</p> <p>My son lives in _____.</p>
<p>I have _____ husband.</p> <p>My husband's name is _____.</p> <p>My husband is _____ years old.</p> <p>My husband lives in _____.</p>	

Instructors can

- Say the sentences and ask learners to answer yes or no.
- Say a sentence and ask learners to point to the sentence.
- Say a sentence and ask learners to repeat the sentence.

Learners can

- Read the sentences.
- Circle yes, if the sentence is true and circle no, if it is not true.
- Copy the true sentences on a separate paper.

I have five children.	yes	no
I have a husband.	yes	no
I have three sons.	yes	no
I have six brothers.	yes	no
I have two sisters.	yes	no
I have one son.	yes	no
I have a wife.	yes	no
I have children.	yes	no

Instructors can

- Review the question, "How many ___ do you have?"
- Review 'have' and 'has'.
- Write the question on a paper or on the whiteboard.
- Review the question, "How do you spell ___?"

Learners can

- In the left column, write the names of people in the class. Ask, "How do you spell your name?" Ask each other, "How many ___ do you have?" Write the number in the appropriate column beside their name.
- After asking each other questions, on a separate paper, write about the people in the class (e.g. Lina has two daughters).

How many _____ do you have?

name	children	sisters	brothers

family	mother
father	grandmother
grandfather	grandson
granddaughter	son

daughter	sister
brother	grandparents
grandchildren	wife
husband	

HEALTH

What's the matter?

Objective

- Identify and describe common health problems.

Goals

- Ask and respond to questions about health.

Suggestions

- Save medicine packages for reviewing common health problems.
- Talk with learners about possible rules regarding sickness and school/daycare attendance.
- Talk with learners about the availability of common cold medication.
- Inform learners about the Health Interpreter program. Specially trained health interpreters can accompany newcomers to the doctor and act as interpreters. For more information, call (902) 425- 5409.
- If learners don't have a family doctor, encourage them to find one.
- Introduce the abbreviation for teaspoon (tsp). Some medicine packages use teaspoon and some use tsp.

Activities

- Visit a doctor and/or walk in clinic.
- Look at learners' health cards. Identify the information on it to your learners. Review when you need your Health Card.
- Collect common medicine packages for the health problems introduced in this chapter (e.g. cough medicine, sore throat medicine, etc.) Look at the labels and identify the words learned in this chapter.

1 tsp	=	5 ml
1 1/2 tsp	=	7 1/2 ml
2 tsp	=	10 ml
2 1/2 tsp	=	12 1/2 ml
3 tsp	=	15 ml

Instructors can

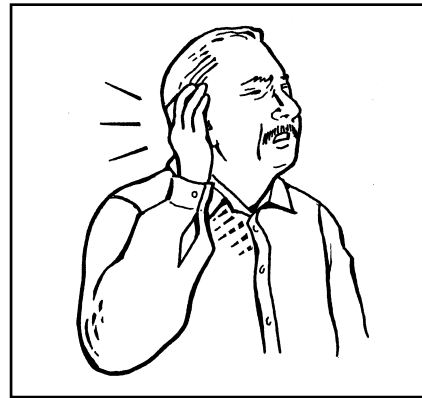
- Say, or show, a word and ask learners to point to it.
- Write the words on this page on separate pieces of paper.
- Show a word and ask learners to point to the correct picture.
- Show a picture and ask learners to point to the word.
- White out the first letter in each word and ask learners to fill in the blanks.

Learners can

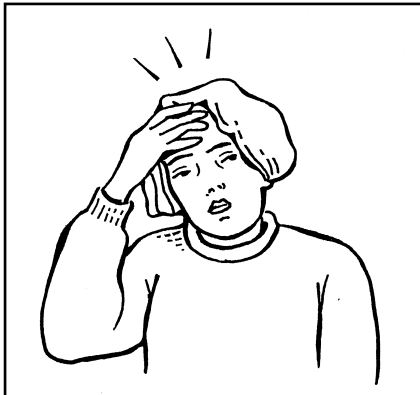
- Read the words.
- Cut up the pictures and the words, mix them up, and match the words with the pictures.
- Cut the words in half, mix them up, and put them back together.



backache



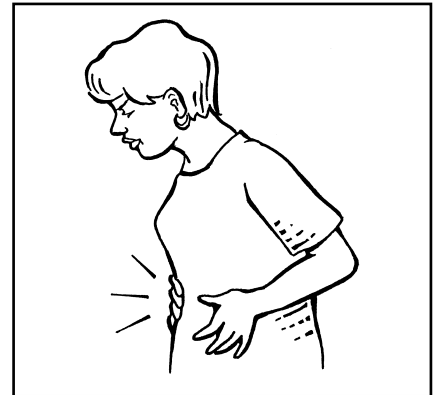
earache



headache



toothache



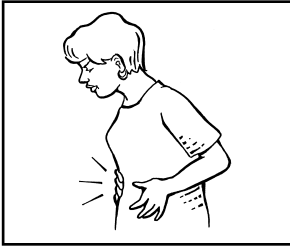
stomachache

Instructors can

- Say, or show, a word and ask learners to point to the word.
- Show a picture and ask learners to point to it.

Learners can

- Read the words on this page.
- Look at the picture and circle the correct word.
- Cut up the words and match the same words together.
- Cut up the words and the pictures.
- Match the words with the pictures.



stomachache

backache



toothache

headache



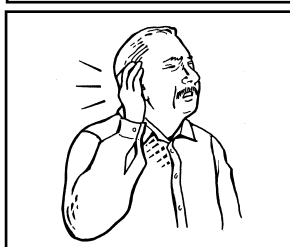
toothache

earache



stomachache

backache



earache

headache

Instructors can

- Introduce the verb 'to have'.
- Point to the pictures on this page and ask learners to say the health problem.
- Cut up the sentences in to individual words and ask learners to make sentences from the words. Introduce the question, "What's the matter?" Point to a picture, ask the question and ask learners to respond.

Learners can

- Read the sentences. Fill in the blanks
- Cut up the completed sentences and match them with the picture.
- Copy the sentences to a separate paper.
- Change the pronoun to refer to a member of your family or someone in class and use 'has'.



I have a _____.



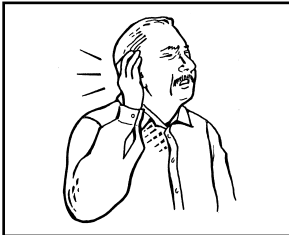
I have a _____.



I have a _____.



I have a _____.



I have an _____.

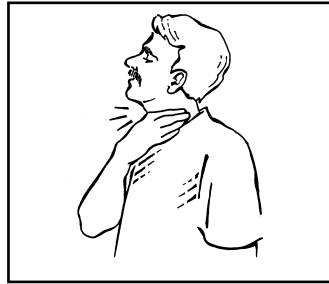
Instructors can

- Say, or show, a word and ask learners to point to it.
- Show a picture and ask learners to point to the word.
- White out the first letter in each word and ask learners to fill in the blanks.

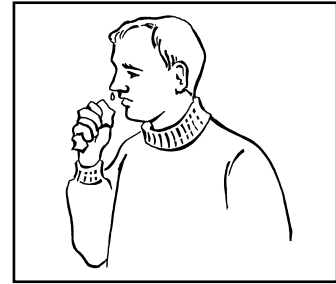
Learners can

- Read the words.
- Cut up the pictures and the words, mix them up, and match the words with the pictures.
- Cut the words in half, mix them up, and put them back together.
- Copy the words on a separate paper.

sore throat



nose bleed



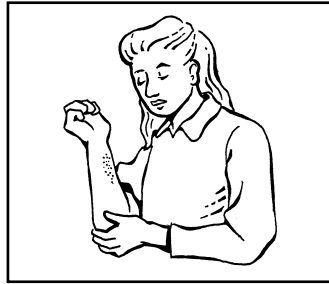
fever



cough



rash



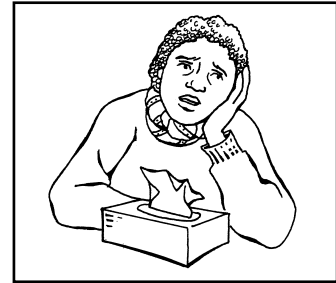
diarrhea



stuffy nose



cold



Instructors can

- Read the words in the left column. Ask learners to repeat the words.
- Say a word and ask learners to point to it.

Learners can

- Read the words in the left column.
- Circle the correct spelling.



diarrhea

diarhea

diarrhea

diarrhe



sore throat

sore throat

soer thraot

sore troat



cold

coll

cold

cald



rash

rach

rahs

rash



cough

caugh

couhg

cough



nose bleed

nos bled

nose bleed

no bleed



fever

fever

fevr

fevre



stuffy nose

stufy nose

stuffy nos

stuffy nose

Instructors can

- Review the verb 'to have'.
- Point to the pictures and ask learners to say the health problem.
- Cut up the sentences into individual words and ask learners to make sentences from the words.
- Review the question, "What's the matter?" Point to a picture, ask the question and ask learners to respond.

Learners can

- Read the sentences. Fill in the blanks.
- Cut up the completed sentences and match them with the picture.
- Copy the sentences to a separate paper.
- Change the pronoun to a member of their family or someone in class and use 'has'.



I have _____.



I have a _____.



I have a _____.



I have a _____.



I have a _____.



I have a _____.



I have a _____.



I have a _____.

Instructors can


- Review the health problems on this page.

Learners can

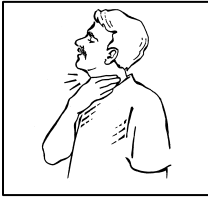
- Cut this paper down the middle. Work in pairs. The person with the blank asks the other person, "What's the matter?" The learner tells their partner and the partner writes the problem in the blank.

What's the matter?


1. _____




3. _____




5. _____




What's the matter?



2. _____



4. _____



6. _____

Instructors can

- Say, or show, a word and ask learners to point to it.
- Show a picture and ask learners to point to the word.
- White out the first letter in each word and ask learners to fill in the blanks.

Learners can

- Read the words.
- Cut up the pictures and the words, mix them up, and match the words with the pictures.
- Cut the words in half, mix them up, and put them back together.
- Copy the words on a separate paper.



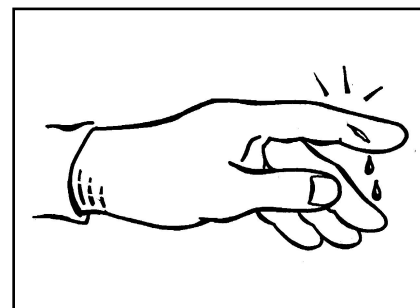
dizzy



constipated



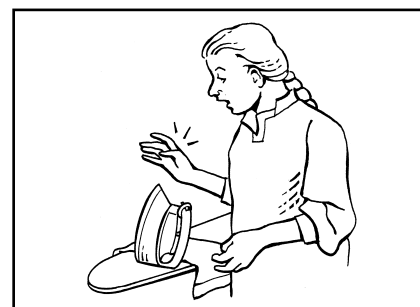
sneezed



cut



threw up



burnt

Instructors can

- Say, or spell, the word on the left and ask learners to write the missing letters.
- Create a similar worksheet with more or less letters blanked out.
- Create a similar worksheet with variations of spellings for each picture and ask learners to circle the correct spelling.

Learners can

- Read the words on the left. Copy the missing letters.
- Fold the paper and fill in the missing letters.
- Copy the words on a separate paper.
- Cut this activity in half after the picture of cut. Work in pairs. Fold the paper. Ask your partner, "How do you spell ___?"
- Write the missing letters in the blanks.



dizzy

__izzy

dizz__

di__zy

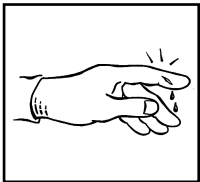


constipated

__onstipated

constipate__

co__stipated



cut

__ut

cu__

c__t



sneezed

__neezed

snee__ed

sn__ezed

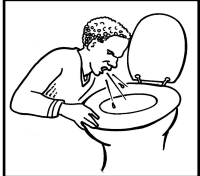


burnt

__urnt

burn__

bur__t



threw up

__hrew up

threw__u

th__ew up

Instructors can

- Point to the pictures on this page and ask learners to say the health problem.
- Cut up the sentences in to individual words and ask learners to make sentences from the words.
- Review the question, "What's the matter?"
- Point to a picture, ask the question and ask learners to respond.

Learners can

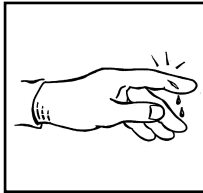
- Read the sentences. Fill in the blanks
- Cut up the completed sentences and match them with the picture.
- Copy the sentences to a separate paper.
- Change the pronoun to a member of their family or someone in class.



I am _____.



I am _____.



I _____ my finger.



I _____ my hand.



I _____.



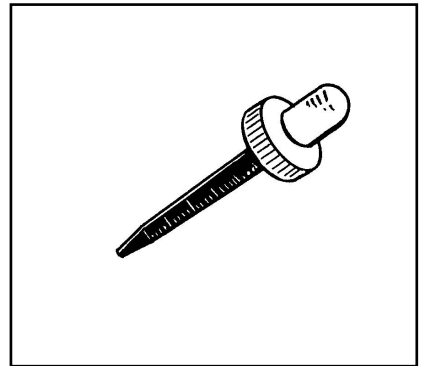
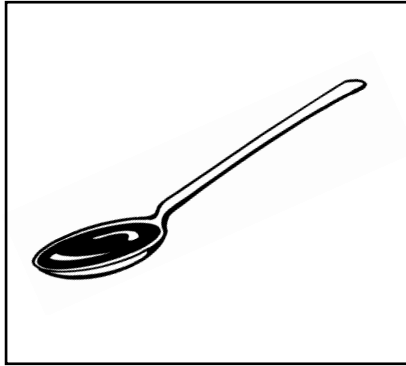
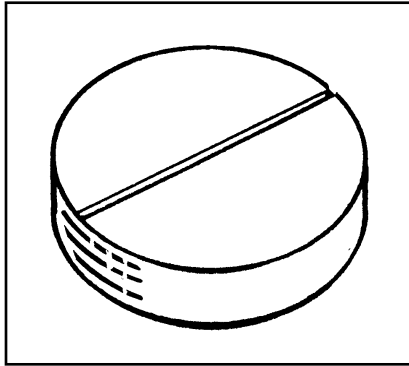
I _____.

Instructors can

- Introduce the pictures and words below.
- Point to a word and ask learners to say the word.
- Say a word and ask learners to point to the word.
- Write the words on separate pieces of paper.
- Show learners a word and ask them to point to it on their paper.

Learners can

- Read the words on this page.
- Copy the words on a separate paper.
- Fill in the blanks with the missing letters.
- Copy the words on the blanks below.
- Cut up the pictures and the words and match them.



tablet

__ablet

table__

ta__let

teaspoon

__easpo__

teaspoon__

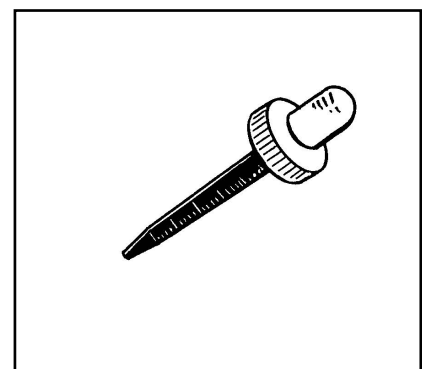
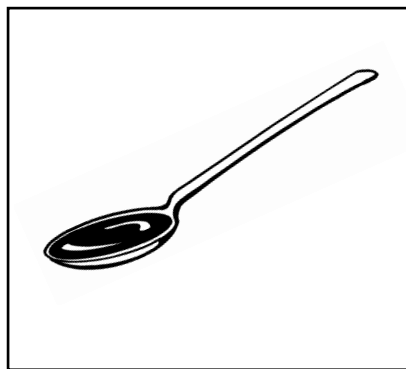
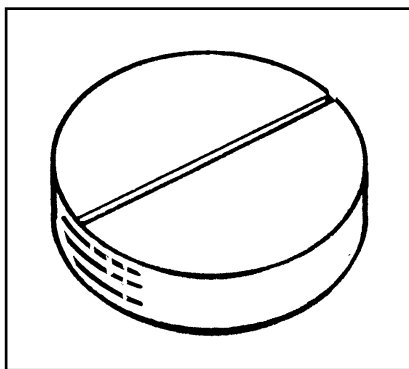
tea__poon

dropperful

__ropperful

dropperfu__

droppe__ful



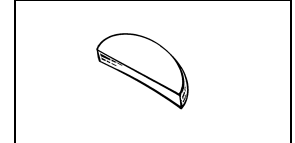
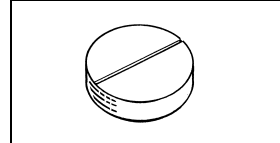
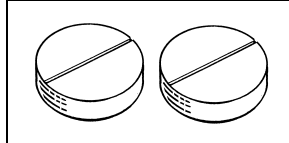
Instructors can

- Read a phrase and ask learners to point to it.
- Read a phrase and ask learners to point to the picture.
- Cut up the phrases. Say the phrases and ask learners to put them in order.

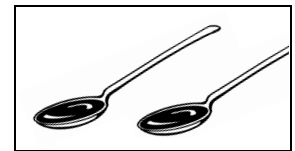
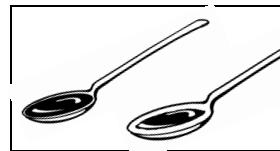
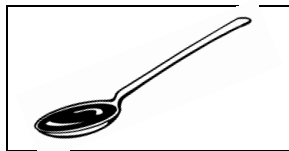
Learners can

- Read the words on this page.
- Read the words and circle the correct picture.

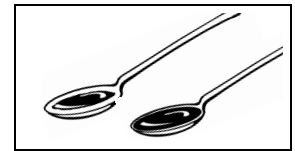
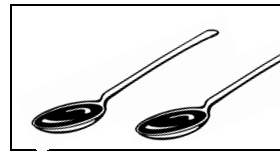
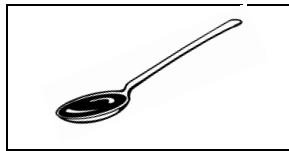
take 1 tablet



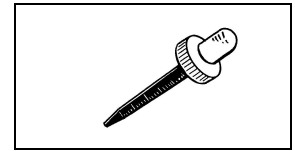
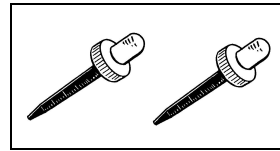
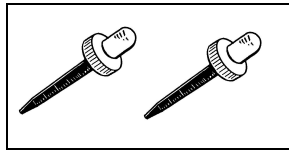
take 1 teaspoon



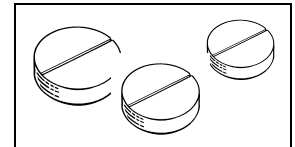
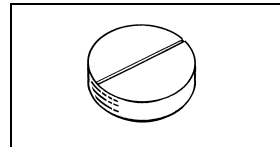
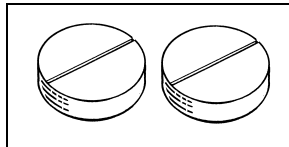
take 2 teaspoons



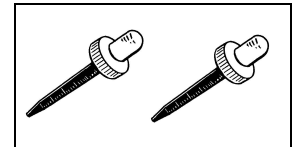
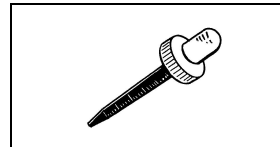
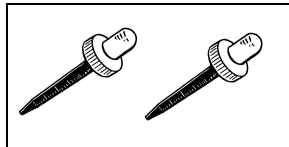
take 1 dropperful



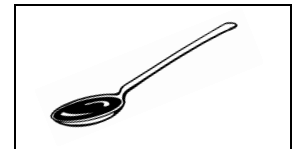
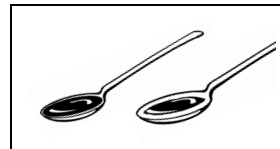
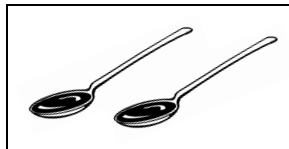
take 2 tablets



take 2 dropperfuls



take 1 1/2 teaspoons

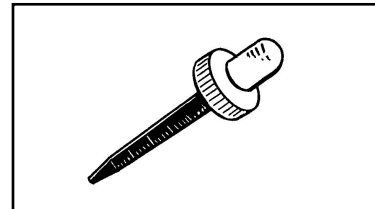
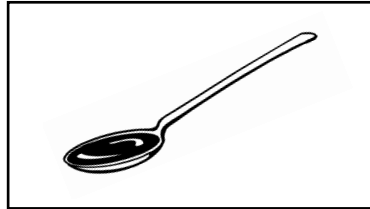
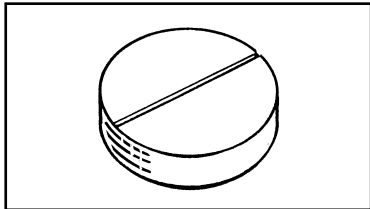


Instructors can

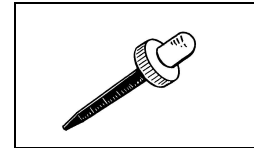
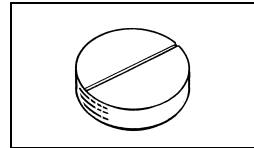
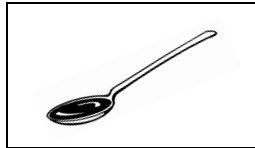
- Read a phrase and ask learners to point to it.
- Read a phrase and ask learners to point to the picture.
- Cut up the phrases. Say the phrases and ask learners to put them in order.

Learners can

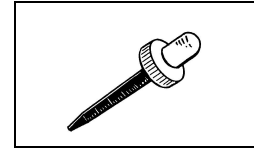
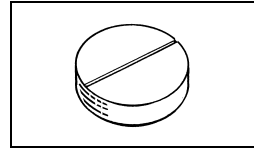
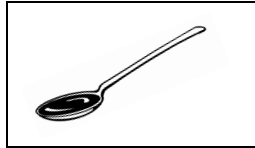
- Read the words on this page.
- Read the words and circle the correct picture.



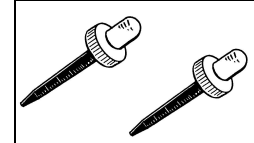
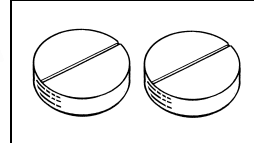
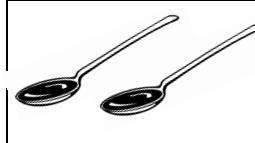
take 1 tablet



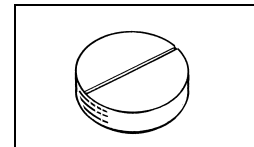
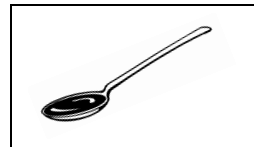
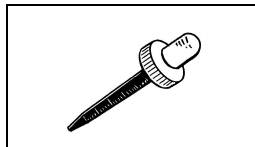
take 1 teaspoon



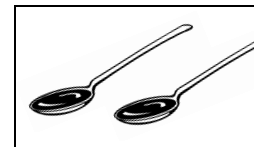
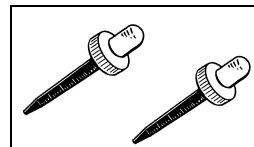
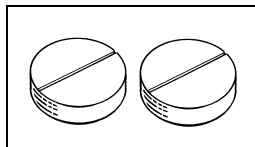
take 2 teaspoons



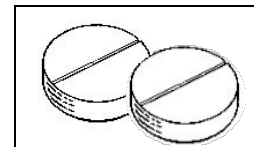
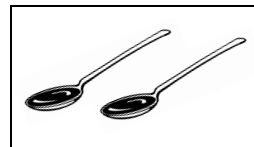
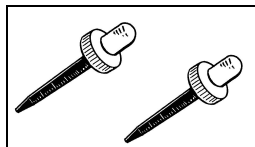
take 1 dropperful



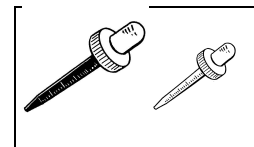
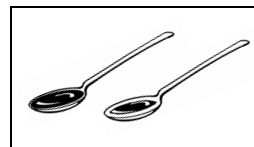
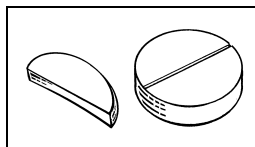
take 2 tablets



take 2 dropperfuls



take 1 1/2 teaspoons



Instructors can

- Review the word age.
- Teach the words dosage, and weight.
- Say a dosage amount and ask learners to circle it.
- Say an age and ask learners to point to it.
- Copy this page and white out some of the information.
- Give learners a copy of the page with missing information and a page with all the information.
- Ask learners to fill in the blanks.

Learners can

- Read the information on this page.
- Have two copies of this page. Cut up the information on one page. Match the cut-up words with the uncut page.
- Cut up the dosage words with the dosage pictures.
- Match the picture with the correct dosage.

age

dosage

Under 2 years

ask your doctor



2 - 3 years

1 teaspoon



4 - 5 years

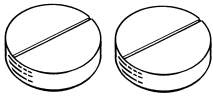
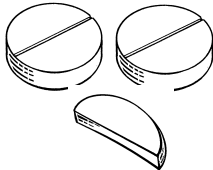
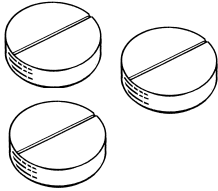
1 1/2 teaspoons










9 - 11 years

3 teaspoons



age	dosage	
6 - 8 years	2 tablets	
9-10 years	2 1/2 tablets	
11 years	3 tablets	

age	dosage	
0 - 3 months	ask your doctor	
4 - 11 months	1 dropperful	
12 - 23 months	1 1/2 dropperfuls	
2 - 3 years	2 dropperfuls	

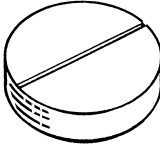


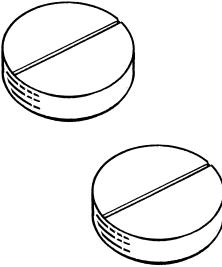
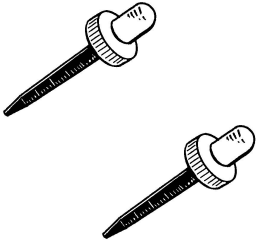
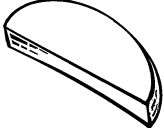


age	weight	dosage	
under 1 year	under 18 lb under 8 kg	ask your doctor	
1-5 years	18 - 48 lb 8 - 22 kg	1 teaspoon	
6 - 11 years	48 - 95 lb 22 - 44 lb	2 teaspoons	

Instructors can

- Say a phrase and ask learners to point to it.
- Write the words on separate pieces of paper.
- Show a phrase and ask learners to point to the same one.

Learners can

- Cut up this page and match the dosage with the picture.

take 1 tablet	take 1 teaspoon		
take 1 1/2 teaspoons	take 2 tablets		
take 2 dropperfuls	take 1/2 tablet		
take 2 teaspoons	take 1 dropperful		

headache	toothache
stomachache	backache
earache	sore throat
nose bleed	fever

cough

rash

diarrhea

a cold

stuffy nose

dizzy

constipated

sneezed

cut

threw up

burnt

tablet

teaspoon

dropperful

doctor

age

dosage	weight

FOOD

Excuse me, do you have any oranges?

Objective

- Identify common food.

Goals

- Learn the names of common food.
- Express likes and dislikes with food.
- Inquire about food in a grocery store.

Suggestions

- Focus on foods familiar to learners.
- Don't teach all the words at the same time.
- Teach words in groupings (e.g. fruit, vegetables, etc.)
- The activities in this chapter refer to kilograms and not pounds. If your learners are more familiar with pounds convert the prices to pounds. Learners will encounter pounds as some prices are listed only in pounds (e.g. 5 lb. bag of onions, carrots or potatoes).
- Teach abbreviations for 'kilogram', 'pound' (if you introduce it), and 'each'. Show examples of these from flyers or point them out during your trip to the grocery store.
- Collect the grocery store flyers every week. Review language that is familiar with learners. Look at the flyers weekly to reinforce learned vocabulary.
- Collect pictures of fruit and vegetables from seed catalogues, flyers and magazines.
- There are cultural differences surrounding food and offering food. It is a good idea to explore these differences.

Activities

- Visit a grocery store. Give learners a copy of a page in this chapter with illustrations on it. Ask learners to write the price beside the picture or write the name of the item beside the picture. During your visit to the grocery store, learners can also write names of other food items that are not included in this chapter.
- Make customized information gap activities by using the current local grocery store flyers and prices. See page 13.18 for an example of an information gap.

Food Cards

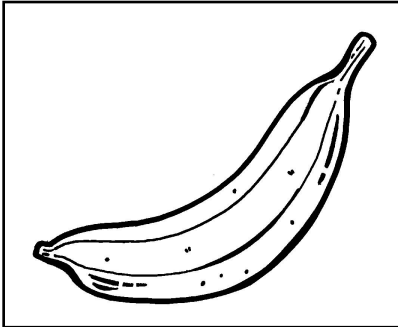
- Have two sets of food cards. You can make these cards using index cards and the illustrations in this chapter. Pre-teach the question, "Do you have any bananas?" and "Yes, here you are" or "No, sorry I don't." Deal a few cards to each player. Put the remaining cards upside down in the middle of the table. This is similar to "Go Fish".
- One person starts by choosing a card in their hand and asking if others have that card. Learner A asks, "Do you have a ___?" If the answer is "yes", Learner B gives the asker the card. The asker puts their matching cards together. If the answer is "no", the asker picks up a card from the pile of cards in the middle of the table. The idea is to get pairs of food cards. This reinforces the common question, "Do you have a ___?" and reinforces common food names.

Instructors can

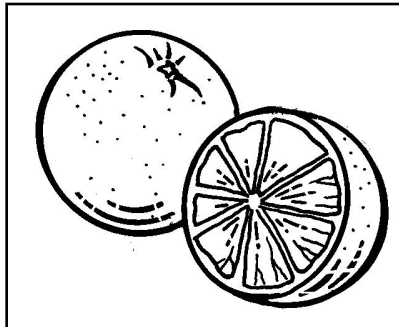
- Read the words and ask learners to point to them.
- Write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.
- Introduce singular and plural forms.

Learners can

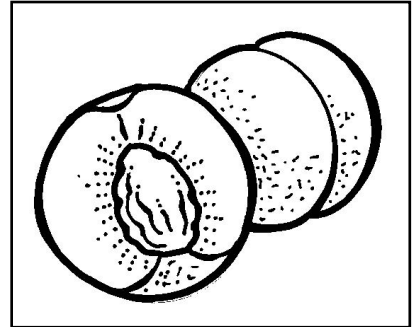
- Read the words on this page.
- Write these words on a separate paper.
- Cut up the words and the pictures and match them.
- Cut the words in half. Mix them up and put the words back together.



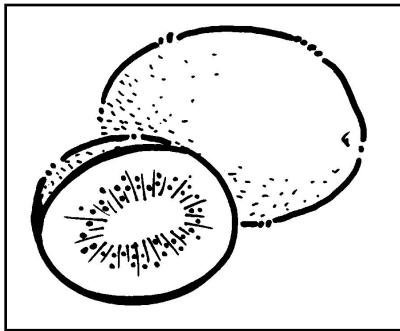
banana



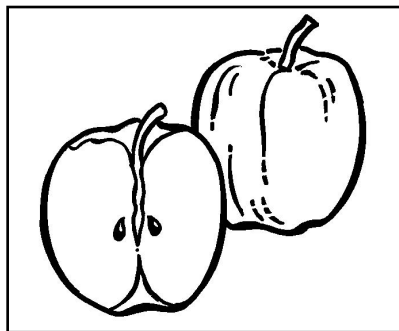
orange



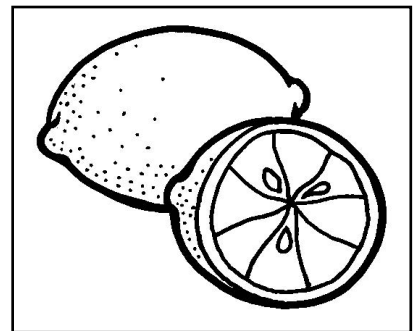
peach



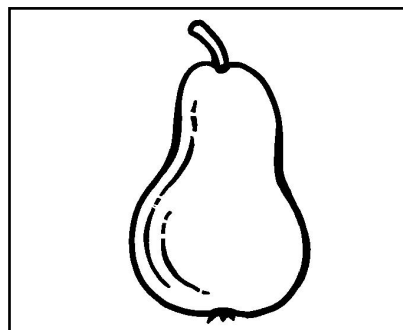
kiwi



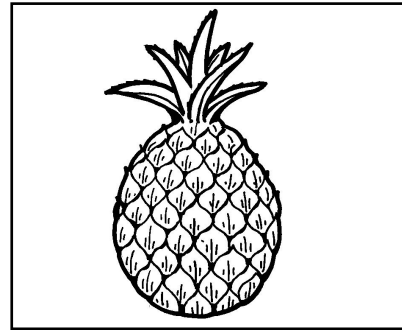
apple



lemon



pear



pineapple

Instructors can

- Review the question, "How do you spell ___?"
- Ask learners, "How do you spell ___?" Learners respond by spelling the words.
- Say a word and ask learners to point to it.
- Write the words on this page on separate pieces of paper. Show learners a word and ask them to point to the same word.

Learners can

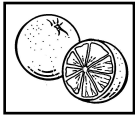
- Fill in the blanks with the correct letter.
- Work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the fruit. The other learner asks, "How do you spell that?" The learner with the completed words spells the word as the other learner fills in the blanks.
- After filling in the blanks, learners can cut up the page and match the words with the pictures.



banana

__anana

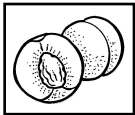
banan__



orange

__range

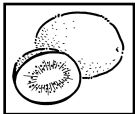
oran__e



peach

__each

pea__ _



kiwi

__iwi

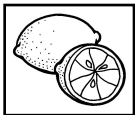
ki__i



apple

__pple

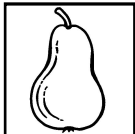
app__e



lemon

__emon

lemo__



pear

__ear

pea__



pineapple

__ineapple

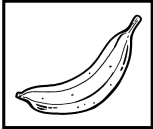
pineapp__e

Instructors can

- Say words and ask learners to point to them.
- Say the words for the pictures and ask learners to circle the words.

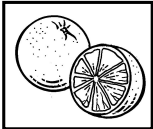
Learners can

- Read the words on this page.
- Circle the correct word.
- Cut up the pictures and the words. Match the words with the pictures.
- Cut up the words. Mix them up and group the same words together.



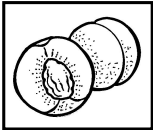
banana

pear



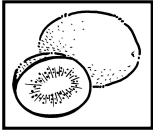
orange

pineapple



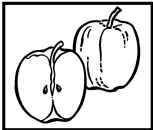
lemon

peach



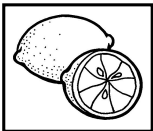
kiwi

apple



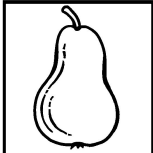
orange

apple



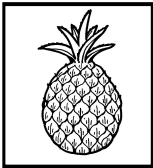
lemon

banana



kiwi

pear



pineapple

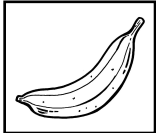
peach

Instructors can

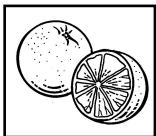
- Review the question, "How do you spell ___?"
- Say the words and ask learners to circle them.
- Say the words and ask learners to spell them.

Learners can

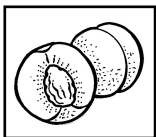
- Read the words on this page.
- Copy the words in the blanks.
- Work in pairs. Learner A covers the words and asks, "How do you spell ___?" Learner B spells the word. Learner A listens and writes the word in the blank.



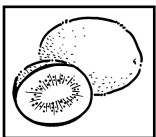
banana



orange



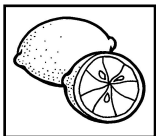
peach



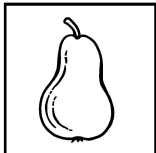
kiwi



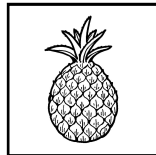
apple



lemon



pear



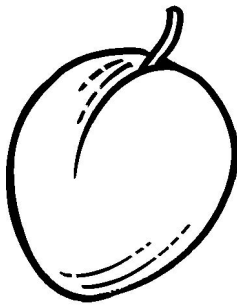
pineapple

Instructors can

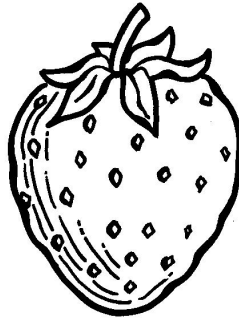
- Read the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.
- Introduce/review singular and plural forms.

Learners can

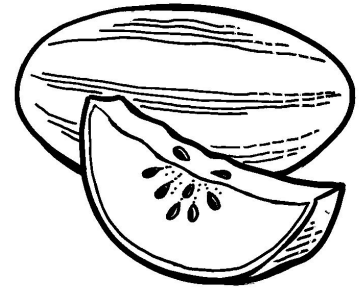
- Read the words on this page.
- Write these words on a separate paper.
- Cut up the words and the pictures and match them.



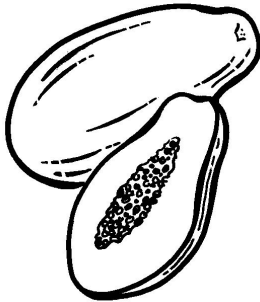
plum



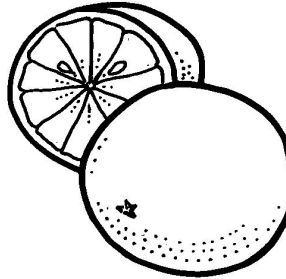
strawberry



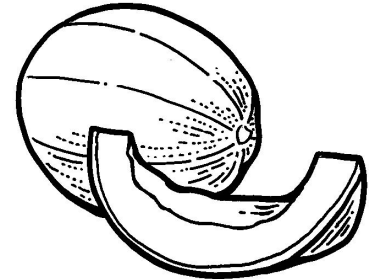
watermelon



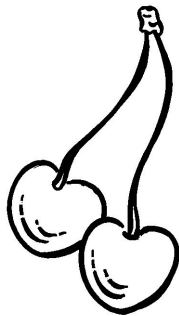
mango



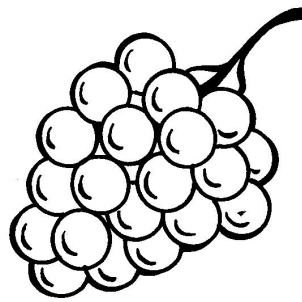
grapefruit



cantaloupe



cherries



grapes

Instructors can

- Review the question, "How do you spell ___?"
- Ask learners, "How do you spell ___?" Learners respond by spelling the words.
- Say a word and ask learners to point to it.
- Write the words on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

Learners can

- Fill in the blanks with the correct letter.
- Work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the fruit. The other learner asks, "How do you spell that?" The learner with the completed words spells the word as the other learner fills in the blanks.
- After filling in the blanks, learners can cut up the page and match the words with the pictures.



plum

__lum

plu__



strawberry

__trawberry

strawberr__



watermelon

__atermelon

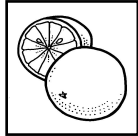
watermelo__



mango

__ango

mang__



grapefruit

__rapefruit

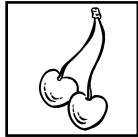
grapefrui__



cantaloupe

__antaloupe

cantalou__e



cherries

__erries

cherrie__



grapes

__rapes

grape__

Instructors can

- Read the words in the left column. Ask learners to repeat the words.
- Say a word and ask learners to point to it.

Learners can

- Read the words in the left column.
- Circle the correct spelling.



plum

plum

pulm

plun



strawberry

strawbery

strawberr

strawberry

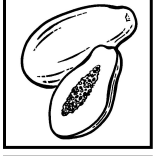


watermelon

melonwater

watermelon

watermeln

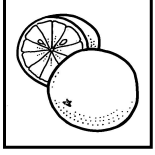


mango

monga

mamgo

mango



grapefruit

grapefruit

grapefriut

graepfruit

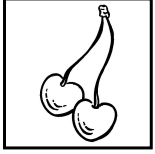


cantaloupe

cantaloup

cantaloupe

cantaluope

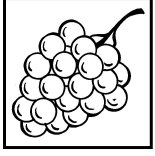


cherries

cheries

cherrie

cherries



grapes

graeps

grappe

grapes

Instructors can

- Look at the pictures. Ask learners to say the words.
- Say a word and ask learners to point to it.
- Write these words on separate pieces of paper. Show a word and ask learners to count how many are on the page.

Learners can

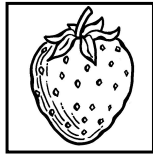
- Read the words beside the pictures.
- Circle the word, on each line, that is the same as the picture.
- Cut up the words and group the same words together.



plum

grapes

strawberry



strawberry

cherries

mango



cantaloupe

grapes

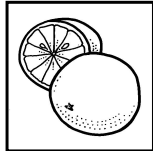
watermelon



mango

grapefruit

cherries



strawberry

plum

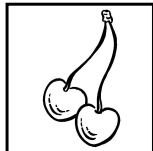
grapefruit



cantaloupe

watermelon

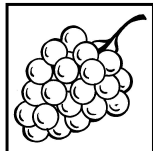
grapes



mango

cherries

plum



cherries

strawberry


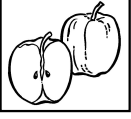

grapes


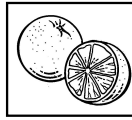
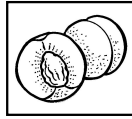
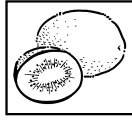

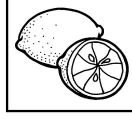
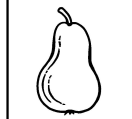

Instructors can

- Teach the words 'each', and 'kilogram'.
- Review numbers and prices.
- Introduce/review the question, "How much are ___?"
- Say a price and ask learners to point to it.
- Introduce the abbreviation 'kg'.
- Get accurate prices from a local store.
- Say a price and ask learners to write the price on a separate paper.
- Say the name of a fruit on this page and ask learners to point to it.

Learners can

- Work in pairs. Cut this paper down the center and each learner takes one part. The learner with the blank beside the picture asks their partner, "How much are ___?" The partner says the price on their paper. Learner A then writes the price in the blank.

	_____
	\$3.73 kg
	_____
	\$0.25 each
	_____
	\$0.59 each
	_____
	\$3.99 each

	\$1.52 kg
	_____
	\$3.95 kg
	_____
	\$1.96 kg
	_____
	\$3.95 kg
	_____

Instructors can

- Teach the question "Would you like a ___?" Also, teach the responses, "Yes, thank you" and "No, thank you."
- Provide real fruit or vegetables to practice offering food to each other. If real objects are not available, cut out the pictures from this page.
- Substitute other food vocabulary for the pictures on this page.

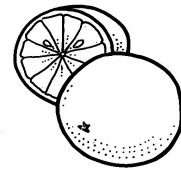
Learners can

- Fill in the blank with the word for the picture.
- Refer to the previous pages for help with spelling.
- Read the sentences to people in the class.

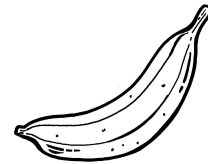
Would you like a _____?



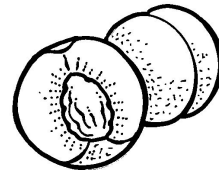
Would you like a _____?



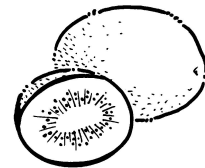
Would you like a _____?



Would you like a _____?



Would you like a _____?



Would you like a _____?

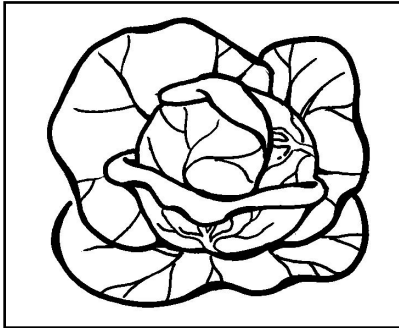


Instructors can

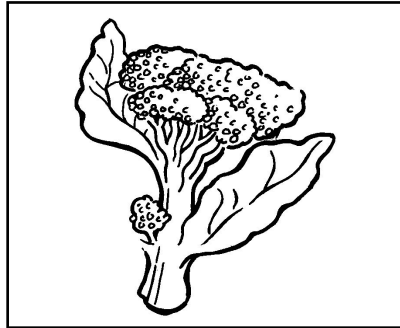
- Read the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.
- Review singular and plural forms.

Learners can

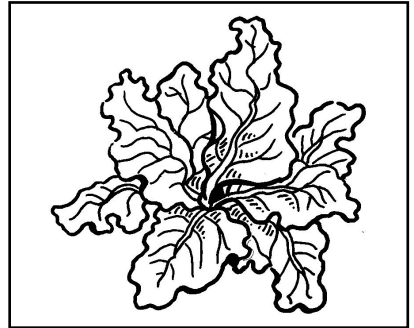
- Read the words on this page.
- Write these words on a separate paper.
- Cut up the words and the pictures and match them.
- Cut out the words and put all the words together that have the same first letter.



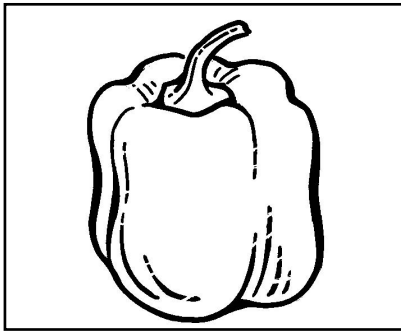
cabbage



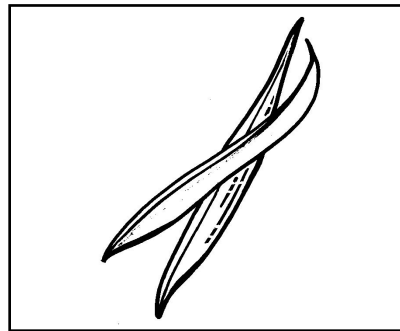
broccoli



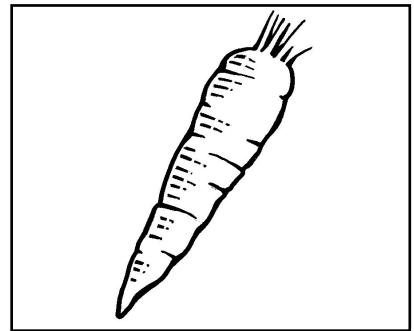
spinach



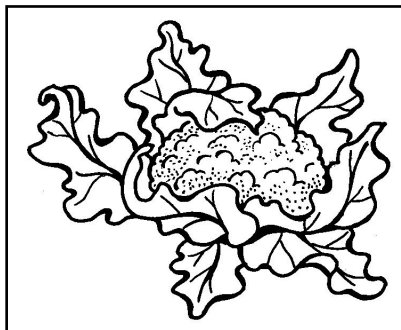
green pepper



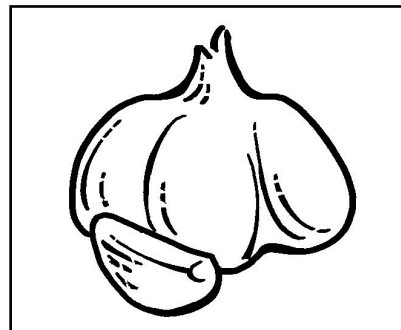
beans



carrot



cauliflower



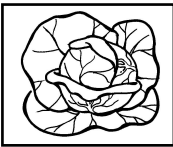
garlic

Instructors can

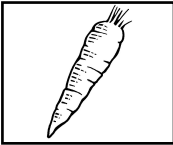
- Say a word and ask learners to point to it.
- Say a word and ask learners to write the word in the blank.
- Write these words on separate pieces of paper. Show learners a word and ask them to point to the same word.
- Fill in some of the blanks to make the activity easier.

Learners can

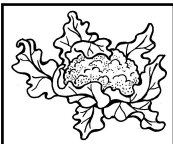
- Look at the pictures and read the words beside the pictures.
- Copy the words into the blanks.
- Fold the paper so the words are hidden and write the words in the blanks.
- Work in pairs. Cut the words off this paper. Cut the list of words in half. One learner asks, "How do you spell ___?" Their partner spells the word and writes it in the blank.



cabbage



carrot



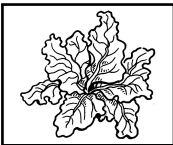
cauliflower



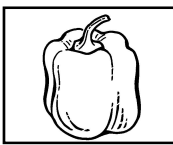
broccoli



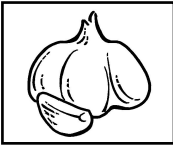
beans



spinach



green pepper



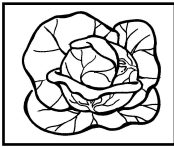
garlic

Instructors can

- Look at the pictures. Ask learners to say the words.
- Say a word on this page and ask learners to point to it.
- Write these words on separate pieces of paper. Show a word and ask learners to count how many are on the page.

Learners can

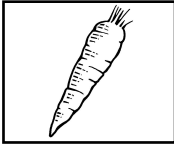
- Read the words beside the pictures.
- Circle the word, on each line, that is the same as the picture.
- Cut out all the words and pictures. Match the words with the pictures.
- Cut out all the words. Put all the same words together.



broccoli

cabbage

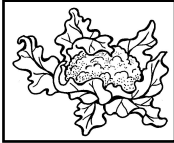
garlic



carrot

beans

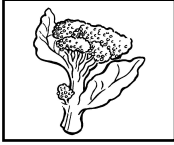
spinach



green pepper

broccoli

cauliflower



broccoli

beans

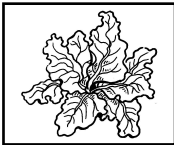
garlic



spinach

beans

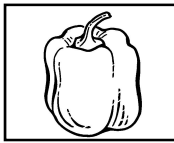
carrot



cauliflower

spinach

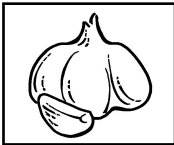
broccoli



green pepper

garlic

carrot



garlic

broccoli

beans

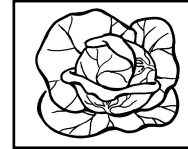
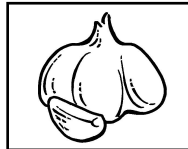
Instructors can

- Say the words and ask learners to repeat the words.
- Say the word and ask learners to circle the correct picture.
- Say the word and ask learners to circle all the pictures of that word.

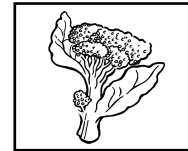
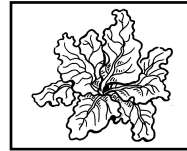
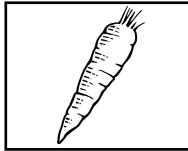
Learners can

- Read the words on this page.
- Read the word and circle the correct picture.
- Write the words on a separate paper.

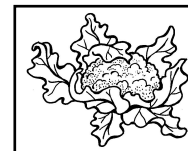
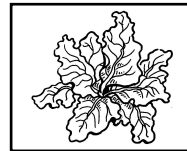
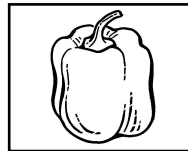
cabbage



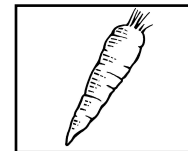
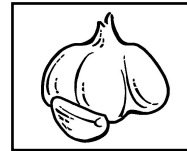
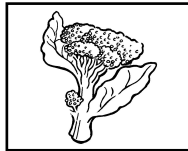
carrot



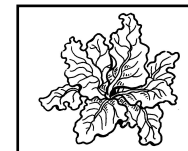
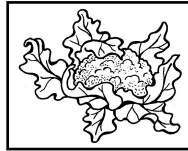
cauliflower



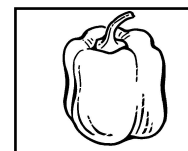
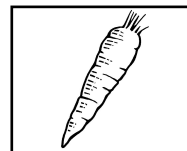
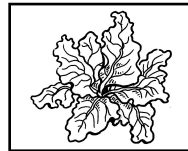
broccoli



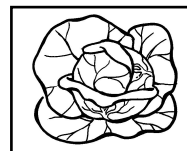
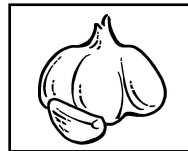
beans



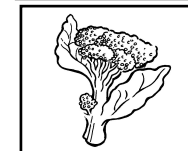
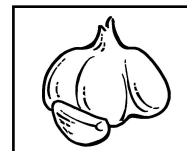
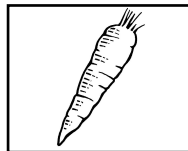
spinach



green pepper



garlic

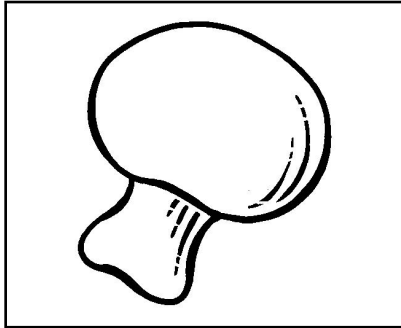


Instructors can

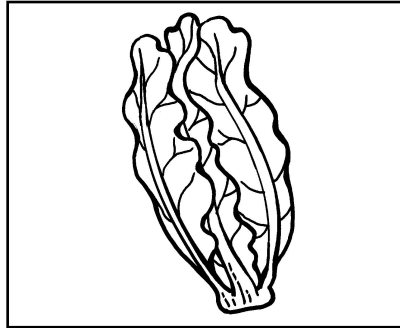
- Read the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.
- Review/introduce singular and plural forms.

Learners can

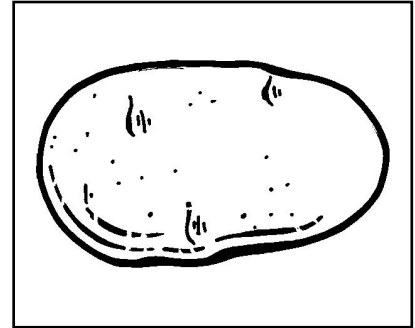
- Read the words on this page.
- Write these words on a separate paper.
- Cut up the words and the pictures and match them.
- Cut the words in half. Mix them up and put the words back together.



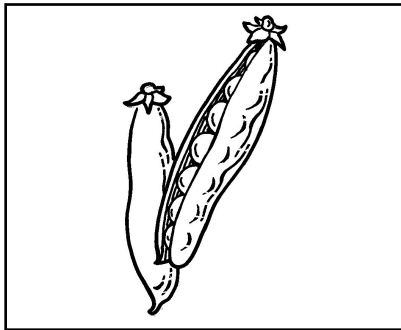
mushroom



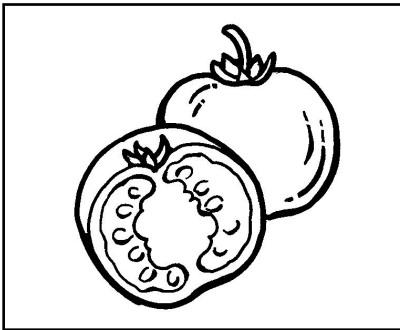
lettuce



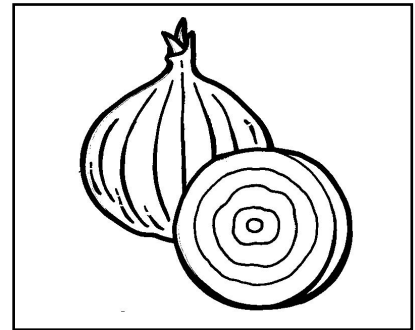
potato



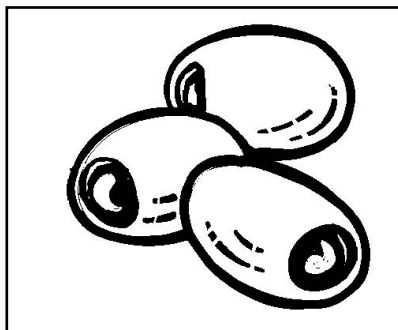
peas



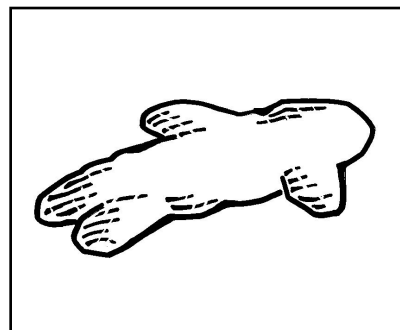
tomato



onion



olives



ginger

Instructors can

- Say, or show, a word and ask learners to circle it.
- Write these words on separate pieces of paper. Show a word on this page and ask learners to count how many are on the page.
- Say the first word in each line and ask learners to repeat the word.

Learners can

- Read the first word on each line and circle the word that is the same.
- Cut up the words and group the same words together.
- Copy the words on to a separate paper.

mushroom

ginger

mushroom

peas

lettuce

lettuce

olives

potato

potato

onion

tomato

potato

peas

peas

lettuce

mushroom

tomato

tomato

ginger

olives

onion

tomato

potato

onion

olives

peas

olives

mushroom

ginger

ginger

lettuce

peas

Instructors can

- Say words and ask learners to point to them.
- Say the words for each picture and ask learners to circle the correct words.

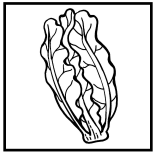
Learners can

- Read the words on this page.
- Circle the correct word.
- Cut up the pictures and the words. Match the words with the pictures.
- Cut up the words. Put the same words together.



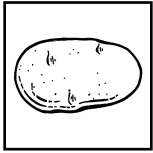
mushroom

ginger



olives

lettuce



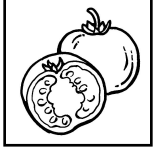
onion

potato



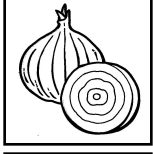
peas

tomato



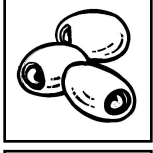
tomato

mushroom



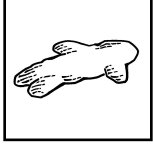
onion

lettuce



olives

mushroom



potato

ginger

Instructors can

- Teach/review the words each, and kilogram. Review numbers and prices.
- Review the question, "How much are ___?" Say a price and ask learners to point to it.
- Introduce abbreviation 'kg'.
- Get accurate prices from a local store.
- Say a price and ask learners to write the price on a separate paper.
- Say the name of a vegetable and ask learners to point to it.

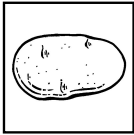
Learners can

- Work in pairs. Cut this paper down the center and each learner takes one part. The learner with the blank beside the picture asks their partner, "How much are ___?" The partner says the price on their paper. The partner writes the price in the blank.



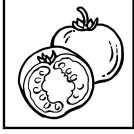


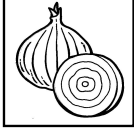
\$0.99 each



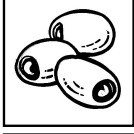


\$7.18 kg



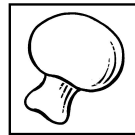


\$1.60 kg

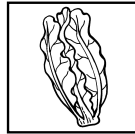


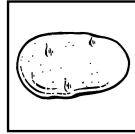


\$4.39 kg



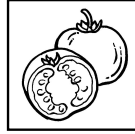
\$6.59 kg



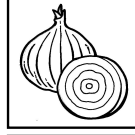


\$1.30 kg



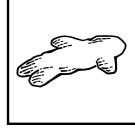


\$2.18 kg





\$5.99 kg



Instructors can

- Look at the pictures and say the words. Ask learners to write the first letters in the blanks.
- Say a word and ask learners to point to the picture.
- Create similar worksheets and write out different letters.

Learners can

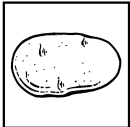
- Look at the picture and say the word.
- Fill in the blank with the missing letter. Refer to page 13.16 for help with spelling.
- Work in pairs. One learner has this page and the other learner has page 13.11 and 13.15. Practice asking each other, "How do you spell 'onion'?" Learners write the missing letters in the blanks.
- After the blanks are filled in, copy these words on a separate page.



__ushroom



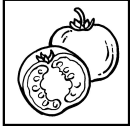
__ettuce



__otato



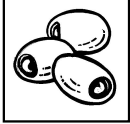
__eas



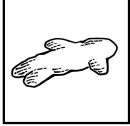
__omato



__nion



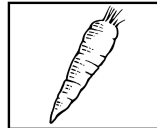
__lives



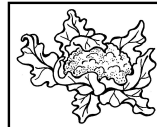
__inger



__abbage



__arrot



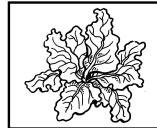
__auliflower



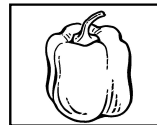
__roccoli



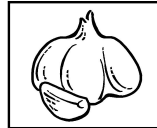
__eans



__pinach



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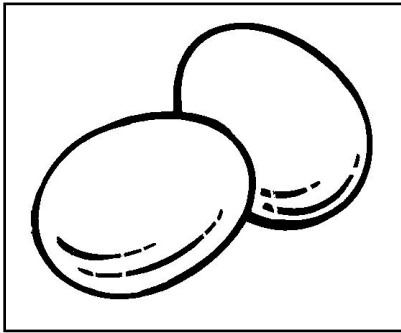
__arlic

Instructors can

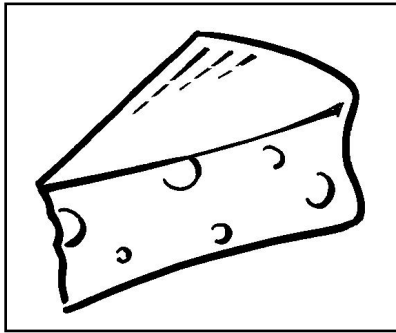
- Read the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can

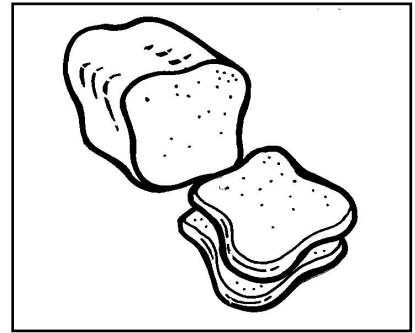
- Read the words on this page.
- Write these words on a separate paper.
- Cut up the words and the pictures and match them.
- Cut two words in half. Mix them up and put them together. Then add another cut up word, mix them up, etc.



eggs



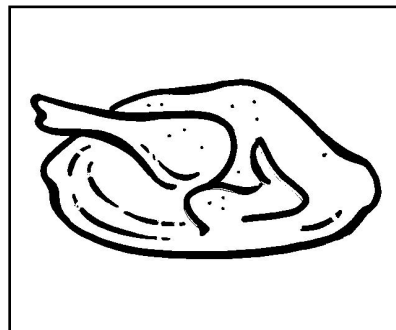
cheese



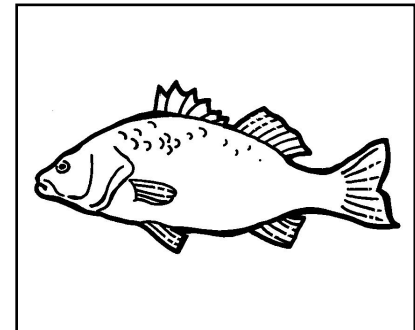
bread



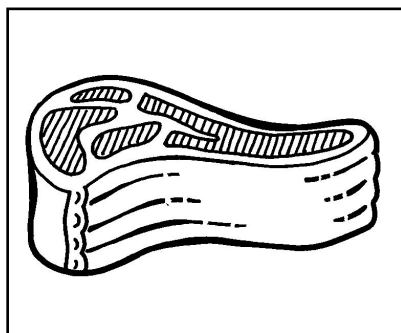
rice



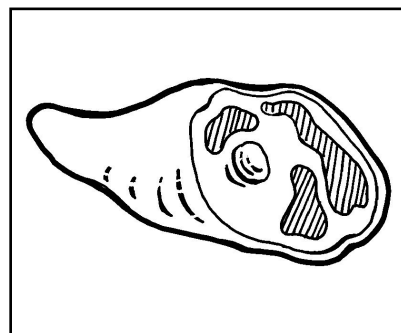
chicken



fish



beef



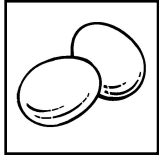
pork

Instructors can

- Read the words in the left column. Ask learners to repeat the words.
- Say a word and ask learners to point to it.

Learners can

- Read the words in the left column.
- Circle the correct spelling.

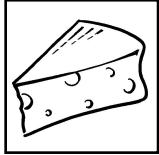


eggs

egs

eggs

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cheese

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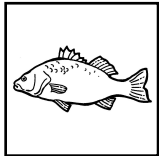


chicken

chicken

chicke

chickem

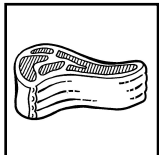


fish

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fish

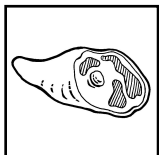


beef

beef

befe

beefe

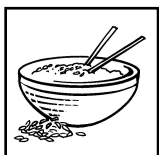


pork

park

pork

pok

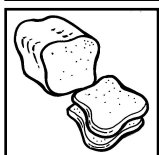


rice

rise

riec

rice



bread

bred

bread

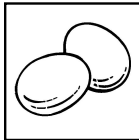
braed

Instructors can

- Review the question, "How do you spell ___?"
- Ask learners, "How do you spell ___?" Learners respond by spelling the words.
- Say a word and ask learners to point to it.
- Write the words on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

Learners can

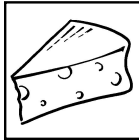
- Fill in the blanks with the correct letter.
- Work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the fruit. The other learner asks, "How do you spell ___?" The learner with the completed words spells the word as the other learner fills in the blanks.
- After filling in the blanks, learners can cut up the page and match the words with the pictures



eggs

__ggs

egg__



cheese

__ __eese

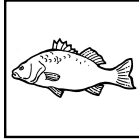
chee__e



chicken

__ __icken

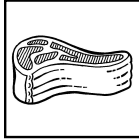
chicke__



fish

__ish

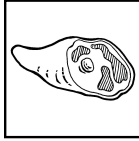
fi__ __



beef

__eef

bee__



pork

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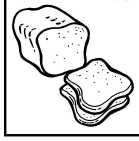
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ri__e



bread

__read

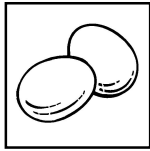
brea__

Instructors can

- Say words and ask learners to point to them.
- Say the words for the pictures and ask learners to circle the words.

Learners can

- Read the words on this page.
- Look at the picture. Read the two words beside the picture. Circle the correct word.
- Cut up the pictures and the words. Match the words with the pictures.
- Cut up the words. Put the same words together.



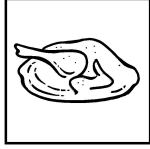
eggs

rice



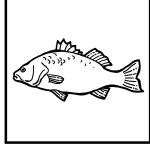
cheese

fish



chicken

bread



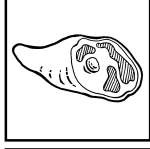
pork

fish



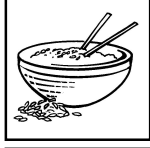
beef

eggs



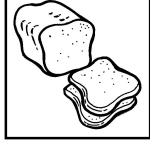
cheese

pork



fish

rice



bread

chicken

Instructors can

- Teach the verb 'to like'.
- Teach the negative form of 'to like'.
- Show a picture of food. Ask learners to say whether they like or don't like this food.
- Write some food words on a separate paper. Show a word and ask learners to say whether they like or don't like this food.

Learners can

- Write food words in the blanks.
- Read the sentences to a partner.
- Change the subject of the sentence (e.g., my daughter, my wife, etc.)
- Practice the sentences substituting names of people in the class.
- Refer to previous pages for help with spelling.
- Copy the sentences to a separate paper.



I like _____.

I don't like _____.

I like _____.

I don't like _____.

I like _____.

I don't like _____.

I like _____.

I don't like _____.

I like _____.

I don't like _____.

Instructors can

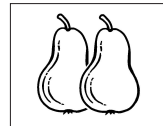
- Teach the question "Do you have any ___?" Also teach the responses, "Yes, here you are" or "Yes, over there" and "No, sorry I/we don't."
- Write the appropriate responses on the whiteboard so learners can refer to it when needed.
- Distribute several familiar pictures of food. Practice asking and responding to the question, "Do you have any ___?"
- Substitute the pictures on this page with other food vocabulary.

Learners can

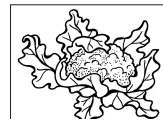
- Fill in the blank with the word of the picture.
- Refer to the previous pages for help with spelling.
- Read the sentences to people in the class.



Excuse me, do you have any _____?



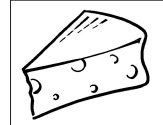
Excuse me, do you have any _____?


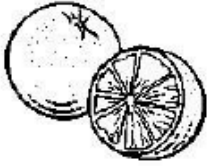

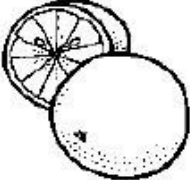
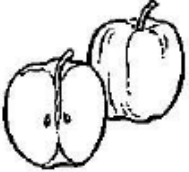



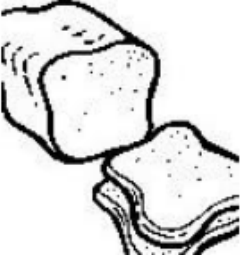
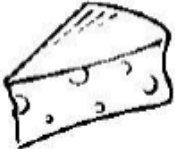




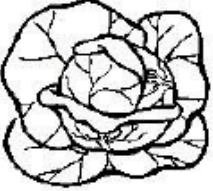







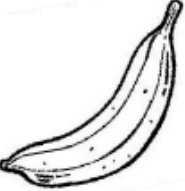





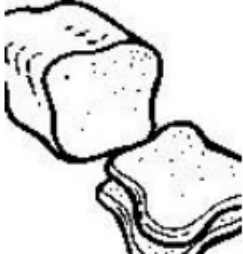
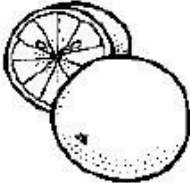




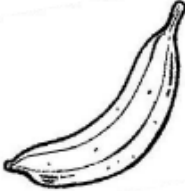
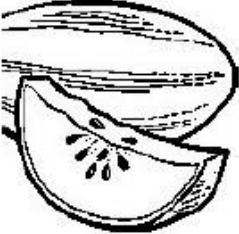
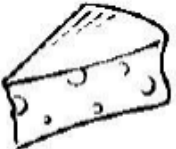


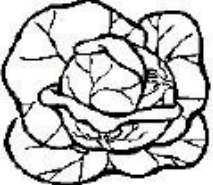
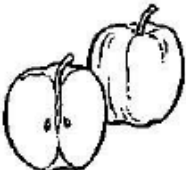


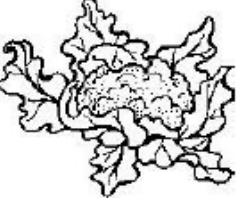
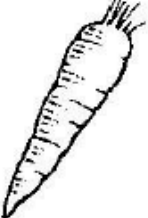
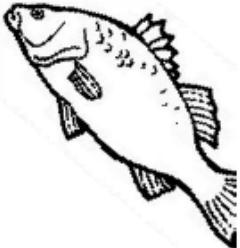
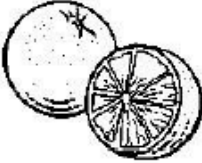


Excuse me, do you have any _____?






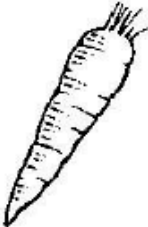

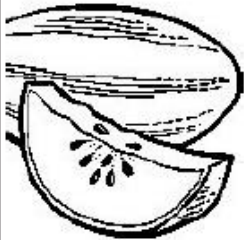
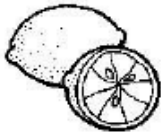





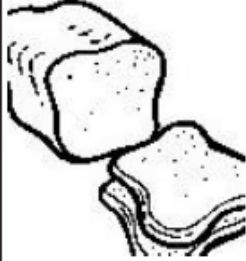




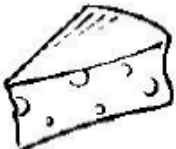


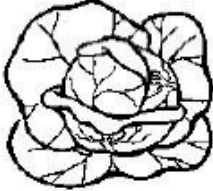



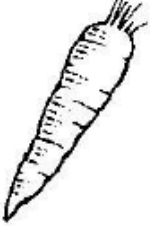


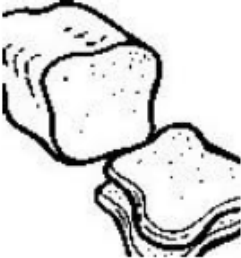

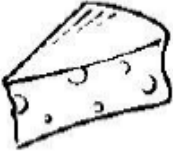







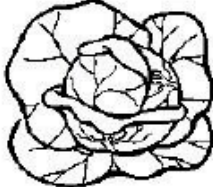



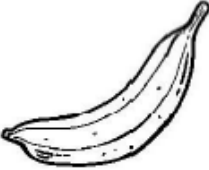
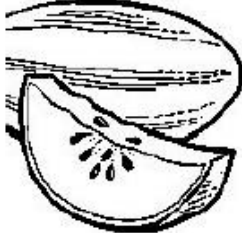





Excuse me, do you have any _____?

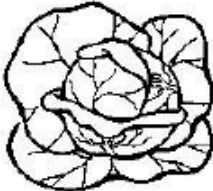
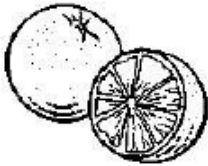

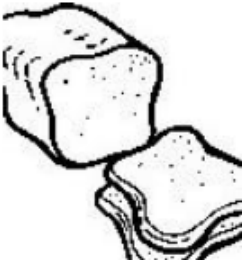
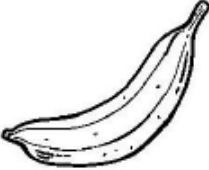




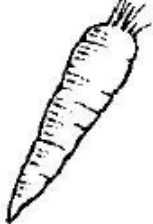





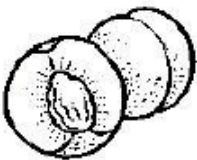
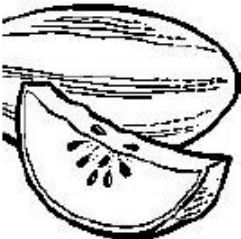
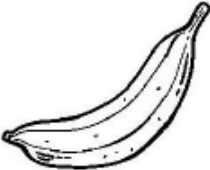





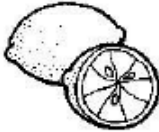







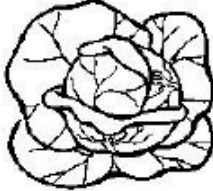

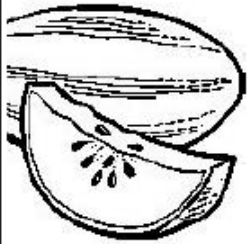


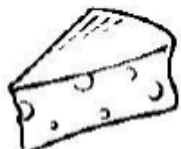




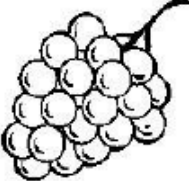






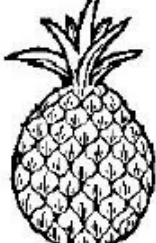

B	I	N	G	O
				
				
		free		
				
				




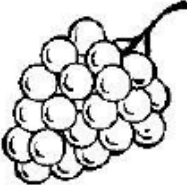

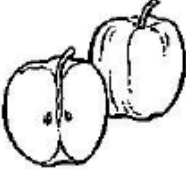



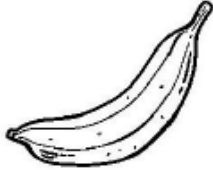
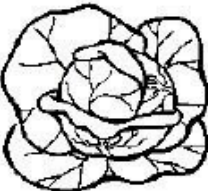



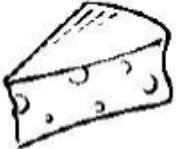



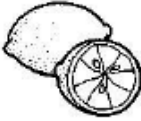
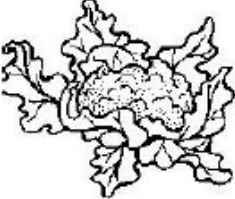




B	I	N	G	O
				
				
		free		
				
				







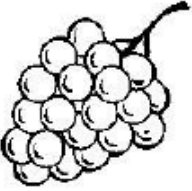
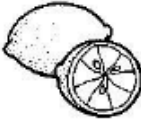

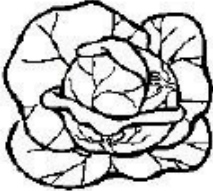



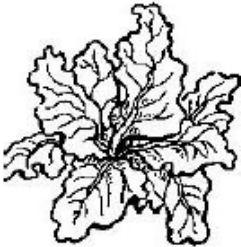
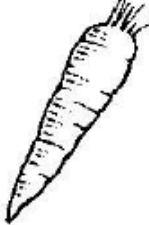
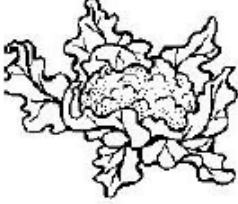



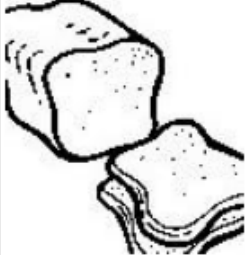



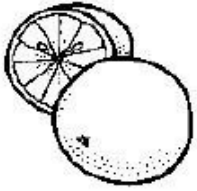
B	I	N	G	O
				
				
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B	I	N	G	O
				
				
		free		
				
				

B	I	N	G	O
				
				
		free		
				
				

B	I	N	G	O
		free		

banana

orange

peach

kiwi

apple

lemon

pear

pineapple

plum

strawberry

watermelon

mango

grapefruit

cantaloupe

cherries

grapes

each

kg

cabbage

broccoli

spinach

green
pepper

beans

carrot

cauliflower

garlic

mushroom

lettuce

potato

peas

tomato

onion

olives

ginger

eggs

cheese

bread

rice

chicken

fish

beef

pork

like

don't like

HOME

Do you have a DVD player?

Objective

- Identify common household items.

Goals

- Learn the names of common household items.

Suggestions

- After completing the vocabulary in this chapter, cut all the words out and ask learners to group them into rooms of the house.
- You can introduce colors associated with household items. Teach the question, "What color is your ___?" Practice responding with a variety of colors.
- You may want to introduce the concepts of flea markets and yard sales for learners not already familiar with them.

Activities

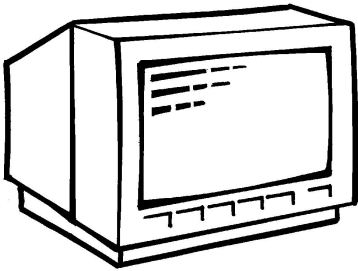
- Introduce the question, "Where is the ___?" Also, introduce basic prepositions. Look at the pictures of the rooms in this chapter and describe, using prepositions, where each item is.
- Use the sales flyers to make an information gap activity. See page 13.8 for an example of an information gap activity.
- Write the words in this chapter on separate pieces of paper. Ask learners to take the words home and tape them to the items (e.g. tape the word 'fridge' on the fridge.) Ask them to read the words each time they pass by the item in their home.
- Choose one room at a time and ask learners to collect pictures from magazines, newspapers or flyers of items in that room. Keep these pictures in a large envelope or glue them on Bristol board. Collect these over time, reviewing the vocabulary frequently. Eventually, items in all rooms will be represented. Learners can ask each other, "Do you have a ___?" responding with the appropriate responses. This can lead to a discussion about present furniture and appliances and descriptions of homes and household items in learners' previous homes.

Instructors can

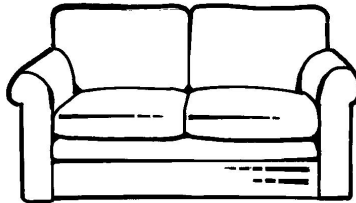
- Say the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can

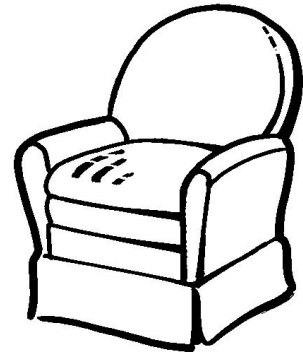
- Read the words.
- Write these words on a separate paper.
- Cut up the words and the pictures, and then match them.
- Cut the words in half. Mix them up and put the words back together.
- Cut out the words and put them in alphabetical order.
- Cut out the pictures and put them in alphabetical order.



TV



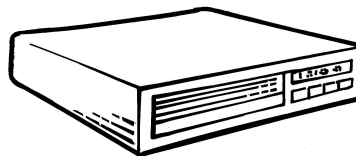
couch



chair



bookcase



DVD player



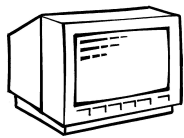
coffee table

Instructors can

- Review the question, "How do you spell ___?"
- Ask learners, "How do you spell ___?" Learners respond by spelling the words.
- Say a word and ask learners to point to it.
- Write the words on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

Learners can

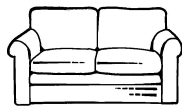
- Fill in the blanks with the correct letter.
- Work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the household item. The other learner asks, "How do you spell that?" The learner with the completed words spells the word as the other learner fills in the blanks.
- After filling in the blanks, learners can cut out the words and pictures and then match them.



TV

__V

T__



couch

__ouch

cou__ __



chair

__ __air

chai__



bookcase

__ookcase

bookca__e



DVD player

__VD __layer

DV__ playe__



coffee table

__offee __able

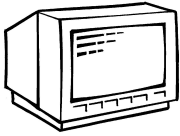
coffe__ tab__e

Instructors can

- Say words and ask learners to point to them.
- Say the words for the pictures and ask learners to circle the words.
- Write the words on separate pieces of paper. Show learners a word and ask them to circle all of the same words.

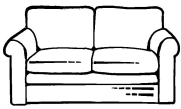
Learners can

- Read the words.
- Circle the correct word.
- Cut up the pictures and the words. Match the words with the pictures.
- Cut up the words. Mix them up and group the same words together.



DVD player

TV



couch

bookcase



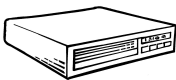
chair

coffee table



TV

bookcase



DVD player

couch



coffee table

chair

Instructors can

- Say the sentences and ask learners to say "yes" or "no".
- Say a sentence and ask learners to point to the sentence.
- Say a sentence and ask learners to repeat the sentence.
- Teach the question, "Do you have a ___?"

Learners can

- Read the sentences.
- Circle "yes", if the sentence is true and circle "no", if it is not true.
- Copy the true sentences on a separate paper.
- Ask each other, "Do you have a ___?"
- Work in pairs. Learner A asks their partner, "Do you have a ___?" Learner B says either "yes" or "no". Learner A circles 'yes' or 'no'.

I have a **TV**.

yes

no

I have a **couch**.

yes

no

I have a **chair**.

yes

no

I have a **bookcase**.

yes

no

I have a **DVD player**.

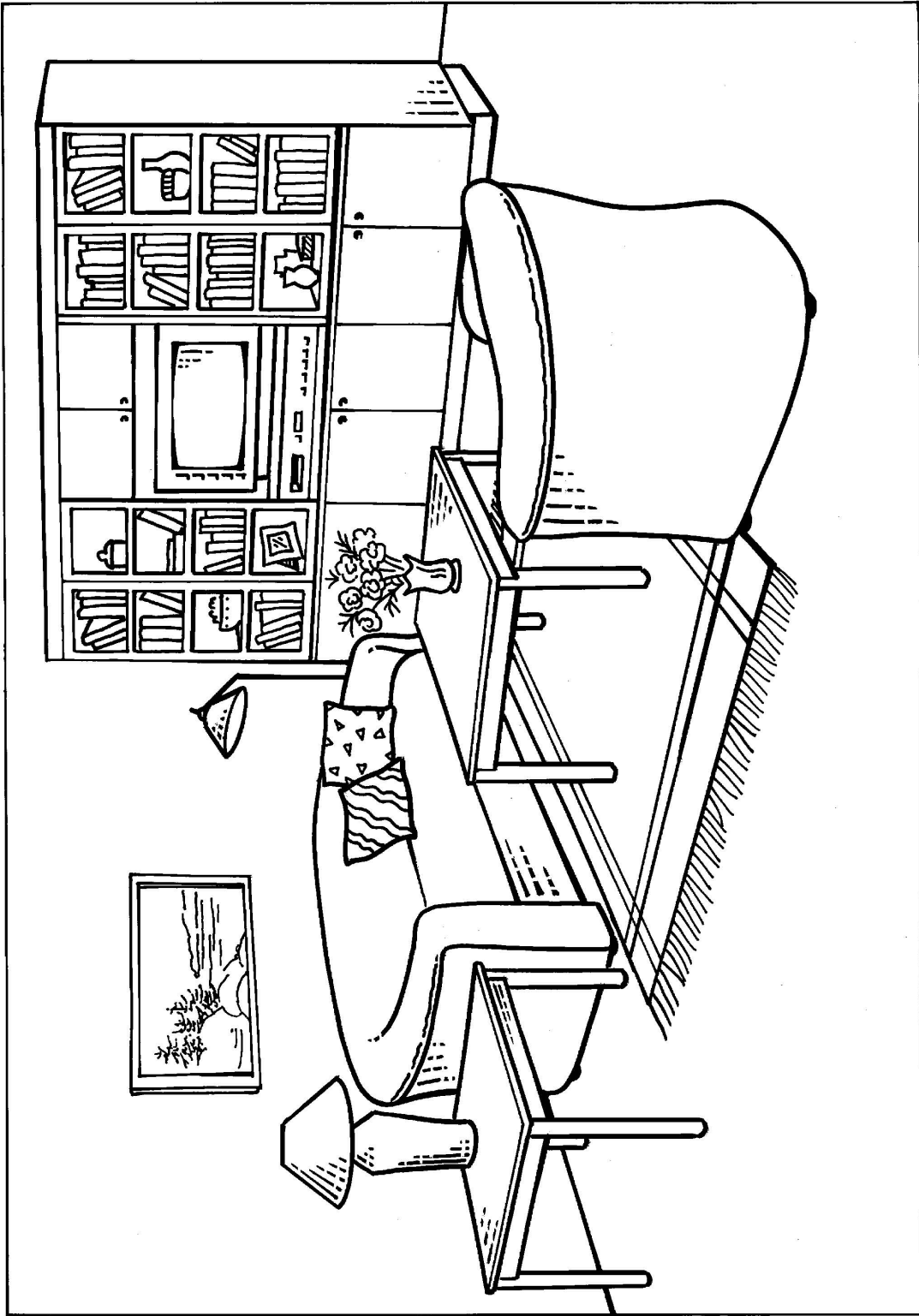
yes

no

I have a **coffee table**.

yes

no



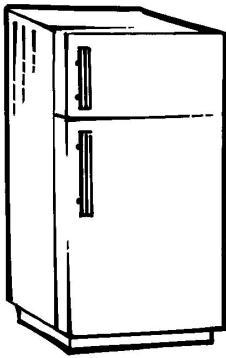
living room

Instructors can

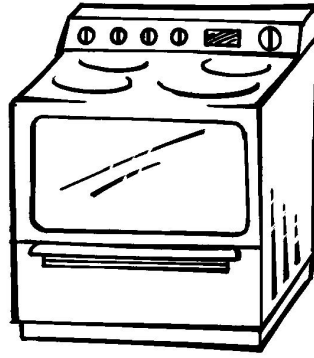
- Say the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can

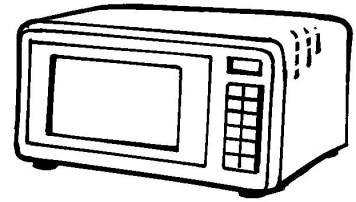
- Read the words.
- Write these words on a separate paper.
- Cut up the words and the pictures, and then match them.
- Cut the words in half. Mix them up and put the words back together.
- Cut out the words and put them in alphabetical order.
- Cut out the pictures and put them in alphabetical order.



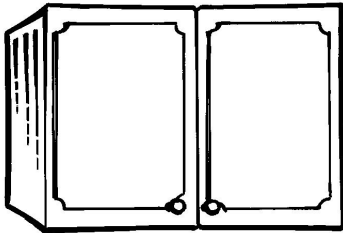
fridge



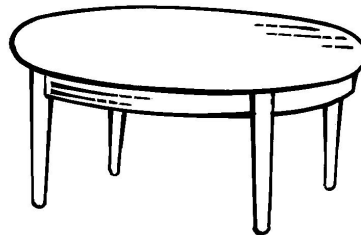
stove



microwave



cupboard



table



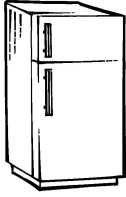
broom

Instructors can

- Say the words in the left column. Ask learners to repeat the words.

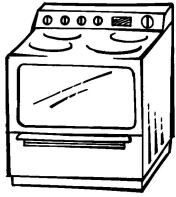
Learners can

- Read the words in the left column.
- Circle the words on each line.



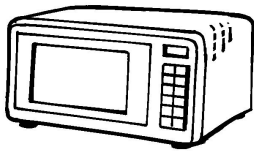
fridge

fripfridgespwfridgeeunbz



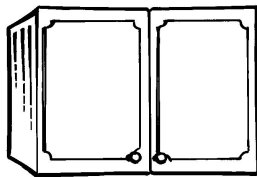
stove

evotsstoveequcfstststove



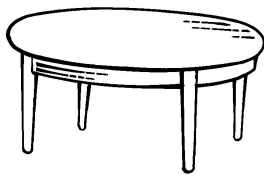
microwave

micromicrowavewavemvtu



cupboard

cupboardwrtypcupboarddf



table

adxlmtableelbatwbbleeru



broom

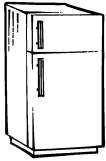
prppoomrbroomsacbm dom

Instructors can

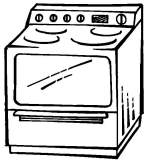
- Say a word and ask learners to point to it.
- Say a word and ask learners to write the word in the blank.
- Write these words on separate pieces of paper. Show learners a word from this page and ask them to point to the same word.
- Fill in some of the blanks to make the activity easier.

Learners can

- Look at the pictures and read the words beside the pictures.
- Copy the words into the blanks.
- Fold the paper so the words are hidden and write the words in the blanks.
- Work in pairs. Cut the words off this paper. Cut the list of words in half. Practice answering, "How do you spell ___?" One learner spells the word and the other learner writes it in the blank.



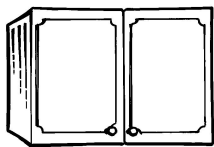
fridge



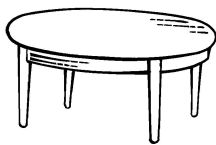
stove



microwave



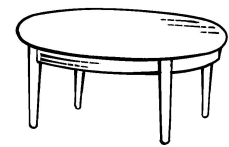
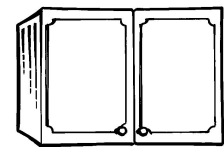
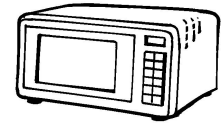
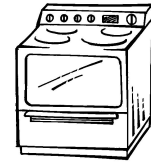
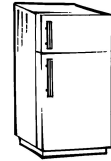
cupboard



table



broom



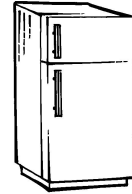
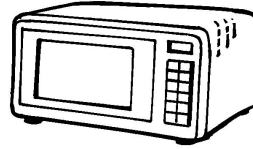
Instructors can

- Say the word and ask learners to circle the correct picture.
- Say the word and ask learners to circle all the pictures of that word.

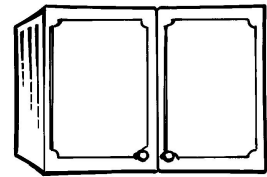
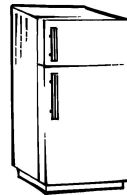
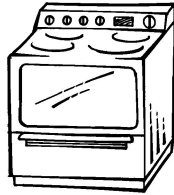
Learners can

- Read the word and circle the correct picture.
- Write the words below the pictures.

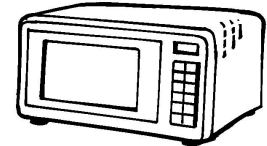
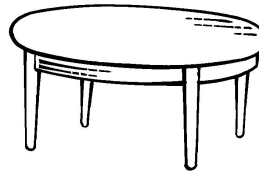
fridge



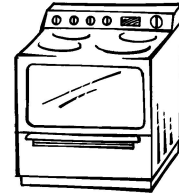
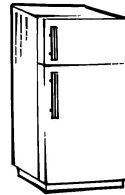
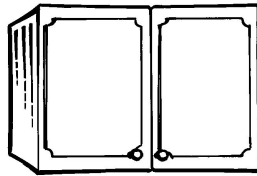
stove



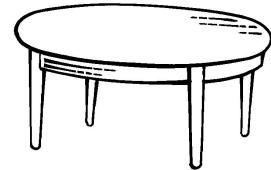
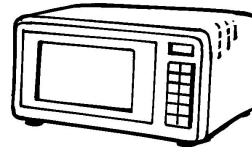
microwave



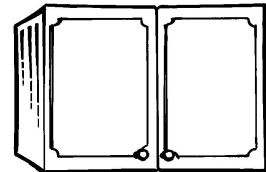
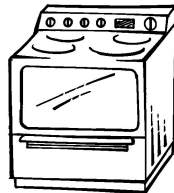
cupboard



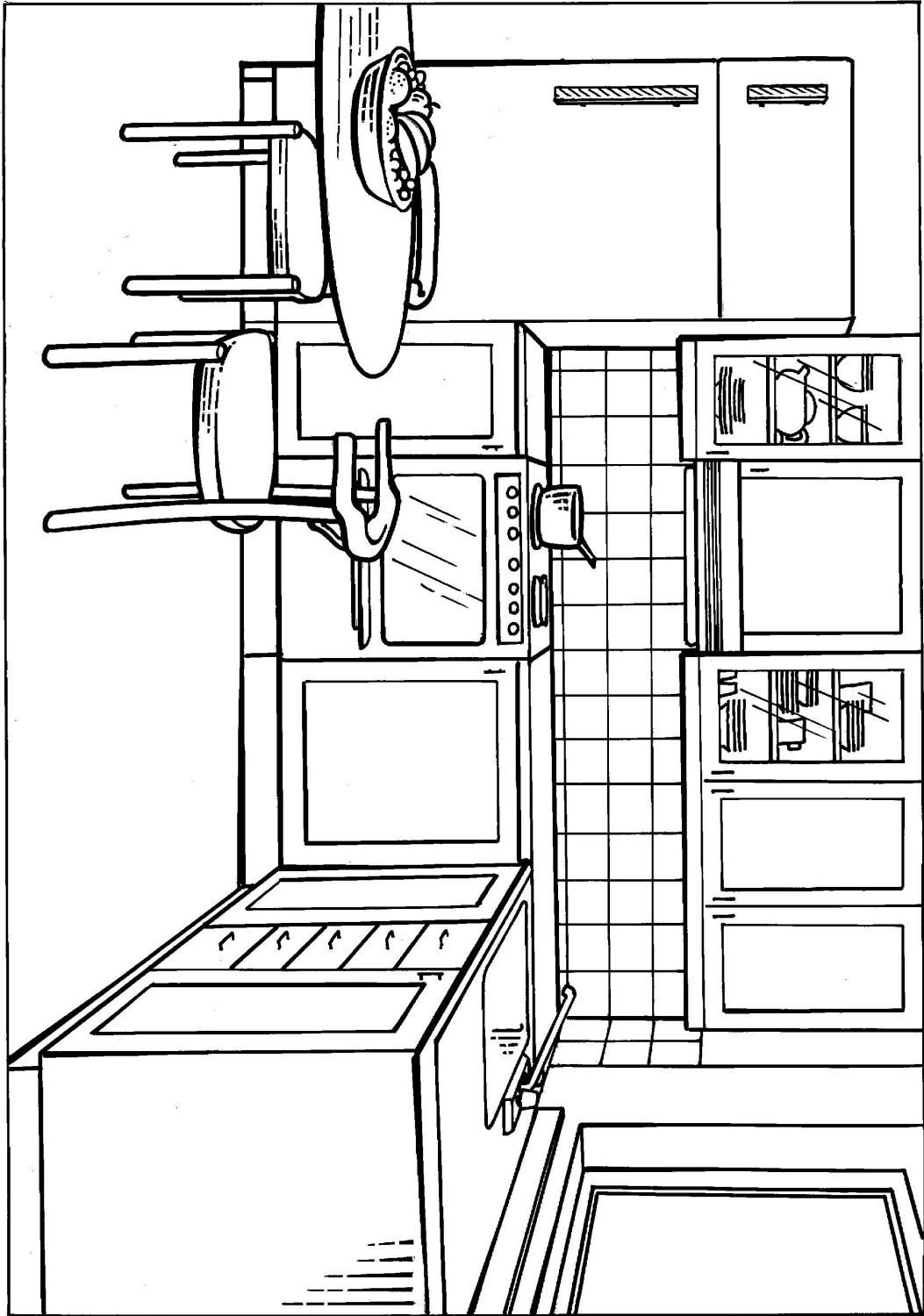
table



broom



Kitchen

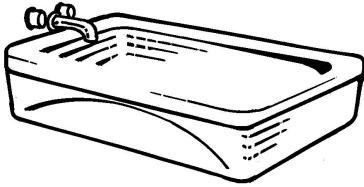


Instructors can

- Say the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can

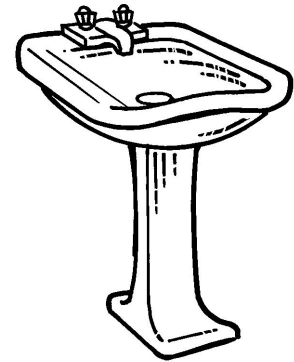
- Read the words.
- Write these words on a separate paper.
- Cut up the words and the pictures, and then match them.
- Cut the words in half. Mix them up and put the words back together.
- Cut out the words and put them in alphabetical order.
- Cut out the pictures and put them in alphabetical order.



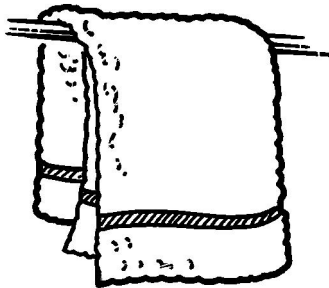
bathtub



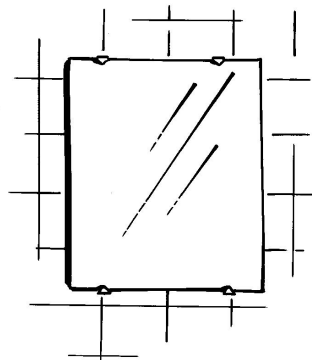
toilet



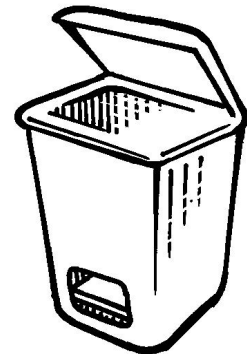
sink



towel



mirror



garbage can

Instructors can

- Review the question, "How do you spell ___?"
- Say the words and ask learners to circle them.
- Say the words and ask learners to spell them.

Learners can

- Read the words.
- Copy the words in the blanks.
- Work in pairs. Fold the paper and ask, "How do you spell ___?" The partner spells the word.



bathtub





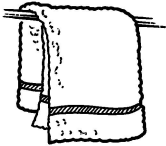


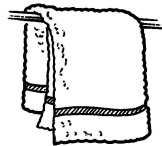
toilet



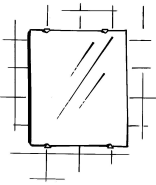
sink



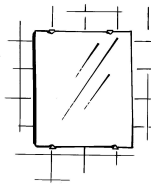




towel



mirror







garbage
can

Instructors can

- Say a word and ask learners to circle it.
- Write the words on separate pieces of paper. Show the words and ask learners to count how many are on the page.
- Write the words on separate pieces of paper. Show a word and ask learners to circle that word on the page.
- Say the first word in each line and ask learners to repeat the word.

Learners can

- Read the first word on each line and circle the same word.
- Cut up and group the same words together.
- Copy the words on to a separate paper.

bathtub

mirror

toilet

bathtub

toilet

toilet

towel

sink

sink

towel

sink

garbage can

towel

towel

mirror

bathtub

mirror

sink

bathtub

mirror

garbage can

toilet

bathtub

garbage can

Instructors can

- Say the words in the left column. Ask learners to repeat the words.
- Say a word and ask learners to point to it.

Learners can

- Read the words in the left column.
- Circle the correct spelling.



bathtub

pathtub

bathtub



toilet

toile

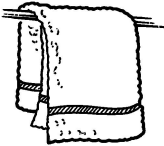
toilet



sink

sinc

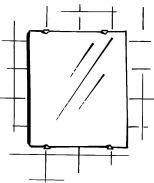
sink



towel

towel

tewol



mirror

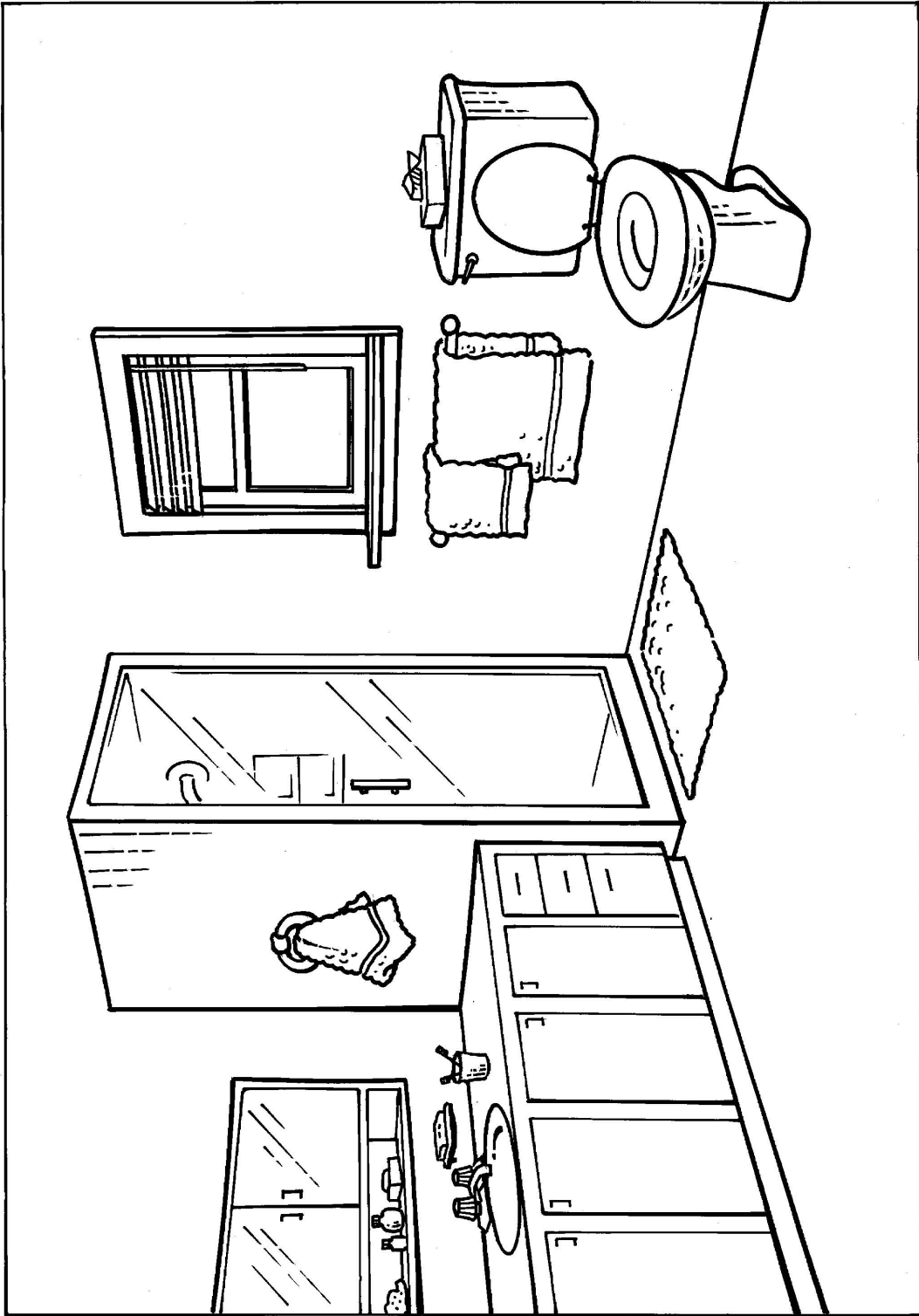
miror

mirror



garbage can

darbage can garbage can



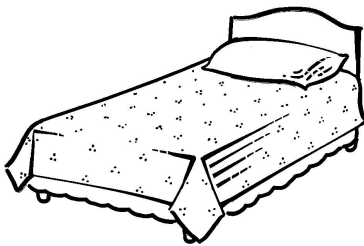
bathroom

Instructors can

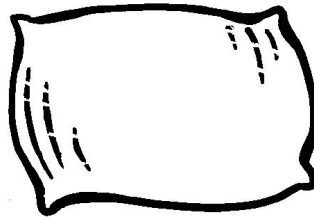
- Say the words and ask learners to point to them.
- Write the words on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can

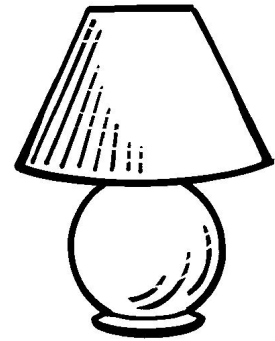
- Read the words.
- Write these words on a separate paper.
- Cut up the words and the pictures, and then match them.
- Cut the words in half. Mix them up and put the words back together.
- Cut out the words and put them in alphabetical order.
- Cut out the pictures and put them in alphabetical order.



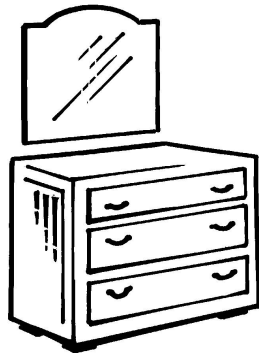
bed



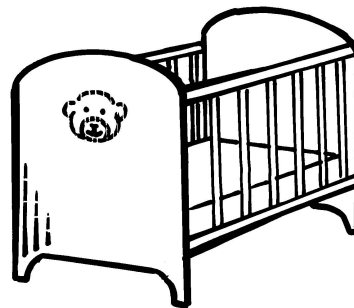
pillow



lamp



dresser



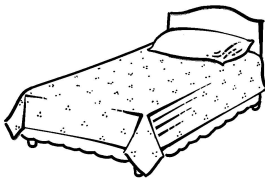
crib

Instructors can

- Review the question, "How do you spell ___?"
- Ask learners, "How do you spell ___?" Learners respond by spelling the words.
- Say a word and ask learners to point to it.
- Write the words on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

Learners can

- Fill in the blanks with the correct letter.
- Work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the household item. The other learner asks, "How do you spell that?" The learner with the completed words spells the word as their partner fills in the blanks.
- After filling in the blanks, learners can cut up the page and match the words with the pictures



bed

__ed

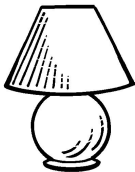
be__



pillow

__illow

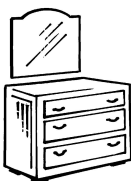
pill__w



lamp

__amp

lam__



dresser

__resser

dresse__



crib

__rib

cri__

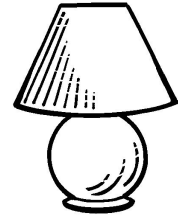
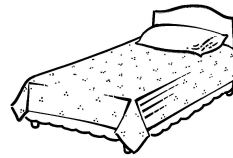
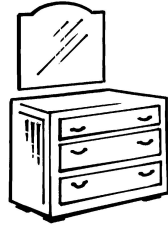
Instructors can

- Say the word and ask learners to circle the correct picture.
- Say the word and ask learners to circle all the pictures of that word.

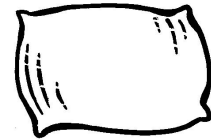
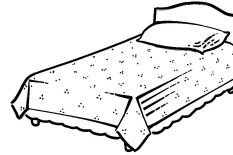
Learners can

- Read the word and circle the correct picture.
- Write the words below the pictures.

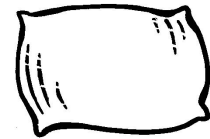
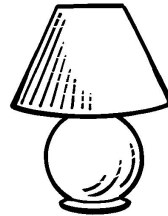
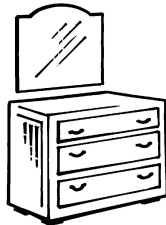
bed



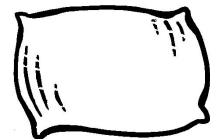
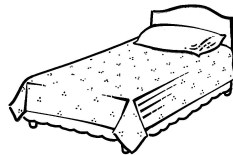
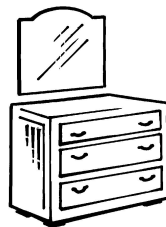
pillow



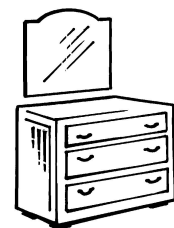
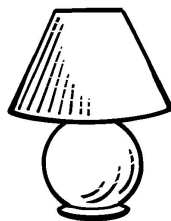
lamp



dresser



crib

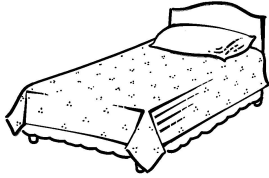


Instructors can

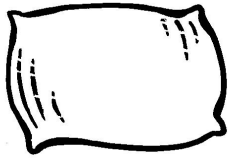
- Review the question, "How do you spell__?"
- Say the words and ask learners to point to, or circle, the same word.
- Say the words and ask learners to spell them.
- Say the words and ask learners to fill in the blanks.

Learners can

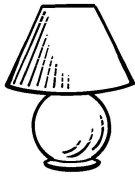
- Read the words.
- Copy the words in the blanks.
- Work in pairs. Learner A covers the words and asks, "How do you spell __?" Learner B spells the word. Learner A listens and writes the word in the blank.



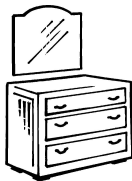
bed



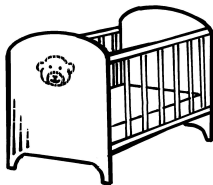
pillow



lamp

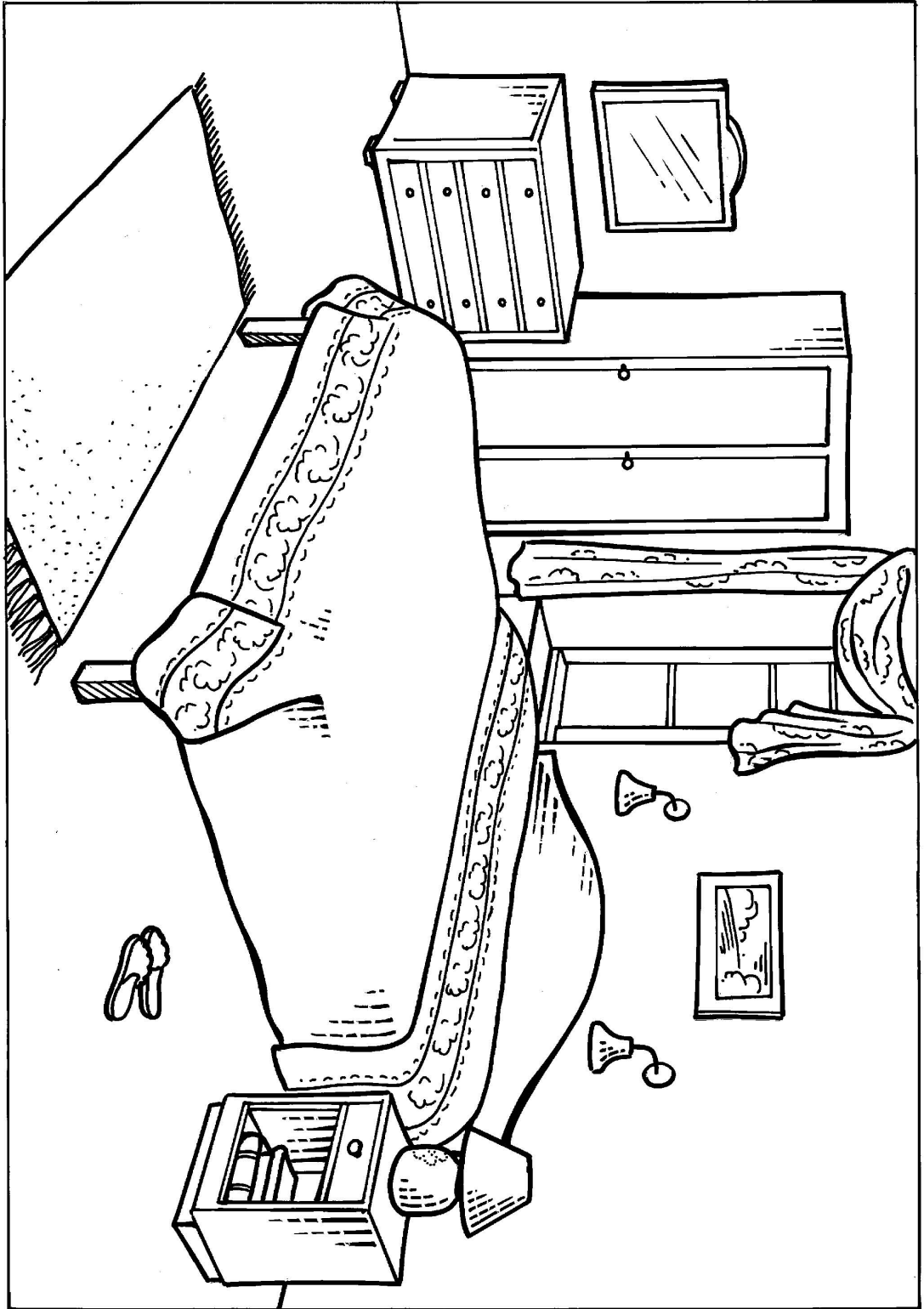


dresser



crib

bedroom



Find and Circle

a	b	c	d	b	o	o	k	c	a	s	e	e
l	h	t	p	m	i	r	r	o	r	d	p	g
a	b	o	i	m	t	a	c	f	v	r	s	c
m	r	i	l	z	a	s	o	w	c	e	h	u
p	o	l	l	p	b	i	u	c	r	s	m	p
a	o	e	o	l	l	n	c	t	v	s	i	b
o	m	t	w	j	e	k	h	w	e	e	c	o
g	a	r	b	a	g	e	c	a	n	r	r	a
b	e	d	i	b	a	t	h	t	u	b	o	r
c	o	f	f	e	e	t	a	b	l	e	w	d
c	r	i	b	i	y	c	h	a	i	r	a	a
s	t	o	v	e	t	o	w	e	l	s	v	b
q	f	r	i	d	g	e	r	x	p	n	e	n

fridge

tv

bathtub

pillow

stove

couch

toilet

lamp

microwave

chair

sink

dresser

cupboard

bookcase

mirror

crib

table

coffee

garbage

towel

broom

table

can

bed

bathtub

toilet

sink

towel

mirror

garbage can

bed

pillow

lamp

dresser

crib

TV

couch

chair

bookcase

DVD
player

coffee table	fridge
stove	microwave
cupboard	table
broom	

SELECTED EAL LITERACY RESOURCES

The following is a list of resources that have been helpful both in the development of these materials and in working with EAL literacy learners. This is in no way meant to be a complete list, but rather a list of accessible resources. Many of these resources were gathered for the research of this book and therefore are available from Immigrant Services Association of Nova Scotia (ISANS)

EAL Literacy Books

Cunningham, Helen. (1986). *Having a Baby: An ESL Workbook*. Vancouver Community College English as a Second Language Division.

This illustrated workbook contains vocabulary, dialogues, and exercises to help pregnant women interact with health professionals. Available from Vancouver Community College, King Edward Campus Bookstore, 1155 East Broadway, Vancouver, B.C. V5T 1Y8 fax: (604)871-7311 phone: (604)871-7333 \$7.50 + GST.

House, Jennifer and Rabinowitz, Myrna. (1986). *The Post Office: An ESL Workbook*. Vancouver Community College English as a Second Language Division.

This illustrated workbook contains vocabulary, dialogues, and exercises to help newcomers use and understand the postal system. Available from Vancouver Community College, King Edward Campus Bookstore, 1155 East Broadway, Vancouver, B.C. V5T 1Y8 fax: (604)871-7311 phone: (604)871-7333 \$7.50 + GST.

Rabinowitz, Myrna. (1986). *Having an Operation: An ESL Workbook*. Vancouver Community College English as a Second Language Division.

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<http://www.c-lineproducts.com/templates/templates-dry-erase-pockets.html>

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<http://library.copian.ca/series/changing-lanes-english-second-language-reading-serie>

Real World Tasks.
<http://realworldtasks.ca/>

Other Resources

Alphabet panel (Scholars Choice \$16.99)

Alphabet desk cards (Scholars Choice \$4.50) 100 number board activities (Scholars Choice \$19.99)

Clock face stamp (Kool & Galt \$6.90)

Canadian coin stamps (Kool & Galt 11.76)

Canadian money bingo (Scholars Choice \$14.99)

Tactile numbers (Scholars Choice \$9.95)

Dry erase pockets (Staples \$45.4)

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