

# ELSA for the Workplace 6/7

## Module 1: Self-Assessment

Developed by: Camosun College



Canada



WelcomeBC

*This project is made possible through funding from the  
Government of Canada and the Province of British Columbia*

© Province of British Columbia  
ALL RIGHTS RESERVED

ISBN 978-0-9691844-4-7

The Government of BC grants permission for copies of the pages of this book to be made by ELSA programs and ESL programs in British Columbia for their own use or for use within and by staff and students of the training provider only. For copying in any other circumstances, prior permission in writing must be obtained from the copyright owner.

# Permissions Granted

Canadian Information Centre for International Credentials (CICIC), a unit of the Council of Ministers of Education, Canada (CMEC). *Canada's Education Systems* [www.cmec.ca/Documents/EducationSystemCanada2010.pdf](http://www.cmec.ca/Documents/EducationSystemCanada2010.pdf)  
(See Activities 78 and 118)

Heller, Martha. *Learning How to Network*. (Accessed Aug 5, 2011) [www.cio.com/article/16345/Learning\\_How\\_to\\_Network?page=1&taxonomyId=3127](http://www.cio.com/article/16345/Learning_How_to_Network?page=1&taxonomyId=3127)  
(See Activity 95)

Human Resources and Skills Development Canada. *Essential Skills*. (Accessed Sept 1, 2011)  
[http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home\\_e.shtml](http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home_e.shtml)  
(See Activity 77)

Human Resources and Skills Development Canada. *National Occupational Classification and Career Handbook*. (Accessed Sept 1, 2011) [www23.hrdc-drhc.gc.ca/](http://www23.hrdc-drhc.gc.ca/)  
(See Activity 87)

Human Resources and Skills Development Canada. *10 Myths We Shouldn't Believe About Essential Skills*. Essential Skills. (2006). (Accessed Sept 1, 2011) [http://srv108.services.gc.ca/english/general/Myths\\_e.shtml](http://srv108.services.gc.ca/english/general/Myths_e.shtml)  
(See Activity 89)

Mateas, Lynn, Gail Gaffney, Brenda Kinnear, Adele McAlear. *Scenarios – Dentist and Assistant, Allied Health Report and Curriculum*. (2005) Nepean, Ontario: Algonquin College.  
(See Activity 18-EXT)

McPherson, Alice. *Cooperative Learning Group Activities for College Courses – A Guide for Instructors*. Kwantlen University College. (2000)  
(See Activities 1, 3, 14, 222, 225 and 232)

Morris, Susan and Robin Russell. *Conflict Resolution for ESL Learners – Two Workshops*, TESL Canada Conference in Winnipeg, Manitoba. (Oct 21, 2006).  
(See Activities 34 and 231)

Ronca, Debra. *Do social networking sites improve your ability to network in real life?* (Jul 2, 2009) HowStuffWorks.com. <<http://computer.howstuffworks.com/internet/social-networking/information/social-networking-sites-improve-your-ability-to-network.htm>>  
(Accessed August 8, 2011). (See Activity 99-EXT)

WorkSafeBC (The Workers' Compensation Board of BC). *Cold Water Immersion*. (Accessed Sept 1, 2011) [www.worksafebc.com/publications/health\\_and\\_safety/bulletins/worksafe/assets/pdf/ws0401.pdf](http://www.worksafebc.com/publications/health_and_safety/bulletins/worksafe/assets/pdf/ws0401.pdf)  
(See Activity 4)

WorkSafeBC (The Workers' Compensation Board of BC). *Worker's Report of Injury or Occupational Disease to Employer*. (Accessed Apr 24, 2007) [www.worksafebc.com/forms/assets/PDF/6a.pdf](http://www.worksafebc.com/forms/assets/PDF/6a.pdf)  
(See Activity 4)



# Contents

Introduction to Module 1: Self-Assessment .....	3
At-a-Glance Module 1: Self-Assessment .....	5
Independent Study Plan Packet for Learners who Arrive after Activity 7 .....	9
The Independent Study Plan: Instructor Resource Pages .....	19
<b>Lesson 1</b> .....	46
Activity Plan 1: Welcome or Check-in EFW 6/7 .....	46
Activity Plan 2: Getting to Know You .....	49
Activity Plan 3: Introduction to Case Studies .....	50
Activity Plan 4: Diagnostic: Document Use, Text Reading and Writing .....	53
<b>Lesson 2</b> .....	71
Activity Plan 5: Getting to Know You Quiz (from Activity 2) .....	71
Activity Plan 6: Computer Skills Diagnostic .....	72
Activity Plan 7: Work-related Language Needs Assessment and Independent Study Plan Development ..	75
Activity Plan 8-EXT: Intro to Daily Extension, Vocabulary Activity and Individual Appointments for Independent Study Plan .....	87
<b>Lesson 3</b> .....	90
Activity Plan 9: Introduction to Socio-Cultural Warmers/Cultural Maps .....	90
Activity Plan 10: Listening Diagnostic and Self-Assessment .....	94
Activity Plan 11: Vocabulary: Phrasal Verbs and Idioms .....	103
Activity Plan 12-EXT: Intercultural Reading, Interviews .....	107
<b>Lesson 4</b> .....	114
Activity Plan 13: Ways of Discovering Workplace-Specific Vocabulary .....	114
Activity Plan 14: Introduction to Teamwork .....	120
Activity Plan 15: Vocab Mini Quiz .....	123
Activity Plan 16-EXT: Review Intercultural Reading; Describing Employment Qualifications; Interviews .....	126
<b>Lesson 5</b> .....	132
Activity Plan 17: Introduction to Informational Interviews .....	132
Activity Plan 18: Occupation-Specific Vocabulary .....	134
Activity Plan 19: Vocab Mini Quiz .....	143
Activity Plan 20-EXT: Reflective Writing, Independent Study, Feedback Forms, Interviews .....	147



# Introduction to Module 1: Self-Assessment

---

Module 1 is a 25-hour introduction to the curriculum. It is an opportunity for learners to get to know one another and become familiar with the expectations and approaches used in the course. It is also an opportunity for instructors to become more familiar with the learners' skill levels and needs. For learners in a continuous intake program, it is an opportunity to review what they have already learned and prepare for the remaining modules.

Learners are introduced to some of the threads that they will develop through the course including teamwork, intercultural communication, culture mapping, Essential Skills and reflective practice.

Learners do a number of self-assessments and diagnostics to gauge their skills at and the knowledge of such things as document use, computer skills, phrasal verbs and idioms, and listening.

## Advanced Preparation

For Module 1, you should review the instructor guide in order to have an overall familiarity with the curriculum, as you will need to introduce the curriculum to the learners on Day 1.

As you review the activities for use in your class, note that Activity 14 is intended to familiarize the learners with the facilities at the training site and the neighbourhood, and as such, it will need adaptation to your particular facilities.

Because this is a short module, you will also want begin preparation for subsequent modules, some of which include materials or activities such as videos or workplace visits, which may require some lead time to arrange.

## Assessment

There are no assessments in Module 1. Modules 2 to 5 include CLB references and rubrics, while this module focuses on developing self-awareness of language strengths and needs within the context of work.

## Additional Resources

These introductory notes contain two additional resources.

- **Independent Study Plan Packet for Learners Who Arrive After Activity 7**

In Module 1 – Activity 7, the learners develop an independent study plan. For learners who arrive after Activity 7, there is a small packet of handouts that learners can complete on their own to prepare their independent study plans. As with all your students, you will need to meet with the learners once they have completed the handouts, to help her/him complete the independent study plans.

- **The Independent Study Plan Instructor Resource Pages**

The instructor meets with each learner for about 15 minutes, to help him or her with their independent study plan. The Independent Study Plan Instructor Resource Pages help identify useful activities to recommend to learners. Their format mirrors the Independent Study Inventory that learners have received and presents instructors with suggestions of activities, websites and books for independent study.





# At-a-Glance Module 1: Self-Assessment

---

The At-a-Glance for Module 1 is designed to provide information to assist with your lesson preparation and course planning.

All of the activities are laid out on a weekly basis. Note that the week's activities cover five days of five hours per day, for a total of 25 hours. The activity times are provided as a guideline. Instructors will find that activities may require more or less time, depending upon their class's needs.

All activities are numbered consecutively, and these numbers correspond to the Activity Plans, Handouts and other class materials.

A copy of the At-a-Glance is provided on the course CD so that you can edit it to reflect your particular delivery format. Portions of the At-a-Glance may also be used as part of the instructor-prepared introduction to the projects.

## Symbols Used in the At-a-Glance



Indicates a listening activity. You may need to book the language lab.



The mouse symbol designates a computer activity. You will need to arrange access to a computer lab.



The pencil symbol designates an assessed task. Students may require advance notice of assessment.

ES

This symbol designates Essential Skills practice, integrated with the language learning activity.

TV




This symbol designates viewing a video. You will need to arrange A/V equipment, (DVD or VCR, and TV) for video viewing.



This symbol indicates a stand-alone activity that can easily be moved, delayed, shortened or dropped.



## Module 1: Self-Assessment Lessons 1-5

Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5	
<b>1</b>	30 min Welcome or check-in to EFW	<b>5</b> ♦	30 min Getting to know you quiz based on information gathered in Activity 2	<b>9</b>	40 min Introduction to culture maps/socio-cultural warmers	<b>13</b>	35 min Workplace specific vocabulary – begun in 8-EXT	<b>17</b> ♦	35 min Informational interview introduction
<b>2</b>	30 min Warmer: getting-to-know-you interviews that focus on work	<b>6</b>	30 min  ES Computer skills diagnostic	<b>10</b>	90 min  Listening diagnostic (with speaking implications)	<b>14</b> ♦	80 min Teamwork activity: fact-finding task with teamwork feedback	<b>18</b>	80 min  Workplace specific vocabulary, continued from Activity 13
<b>3</b>	45 min Intro to case studies Discussion on study challenges	<b>7</b>	90 min Work-related language needs assessment Independent study plan development	<b>11</b>	20 min Vocabulary: phrasal verbs and idioms Intro to on-going vocabulary component	<b>15</b> ♦	35 min Vocabulary: phrasal verbs and idioms Mini-quiz gap-fill	<b>19</b> ♦	35 min Vocabulary: phrasal verbs and idioms Mini-quiz gap-fill
<b>4</b>	145 min ES Document use diagnostic, writing self-assessment There is no EXT (Extension) in this Lesson	<b>8-EXT</b>	100 min* Intro to extension Workplace specific vocabulary 15-minute interviews re: independent study plan *(Extensions are usually 75 minutes, except for Module 1)	<b>12-EXT</b>	100 min Intercultural reading and questions 15-minute interviews re: independent study plan	<b>16-EXT</b>	100 min Answers for 12-EXT reading Describing education, experience and skills 15-minute interviews re: independent study plan	<b>20-EXT</b>	100 min Reflections on self-assessment Feedback forms 15-minute interviews re: independent study plan Adjustments to study plans, as needed



# Independent Study Plan Packet for Learners who arrive after Activity 7

---

(4 handouts: Handouts 2 and 3 are double-sided, so there are six pages in total, not including this page.)

Learners study independently during any extra time in class, and in the Extensions, which happen as the final activity in each five-hour lesson. The learners develop an independent study plan to guide this study. The independent study plan is developed in Module 1: Activity 7.

**The following packet of handouts is for use with learners who arrive after Module 1: Activity 7.**

## **Directions to instructor:**

1. Copy the packet and give to learner.
2. Allow them about 30 minutes to complete as much as possible.
3. At a convenient time, meet with the learner to complete and finalize the independent study plan. You can use the Independent Study Plan Instructor Resource Pages to help you identify activities and resources for learners.



**Instructions:**

During certain class times, you will work on work-related language challenges that you have.

- You need to develop an independent study plan to organize this work.
  - These pages will help you get started.
  - Your instructor will meet with you to help you finish your plan.
1. Identify two or three work-related language challenges that you would like to improve. Look at Handout 2 to get some ideas. Write your challenges below.
    - a.
    - b.
    - c.
  2. Complete as much of your Independent Study Plan (Handout 3) as possible. You can look at Handout 4 to get ideas. It's a sample form, completed by a student named Sayeed.
  3. When you have completed as much of Handout 3 as possible, let your instructor know, and she/he will help you finish your plan.





## Independent Study Inventory

Below is a list of independent study topics. You may have other topics you'd like to include in your study plan.

### Speaking and Listening

1. Phone: taking information such as email addresses, names, dates, times and other facts.
2. Phone: common expressions used only on the phone (there are many!).
3. Instructions: understanding what I'm supposed to do (listening activity).
4. Instructions: appropriate ways of telling others what to do.
5. Conversation: strategies such as starting conversations, using common topics and phrases, switching a topic to something new, and ending a conversation naturally.
6. Presenting: language and techniques for giving information to others in a presentation or a sales pitch.
7. Meetings: understanding what's being said.
8. Meetings: sharing my ideas, giving short reports and updates.
9. Small talk: ways to connect with others.
10. General listening skills: understanding what Canadians are saying
11. Discussions: participating in an exchange of differing ideas, perhaps to brainstorm, resolve a conflict or find a solution.
12. Fluency and accuracy: ways to speak more quickly and make fewer mistakes.
13. Buying time: ways to slow a conversation down, ask for repetition, hold the floor.

### Pronunciation

1. Speaking with correct intonation, rhythm, stress and pausing.
2. Vowel Sounds: correct long and short vowels (others can tell the difference).
3. Consonants: clear consonants (others can tell the difference).
4. Linking and chunking words; thought groups.
5. Projecting: speaking with volume and confidence.
6. Names: people, places, abbreviations and acronyms.
7. Pronunciation of workplace terminology that I can read, but not say.
8. Pronunciation of career, profession, or occupation-specific terminology.
9. Pronunciation of letters of the alphabet, for spelling (especially on the phone).

### Vocabulary

1. Work-specific vocabulary.
2. Idioms and slang.
3. Pronunciation of vocabulary I know, but can't say.
4. Spelling (I know words, but can't spell them).
5. Common English names (places and people).
6. Forms: vocabulary commonly used in forms.

### **Document Use (Reading)**

1. Reading emails.
2. Information: finding specific details in text and from tables, graphs, charts, pictures or other visuals.
3. Inferences: finding ideas that are not explicitly given.
4. Summarizing: orally or in writing.
5. Fact and opinion: identifying facts from opinions, and the author's view from the facts.
6. Notes: writing complete notes on what I've read.
7. Speed: reading quickly enough, similar to other readers.
8. Reports: understanding the main points.
9. Forms: understanding the key information.
10. Company documents: understanding important information in documents received at work, such as company newsletters, benefit manuals, union contracts.

### **Writing**

1. Writing emails.
2. Purpose and audience: knowing why I'm writing, and who for.
3. Staying on topic.
4. Format: choosing a good layout: (paragraph, report, email, formal note, informal note, official letter, condolences).
5. Writing quickly enough: (I can write okay, but it takes me such a long time).
6. Forms: filling them in correctly.

### **Computer Skills**

1. Basic skills: logging on and off, using a mouse and the keyboard, printing.
2. Vocabulary: understand essential computer vocabulary.
3. Files: using various computer file functions such as open and save.
4. Windows: using Microsoft Windows.
5. Word: using Microsoft Word.
6. Typing.
7. Email: using email and its different functions.
8. Internet: searching the internet and saving website addresses so that I know where the information came from.

## Independent Study Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. **Language challenge at work:** \_\_\_\_\_

a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

\_\_\_\_\_

b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

\_\_\_\_\_

c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

\_\_\_\_\_

2. **Language challenge at work:** \_\_\_\_\_

a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

\_\_\_\_\_

b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

\_\_\_\_\_

c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

\_\_\_\_\_

**What have I done?**

Every time you work on an activity, record it here. When the sheet is full, continue on a separate sheet.

**Activity**

**Date**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Reading a Completed Independent Study Plan

Below is Sayeed's completed independent study plan. You can use it as an example to help you develop your own plan. Choose your own language challenges.

Name: **Sayeed Farjani**

Date: August 20, 2012

1. **Language challenge at work:** Understanding telephone calls.
  - a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***Work with classmates to have them leave phone messages for me that contain email addresses, phone numbers, home addresses and other things that are hard to catch. I can check my answers with them.***
  - b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***General listening practice, including dictations and pronouncing letters of the alphabet. Do online listening activities. Resource: <http://www.betterenglish.org.ph/Pronunciation/Listening.htm>***
  - c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***Pronunciation practice, letters of the alphabet. I'm going to practise spelling lots of names and numbers. If I get better at this myself, I'm sure that I'll understand more easily when someone spells something for me.***
  
2. **Language challenge at work:** Filling in forms.
  - a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***Practise filling in forms. My instructor has given me a link to a book with a lot of exercises on forms. I might buy it (it's cheap), or ask my local library to get it. Resource: [http://www.schoolebookstore.com/index.php?main\\_page=product\\_info&cPath=6\\_987\\_912&products\\_id=11738](http://www.schoolebookstore.com/index.php?main_page=product_info&cPath=6_987_912&products_id=11738)***
  - b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***My workplace forms. I'm asking my boss to provide me with copies and printouts of all our forms, whether paper forms or computer forms. I'll get help from my instructor and from workmates understanding any vocabulary words I can't find on my own, in the dictionary or online, or any columns I don't know how to fill out.***
  - c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***I'm going to search online for as many forms as possible and print them and try to fill them out. My instructor told me that it's common for forms to have unusual vocabulary. I want to learn it.***



# The Independent Study Plan: Instructor Resource Pages

---





## The Independent Study Plan: Instructor Resource Pages

The instructor meets with each learner for about 15 minutes to help him or her with the independent study plan. The Independent Study Plan Instructor Resource Pages help identify useful activities to recommend to learners. The format mirrors the Independent Study Inventory that learners have received and presents instructors with suggestions of activities, websites and books for independent study.

Directions: In **Module 1 – Activity 7**, learners begin development of an independent study plan. Learners who arrive after **Activity 7** are given the Independent Study Plan Packet. In either case, the instructor meets independently with each learner for about 15 minutes to help them complete their independent study plan.

The following resource pages are intended to help the instructor share ideas with the learner about ways to meet their workplace focused language needs. The resource pages are arranged in the same manner as the Independent Study Inventory that learners used to develop their plans. In these pages, there are suggested activities, websites and books to help meet the study needs to the learners.

**NB:** *Occasionally, two or three items from the Independent Study Inventory are grouped together because of the overlap of useful exercises or references. For example, inventory speaking and listening – items 5 and 13 – have been grouped together; pronunciation items 1 and 5 have been grouped together.*



## Independent Study Inventory

### Speaking and Listening

#### 1. Phone: Taking information such as email addresses, names, dates, times and other facts

- **Possible Activity:** A learner asks other learners in the class to call her/his phone number and leave messages with details that need to be written down, such as phone numbers, spelled names, addresses and websites.
- **Possible Activity:** Learners can listen to a LINC 6 activity on clarifying numbers and names and can recreate the conversation substituting different names, addresses, credit card numbers and clarification questions for each other. The activity is in Chapter 7: Activity Listening, Ex. 2, and can be found at [www.moresettlement.org/linc5-7.web/telephone.calls/LINC6/06.telephone.strategies/06.tel.strat.act2.mc.listen.htm](http://www.moresettlement.org/linc5-7.web/telephone.calls/LINC6/06.telephone.strategies/06.tel.strat.act2.mc.listen.htm), or it can be found by doing a Google search of *LINC 5-7 classroom activities telephone*.
- **Internet resource:** This link was found by using Google to search *esl telephone activities*. LINC 5 -7 Classroom Activities – Vol. 2 ([www.settlementatwork.org](http://www.settlementatwork.org)) has three very comprehensive chapters on telephone use. LINC 5 materials deal with practical situations and common phrases. LINC 6 and 7 also each have an exercise on identifying numbers at an appropriate level. [atwork.settlement.org/downloads/atwork/LINC\\_5-7\\_Classroom\\_Activities\\_Volume2.pdf](http://atwork.settlement.org/downloads/atwork/LINC_5-7_Classroom_Activities_Volume2.pdf). This online resource also has listening activities on telephone numbers [www.esl-lab.com/phone.htm](http://www.esl-lab.com/phone.htm)
- **Book:** *Telephone English*, by John Hughes (Macmillan). This link will lead to the publisher: [www.macmillanenglish.com/Course.aspx?id=28500](http://www.macmillanenglish.com/Course.aspx?id=28500)

#### 2. Phone: Common expressions used only on the phone (there are many!)

- **Possible Activity:** Learners can create a list of demanding common phrases from their own knowledge, or from an accessible resource such as *The Grab Bag of Telephone Activities*, and practise in groups of three, adding phrases into ad-libbed conversations. Two learners participate in the phone exchange and the third (or third and fourth) listen to count up the number of target phrases used correctly. Learners could also do this in a listening lab environment.
- **Possible Activity:** Learners can print out the 13 telephone-related tasks, with a focus on business in a sample unit provided from *Telephoning in English*, (Oxford University Press/Oxford). A Google search of the book's title will lead to the material. They could complete the exercises alone or together. A free download with audio can be accessed through *ebook3000* at [www.ebook3000.com/Telephoning-in-English\\_22747.html](http://www.ebook3000.com/Telephoning-in-English_22747.html)
- **Internet Resource:** [www.usingenglish.com/files/pdf/business-english-telephone-interviews-tips-and-language.pdf](http://www.usingenglish.com/files/pdf/business-english-telephone-interviews-tips-and-language.pdf), written by John Case for [www.usingenglish.com](http://www.usingenglish.com) is a useful telephone activity relating to the business world that learners can do alone. Also, [english-learners.com/2010/03/common-telephone-conversation-phrases.html](http://english-learners.com/2010/03/common-telephone-conversation-phrases.html) has common phrases. These links were found by using Google to search *telephone skills*, *esl activities* and *common telephone phrases*.
- **Internet Resource:** The American website, Voice of America, has descriptions and examples of basic telephone-related phrasal verbs and audio exercises. These can be found at: [www.voanews.com/learningenglish/theclassroom/activities/](http://www.voanews.com/learningenglish/theclassroom/activities/) or by doing a Google search of *voa telephone esl*.

There are several recent books out on telephone English. Titles listed on previous page, or:

- **Book:** *The Grab Bag of Telephone Activities: A Collection of Telephone-Related Activities for ESL Classrooms*, Elizabeth Ganong and Dan Ingram, (ESL Resources, 2002). This link will lead to the publisher: [www.eslresources.com](http://www.eslresources.com).

Other good resources for this activity include:

- **Book:** *Who's Calling? Person-to-Person and Person-to-Person* by Douglas Billet. (Media Training Corporation). This link will lead directly to a bookseller; otherwise, it is carried in the Vancouver Community College bookstore: [www.abebooks.com/9782912460004/CALLING-1-PERSON-TO-PERSON-DOUGLAS-BILLET-291246000X/plp](http://www.abebooks.com/9782912460004/CALLING-1-PERSON-TO-PERSON-DOUGLAS-BILLET-291246000X/plp)
- **Book:** *English for Telephoning*, David Smith (Oxford).
- **Book:** *Telephoning in English*, by B. Jean Naterop and Rod Revell (Cambridge University Press/Cambridge). An additional list of resources from 2003 can be found at: [literacynet.org/esl/minigrants/telephoneskills/resources.pdf](http://literacynet.org/esl/minigrants/telephoneskills/resources.pdf)
- **Possible Activity:** Learners practise placing telephone calls (with or without real phones, but sitting or standing facing away from each other) engaging a particular mood or tone (happy, business-like, concerned, sad, annoyed, distraught, confused, irritated, tired, nervous, fearful, defensive) and see if the listener is able to respond with an appropriate rejoinder. Learners can provide each other with feedback on how they felt and the response they received.
- **Possible Activity:** Learners practise recognizing emotional tones and matching them to both visual images and audio. A good one-page activity on understanding emotional states at CLB 5/6 levels can be found on pg. 267 of the LINC 5-7 Classroom Resources, Volume 1, Chapter 3. Learners can do the accompanying straight-forward and easy-to-understand (Audio 3.5), which can be linked to through [atwork.settlement.org/sys/atwork\\_library\\_detail.asp?doc\\_id=1004967#audio](http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1004967#audio). This activity can also be found by doing a Google search of *settlement at work LINC 5 audio files*.
- **Possible Activity:** Learners can match a wide range of graphic depictions of common moods and emotional or mental states using emoticons. Emoticons are graphic depictions of moods or emotional states, which are commonly seen in 'happy face' formats. They can be found on learners' cell phones or through Microsoft Clip Art.
- **Internet Resource:** [www.ehow.com/video\\_4989465\\_active-telephone-listening.html](http://www.ehow.com/video_4989465_active-telephone-listening.html)  
This simple, easy-to-understand resource contains a video script so that listeners can confirm. Self-directed activities can also be found at [www.settlementatwork.org/lincdocs/linc5-7/index.html](http://www.settlementatwork.org/lincdocs/linc5-7/index.html), in LINC 5, Ex. 10, Active Listening, activities 1-4. These exercises are particularly good for learners who need an explanation of terms and examples. There are also audio activities linked to this unit in the purchasable material. These links were found by using Google to search *esl telephone active listening activities* and *LINC 7, Chapter 7, Telephone*.
- **Book:** In addition to any of the titles listed above, resources that contain appropriate responses help learners understand the importance of listening to what has been said, not only to what is expected. Test prep materials, such as *Longman TOEIC Test Preparation*, with Answer Key and Audio, located in the Pearson ELT catalogue or through this link: ([eltcatalogue.pearson.com/Product.asp?CallingPage=Catalogue&ISBN=9780131993068&SearchTerm](http://eltcatalogue.pearson.com/Product.asp?CallingPage=Catalogue&ISBN=9780131993068&SearchTerm)).
- **Book:** *Sound Advice*, by Stacy Hagen (Longman Publishers/Longman) assist learners with choosing appropriate responses in Chapters 10-13.
- **Book:** *Side By Side Book 4 Plus*, with life skills, US literacy standards and test prep (Pearson Longman), by Steven Molinsky and Bill Bliss has scripted, if stilted, conversational maps on verbally dealing with negative situations. This will link directly to this enhanced version of the *Side by Side* series: [www.longmanhomeusa.com/products.php?mid=24&pid=F-072-2](http://www.longmanhomeusa.com/products.php?mid=24&pid=F-072-2). A Google search of *Side by Side Book 4 Plus* will lead directly to purchasing information.

**3. Instructions: Understanding what I'm supposed to do (listening activity)**

**4. Instructions: Appropriate ways of telling others what to do (speaking activity)**

- **Possible Speaking Activity for Instructions:** Learners can research how to operate or put together simple machinery, appliances, home purchases or office equipment and later share their findings with each other using short, simple, paraphrased sets of instructions. The instructions can then be written out in note form and collected. Depending on the learners' abilities, either the speaker's or, preferably, the listeners' notes can be used. At a later time, the instructions can be randomly passed around a small group (or class) and read out for learners to guess what object is being described.
- **Possible Speaking Activity for Directions:** For directions, learners can provide simple, natural-sounding sets of directions on how to find rooms, office staff, buildings or landmarks connected with their learning environment. To do this, they first can ask native- or native-like speakers to correct their directions (geography and phrasings) before they provide a set of directions to a location, including hand gestures, to other learners. They can also do this by practising providing transit routes or leading classroom routines.
- **Internet Resource:** [www.ehow.com](http://www.ehow.com) provides basic and complex sets of instructions on anything imaginable; [www.youtube.com](http://www.youtube.com) offers how-to video instructions; [www.ikea.com](http://www.ikea.com) offers visual instructions for its assembly-required products. [www.translink.com](http://www.translink.com) provides good truncated directions which need to be adjusted for spoken English. Links can be found by searching Google for *how to give instructions*. For lower level listeners who cannot manage real-world speech, doing a Google search for *adult esl giving directions* should lead to [www.bogglesworld.com](http://www.bogglesworld.com), or [www.daveseslcafe.com](http://www.daveseslcafe.com) for ESL support.
- **Book:** There are a few specific listening activities for instructions or directions in each of the following books: *Momentum, Consolidating English Skills*, by Keith Boekner, et al. (Pearson Longman) ; *Canadian Snapshots: Raising the Issues*, by Gail Kingwell, et al. (Pearson Longman), both at [www.longman-esl.ca/momentum\\_consolidating\\_english\\_skills\\_p1791009.html](http://www.longman-esl.ca/momentum_consolidating_english_skills_p1791009.html)
- **Book:** for lower-level listeners, *Expanding Tactics for Listening*, by Jack Richards (Oxford), or, *Workplace Plus 4*, by Joan Saslow and Tim Collins (Pearson Longman). This will link directly to Pearson Longman; ERPI is the Canadian, Quebec-based subgroup, [elcatalogue.pearson.com/catalogue.asp](http://elcatalogue.pearson.com/catalogue.asp).

**NOTE:** *On Target Volume 2 CLB 5-8*, (Bow Valley College) has a number of good instructor resources for assessing learners' abilities at all four CLB levels, in giving and receiving instructions and directions at each of the four levels. These are not meant for independent activity and answer keys should NOT be shared with learners. There are short listening assessments on following first aid procedures and maps and others. There is no pre-recorded audio and instructors will need to read out or record scripts.

**5. Conversation: Strategies such as starting conversations, using common topics and phrases, switching a topic to something new, and ending a conversation naturally.**

**13. Conversation: Conversation management strategies such as place holding and buying time: ways to slow a conversation down, ask for repetition, hold the floor**

- **Possible Activity:** practise pair-based exercises from classroom resources focusing on speaking strategies, (e.g., *Have Your Say*, by Irene McKay, (Oxford) or *The Communicator*, Steven Molinsky and Bill Bliss or, by the same authors, *Side By Side Book 4 Plus, Life Skills, Standards and Test Prep*, (Pearson Longman), or any of the pair of small group activities or conversations from the materials listed. For example, **Conversation Strategies**, by David and Peggy Kehe (Pro Lingua Associates) has explicit exercises on opening a conversation, extending a conversation, switching topics and killing a conversation. Once learners have been walked through the page format and directions once or twice, follow-up activities can be managed independently.

- **Possible Activity:** From the *LINC 5-7 Classroom Activities Volume 1*, Chapter 3: Interacting with Others, learners can self-assign activities, particularly from pgs. 251–267, including listening to audio clips. One of the audio scenarios (audio file 3.5) deals with being at a memorial service and offering condolences. Conversely, the activities could be assigned. This will link to the publisher: [www.settlement.org](http://www.settlement.org).]
- **Internet Resource:** An exercise with audio on hesitations and gap-fillers can be found at: [www.englishpond.com/speaking/Communication%20and%20daily%20English/thinkingtime%20fillers/index.html](http://www.englishpond.com/speaking/Communication%20and%20daily%20English/thinkingtime%20fillers/index.html). Links can be found by searching Google for *conversation strategies adult esl*. A free, commercial website, [www.conversationtips.org](http://www.conversationtips.org) has a number of conversation tips. Learners could choose one and summarize into a 30-second sound bite, and share with others who have chosen a different tip.
- **Internet Resource:** a Canadian guide to workers seeking to improve their oral communication skills, also suitable to newcomers and language learners, can be found on the Essential Skills website, under the Oral Communication Tip Sheet: [www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/tools\\_audience/oral\\_comm\\_tip\\_sheet.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/oral_comm_tip_sheet.shtml). A Google search for examples of Essential Skills will lead to this link.
- **Book:** *Conversation Strategies*, by David and Peggy Kehe (Pro Lingua Associates) has conversation management strategies, including interrupting, clarifying and confirming in longer, staged utterances. *Speaking of Values 2*, by Irene Schoenberg and Robin Mills (Longman) and *Conversational Inspirations*, by Nancy Zelman (Pro Lingua Associates) both have topics from which learners can develop independent, thought-provoking conversations that build vocabulary knowledge, idiomatic phrases and strategies for engaging in opinion-based discussions.

## **6. Presenting: Language and techniques for giving information to others in a presentation or sales pitch**

- **Possible Activity:** Present a product. At home, learners can watch *Dragon's Den* on CBC TV or at [www.cbc.ca](http://www.cbc.ca) (or clips online at [www.cbc.ca/dragonsden/s5.html](http://www.cbc.ca/dragonsden/s5.html)) and restage a chosen product or service. Learners could choose one of the contestant's ideas or create one of their own, providing a product/service name, reasons for promoting specifications, startup costs, projected sales revenues and development and release dates. Small groups could take turns querying or grilling each other on the merit of the proposed idea.
- **Possible Activity:** Learners can practise asking and answering questions to presentations and begin to identify the intent and tone of the questioner (see *Presentations in English*).
- **Internet Resource:** [www.cbc.ca/dragonsden/s5.html](http://www.cbc.ca/dragonsden/s5.html) for a list of pitched ideas for the show.
- **Internet Resource:** for language associated with sales, here is a five-page learner activity from the onestopenglish website: [www.onestopenglish.com/esp/other-professions/sales/pdf-content/esp-bank-sales-sales-talk-lesson-plan/146885.article](http://www.onestopenglish.com/esp/other-professions/sales/pdf-content/esp-bank-sales-sales-talk-lesson-plan/146885.article).
- **Internet Resource:** A Google search of BBC presentation skills will lead to this site of tips aimed at younger adults: [www.bbc.co.uk/keyskills/comms/level3/module3/3.shtml](http://www.bbc.co.uk/keyskills/comms/level3/module3/3.shtml)
- **Book:** *English for Negotiating, English for Presentations*, (all by Oxford).
- **Book:** *Presentations in English* by Erica Williams, (MacMillan), with CD.

**7. Meetings: Understanding what's said**

**8. Meetings: Sharing my ideas, giving short reports and updates**

- **Possible Activity:** Learners can, in pairs or small groups, practise participating in a meeting where **A** introduces, presents a short report or proposes an idea and answers questions; **B** asks clarification questions and follow up questions, states an opinion about A's presentation and makes a suggestion; **C** monitors the interchange and respectfully notes where communication broke down, or could have been improved. Language for this can be found in the books listed in these notes.
- **Possible Activity:** *English for Meetings*, has role plays which learners can independently work their way through and compare with audio samples in the book.
- **Internet Resource:** Learners can have fun summarizing and recommending topics from the John Cleese classic, *Meetings Bloody Meetings*, on [www.youtube.com](http://www.youtube.com). This link will lead directly to a site: [www.youtube.com/watch?v=ZWYnVt-umSA](http://www.youtube.com/watch?v=ZWYnVt-umSA). They can compare British and North American terms: "He can't take the call. He's engaged."
- **Internet Resource:** *LINC 5-7, Chapter 5 Managing Information*, has a number of activities learners can work through on pronunciation and body language in presentations: [www.settlementatwork.org/lincdocs/linc5-7/info.management/index.html#presns](http://www.settlementatwork.org/lincdocs/linc5-7/info.management/index.html#presns).
- **Book:** *English for Meetings*, by Kenneth Thomson (Oxford University Press/Oxford).
- **Book:** *Speaking Effectively*, by Janet Kayfetz and Michael Smith, *Discussion Strategies*, David and Peggy Kehe (both by Pro Lingua Associates).

**9. Small talk: Ways to connect with others**

- **Possible Activity:** Learners choose an encounter to rehearse, based on something they would like to try or have found awkward in the past. It could be something very typical, such as being in an elevator with one or two others, or something less common, but higher stakes, such as attending a networking session or chatting with the front-desk person taking interview appointments. Learners serve as coaches for each other, providing ideas and constructive feedback. Each learner gets a 60-90 second 'spot' and then the activity is frozen for commentary; and then they move on to the next learner's scenario.
- **Internet Resource:** *LINC 5-7 Classroom Activities, Volume 1, Chapter 3, Interacting with Others Audio File 3.2*, (fairly basic oral text and appropriate for summarizing). [atwork.settlement.org/sys/atwork\\_library\\_detail.asp?doc\\_id=1004967](http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1004967).
- **Book:** *LINC 5-7 Classroom Activities, Volume 1, Chapter 3, Interacting with Others*, ([atwork.settlement.org/sys/atwork\\_library\\_detail.asp?doc\\_id=1004967](http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1004967)) has over 40 pages of activities, cut-up conversation strips, matching activities, audio, transcripts and backgrounders on all aspects of conversational interaction, including much on small talk (p.256 -266). *LINC 5* focuses on social situations and *LINC 6* focuses on workplace or business/service encounters, but there are suitable activities in both.
- **Book:** *English for Socializing*, by Sylee Gore and David Smith (Oxford) has good, easy-to-follow paired jigsaw activities addressing the international business travelling market, with a chapter on Networking.



### **10. General Listening Skills: Understanding what Canadians are saying**

- **Possible Activity:** Learners can borrow from a public library test preparation materials that come with audio clips and exercises, requiring the listener to effectively paraphrase. Learning to paraphrase concepts and not to listen for exact repetition is often a difficult skill. Some materials to find include official or un-official IELTS Test Preparation materials. Resources that include multiple voices or multiple references to data, such as a radio guest referring to a study, are particularly good for working on capturing ideas and paraphrasing. One such example is from *Instant IELTS* (see Book), where the guest reports on a study of workplace stress. It is important that the resources selected have answers in the same resource.
- **Internet Resource:** [www.cbc.ca/edmonton/eal/newscasts/newscast\\_jun17\\_2011.pdf](http://www.cbc.ca/edmonton/eal/newscasts/newscast_jun17_2011.pdf) from CBC Edmonton and the Government of Alberta, offers slow-speed audio, text and exercises about the Vancouver Stanley Cup riot and labour issues. A Google search of understanding Canadian English audio or CBC learning English will lead to the resource.
- **Book:** ESL resources published in Canada (with Canadian accents and references) at a significantly challenging level for CLB 6-8 listeners include: *Canadian Snapshots*, by Gail Kingwell et al., *Momentum, Consolidating English Skills*, by Keith Boekner et al., *English on Purpose* by Paul Fournier or *Open Window and Open Road*, by Lynne Gaetz. All are published by Pearson Longman. This link will lead to their Canadian resource list: [www.longman-esl.ca/catalogue\\_n7670.html](http://www.longman-esl.ca/catalogue_n7670.html).
- **Book:** *Instant IELTS* by Guy Brook-Hart, (Cambridge). This will link directly to the publisher and purchase information:  
[www.cambridge.org/ca/esl/catalog/subject/project/item404449/instant-ielts/?site\\_locale=en\\_CA](http://www.cambridge.org/ca/esl/catalog/subject/project/item404449/instant-ielts/?site_locale=en_CA).
- **Book:** Chapters 10-13 in *Sound Advice* by Stacy Hagen (Longman) assist learners with choosing appropriate responses by listening to short exchanges.

### **11. Discussions: Participating in an exchange of differing ideas, perhaps to brainstorm, resolve a conflict or find a solution**

- **Possible Activity:** Learners choose or can be assigned a realistic but hypothetical issue affecting their classroom or typical workplace to brainstorm a solution for. Some ideas could be: a) a communication misunderstanding with the instructor or another student, or a co-worker; b) a situation where a classmate is often late, which disrupts the activity; c) a colleague or classmate who hasn't done her/his work, which disadvantages the group or team; d) a perceived or real inequitable sharing of workload or responsibilities in group work, or on a shift, or regarding vacation time or breaks.
- **Possible Activity:** *Using Have Your Say*, and after reading Chapter 6 (the personal and the professional, *Emotions and Work*), and Chapter 7 (*Society and Culture*) in *Have Your Say*, learners can identify ways in which Canadians express regret and displeasure, warn and complain. They can also practise the pronunciation activities that are provided.
- **Possible Activity:** Learners can take turns being the conversationalist making a request, and the one denying (in a strong or softened manner) or granting the request in *Speaking Effectively*, by Janet Kayfetz and Michael Smith, (Heinle ELT or Pro Lingua Associates).
- **Possible Activity:** Using a library resource appropriate to working in Canada, such as *How to Find a Job in Canada*, by Efim Cheinis and Dale Sproule, or *You're Hired... Now What?* by Lynda Goldman (both by Oxford), learners choose a topic provided and lead a discussion on the main and supporting points. In a different session, other learners could continue the readers' circle.



- **Internet Resource:** [www.bbc.co.uk/schools/gcsebitesize/games/english/index.shtml](http://www.bbc.co.uk/schools/gcsebitesize/games/english/index.shtml). This game can be found by searching *BBC learning English*. The game uses parody and hyperbole to invite players to engage in verbally defending themselves against unreasonable authority figures or explaining their situation. The audio contains useful colloquial language, and the game takes players in new directions, depending on the efficacy and appropriateness of their chosen response. There are only three choices at any given point, which helps to keep the learning opportunities manageable. An internet search for *BBC learning English* will lead to the game, *State of Debate*.
- **Book:** *Have Your Say*, by Irene McKay (Oxford).
- **Book:** *Side By Side Book 4 Plus*, with life skills, US literacy standards and test prep (Pearson Longman), by Steven Molinsky and Bill Bliss, has scripted, if stilted conversational maps on verbally dealing with negative situations. This will link directly to this enhanced version of the *Side by Side* series: [www.longmanhomeusa.com/products.php?mid=24&pid=F-072-2](http://www.longmanhomeusa.com/products.php?mid=24&pid=F-072-2). A Google search of *Side by Side Book 4 Plus* will lead directly to purchasing information.
- **Book:** Ones that can help learners feel comfortable voicing opinions and stretching their range of topics include: *Speaking of Values 2*, with audio, by Irene Schoenberg and Robin Mills (Longman), and *Conversational Inspirations*, by Nancy Zelman (Pro Lingua Associates) have topics that learners can choose from for independent, thought-provoking conversations that build vocabulary knowledge, idiomatic phrases and strategies for engaging in opinion-based discussions.

## **12. Fluency and Accuracy: Ways to speak more quickly and make fewer mistakes**

- **Possible Activity:** With the use of a language lab or a personal device with a digital recorder, learners can practise monitoring their own production by revisiting a classroom topic and recording their observations, thoughts or opinions in 45-second clips. The short time limit forces them to concisely name their topic, describe their points and provides a couple of examples and wrap-up. They can give themselves or others a topic, one minute to jot down some notes, and 45 seconds to record their ad-libbed responses. If the time limit is too short, they can lengthen it, but work toward greater fluency. To get the most benefit and variety, they could alternate topics between responses to class activities (narration), culture tips (opinions and feelings), and previous work-world experiences (comparing past and present). They then transcribe everything they said including fillers and self-corrections. A software program like MS Word can help them recognize errors, by applying the Grammar Check. They can also read each other's transcriptions.
- **Possible Activity:** Learners write out scripts of a misunderstanding, altercation or unusual request. They then get into pairs or groups of three to check, improve and practise the script several times. They then take turns reading parts of the script to each other – offering advice on the grammar, word choice and pronunciation. Next, they add body language, intonation, word stress, pausing and volume shift to the best of their abilities or as directed by the instructor. They practise several times, altering the situation slightly every few minutes. For example, they can first practise the conversation as friends talking about an altercation or misunderstanding in a noisy restaurant. Next, they practise the conversation in hushed voices in a cafeteria lineup or sitting back to back as though on a phone. They then can practise as if they are discussing the situation privately with an instructor or employer, or publically in a team situation. Learners should note how the dynamic of the conversation and speaking style, especially tone, register, volume, speed and word choice changes each time. This activity can be divided into different stages. The idea for this activity came from the website: [cotterhue.hubpages.com/hub/esl-speaking-advanced](http://cotterhue.hubpages.com/hub/esl-speaking-advanced).
- **Internet Resource:** [cotterhue.hubpages.com/hub/esl-speaking-advanced](http://cotterhue.hubpages.com/hub/esl-speaking-advanced). Chris Cotterhue has a couple of easy-to-read, insightful pages on the differences between fluency and accuracy and how to increase learners' proficiency in both. The site is designed for instructors but could be used by learners as well.

- **Book:** A standard grammar book will often have activities or suggested conversation topics. The third of latest edition of *Understanding and Using English Grammar*, by Betty S. Azar (Longman) has grammar-based speaking activities that learners can do in pairs, as well as audio samples on the accompanying CD.

**Note:** Learners can borrow from a public library test preparation materials that come with audio and have pair-based speaking practice activities that reinforce conversational and presentation skills. Some materials to locate include *IELTS Test Preparation* materials, Cambridge Business (BULATS, Venture or Masterclass) materials, TOEFL or TOEIC materials.

## **Pronunciation**

### **1. Speaking with correct intonation, rhythm, stress and pausing**

### **5. Projecting: Speaking with volume and confidence**

- **Possible Activity:** There are many readily available pronunciation texts with audio and software programs for learners of English. Because learners have different levels of self-awareness of their own pronunciation and intonation patterns, an activity that is specific to each learner is helpful. Learners can record themselves for one to two minutes, listen and self-assess, based on a rubric provided.
- **Possible Activity:** Learners can go to one of the pronunciation websites listed and listen to the joined utterances. One website with scripts of varying lengths is [www.talkenglish.com](http://www.talkenglish.com). Learners can listen and then record themselves on a personal recording device or on one provided in class. They then playback both and compare. For example, they listen to a response to a work-related problem and then repeat the same question, comment, explanation or justification. This site won't likely come up in a pronunciation website search. Try typing in the site's name directly, or do a Google search of *speaking English basics*.
- **Internet Resource:** Talk English (referenced above) or at [www.talkenglish.com/LessonDetails.aspx?ALID=320](http://www.talkenglish.com/LessonDetails.aspx?ALID=320)) has dozens of activities that are manageable for learners to tackle on their own and avoid the ESL website look. The authors provide reasons why these aspects of pronunciation are important, simple tips, i.e., for intonation – remember to start at a vocal high point and end at the lowest point, and good quality recordings of short sentences and longer explanations.
- **Internet Resource:** [www.pronunciationpatterns.com/](http://www.pronunciationpatterns.com/) has a 30-day free trial for a comprehensive program.
- **Book:** *Pronunciation Games*, by Mark Hancock (Cambridge), or *Interactive Pronunciation Games*, by Joann Chernen (Vancouver Community College).

### **2. Vowel Sounds: Correct long and short vowels (so that others can tell the difference)**

### **3. Consonants: Clear consonants (others can tell the difference)**

- **Possible Activity:** Learners or the instructor can compile lists of difficult words, difficult clusters and similar-sounding words that have come up in class. One idea is to have a pronunciation box (a labeled or colourful box with a large slit or lift-off top) into which people can add words or sounds s/he would like help with. Some sounds are predictably difficult for speakers of certain languages (l/r/n, s/sh/z/zh, p/b/ or f/v, and short and long vowels). These can easily be practised (though practice may be quite difficult) by preparing lists: [pasture/vast share/fasture/bastion], [scissors/measure/adjure/major/azure], [is surely/is surly/is Shirley/is Suri], etc.
- **Activity:** Learners can attribute vowel/consonant inaccuracies to pronunciation problems but they are, in fact, due to not knowing the full range of possible enunciations, particularly in combinations or in medial or final positions. Resources and activities that increase learners' awareness and knowledge of sound-symbol relationships, such as *A Sound Approach to Spelling*.

- **Internet Resource:** [www.eslgold.com](http://www.eslgold.com), [www.eslabout.com](http://www.eslabout.com), [www.englishmedialab.com](http://www.englishmedialab.com) and [www.bbclearningenglish.org](http://www.bbclearningenglish.org) have ESL-learner friendly pages. However, learners may appreciate not approaching pronunciation as low-level ESL learners and may prefer a straightforward approach by doing a Google search of pronunciation consonants. One popular [www.youtube.com](http://www.youtube.com) site is [www.pronunciationmeg.com](http://www.pronunciationmeg.com) at [www.youtube.com/watch?v=3l3vYST2-HA](http://www.youtube.com/watch?v=3l3vYST2-HA). Another, [www.talkenglish.com/LessonDetails.aspx?ALID=320](http://www.talkenglish.com/LessonDetails.aspx?ALID=320) has consonants and vowels contrasted in minimal pairs as well as in short and longer sentences.
- **Book:** There are several good pronunciation books available. Materials that clearly and simply describe voicing positions and provide minimal pair discriminations allow learners to work independently. One example is *Pronunciation Pairs* by Ann Baker and Sharon Goldstein (Pearson Longman). Other titles by the same publisher include: *Pronunciation Plus* by Martin Hewings and Sharon Goldstein. *Clear Speech* by Judy Gilbert (Cambridge) is also very widely used.
- **Book:** *A Sound Approach to Spelling*, by Christine Pinsent-Johnson, by Grass Roots Press. This link will lead directly to the publisher: [www.grassrootsbooks.net](http://www.grassrootsbooks.net).

#### **4. Linking and chunking words, and listening in thought groups**

- **Possible Activity:** Common classroom or workplace language. Learners can have fun writing 10 to 20 common phrases on a whiteboard or blackboard, and seeing who can recognize the utterance. Phrases should be chunked as they are heard, and spelling should reflect what is heard. This can help learners not only recognize the way speech is received by the brain, but can also alert them to their own mispronunciations when their own interpretations [weeyil leve now/ willya leve now?] don't match others'.
- **Internet Resource:** The BBC has several activities that deal with linking, chunking and ellipsis in radio speech – designed for ESL learners. They can be found at the following link or through a Google search of *bbc pronunciation*: [www.bbc.co.uk/worldservice/learningenglish/grammar/pron/features/connected.shtml](http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/features/connected.shtml)
- **Book:** *Well Said*, by Linda Grant (Heinle ELT) has several pages that deal with chunking language and self-training in using thought groups, and *Clear Speech*, by Judy Gilbert (Cambridge) has a good chapter (Chapter 15) on teaching tips, explanations and exercises.

#### **5. Projecting: speaking with volume and confidence**

#### **6. Names: people, places, abbreviations and acronyms**

- **Possible Activity:** [www.onestopenglish.com/lifeskills](http://www.onestopenglish.com/lifeskills) suggests an activity at a low level that is adapted here. Learners or the instructor create an alphabetized list of names of classmates for starters, moving on to more similar-sounding names, e.g., Will O'Brian, or Wyn O'Brien. In groups with a leader, they can create the correct alphabetized list. This could be turned into an enjoyable game.
- **Internet Resource:** Learners with access to a listening lab or computer can listen to a good quality site that maintains a data bank of names. They could request to hear a name (Robinson = rah bin sin) or to have a name such as their own, if it is not already in the data bank, added to the list. [www.pronouncenames.com](http://www.pronouncenames.com).
- **Book:** *Medically Speaking Rules* has clear and thorough explanations for how to remember the stress and pausing rules for abbreviations versus acronyms. Although the terms all come from medical and hospital-related contexts, learners working outside of those fields have opportunities in their lives to know or to use terminology and pronunciation (e.g., ENT, ICU, MRI). This link will lead to the publisher.

**7. Pronunciation of workplace terminology that I can read but not say**

**8. Pronunciation of career, profession or occupation-specific terminology**

- **Possible Activity:** An internet-based resource that learners can share and compare in class comes from the occupation-specific or field-specific vocabulary from the 13 or so titles from the *Oxford English for Careers* series. Each web-based exercise associated with a title has short, conversational exchanges, blank-fill exercises and accompanying audio with different accents that work on occupational-specific vocabulary. For example, *Finance*, by Richard Clark and David Baker (Oxford University Press) has 12 chapters – each with exercises and audio.
- **Internet Resource:** This link: [elt.oup.com/student/oefc/?cc=ca&selLanguage=en](http://elt.oup.com/student/oefc/?cc=ca&selLanguage=en) leads to a page of titles related to work and careers.
- **Book:** Materials specifically written for occupations and professions, especially those currently released in series by Oxford and Cambridge, have a wide range of current, engaging vocabulary development exercises, good graphics, short listening exercises that require understanding implied, explicit facts or instructions and transcripts in the book. These links will lead to the publishers: (Oxford) [elt.oup.com](http://elt.oup.com) and [elt.cambridge.com](http://elt.cambridge.com) (Cambridge).

**9. Pronunciation of letters of the alphabet – for spelling (especially on the phone)**

- **Possible Activity:** Learners can practise making phone calls using real or fictitious names and real addresses taken off of local maps brought into class. The caller writes out the name, location and number ahead, and the listener writes down the information for later comparison.
- **Internet Resource:** A Google search of *pronouncing English names* or *esl pronunciation alphabet* will lead to [www.learn-english-online.org/Lesson4/Course/Lesson4.htm#Phonetic](http://www.learn-english-online.org/Lesson4/Course/Lesson4.htm#Phonetic). This site has the phonetic alphabet (Alpha, Bravo, Charlie) as well as other assistance with pronunciation. Also [www.bbc.uk](http://www.bbc.uk) has text and audio support for understanding letters and pronunciation symbols.
- **Book:** Audio and transcripts focusing on number and letter sequences appear throughout the *LINC 5-7 Classroom Activities* publication. Pages focusing just on numbers, letters and names can be selected and if desired matched to the accompanying audio.

## **Vocabulary**

**1. Work-specific vocabulary**

- **Possible Activity:** Learners can coordinate a networking session amongst themselves in which they take responsibility for bringing to the group – a list of key terms for work in Canada. Sample content areas could be: 1) concepts for Canadian businesses and workplaces (e.g., action plans, urban sustainability, professional development); 2) key words for business, including slang, jargon and acronyms; 3) terminology to understand graphics (e.g., concept maps, statistical tables, budget spreadsheets and Venn diagrams); and 4) socio-cultural competencies. Accessible resources include: *You're Hired...Now What?* and its workbook, as well as *How to Find a Job in Canada*. See books included in these notes for authors and publishers.
- **Possible Activity:** Learners can download, or be given a copy of the 265-page *Essential Skills- Workplace Vocabulary Workbook*, provided free by HRSDC. The resource includes simple definitions of related terminology (e.g., preposition, antonym) exercises and terms contextualized in a variety of forms: letter, fax, receipt, minutes, memo, email, and crossword and news articles. Learners can work independently on the workbook or could also use the vocabulary in the resource to complete the activity above. The resource is available in PDF or can be shipped from Ottawa. This link will lead directly to the learning resources/publication page: [www12.hrsdc.gc.ca/p.5bd.2t.1.3ls@-eng.jsp?pid=2424](http://www12.hrsdc.gc.ca/p.5bd.2t.1.3ls@-eng.jsp?pid=2424). A Google search of *Essential Skills learning supports* will lead to the HRDSC website.

- **Possible Activity:** If learners have access to a comprehensive ESL library, they could pick up one of the Oxford (Oxford) industry-specific texts: Technology, Commerce, Tourism, Medicine, Nursing, Business and Commerce, Tourism and Catering or Information Technology, and gloss the texts to make recommendations of how useful they think the resource would be for someone going into the field. They could orally summarize to a small group of learners what they see as the strengths and weaknesses of the resource as an independent learning aid. They could also write up a short magazine or e-zine critique of the text, after looking through one of them in a bookstore.
- **Possible Activity:** For learners who either need a greater challenge in understanding colloquial and workplace specific language the dialogues in *Everyday Technical English*, provide a tremendous range of language related to distance, location, processes, measurement and more, which is both precise, yet familiar, to native speakers. The scripted dialogues allow for very proficient speakers to work with less proficient classmates as they talk about safety issues, factory tours, suppliers, maintenance and environmental concerns. Answers for cloze exercises are at the back.
- **Internet Resource:** [www.mtstcil.org/skills/job-6.html](http://www.mtstcil.org/skills/job-6.html) is an American resource that has a short, accessible list of important, common vocabulary concepts and basic, comprehensive definitions. Learners can take a concept (gross wages, benefits, occupation) and take turns quizzing each other on acceptable, easy to understand definitions. A Google search of *work specific vocabulary* will lead to this link.
- **Internet Resource:** Essential Skills Canada has occupational profiles, guidelines for getting work in Canada, and explanations and examples of the nine essential skills identified for the Canadian workplace, all of which increase newcomers' knowledge of the common vocabulary patterns and concepts understood in Canada. Learners can do the exploratory quiz in the *Guide to Working in Canada*, published by HRDSC, found at: [www.workingincanada.gc.ca/guide\\_pdf/eng/section02\\_eng.pdf](http://www.workingincanada.gc.ca/guide_pdf/eng/section02_eng.pdf). A Google search of *essential skills Canada* will lead to this and other resources.
- **Book:** *You're Hired ... Now What?* by Lynda Graham (Oxford) and *You're Hired...Now What? Workbook* by Beverly Payne and Terry Webb.
- **Book:** *How to Find a Job in Canada* by Effim Cheinis and Dale Sproule (Oxford).
- **Book:** *Everyday Technical English* by Val Lambert and Elaine Murray in the English for Work series (Longman Publishers. This link will lead directly to the publishers: [www.longman-elt.com](http://www.longman-elt.com))
- **Book:** *Upper Intermediate Vocabulary in Use* (N. American version) or *English Vocabulary in Use Advanced* (British version, readily available in Canada) both by Michael McCarthy and Felicity O'Dell, (Cambridge University Press) have thematically listed vocabulary, graphics and collocations.

## **2. Idioms and slang**

- **Possible Activity:** Learners can take one of the thematically-related word banks from a dictionary, or use one created in class. Short lists can be used for memorization practice, (e.g., from the Collins *Cobuild Idioms Dictionary*, 19, Progress and 21 Limitations and Restrictions, and longer lists could be used for scanning practice (e.g., Money, Difficulty). Or learners could collect a short list (7-10 idioms) from a source and bring to class to share, explain and exemplify to others. An example is lists from the Collins *Cobuild Idioms Dictionary*, and independently ask others to guess the meanings.
- **Possible Activity:** Learners who have trouble distinguishing when to use base verbs (e.g., make/have/do, or get/keep) can focus on activities that target those idiomatic expressions, either through practice on ESL internet sites, or on worksheets that target those specific problem areas from a text source such as *Test Your Idioms*.
- **Internet Resource:** [www.5minuteenglish.com/feb19.htm](http://www.5minuteenglish.com/feb19.htm)



- **Book:** *Slangman Guide to Biz Speak 1 and 2*, by David Burke (Delta Publishing/Delta). This link will lead directly to the resource and publisher: [www.deltapublishing.com/proddetail.cfm?cat=1&toc=11&stoc=0&pronum=2675](http://www.deltapublishing.com/proddetail.cfm?cat=1&toc=11&stoc=0&pronum=2675)
- **Book:** *Collins Cobuild Idioms Dictionary* (HarperCollins Publishers).
- **Book:** *Test Your Idioms* by Peter Watcyn-Jones, (Penguin Publishers).

### **3. Pronunciation of vocabulary I know, but I can't say**

- **Possible Activity:** Learners can work on one of two lists, either independently or in small groups. Once they have complete their activity, they could pair up with learners with a different list. List 1: a list of short, mono-syllabic words sharing the same vowel sound, (*dough, tow, low, mow, go, a cup of joe, Pho*, etc.; or *could, hoodie, wood, rookie, foot*). Note: this can be quite difficult, and learners may need the lists provided for them. Vowel combinations in non-Latinate words can be difficult and short; mono-syllabic words can also be difficult. Pronunciation books and software generally have lists as phonetic exemplars. List 2: multi-syllabic words that follow predictable pronunciation patterns and that graphically demonstrate the pronunciation patterns. This is often done by placing large and small bullets above the stressed syllables. List 3: words that are grouped – not by their sound similarity or by their stress/ intonation and syllabication patterns – but that are grouped because of their connection to a job or a field. For this, learners can be encouraged, as practice, to use a uni-lingual dictionary – a standard or an advanced learner's dictionary, as a way to independently verify their guesses. Fast or proficient learners could spend some independent time, or working with a small group, leading small groups through a thorough sounding out of the three lists: similar-sounding words (List 1) similarly stressed words, (List 2), or industry-linked terms (List 3). They can be encouraged to add their own words from their current work or future field, and to put them into a sentence to aid memory.

**Activity:** Learners who know vocabulary but not its pronunciation could use work with dictionary phonetics as possibly their lexical resource, based on studied vocabulary from their country of origin or study. They can be encouraged to practise with a phonetic dictionary resource, and for fun, increase their lexical resource in a shared exercise, such as going through the pictures in a dictionary resource, such as the *Oxford Picture Dictionary Workbook*, Canadian Ed., or the *Cambridge Learner's Dictionary*, with CD-ROM.

- **Internet Resource:** There are a number of sites which provide phonetic alphabet descriptions. [www.bbc.org](http://www.bbc.org); [www.uiowa.edu](http://www.uiowa.edu);
- **Book:** dictionaries with very current graphics include: *Cambridge Advanced Learner's Dictionary* (Cambridge), *Oxford Picture Dictionary Canadian Ed.*, Bu Marjorie Fuchs and Margaret Bonner (Oxford), *Longman Dictionary of Contemporary English* (Longman).
- **Book:** *Intermediate, Upper Intermediate of Advanced Vocabulary in Use*, by McCarthy and O'Dell (Cambridge University Press), for List 3 words of thematically-grouped lists of words, phrases and collocations connected to work and kinds of industries.
- **Book:** *Medically Speaking Rules* by Marjorie Feinstein and (Successfully Speaking Inc.) for lists of thematically listed words divided by pronunciation patterns.
- **Book:** *Know Your Vocabulary: Medicine* (Oxford). This is one in a small series that offers excellent activities in recognizing syllabication patterns in common phrases and sentences. Although it is related strictly to medicine, learners with any doctor/ clinic/ hospitalization/ testing experiences might easily relate.
- **Book:** *Longman Active Studies Dictionary* (Longman), *Oxford Advanced Learner's Dictionary* (Oxford).

#### **4. Spelling (I know words, but I can't spell them)**

- **Possible Activity:** Learners who present more like Adult Basic Education learners in that they are relatively fluent, not recent new-comers, have an overall, relatively good command of English but lack academic training, could benefit from intensive self- or small-group study – associating sounds with symbol patterns. For example, *A Sound Approach to Spelling*, with pages of cut-out flash cards of phonetic combinations, and which focuses on basic vowel and consonant sounds in an adult-oriented manner, is very useful. A publisher that focuses on adult learners is Grass Roots Press. This avoids using resources aimed at children.
- **Internet Resource:** the Art of Spelling, at [www.spellzone.com](http://www.spellzone.com), provides a guided learn-to-spell program that links British audio with spelling. Learners hear a word, type it and get feedback on the spelling, which provides language learners additional support and challenge. SA Google search of *helping adults spell* will lead to this link.
- **Book:** *Oxford Canadian Spelling* (Oxford). This 600-page resource lists a full range of typical adult language in lists without definitions, which makes it a good guide for learners lacking confidence in spelling skills, or learners who want to quickly scan lists for either spelling or vocabulary.
- **Book:** *A Sound Approach to Spelling*, by Christine Pinsent-Johnson, by Grass Roots Press. This link will lead directly to the publisher: [www.grassrootsbooks.net](http://www.grassrootsbooks.net)

#### **5. Spelling of Common English names (places and people)**

- **Possible Activity:** An easy, fun activity connected to the service and hospitality industries (taxi and bus drivers, couriers, food, beverage and hotel service and tourism) is to take free maps of Lower mainland locations, provided by the municipalities or by BCAA). Learners can take turns finding a road, a landmark, an intersection or a destination and have others spell it out. It can become more difficult if they combine it with phone books (white or yellow pages) and make a simple statement combining an individual's name with a destination. Learners can pair up to help each other so that the activity is evenly divided by learners with good sound-symbol knowledge and abilities and those without.
- **Internet Resource:** [www.eslgold.com/vocabulary/names.html](http://www.eslgold.com/vocabulary/names.html) The website [eslgold.com](http://www.eslgold.com) has a one-page resource under *Vocabulary* that learners can work their way through for first names of males and females, and some common surnames. They can add to the list as they go through the course. A Google search of *common name spellings for ESL* will bring up the website.
- **Internet Resource:** Municipalities Around BC sometimes have podcasts that connect to specific historic or touristic locations. The official BC tourism website and blog has upcoming events that learners could refer to in their chit-chat about what is happening around BC or in their community. A Google search of *BC locations podcasts* will lead to this link: [www.hellobc.com/en-CA/HelloBCBlogs/BritishColumbia.htm?UGMC=K7IDC93](http://www.hellobc.com/en-CA/HelloBCBlogs/BritishColumbia.htm?UGMC=K7IDC93).
- **Book:** For fun, and to tie in with small talk, which can be very challenging for new Canadians, the Vancouver-based resource, [www.citytalks.ca/for\\_esl.htm](http://www.citytalks.ca/for_esl.htm), is an available resource that learners can use to learn about locations around the City of Vancouver, and share. A Google search of *Vancouver text audio for esl* will lead to this link.

## 6. Forms: vocabulary commonly used in forms

- **Possible Activity:** Learners can either bring in forms from their lives, or the instructor or program can provide a number of forms that are used in a typical workplace setting, including forms for leaves or employment records, and take turns checking off the information that they each provide, as if they were the employer receiving the form. They check that the information is complete, without error, and that the action can be performed without further follow up. Simplified forms can provide excellent examples of how difficult it can be to fill in forms completely and following Canadian conventions, where, for example, the form-filler must pay close attention to whether it is the given or surname needed first, and that dates follow the British or American conventions of month/date/year. An example of a Canadian form at a CLB 6 is available at [atwork.settlement.org/downloads/atwork/LINC\\_5-7\\_Classroom\\_Activities\\_Volume1.pdf](http://atwork.settlement.org/downloads/atwork/LINC_5-7_Classroom_Activities_Volume1.pdf).
- **Possible Activity:** *On Target – Volume 2*, by Christine Mitra, ed., (Bow Valley College) has a few examples of forms that are surprisingly difficult to fill in correctly.
- **Possible Activity:** A simplified form for children that is another good resource for correctly identifying the terminology associated with forms (maiden name, DOB, date coverage terminated, etc.) can be found at: [fivejs.com/wp-content/uploads/2008/12/forms\\_practice.pdf](http://fivejs.com/wp-content/uploads/2008/12/forms_practice.pdf) A Google search of *life skills for kids filling in forms* will lead to this link. Learners can practise asking each other to fill in specific cells, where the listener requires further clarification, (e.g., Maiden Name becomes: Can you tell me your maiden name ... the name you had before you were married?).
- **Internet Resource:** [www.onestopenglish.com/esol/esol-lesson-plans/pdf-content/cambridge-esol-skills-for-life-form-filling-lesson-plan/146926.article](http://www.onestopenglish.com/esol/esol-lesson-plans/pdf-content/cambridge-esol-skills-for-life-form-filling-lesson-plan/146926.article).
- **Book:** At the time of writing, few materials exist that relate to filling in forms at a CLB 5-9 level. There are examples of forms in a number of business and medically-related texts, such as *Nursing 1* (Oxford). One example of a workplace incident report at a CLB 6 can be found in the LINC 5-7 Classroom Activities in Chapter 2, Business Writing (published by [www.settlementatwork.org](http://www.settlementatwork.org)). See the link above.

## Document Use (Reading)

### 1. Reading emails

- **Possible Activity:** From *email English*, learners could do any of the 10 pages of typical phrases in English. With copies of the phrases or from their own lists, they can match the phrases on strips of paper with the language functions (e.g., *Thursday, next week is good for me = confirming*).
- **Internet Resource:** One of the Essential Skills activities to help learners self-assess involves reading at two Essential Skills levels. Learners can do the activity in the time limit suggested [www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/tools\\_audience/reading\\_indicator.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/reading_indicator.shtml).
- **Book:** *Email English* by Paul Emmerson (MacMillan).

### 2. Information: finding specific details in text and from tables, graphs, charts, pictures or other visuals

- **Possible Activity:** Learners can work independently on the 13 pages of visually depicted writing samples found in *Commerce 2*, answering approximately 70 matching and inferencing questions. Once they are done, they can check their answers or compare in small groups.
- **Internet Resource:** *Statistics Canada, Resources for Teachers* has a few articles with tables and graphs on interesting and relevant, if difficult, data interpreted for the educated layperson. This one is written by a Canadian of Korean heritage. Learners could read the report and email a joint response to the author if they choose: [Retirement, health and employment among those 55 plus Article](http://www.statcan.gc.ca/pub/75-001-x/2011001/pdf/11402-eng.pdf) [www.statcan.gc.ca/pub/75-001-x/2011001/pdf/11402-eng.pdf](http://www.statcan.gc.ca/pub/75-001-x/2011001/pdf/11402-eng.pdf)



- **Internet Resource:** A Google search of *BBC skillswise reading skills* will lead to the following link: [www.bbc.co.uk/apps/ifl/skillswise/mod\\_quizzes/words/writing/format\\_and\\_structure/2/quizengine?quiz=simplequiz2;templateStyle=simplequiz](http://www.bbc.co.uk/apps/ifl/skillswise/mod_quizzes/words/writing/format_and_structure/2/quizengine?quiz=simplequiz2;templateStyle=simplequiz).
- **Internet Resource:** A very thorough and increasingly challenging self-assessment with answers can be found at HRDSC's resource for job seekers. A Google search of *workplace skills document use self-assessment* will lead to the following link: [www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/tools\\_audience/document\\_use\\_indicator.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/document_use_indicator.shtml)
- **Book:** A resource with a large number of instructor-given formative assessment activities that requires an understanding of graphs, tables, flow charts and other formatted readings at different CLB levels is *On Target – Volume 2*, by Christine Mitra, ed., (Bow Valley College).
- **Book:** *Commerce 2*, by Martyn Hobbs and Julia Kedalle, in the Oxford English for Careers series (Oxford).
- **Book:** An academic prep book with some good articles, including graphs and tables relating to different employment issues is *Ten Steps to Improve College Reading Skills*, by John Townsend (Townsend Press).

### **3. Inferences: finding ideas that are not explicitly given**

- **Possible Activity:** If the study centre has SRA Kits – Level 3, learners can work their way through a fiction or non-fiction reading and answer the comprehension and critical thinking questions, mark themselves, and keep track of their progress on the progress charts. Although this resource supports and develops academic reading skills, learning to inference well is difficult without training in English writing style. A learner can spend 10-25 minutes on each card, depending on the level of difficulty.
- **Possible Activity:** Learners can bring to class – a local or national newspaper with an article they've read which relates to small talk, workplace behaviours or the economy, for example. They can discuss the title, caption, graphics and first and last paragraphs to see how much of the context they can accurately guess. They can also role-play being a different member of society and react to the article from the viewpoint of that role. Each person playing a role can infer what point of view their character would have to the topic, the newsworthy event and any potential outcome. They can later read the article to confirm or reject suggested inferences.
- **Possible Activity:** Learners can search one of the internet resources listed, and in small groups, compare and contrast the sites for their usefulness, activity range and ease of use.
- **Internet Resource:** A Google search of *test prep about* will lead to these reading comprehension questions: [testprep.about.com/od/readingtesttips/a/Reading\\_Comprehension\\_Questions.htm](http://testprep.about.com/od/readingtesttips/a/Reading_Comprehension_Questions.htm)
- **Internet Resource :** A Google search of *test prep about* will lead to these reading comprehension questions: [www.selfaccess.com/sa\\_ver2\\_kereru.php?page=samples](http://www.selfaccess.com/sa_ver2_kereru.php?page=samples)
- **Internet Resource:** A Google search of *uvicstudyzone* will lead to these reading comprehension questions: [web2.uvcs.uvic.ca/elc/StudyZone/490/reading/stress3-reading.htm](http://web2.uvcs.uvic.ca/elc/StudyZone/490/reading/stress3-reading.htm)
- **Internet Resource:** Another Cengage website that helps developmental readers is: [college.cengage.com/devenglish/resources/reading\\_ace/assets/students/ace\\_to\\_fae/popup.html?layer=act&src=workflow1.xml](http://college.cengage.com/devenglish/resources/reading_ace/assets/students/ace_to_fae/popup.html?layer=act&src=workflow1.xml)
- **Book:** *Strategic Reading 3*, Jack Richards and Samuela Eckstut-Didier (Cambridge).
- **Book:** *Advanced Level Reading Drills*, by Edward Fry (Jamestown).

**4. Summarizing: orally, or in writing**

- **Possible Activity:** From *Objective IELTS*, Test folder 10 has example summaries from both oral and written text. The guided summaries serve as models, and at the same time, require the learner to effectively paraphrase. Other activities in the book not directly related to summarizing can also be completed. Answers are in the workbook.
- **Possible Activity:** *Writing Academic English*, has a good section on how to paraphrase and summarize, and the differences between the two; and how to avoid plagiarizing.
- **Internet Resource:** A Google search of *uvicstudyzone* will lead to these writing tips and exercises: [web2.uvcs.uvic.ca/courses/elc/Sample/Intermediate/wt/wt\\_9.htm](http://web2.uvcs.uvic.ca/courses/elc/Sample/Intermediate/wt/wt_9.htm).
- **Internet Resource:** A Google search of *summarizing worksheets* or *BBCskillwise* will lead to these writing exercises that also involve inferencing skills: [www.bbc.co.uk/skillswise/words/reading/summarising/worksheet.shtml](http://www.bbc.co.uk/skillswise/words/reading/summarising/worksheet.shtml).
- **Book:** *Objective IELTS* by Michael Black and Annette Capel (Cambridge). This text with audio and workbook is one example of many commercially available test preparation materials that provide language learners with guided practice.
- **Book:** *Writing Academic English*, by Alice Oshima and Ann Hogue (Pearson Longman).

**5. Fact and Opinion: Identifying facts from opinions, and the author's view from the facts**

- **Possible Activity:** Learners can search the *CBC News in Review* for an employment, business or labour news story of interest to them, such as the rescue of the Chilean miners, read the analysis prepared as an educational learning resource, and summarize the events and the writer's analysis. [newsinreview.cbclearning.ca/the-rescue-of-the-chilean-miners/](http://newsinreview.cbclearning.ca/the-rescue-of-the-chilean-miners/)
- **Internet Resource:** A Google search of [www.eslflow.com](http://www.eslflow.com) will produce several activities for identifying fact from opinion and author's bias. [www.eslflow.com/describinggraphstables.html](http://www.eslflow.com/describinggraphstables.html)
- **Book:** *10 Steps to Improving College Reading Skills*, by John Langan (Townsend Press).

**6. Notes: Writing complete notes on what I've read**

- **Possible Activity:** Learners practise taking notes from a class reading. They can be given guidance on basic note-taking, or the Cornell Method, ahead of time, or they can be directed to make headings and sub-headings, and to leave 1 to 2 cm on the page borders for questions to follow up later. After completing the reading, they can share their notes with others and decide which notes were the most effective, easy to read, easy to photocopy, and provided the right amount of information to be recalled later. These notes can be photocopied or posted to provide models for following note-taking activities.
- **Internet Resource:** A Google search of *note-taking esl*, will lead to this clear YouTube video showing problems that learners found in their own notes: [www.youtube.com/watch?v=bSQ3gmNJvQ8](http://www.youtube.com/watch?v=bSQ3gmNJvQ8)
- **Internet Resource:** A search within [eslabout.com](http://eslabout.com) will lead to several test prep activities (TOEFL and IELTS) that allow learners to practise several exercises on the same site.
- **Book:** *Composition Practice 4*, by Linda Blanton (Heinle & Heinle).

## 7. Speed: Reading quickly enough, similar to other readers

- **Possible Activity:** Learners read the article: *How I Learned to Read*, about learning to chunk written language by Bill Cosby in *Mosaic I Reading*, and attempt to follow his suggestions on circling important chunks of text. They can also answer the questions and confirm their answers.
- **Possible Activity:** A number of reading texts have tables in the back where learners can check their reading speed and compare their progress over time while keeping track of their accuracy scores. Some of the readings are quite short (Timed Readings) and others could take up to 25 minutes with questions. Learners time themselves once they've finished reading the selection and don't go back to check comprehension. Longer readings include *Timed Readings Plus*, *More Reading Power*, or the *Jamestown Signature* series (K-M).
- **Internet Resource:** A *YouTube* search of tips to read faster will link to: [www.youtube.com/watch?v=cPOIZ6DGXWE](http://www.youtube.com/watch?v=cPOIZ6DGXWE) Kris Madden's popular learn to read faster video.
- **Internet Resource:** an IELTS prep website, such as [www.ieltsgym.com](http://www.ieltsgym.com) has a few timed, self-assessed reading tests that give a reader an indication of how effectively s/he reads a range of formatted reading texts.
- **Internet Resource:** Bill Cosby on *How to Read Faster*. An easy-to-read fact sheet put together by Sacramento City College can be found at the following link or by doing a Google search of *bill cosby read faster*: [www.google.ca/url?sa=t&source=web&cd=8&sqi=2&ved=0CEwQFjAH&url=http%3A%2F%2Fweb.scc.losrios.edu%2Ffiles%2Ftutoring%2FReadingFaster.doc&rct=j&q=Bill%20cOSBY%20HOW%20i%20LEARNED%20TO%20READ&ei=InNZTov6AflRiALusqmSBw&usg=AFQjCNFFsZtAdY1pazNtuwg3I-PosZa2mA](http://www.google.ca/url?sa=t&source=web&cd=8&sqi=2&ved=0CEwQFjAH&url=http%3A%2F%2Fweb.scc.losrios.edu%2Ffiles%2Ftutoring%2FReadingFaster.doc&rct=j&q=Bill%20cOSBY%20HOW%20i%20LEARNED%20TO%20READ&ei=InNZTov6AflRiALusqmSBw&usg=AFQjCNFFsZtAdY1pazNtuwg3I-PosZa2mA).
- **Book:** *More Reading Power*, by Beatrice Mikulecky and Linda Jeffries (Pearson Longman).
- **Book:** *Mosaic I Reading*, by Brenda Wegmann and Miki Knezevic, (McGraw Hill). If the reading is not in the edition you have, try Sacramento City College's link above.
- **Book:** *Timed Readings*, or *Timed Readings Plus*, Jamestown Publishers, levels 6-9.

## 8. Reports: Understanding the main points

- **Possible Activity:** Chapter 5 (Organizing Your Ideas), and Chapter 6: Headings and Lists, in *Writing for Success*, has activities that help the reader understand how information is organized and what the reader understands from different formatting styles. Learners can practise making stacked lists based on categories, and items and sub-lists of items in that category (e.g., men's and women's jeans in a popular retail chain; qualities of a good job; or careers involving accounting).
- **Possible Activity:** Learners can reorder short jumbled paragraphs in a report or listen to a story (recorded or live), and decide how to organize the information in a report in terms of headings, priorities and any action items. Learners can have some linking or transition phrases or report models as supports. Some examples can be found in *Effective Writing*.
- **Internet Resource:** Simon Fraser University has a good page with 20 references from ESL and academic preparatory sites. A Google search of *sfu learning strategies or advanced esl note-taking strategies* will lead to this link: [learningcommons.sfu.ca/strategies/learning-studying/listening-note-taking](http://learningcommons.sfu.ca/strategies/learning-studying/listening-note-taking).
- **Book:** *Writing for Success*, by Dale Fitzpatrick and Kathleen Vance. (Prentice Hall and Allyn and Bacon). This link will lead directly to the publisher: [www.phcanada.com](http://www.phcanada.com)
- **Book:** *Effective Writing*, by Jean Withrow (Cambridge).
- **Book:** *How to Write Proposals, Sales Letters and Reports*, by Neil Sawyers (NS Group). This link will directly lead to the Edmonton-based publisher: [www.fastmovingworld.com](http://www.fastmovingworld.com)

## 9. Forms: Understanding the key information

### Company Documents: Understanding important information in documents received at work, such as company newsletters, benefit manuals and union contracts.

- **Possible Activity:** Learners seeking a challenge can go to the Glossary provided by Canada Revenue Agency (CRA) and learn terminology associated with filing income tax returns on-line. They can write out answers to simple definition questions they pose, (e.g., *What does encryption refer to when filling in online forms?*) The Glossary's terms are generalized so that the terms are applicable to any kind of online data collection, which often involves filling in simple forms.
- **Possible Activity:** Learners can either bring in forms from their lives, or the instructor or program can provide a number of forms that are used in a typical workplace setting, including forms for leaves or employment records, and take turns checking off the information that they each provide, as if they were the employer receiving the form. They check that the information is complete, without error, and that the action can be performed without further follow-up. Simplified forms can provide excellent examples of how difficult it can be to fill in forms completely and following Canadian conventions, including filling in short statements or narratives about oneself. An example of a Canadian form at a CLB 6 is available at [atwork.settlement.org/downloads/atwork/LINC\\_5-7\\_Classroom\\_Activities\\_Volume1.pdf](http://atwork.settlement.org/downloads/atwork/LINC_5-7_Classroom_Activities_Volume1.pdf).
- **Possible Activity:** *On Target Volume 2*, by Christine Mitra, ed., (Bow Valley College Pub).
- **Internet Resource:** Glossary: [www.cra-arc.gc.ca/esrvc-srvce/rf/glossry-eng.html](http://www.cra-arc.gc.ca/esrvc-srvce/rf/glossry-eng.html) A Google search of *CRA form vocabulary* will lead to this link.
- **Internet Resource:** Understanding workplace documents at: [www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/tools\\_audience/reading\\_indicator.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/reading_indicator.shtml)
- **Book:** *Effective Writing*, by Jean Withrow, (Cambridge).
- **Book:** *Writing for the Real World*, by Ann Marie Radaskiewicz (Nelson Canada).

## Writing

### 1. Writing emails

- **Possible Activity:** Learners could read one of two selections from the book, *Writing for the Real World*, and discuss their responses to the example emails with one or more classmates. They could respond in a writing journal, paragraph form, or in a group email.
- **Possible Activity:** Learners can create a group list and email, or useful information about class or school activities. For the following class, they can bring printed-out copies of the email chain and correct spellings, capitalization, the address and salutation, the opening and closing and subject line.
- **Possible Activity:** Learners can each open one of the links listed and take notes with the sub-heading on the content areas covered by the site on creating effective emails. They can then compare with another learner what they learned, how it was presented, how persuasive they felt the authors to be and what they remembered as the most important tips. They can then go to the other website, write their own notes and come back to share the two sets of notes.
- **Internet Resource:** [thinksimplenow.com/productivity/15-tips-for-writing-effective-email/](http://thinksimplenow.com/productivity/15-tips-for-writing-effective-email/)
- **Internet Resource 2:** [www.emailreplies.com/](http://www.emailreplies.com/)
- **Book:** *Writing for the Real World*, by Ann Marie Radaskiewicz, (Nelson Canada).
- **Book:** *Writing for Success*, by Dale Fitzpatrick and Kathleen Vance, (Prentice Hall and Allyn and Bacon). This link will lead directly to the publisher: [www.phcanada.com](http://www.phcanada.com)
- **Book:** *Email English*, by Paul Emmerson, (MacMillan).

## 2. Purpose and Audience: Knowing why I'm writing and who for

- **Possible Activity:** Learners can bring in real letters, or take the examples written in *Writing for Success*, and write responses focusing on the points the authors make about writing for an audience and purpose, and keeping main ideas clear.
- **Internet Resource:** A Google search of *audience and purpose adult esl*, or *BBC Bitesize* will lead to this good resource that identifies audience and purpose for magazine and news articles, letters, leaflets and a speech: [www.bbc.co.uk/schools/gcsebitesize/english/writingnonfict/gaprev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english/writingnonfict/gaprev1.shtml).
- **Internet Resource:** A search within the *Owl Purdue Writing Lab*, (or a Google search of *Owl Purdue*) will link to this resource on understanding audience and purpose for memo writing: [owl.english.purdue.edu/owl/resource/590/1/](http://owl.english.purdue.edu/owl/resource/590/1/).
- **Book:** *Writing for the Real World*, by Ann Marie Radaskiewicz, (Nelson Canada).
- **Book:** *Writing for Success*, by Dale Fitzpatrick and Kathleen Vance, (Prentice Hall and Allyn and Bacon). This link will lead directly to the publisher: [www.phcanada.com](http://www.phcanada.com)
- **Book:** *English for Meetings*, (Oxford).

## 3. Staying on topic

- **Possible Activity:** Learners can work through Chapter 4 of *Writing for Success*, or instructors could select one or two activities (e.g., taking facts and writing them up in an accident report or drafting a memo about a health and safety committee).
- **Internet Resource:** An HRDSC Essential Skills resource, Writing Tip Sheet, assists emerging writers with a useful comprehensive primer on organization, formatting, proofing and other skills important for handing in finished documents.  
[www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/tools\\_audience/writing\\_tip\\_sheet.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/writing_tip_sheet.shtml)  
A Google search of *Essential Skills activities or examples Essential Skills* will lead to this link.
- **Book:** *Composition Practice 3*, by Linda Lonon Blanton
- **Book:** *Writing Academic English*, by Alice Oshima and Ann Hogue
- **Book:** *Writing for Success*, by Dale Fitzpatrick and Kathleen Vance, (Prentice Hall and Allyn and Bacon). This link will lead directly to the publisher: [www.phcanada.com](http://www.phcanada.com)

## 4. Format: Choosing a good layout: (paragraph, report, email, formal note, informal note, official letter or condolences)

- **Possible Activity:** Learners can read the three emails written in *You're Hired...Now What?*, and discuss what differentiates them in tone and register, and give examples of emails they might write that fall into the different categories (formal, informal and friendly).
- **Possible Activity:** Learners could go through the nine pages of variously formatted writing (quiz, letter, memo, email, fax, report, press releases, agendas, minutes and guidelines) found in *Market Leader*, and either model one or two of the kinds of writing or discuss how the writing samples differs from prose writing and from each other.
- **Internet Resource:** A Google search of *summarizing worksheets* will lead to this very applicable set of exercises and quizzes linked to choosing formats:  
[www.bbc.co.uk/skillswise/words/writing/format\\_and\\_structure/worksheet.shtml](http://www.bbc.co.uk/skillswise/words/writing/format_and_structure/worksheet.shtml)
- **Book:** *You're Hired...Now What?* Letters, memos, emails in three registers, notes and a card.
- **Book:** *Market Leader*, by David Cotton et. al., (Pearson Longman).



- **Book:** *Let's Talk Business*, by Joni Vetrano et. al. in the Tapestry Series (eds. Rebecca Oxford and Robin Scarcella), (Heinle & Heinle). This resource includes specifics on writing different kinds of letters, memos and articles – with a focus on corporate culture.

#### **5. Writing quickly enough (I can write okay, but it takes me such a long time)**

- **Possible Activity:** Free writing activities, such as journal responses, or 3-minute writing blitzes on an event that just occurred are useful. Learners can also investigate some of the listed websites and report back.
- **Internet Resource:** From the author of *Writing for the Real World*, and Nelson Canada there is a student companion website that links to sites specifically to help developmental writer's overcome writer's block. Here is one: [leo.stcloudstate.edu/acadwrite/block.html](http://leo.stcloudstate.edu/acadwrite/block.html). Others, including idea generation are here: [college.cengage.com/devenglish/radaskiewicz/writing\\_real\\_world/1e/students/links/index.html](http://college.cengage.com/devenglish/radaskiewicz/writing_real_world/1e/students/links/index.html). A Google search of *Cengage Learning Online Study Center* will lead to these links.
- **Internet Resource:** Writing frames of several different genres can help adult writers more quickly and confidently organize their thoughts. It is important that support materials or internet sites be appropriate for adults, and for adults who may not have a strong post-secondary background. A Google search of the UK site *skillsforlife* will directly lead to this link: [www.skillsforlifefenetwork.com/?mod=1&dok=574](http://www.skillsforlifefenetwork.com/?mod=1&dok=574).
- **Book:** *Objective IELTS*, is an example of one of the many test preparation materials that provides guidance, prompts and examples of a couple of writing genres, and time limits for learners to follow.

#### **6. Forms: Filling them in correctly**

- **Possible Activity:** Learners can either bring in forms from their lives or the instructor or program can provide a number of forms that are used in a typical workplace setting, including forms for leaves or employment records. Learners can take turns accepting the form as if they were an employer (application), an employee (cell phone, medical clinic or school intake information), or other. They check that the information is complete, without error, and the action can be performed (registering, purchasing, enrolling, claiming a rebate) without further follow-up. Simplified forms can provide excellent examples of how difficult it can be to fill in forms completely and following Canadian writing conventions, including filling in short statements or narratives about oneself or an incident.
- **Internet Resource:** [www.skillsworkshop.org/sites/...org/.../e2e3formfilling.pdf](http://www.skillsworkshop.org/sites/...org/.../e2e3formfilling.pdf)
- **Internet Resource:** Learners can use the very basic audio and script sample provided by Voice of America, and use it to model with classmates. [www.voanews.com/learningenglish/theclassroom/activities/](http://www.voanews.com/learningenglish/theclassroom/activities/).
- **Book:** *LINC 5-7 Classroom Activities*, available from [www.settlement.org](http://www.settlement.org)
- **Book:** *On Target: Volume 2*, Christine Mitra, ed. (Bow Valley College). For formative assessment only; not for distribution.

## Computer Skills

1. **Basic Skills: Logging on and off, using a mouse and the keyboard, printing**
2. **Vocabulary: Understanding essential computer vocabulary**
3. **Files: Using various computer file functions, such as open and save and Windows**
  - **Possible Activity:** For learners who either have limited exposure to the world of computers or who want to gain a basic, yet thorough, understanding of computer work through the following short, self-directed sections of *My Parents First Computer and Internet Guide: the Keys, Microsoft Word, the File Menu, the Edit Menu and the Insert Menu*.
  - **Possible Activity:** Learners can work themselves through a short 10-page unit of *Put English to Work* (Unit 8 Computers), directed at increasing job readiness, including a wide range of computer-related skill competencies for the work world. The unit includes listening, vocabulary activities, and a reading which requires understanding a simple table.
  - **Possible Activity:** For learners who work well with glossy, busy text, but who have limited facility with computers, *Internet English*, has exercises that explain and suggest practice activities for learning about hardware, operating systems, electronic mail, creating, saving and editing documents and attachments.
  - **Possible Activity:** For learners interested in learning more about computers or their history, or who may be relatively new to computers but are proficient readers, Units 2-5 in *Infotech English for Computer Users*, has detailed, engaging activities that include mouse functions, explanations of computer memory and activities for selecting a computer for purchase. Unit 14 covers word processing need-to-know functions, and Units 16-19 cover the internet, internet security and email in a comprehensive and engaging manner with good graphics. This resource goes into a lot more detail, including information on optical functions, flash drives and storage devices, gaming, predictions for the future and the IT job world.
  - **Internet Resource:** For learners who have the basics of computer use and English terminology, they may wish to push themselves further to see what a full range of computer use is considered desirable by HRDSC for Canadian workers, not only for IT professionals. They can take the *Computer Use Self-Assessment* at the following link, and use an online dictionary to clarify meanings.  
[www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/assessment.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/assessment.shtml)
  - **Internet Resource:** Literacy skills for adults UK requires a free on-line registration  
[www.onlinebasics.co.uk/get-started](http://www.onlinebasics.co.uk/get-started)
  - **Book:** For learners who either have limited exposure to the world of computers, or who want to gain a basic yet thorough understanding of computers, including how to set them up and protect against viruses, this is a small easy-to-carry, black and white resource: *My Parents First Computer and Internet Guide*, by Louise Latremouille, (Published by KLMK Enterprises, and distributed by Grass Roots Press. These links will lead to the publisher and the distributor: [www.myparentsfirst.com](http://www.myparentsfirst.com) and [www.grassrootsbook.net](http://www.grassrootsbook.net). The entry-level very basic resource is also available through Vancouver Community College's bookstore.
  - **Book:** *Internet English*, by Christina Gitsaki and Richard Taylor (published by Oxford).
  - **Book:** *Infotech English for Computer Users*, by Santiago Esteras, (published by Cambridge).
  - **Book:** *Put English to Work, Level 6*, by Sally Gearhart, (published by NTC/Contemporary Books). This link will lead directly to the publisher's website:

**4. Windows: Using Microsoft Windows**

**5. Word: Using Microsoft Word**

- **Possible Activity:** Learners can work through one of the following four approaches to learning a new skill: the first is in a visual format that mimics the word-processing format, the second is accompanied by audio; the third is in a plain prose format, and the third is in text format, under Book. Learners who don't know MS Word or how to type, or who wish to improve, can confer with each other on how their chosen approach is working, and why.
- **Internet Resource:** A Google search of *MSWord basics* will link to this easy-to-read very basic resource: [office.microsoft.com/en-us/word-help/basic-tasks-in-word-2010-HA10130016.aspx](http://office.microsoft.com/en-us/word-help/basic-tasks-in-word-2010-HA10130016.aspx)
- **Internet Resource:** [office.microsoft.com/en-us/word-help/audio-course-get-to-know-word-create-your-first-document-RZ010014036.aspx](http://office.microsoft.com/en-us/word-help/audio-course-get-to-know-word-create-your-first-document-RZ010014036.aspx) for audio on creating a document.
- **Internet Resources:** For learners who prefer a simple-to-read handout, a Tennessee librarian, Heather Lambert, has posted one on SlideShare: [www.slideshare.net/heatherneptune/microsoft-word-basics](http://www.slideshare.net/heatherneptune/microsoft-word-basics)
- **Internet Resource:** for learners who know some, but need to learn shortcuts, *Office 2010 for Dummies*, (see Book) has published cheat-sheet on the [www.dummies.com](http://www.dummies.com) site.
- **Book:** in text format: *Office 2010 for Dummies*, by Wallace Wang (John Wiley and Sons Inc.).
- **Book:** in free, downloadable format from: [www.wisedownloads.com](http://www.wisedownloads.com) or through a Google search of *MS Word for Dummies*, [wisedownloads.com/go/abiword/?subid=microsoft%20word&source=google\\_AbiWord-display-images-CA\\_336x280&gclid=CP7J893W8KoCFRlsgwodtk3KQg](http://wisedownloads.com/go/abiword/?subid=microsoft%20word&source=google_AbiWord-display-images-CA_336x280&gclid=CP7J893W8KoCFRlsgwodtk3KQg)

**6. Typing**

- **Possible Activity:** In a language lab, with a program like Typing Tutor, or using one of the following site resources or other, learners set a goal of being able to type 10-15 words per minute by the end of their 12-week course.
- **Internet Resource:** A Google search of *adults learn to type* will link to the following sites, which do not require login registrations. Five colourful, easy to follow lessons for adults learning to type can be found at this UK site: [www.typeonline.co.uk/lesson1.html](http://www.typeonline.co.uk/lesson1.html).
- **Internet Resource:** A U.S. site is [www.powertyping.com/qwerty.html](http://www.powertyping.com/qwerty.html).
- **Book:** *Typing and Keyboarding for Everyone: 35 Easy Lessons to Improve Speed and Accuracy*, (Typing and Keyboarding for Everyone), by Nathan Levine (ARCO Publishers).



**7. Email: Using email and its different functions**

**8. Internet: Searching the internet and saving website addresses so that I know where the information came from**

- **Possible Activity:** For learners with more than a basic proficiency in using email, activities in *email English*, includes recognizing good key phrases in regards to the appropriate register required, typical actions required or desired in email transactions (e.g., requesting help, directing activity, seeking payment or apologizing). It also includes several related grammar points learners can work their way through.
- **Possible Activity:** From the inside cover of *Internet English*, an instructor could copy and cut up the two dozen terms and simple definitions relating to computers and the internet, and learners could match them, and later try to define the terms themselves.
- **Internet Resource:** [www.about.com](http://www.about.com). In this site, learners can search *saving favorite internet sites in explorer*.
- **Book:** *Email English*, by Paul Emmerson, (Macmillan).
- **Book:** *Internet English*, by Christina Gitsaki and Richard Taylor, (Oxford).

# Activity Plan 1

<b>LESSON 1</b>	<b>Welcome or Check-in EFW 6/7</b>	
	30 MINUTES	HANDOUT(S): 2 (TEACHER PREPARED)
<p><b>Set-up and Brainstorming Stage</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>• Introduce yourself.</li> <li>• Check attendance documents.</li> <li>• Conduct a brainstorming session, either with the whole class or in smaller groups, about special language and cultural needs of someone working in Canada. If doing as a small group, have learners capture their ideas, and either present to the group or write on the board.</li> </ul> <p><b>Presentation Stage</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>• If your course is running as a continuous intake course and you have learners in your class who have already completed some modules, have them share with the class or in small groups, what those modules were about.</li> <li>• You will need to create your own handouts and overheads based on how you will be offering the course. Two example documents are included here:             <ul style="list-style-type: none"> <li>• Example 1: course objectives and outcomes (Not CCLB outcomes. You could prepare a handout with these if you wish, by taking them from the instructor’s guide.)</li> <li>• Example 2: the five modules and the “threaded skills”</li> </ul>             You may also want to distribute a course outline with important dates, etc.           </li> <li>• Present the rationale for this course: immigrants to Canada need cultural information and work-specific language skills to get better paying jobs.</li> <li>• Questions and comments.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>• Prepare a vocabulary exercise using words from the module descriptions.</li> <li>• Plan a comprehension exercise on the module descriptions and course outline.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>• Ask learners to read the module descriptions and ask each other questions.</li> <li>• Give learners the names of the modules and have them hypothesize on what each module might be about.</li> <li>• Give learners time to scan the module descriptions and then quiz them on what they understood.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Develop appropriate handouts (see suggestions in left-hand column and samples on the following pages)</li> <li>• Photocopy handouts</li> <li>• Make overheads as desired</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Developing the rationale for the course and the work ahead</li> <li>• Questions and comments</li> </ul>	

## Course Outcomes

The following are the learning objectives and outcomes, as stated in the course outline for English for Career and Professional Integration.

Learners who successfully complete this course will have demonstrated the ability to:

- Communicate effectively using a wide variety of professional and workplace communication skills, such as negotiating, summarizing, resolving conflict and giving feedback
- Discover socio-cultural communication patterns, organizational relationships and appropriate technical terminology found in the Canadian workplace
- Participate in professional and workplace situations such as presentations, meetings, discussions, social situations and appraisals
- Manage a variety of tasks and problems individually and in teams
- Analyze information regarding practices, regulations and trends in a selected career in Canada
- Describe skills, education and experience to help secure employment and career advancement
- Use appropriate research and technical tools such as the Internet, Microsoft Word and PowerPoint
- Use and produce business documents such as emails, minutes and reports

## Curriculum Overview

<p><b>25 hours</b></p>	<p><b>Module 1: Self-Assessment</b></p> <p>This module includes language self-diagnostics and introduces the topics and skills covered in the other modules. Learners also develop a plan of independent study to address their specific work-based language needs.</p>
<p><b>50 hours</b></p>	<p><b>Module 2: Language for an Informational Interview</b></p> <p>In this module, learners arrange, prepare, conduct and report on a work-related informational interview.</p>
<p><b>75 hours</b></p>	<p><b>Module 3: Language for Career Planning</b></p> <p>In this module, learners accurately describe their educational and occupational experience, effectively apply communication and soft skills in networking and interviewing contexts and develop a plan for continuous learning.</p>
<p><b>75 hours</b></p>	<p><b>Module 4: Language and Culture in the Workplace</b></p> <p>In this module, learners identify the socio-cultural and linguistic features of a specific workplace. This culminates in presentations, where students share the findings and skills that they believe will help them adapt to, and be, successful in any Canadian workplace.</p>
<p><b>75 hours</b></p>	<p><b>Module 5: Communication and Teamwork</b></p> <p>In this module, learners use teamwork skills, critical thinking, leadership and their existing skill sets to solve problems. The module culminates in group presentations.</p>

**Note: The following topics and skills are threaded throughout the course:**

- workplace reading, writing, listening and speaking skills
- intercultural awareness
- reflective practice
- teamwork
- conflict resolution and assertiveness training
- giving and receiving feedback
- Essential Skills
- Canadian socio-cultural competencies
- critical thinking
- internet research and other workplace technical skills
- business communication and telephone skills
- time management
- conventions of workplace email use
- phrasal verbs, idioms and workplace specific vocabulary

# Activity Plan 2

<b>LESSON 1</b>	<b>Getting To Know You</b>	
	30 MINUTES	HANDOUT(S): 0
<p><b>Set-up Stage</b> .....5 min</p> <ul style="list-style-type: none"> <li>Hand out 4x6 cards with even numbers of the four different colours/shapes attached. Vary the distribution so that you have the four shapes/colours distributed as evenly as possible. (A class of 16 would have four people with blue dots, four people with green dots, etc.)</li> <li>Have each learner fold the note card in half and then write their first name in large letters with a black pen. This card is set on the desk in front of them during the roll call.</li> </ul> <p><b>Presentation Stage</b> .....7 min</p> <ul style="list-style-type: none"> <li>Explain that the whole class will need to know each other well and that names are the starting point for forming learning teams. You may want to indicate that most employers expect good teamwork and that really good teamwork skills take practice. Acknowledge that learners may feel awkward to start with.</li> <li>Ask learners to briefly answer these questions on the back of their own card.</li> </ul> <p><b>Discussion Stage 1</b> .....7 min</p> <ul style="list-style-type: none"> <li>Ask learners to find all of the people who have the same shape or colour dot on their name card. They will all sit together and then interview each other in pairs or trios. They should ask the questions that are on the board plus any others that they want.</li> </ul> <p><b>Discussion Stage 2</b> .....9 min</p> <ul style="list-style-type: none"> <li>Ask learners to reform groups so that each table has at least one of the shape or colour dots. Ask each student to name each of the people they have interviewed, point them out around the room and review this information in the group. If some information is missing, the learner can go to the person interviewed and ask for more information. This is a very social and informal process.</li> </ul> <p><b>Wrap-up</b> .....2 min</p> <ul style="list-style-type: none"> <li>Collect all of the name cards while walking around the room. There should be a buzz around the class which will continue even after you start collecting the cards.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>Model the interview with one learner.</li> <li>Have two learners model the interview for the class.</li> <li>Give examples of answers for each question.</li> <li>Practise pronunciation at the sentence level, and have learners chorus.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>Add additional questions,</li> <li>Ask learners to make their own interview questions.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>one 4x6 note card per person</li> <li>four styles of stickers (hearts, circles, triangles etc., or four different colours of the same shape sticker)</li> <li>black marking pen</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Learning the names of the other learners</li> <li>Beginning to form group dynamics</li> </ul> <p><b>On the Board</b></p> <p>Write four questions:</p> <ol style="list-style-type: none"> <li>How long have you been in BC?</li> <li>Are you working now? If yes, where? If no, have you ever worked in BC?</li> <li>What kind of education do you have?</li> <li>What kind of work do you like to do?</li> </ol> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>During the discussion activities, walk around the classroom but try not to become the centre of attention.</li> </ul> <p><b>For Lesson 2 – Activity 5</b></p> <ul style="list-style-type: none"> <li>With the collected cards, create a simple fill-in-the-blank quiz using the information from the cards. Begin with frames such as, “Who has studied in X university?”, or “Who speaks both X and Y at home?”</li> </ul>	
<p><b>Acknowledgement</b></p> <p>Macpherson, Alice. 2000. <i>Cooperative Learning Group Activities for College Courses – A Guide for Instructors</i>. Kwantlen University College.</p>		

# Activity Plan 3

LESSON 1	Introduction to Case Studies	
	45 MINUTES	HANDOUT(S): 1
<p><b>Set-up Stage</b> ..... 3 min</p> <ul style="list-style-type: none"> <li>Briefly describe the notion of a case study.</li> </ul> <p><b>Modeling Stage</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>Read one case study aloud (the first one is a good one to use).</li> <li>Ask the group to describe the problem.</li> <li>Ask for possible solutions.</li> </ul> <p><b>Communication Stage</b> ..... 25 min</p> <ul style="list-style-type: none"> <li>Divide learners into groups. Ask that one person in each group records the responses.</li> <li>Learners discuss all the cases, coming up with one sentence to describe the problem and one sentence to suggest the solution.</li> </ul> <p><b>Wrap-up</b> ..... 7 min</p> <ul style="list-style-type: none"> <li>A representative from each group to summarize the problems and solutions the group arrived at.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>Prepare a vocabulary exercise using words from the case studies.</li> <li>Limit the number of case studies the learners deal with.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>Ask learners to come up with three to four case studies of their own, from their life experiences.</li> <li>Cut up the case studies and give groups of learners two case studies each. Form new groups of learners who all have different case studies. They must explain (not read!) their case studies to others, and together, identify the problems and solutions.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>Prepare photocopies of:               <ul style="list-style-type: none"> <li>✓ Handout 1</li> </ul> </li> <li>Prepare Answer Key Handout 1 for your use</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Practising with case studies</li> <li>Developing group discussion skills</li> <li>Examining common problems for those returning to school</li> </ul>	
<p><b>Acknowledgement</b></p> <p>Macpherson, Alice. 2000. <i>Cooperative Learning Group Activities for College Courses – A Guide for Instructors</i>. Kwantlen University College.</p>		

## Case Studies

**The following cases are from former learners. Consider each one, brainstorm the issues and come up with some advice.**

1. I have a very good friend who usually calls me three or four times each week. He has had a lot of family and work problems since he immigrated to Canada. He really likes to talk about his many problems and usually we spend at least an hour on the phone. I care about my friend and know that he values my advice. Nevertheless, I have to cut him off because I have to study. I feel bad because I am no longer such a good friend.
2. My teenage son has trouble focusing on his homework. I have always helped the children with their homework while my wife does other things. My son really needs supervision. I am concerned that I will not have enough time to oversee his work and also do my own.
3. The sound of the television is distracting me from my work. My study area is the dining room table, which is really just a few feet from the living room.
4. I am very lucky, as I have a room of my own to use as a study, and I have my mother living with me to care for my children. My problem is that my baby cries outside the study door. It breaks my heart to hear him and so I have a hard time concentrating on my work.
5. My children are four and six. They never go to bed before 10 o'clock. I have a very hard time staying up late enough to get my reading done after they have gone to bed.
6. My husband really wanted me to come to this course, but now, after two months, he is complaining that he has no wife. I really need the time to study, but I feel guilty.
7. I'm from Taiwan where I was a very well respected, experienced professional. After the first day of this course, I've realized how lost I am. How do I join my past to my future?
8. I'm from India. I had a job last week. The job paid well, but was not in my area of training as a pharmacist. I quit the job to start this course. My mother-in-law can't understand why I gave up a well-paying job. My husband half-supports me and half-supports his mother. We will be short of cash now that I'm doing this course.
9. I thought Canada was a multi-cultural society. I don't understand why this course is about how to work as a Canadian. I should be able to be myself. I'm taking this course to make connections.

## Sample Solutions for Case Studies

1. I have a very good friend who usually calls me three or four times each week. He has had a lot of family and work problems since he immigrated to Canada. He really likes to talk about his many problems and usually we spend at least an hour on the phone. I care about my friend and know that he values my advice. Nevertheless, I have to cut him off because I have to study. I feel bad because I am no longer such a good friend. ***This learner started using an answering machine. He then made a commitment to call his friend on Saturday mornings, but did not return his calls during the week unless it was an emergency.***
2. My teenage son has trouble focusing on his homework. I have always helped the children with their homework while my wife does other things. My son really needs supervision. I am concerned that I will not have enough time to oversee his work and also do my own. ***The learner in question formed a family study group. Each evening, for a set period of time, his son studied with him at a common table.***
3. The sound of the television is distracting me from my work. My study area is the dining room table, which is really just a few feet from the living room. ***The solution was to move the television into the bedroom.***
4. I am very lucky, as I have a room of my own to use as a study, and I have my mother living with me to care for my children. My problem is that my baby cries outside the study door. It breaks my heart to hear him and so I have a hard time concentrating on my work. ***The learner eventually trained her baby to see the closed door as the sign of non-availability. This took a few weeks and required the cooperation of her husband and mother, as well as a bit of a hard heart.***
5. My children are four and six. They never go to bed before 10 o'clock. I have a very hard time staying up late enough to get my reading done after they have gone to bed. ***This learner ended up going to bed at the same time as her children and then getting up at four o'clock in the morning to study.***
6. My husband really wanted me to come to this course but now, after two months, he is complaining that he has no wife. I really need the time to study, but I feel guilty. ***This learner eventually made coffee dates with her husband so that each evening, she took a 20 minute break to sit with him and discuss his day.***
7. I'm from Taiwan where I was a very well-respected experienced professional. After the first day of this course, I've realized how lost I am. How do I join my past to my future? ***This learner made an appointment at counseling, and completed some Canadian job assessment tools. She then saw that there were some possibilities for her to fit in.***
8. I'm from India. I had a job last week. The job paid well, but was not in my area of training as a pharmacist. I quit the job to start this course. My mother-in-law can't understand why I gave up a well-paying job. My husband half-supports me and half-supports his mother. We will be short of cash now that I'm doing this course. ***The father-in-law intervened with his wife and told her to be more supportive. The learner felt supported by her father-in-law and was better able to focus and benefit from the class.***
9. I thought Canada was multi-cultural society. I don't understand why this course is about how to work as a Canadian. I should be able to be myself. I'm taking this course to make connections. ***The learner eventually realized that learning about Canadian cultural norms was not about being forced to conform, but rather, it was about learning the rules of the game. She could choose when and when not to follow the rules while understanding the consequences of not following the rules. The learner became willing to try play-acting the new Canadian behaviour and realized that she didn't have to change her inner self.***



# Activity Plan 4

<b>LESSON 1</b>	<b>ES Diagnostic: Document Use, Text Reading and Writing</b>	
	145 MINUTES	HANDOUT(S): 5
<p>One of the purposes of Module 1 is to help learners and instructors better understand the learners' language strengths and challenges as well as their work related language needs.</p> <p>This diagnostic uses real documents to assess how well a learner can complete a realistic workplace task.</p> <p>If the learner finds this diagnostic particularly challenging, suggest that they include reading as a key feature of their independent study plan. They will explore options and develop this plan in Lesson 2.</p> <p>This task is not a test. If learners are nervous, explain that they will mark their own work at the end of the class and that you will not be recording their marks.</p> <p><b>Set-up Stage</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>• Walk learners through the test parts, explaining time limits:             <ul style="list-style-type: none"> <li>✓ Reading Diagnostic Part 1: Document Use – 40 min</li> <li>✓ Reading Diagnostic Part 2: Text Reading – 40 min</li> <li>✓ Writing Diagnostic – 25 min</li> </ul> </li> <li>• Distribute Handouts 1, 2, 3 and 4. Handout 2 is the blank form and Handout 4 is the reading. They are both saved as PDFs on the course disk.</li> <li>• Have Handout 5 accessible so that learners who finish early can begin the Writing Diagnostic.</li> </ul> <p><b>Reading Diagnostic</b></p> <p><b>Part 1: Document Use</b> ..... 40 min</p> <ul style="list-style-type: none"> <li>• Learners work on document use with an injury report document. (Handouts 1 and 2)</li> </ul> <p><b>Part 2: Reading Text</b> ..... 40 min</p> <ul style="list-style-type: none"> <li>• Learners work on text reading (Handouts 3 and 4).</li> <li>• Collect all materials.</li> </ul> <p><b>**Note:</b> Time management of the two parts of the test should be left up to learners with time noted on the board. Some learners may need more time with one part; however, no learner should receive more than 80 minutes in total.</p>		<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1-5</li> <li>✓ Answer keys for your use</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Self-assessing reading, document use</li> </ul> <p><b>NOTE:</b> No changes can be made to the WorkSafeBC materials used, with the exception of Form 6a, which must be reproduced at 75% of original, with the word "sample" printed on a diagonal, and accompanied by this wording: "For the latest version of this and other forms, go to <a href="http://worksafebc.com">worksafebc.com</a>."</p>

**Activity Plan 4**  
**Diagnostic: Document Use, Text Reading and Writing**

(page 2 of 2)

**Writing Diagnostic** ..... 25 min

- Learners write using Handout 5 as a prompt.
- Collect all materials at the end of 25 minutes.
- Review what they have written and return it to them during the individual 15-minute interviews, starting in Lesson 2 and continuing until Lesson 5. If you notice any particular concerns such as spelling, punctuation, handwriting or verb tenses, suggest activities that learners might include in their independent study plans to improve. Writing is not a key component of this course, so you will not want to spend a lot of time on this writing sample. It is included as a self-assessment because some learners may want to include writing in their study plan, and it will help you/them focus their plans on writing weaknesses.

**Review** ..... 30 min

- Hand back the reading tasks (Handouts 1 and 2). Go through the answers; learners can mark their own work. This is not a test, but a self-assessment.
- After reviewing all of the answers, ask learners if they feel comfortable with their reading levels. Tell them that on the following day, they will have an opportunity to include reading in an independent study plan.
- When the self-assessment is complete, COLLECT ALL MATERIALS so that the assessment remains valid for future classes. You may want to keep the learners' papers in separate files along with their independent study plans.

**Ways to Add Support**

- Increase the time limit.
- Do one part in this lesson, and the other two parts on different days.
- Do the assessment as a group activity, rather than individually.
- Distribute answer keys.
- Spend more than 30 minutes going through the correct answers.

**Ways to Add Challenge**

- Reduce the time available.
- Collect the completed papers and mark them.

**References**

*Worker's Report of Injury or Occupational Disease to Employer.* WorkSafeBC. Worker's Compensation Board of BC. (accessed April 24, 2007) <http://www.worksafebc.com/forms/assets/PDF/6a.pdf>

*Cold Water Immersion.* WorkSafeBC. Worker's Compensation Board of BC. (accessed April 24, 2007) <http://www2.worksafebc.com/i/posters/pdfs/2004/ws0401.pdf>

### Reading Diagnostic: Part 1

You will have 105 minutes to accomplish several diagnostic tasks. In Part 1, you will work with a common injury report form from WorkSafe BC. You will be asked to fill in some information and to answer questions using information from the form. In Part 2, you will be asked to skim (read quickly) a safety bulletin on cold water immersion from WorkSafe BC. Then you will be asked to use the information to answer questions or solve problems. Follow the directions for each part.

#### Injury Report Form (40 minutes)

**A. Directions: Fill in the injury report form using your own personal information and the information that is given in the scenario below. Write NA if the information is unknown or not available.**

**Scenario**

Imagine that you are working as an insurance agent. Your social insurance number (SIN number) is 718 818 631, and your personal health number is 9043 921 993. The company that you work for is Fontaine Insurance. The address is 1207 Elmway Drive, Vancouver, BC, V6R 2S3. The telephone number is 604-833-4620. Carl James is your supervisor and he is also the owner of the agency.

On July 14, 2006, at 10:00 a.m., you went to inspect a property that your company is planning to write an insurance policy for. The building is located at 1212 Arbour Street in Vancouver. While you were taking pictures of the property with a camera owned by Fontaine Insurance, part of the fence collapsed and hit your left leg, causing you to fall and hurt your right wrist. No one was there to help you. You drove yourself to Vancouver General Hospital, where Dr. Adrian Smith treated you for a gash to your left leg; this required 10 stitches, and also for a sprained right wrist. The doctor has advised that you not drive for three days. You are presently unable to hold a pen or use a computer. Dr. Smith indicated that your wrist will improve gradually, but that it may take between five and seven days for you to gain reasonable mobility. You telephoned Carl at 11:30 a.m. to tell him about your injury.

**B. Directions: Using the information from the form, answer the following questions.**

1. Could a friend who speaks excellent English fill this out for you? Give a reason for your answer.

---



---

2. Can you use a pencil to fill in this document? Give a reason for your answer.

---



---

3. What are the appropriate ways to submit this document to the Worker’s Compensation Board?

---



---

4. How can you get more information about your rights?

---



---

5. Will your employer be able to get information from this document? Give a reason for your answer.

---



---

## Reading Diagnostic: Part 1

You will have 105 minutes to accomplish several diagnostic tasks. In part 1, you will work with a common injury report form from WorkSafe BC. You will be asked to fill in some information and to answer questions using information from the form. In part 2, you will be asked to skim (read quickly) a safety bulletin on cold water immersion from WorkSafe BC. Then you will be asked to use the information to answer questions or solve problems. Follow the directions for each part.

### Injury Report Form (40 minutes)

**A. Directions: Fill in the injury report form using your own personal information and the information that is given in the scenario below. Write NA if the information is unknown or not available.**

#### Scenario

Imagine that you are working as an insurance agent. Your social insurance number (SIN number) is 718 818 631, and your personal health number is 9043 921 993. The company that you work for is Fontaine Insurance. The address is 1207 Elmway Drive, Vancouver, BC, V6R 2S3. The telephone number is 604-833-4620. Carl James is your supervisor and he is also the owner of the agency.

On July 14, 2006, at 10:00 a.m., you went to inspect a property that your company is planning to write an insurance policy for. The building is located at 1212 Arbour Street in Vancouver. While you were taking pictures of the property with a camera owned by Fontaine Insurance, part of the fence collapsed and hit your left leg, causing you to fall and hurt your right wrist. No one was there to help you. You drove yourself to Vancouver General Hospital, where Dr. Adrian Smith treated you for a gash to your left leg; this required 10 stitches, and also for a sprained right wrist. The doctor has advised that you not drive for three days. You are presently unable to hold a pen or use a computer. Dr. Smith indicated that your wrist will improve gradually, but that it may take between five and seven days for you to gain reasonable mobility. You telephoned Carl at 11:30 a.m. to tell him about your injury.

**B. Directions: Using the information from the form, answer the following questions.**

1. Could a friend who speaks excellent English fill this out for you? Give a reason for your answer.

**(Sample answer) Usually only the worker who signs the document can fill it out, but since the worker has a sprained wrist of the hand that she writes with, the worker is considered "not fit to do so," so the friend can fill the form out for her.**

2. Can you use a pencil to fill in this document? Give a reason for your answer.

**(Sample answer) No, the report must be written in ink.**

3. What are the appropriate ways to submit this document to the Worker's Compensation Board?

**(Sample answer) The report can be submitted by mail or fax.**

4. How can you get more information about your rights?

**(Sample answer) There is a call centre for telephone inquiries, and there is also a Workers' Advisers Office that can be reached by telephone or email.**

5. Will your employer be able to get information from this document? Give a reason for your answer.

**(Sample answer) Yes, my employer can get information from this document in the case of an appeal.**



**WORKER'S REPORT OF INJURY OR OCCUPATIONAL DISEASE TO EMPLOYER**

Please answer all questions and complete this report in ink. Incomplete applications may have to be returned resulting in some delay in the processing of your claim. Please ensure that this report is signed and submitted by mail or fax. You may also wish to use the reverse side of this report or submit a separate letter.

This report should be completed by the injured worker if fit to do so. It should never be completed by anyone else for signature by the injured worker.

Section 53(3) of the *Workers Compensation Act* requires that where a worker is fit, and on a request of the employer, they must provide the employer with particulars of the injury or occupational disease on a report prescribed by the Board and supplied to the worker by the employer. This is the report prescribed.

Please complete this report as it appears. It is prohibited and an offence to add any questions to this report.

If you do not know the answers to any of the following questions, please print "don't know" in the appropriate space.

<b>WORKER'S LAST NAME</b> <i>(please print)</i>			<b>EMPLOYER'S NAME</b> <i>(as registered with the Board)</i>		
<i>Mr. Ms.</i> <i>Mrs. Miss</i>					
First name(s)		Middle initial	Mailing address		
Mailing address			City	Postal code	
City	Postal code		Location of plant or project where injury occurred	Postal code	
Telephone number	Social insurance number	Date of birth	Type of business		
		<i>Month Day Year</i>			
Weight	Height	Marital status	Worker's occupation	Employer's telephone number	
	<i>Feet Inches</i>	<input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Other			
1. Date and time of my injury		OR period of exposure resulting in my occupational disease:			
20 at a.m./p.m.		FROM		20 TO 20	
2. My injury or disease was first reported to my employer on			<i>(please check one)</i>		
20 at a.m./p.m. TO			<input type="checkbox"/> First Aid <input type="checkbox"/> Supervisor <input type="checkbox"/> Office <input type="checkbox"/> Or:		
3. <i>(please check one)</i>			4. Name of First Aid Attendant		
<input type="checkbox"/> I received first aid <input type="checkbox"/> I did not receive first aid					
5. Name and address of attending physician or qualified practitioner <i>(if any)</i>			6. Was protective equipment being used?		
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
			7. Name of witnesses <i>(if any)</i>		
			8. The supervisor in charge at the time of my injury was		
9. The following describes what happened to cause the injury and includes contributing factors: description of any machinery or objects involved, etc.			OR		
			The following (in cases of occupational disease) describes how exposure occurred. Gases, vapours, dusts, chemicals, radiation, noise, source of infection or other causes are mentioned as appropriate.		
<i>(please use reverse side of report if necessary)</i>					
10. All apparent injuries received at this time are as follows: Specify part(s) of body injured, indicating right or left.					

**PLEASE READ CAREFULLY**

"I declare all the information I have given on this report is true and correct and I elect to claim compensation for the above mentioned injuries or disease. I authorize the Workers' Compensation Board (the 'Board') and Review Board to obtain or view, from any source whatsoever, including records of physicians, qualified practitioners, medical insurers or hospitals, a copy of records pertaining to examination, treatment, history and employment of the undersigned. Further, I acknowledge that the Board may disclose information from my claim to my employer for purposes of appeal, or may disclose such information to others in accordance with the law, including the *Freedom of Information and Protection of Privacy Act*. I authorize the Board to disclose information from my claim to the designated advocate of my union or similar association. I understand it is a serious offence to knowingly make a false claim or to work and earn income while receiving workers' compensation without advising the Board."

Worker's signature	Date	Personal health number from your BC CareCard
	<i>Month Day Year</i>	

**ADDITIONAL INFORMATION CAN BE RECORDED ON THE REVERSE SIDE OF THIS REPORT.**



Worker's last name	First name	Middle initial	Social insurance number	WCB claim number
				Worker's personal health number from BC CareCard

**Additional information**

Personal information on this form is collected for the purposes of administering a worker's compensation claim by the Board in accordance with the **Workers Compensation Act** and the **Freedom of Information and Protection of Privacy Act**. For further information, please contact the Board's Freedom of Information Coordinator at 6951 Westminster Highway, Richmond, BC, V7C 1C6, or telephone 604 279-8171.

Visit our web site at [www.worksafebc.com](http://www.worksafebc.com)

**Mailing address** for application and all claims correspondence: Workers' Compensation Board of BC  
PO Box 4700 Stn Terminal  
Vancouver BC V6B 1J1

Fax number: Local 604 233-9777 or toll free within BC 1 888 922-8807.

**Telephone information**

**Call Centre:** 604 231-8888 or toll free within BC 1 888 967-5377.

**Occupational Disease Services:** 604 276-3007 or toll free within BC 1 888 967-5377(extension 3007).

**Other assistance**

The Workers' Advisers Office is independent and separate from the WCB and provides free advice and assistance to help injured workers with their claims. The Workers' Advisers have offices throughout the province and can be contacted at [www.labour.gov.bc.ca/wab/](http://www.labour.gov.bc.ca/wab/) or by telephone at:

- Richmond 604 713-0360 or toll free 1 800 663-4261
- Victoria 250 952-4393 or toll free 1 800 661-4066
- Kelowna 250 717-2096 or toll free 1 866 881-1188





WORKING TO MAKE A DIFFERENCE

**WORKER'S REPORT OF INJURY OR OCCUPATIONAL DISEASE TO EMPLOYER**

Please answer all questions and complete this report in ink. Incomplete applications may have to be returned resulting in some delay in the processing of your claim. Please ensure that this report is signed and submitted by mail or fax. You may also wish to use the reverse side of this report or submit a separate letter.

This report should be completed by the injured worker if fit to do so. It should never be completed by anyone else for signature by the injured worker.

Section 53(3) of the *Workers Compensation Act* requires that where a worker is fit, and on a request of the employer, they must provide the employer with particulars of the injury or occupational disease on a report prescribed by the Board and supplied to the worker by the employer. This is the report prescribed.

Please complete this report as it appears. It is prohibited and an offence to add any questions to this report.

If you do not know the answers to any of the following questions, please print "don't know" in the appropriate space.

<b>WORKER'S LAST NAME</b> (please print) Mr. <input checked="" type="radio"/> Ms. <input type="radio"/> Suomi		<b>EMPLOYER'S NAME</b> (as registered with the Board) FONTAINE Insurance	
First name(s) Ana	Middle initial M	Mailing address 1207 ELMWAY Drive	
Mailing address 204 EAST 17th Ave		City VANCOUVER	Postal code V6R 2S3
City VANCOUVER	Postal code V5Z 7E3	Location of plant or project where injury occurred 1212 ARBOUR ST.	Postal code NA
Telephone number 604-873-1234	Social insurance number 718 818 631	Date of birth 10 / 10 / 60	Type of business Insurance
Weight 135	Height 5 Feet 6 Inches	Marital status <input checked="" type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Other	Worker's occupation Insurance Agent
		Employer's telephone number 604-833-4620	
1. Date and time of my injury 14 / 07 / 2006 at 10 a.m.		OR period of exposure resulting in my occupational disease: FROM 20 TO 20	
2. My injury or disease was first reported to my employer on 14 / 07 / 2006 at 11:30 a.m. TO <input type="checkbox"/> First Aid <input checked="" type="checkbox"/> Supervisor <input type="checkbox"/> Office, <input type="checkbox"/> Or.			
3. (please check one) <input type="checkbox"/> I received first aid <input checked="" type="checkbox"/> I did not receive first aid		4. Name of First Aid Attendant NA	
5. Name and address of attending physician or qualified practitioner (if any) Dr. Adrian Smith VGH		6. Was protective equipment being used? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
		7. Name of witnesses (if any) NA	
		8. The supervisor in charge at the time of my injury was CARL James	
9. The following describes what happened to cause the injury and includes contributing factors: description of any machinery or objects involved, etc. OR The following (in cases of occupational disease) describes how exposure occurred. Gases, vapours, dusts, chemicals, radiation, noise, source of infection or other causes are mentioned as appropriate. (Sample) (please use reverse side of report if necessary) TAKING Photos for insurance purposes when fence on property collapsed and caused me to fall			
10. All apparent injuries received at this time are as follows: Specify part(s) of body injured, indicating right or left. GASH on left leg requiring ten stitches Sprained right wrist			

PLEASE READ CAREFULLY

"I declare all the information I have given on this report is true and correct and I elect to claim compensation for the above mentioned injuries or disease. I authorize the Workers' Compensation Board (the 'Board') and Review Board to obtain or view, from any source whatsoever, including records of physicians, qualified practitioners, medical insurers or hospitals, a copy of records pertaining to examination, treatment, history and employment of the undersigned. Further, I acknowledge that the Board may disclose information from my claim to my employer for purposes of appeal, or may disclose such information to others in accordance with the law, including the *Freedom of Information and Protection of Privacy Act*. I authorize the Board to disclose information from my claim to the designated advocate of my union or similar association. I understand it is a serious offence to knowingly make a false claim or to work and earn income while receiving workers' compensation without advising the Board."

Worker's signature Ana M Suomi	Date 07 / 15 / 06	Personal health number from your BC CareCard 9043921993
-----------------------------------	----------------------	--

ADDITIONAL INFORMATION CAN BE RECORDED ON THE REVERSE SIDE OF THIS REPORT.

Please see the reverse side of this report for telephone and fax numbers.

WORKERS' COMPENSATION BOARD OF B.C.



6A

**Activity 4**  
**Answer Key Handout 2**

(page 2 of 2)

Worker's last name Suomi	First name Ana	Middle initial m	Social insurance number 718 818 631	WCB claim number
-----------------------------	-------------------	---------------------	--	------------------

Worker's personal health number from BC CareCard									
9	0	4	3	9	2	1	9	9	3

**Additional information** (Sample)

Driving restriction for at least three days  
unable to write at present  
unable to use key board at present

Personal information on this form is collected for the purposes of administering a worker's compensation claim by the Board in accordance with the **Workers Compensation Act** and the **Freedom of Information and Protection of Privacy Act**. For further information, please contact the Board's Freedom of Information Coordinator at 6951 Westminster Highway, Richmond, BC, V7C 1C6, or telephone 604 279-8171.

Visit our web site at [www.worksafebc.com](http://www.worksafebc.com)

**Mailing address** for application and all claims correspondence: Workers' Compensation Board of BC  
PO Box 4700 Stn Terminal  
Vancouver BC V6B 1J1

Fax number: Local 604 233-9777 or toll free within BC 1 888 922-8807.

**Telephone information**

**Call Centre:** 604 231-8888 or toll free within BC 1 888 967-5377.

**Occupational Disease Services:** 604 276-3007 or toll free within BC 1 888 967-5377 (extension 3007).

**Other assistance**

The Workers' Advisers Office is independent and separate from the WCB and provides free advice and assistance to help injured workers with their claims. The Workers' Advisers have offices throughout the province and can be contacted at [www.labour.gov.bc.ca/wab/](http://www.labour.gov.bc.ca/wab/) or by telephone at:

- Richmond 604 713-0360 or toll free 1 800 663-4261
- Victoria 250 952-4393 or toll free 1 800 661-4066
- Kelowna 250 717-2096 or toll free 1 866 881-1188





## Reading Diagnostic: Part 2

### Text Reading (40 minutes)

**Directions:** Skim the four-page reading, "Cold Water Immersion." Do not spend more than 10 minutes doing this. You will be able to use the text to find answers and solutions later.

**A. True or False.** Circle 'T' if the statement is true. Circle the 'F' if the statement is false. If the statement is false, provide the correct information in the space provided.

**T F** 1. The number one cause of death in the fishing industry is hypothermia.

\_\_\_\_\_

**T F** 2. Anyone who works on or near rivers, lakes or oceans could be in danger.

\_\_\_\_\_

**T F** 3. The article describes three kinds of flotation gear or clothing.

\_\_\_\_\_

**T F** 4. Cold water immersion can result in death in as little as 30 minutes.

\_\_\_\_\_

**T F** 5. Stages 1 and 3 are responsible for more deaths than stages 2 and 4.

\_\_\_\_\_

**B. Matching.** In the chart below, write the four stages of the effects of cold water immersion. Then place the following characteristics inside the appropriate space in the chart. One example has been done for you.

Stage 1:	Stage 2: <i>Swimming failure</i>	Stage 3:	Stage 4:
<i>c. increase in heart rate</i>			

a. drop in blood pressure

b. loss of coordination

c. increase in heart rate

d. loss of consciousness

**C. Problem solving. Using the information from the reading, write your solution to the problems.**

1. Andres and Charles have bought a boat. They plan to use it for commercial fishing. They are not sure what physical or structural changes they should make to their boat to make it safer, and they are unsure of what flotation equipment they are required, by law, to have. Give them the information that will help to solve their problem.

---

---

---

---

2. Andres and Charles know that they must train the employees who will form their crew. They are not sure what the crew members need to know how to do in order to be prepared for the dangers of fishing in cold water. Give them at least three suggestions for training their crew.

---

---

---

---



# WorkSafe™

## Cold Water Immersion

On a November night, a crab fishing boat was off B.C.'s north coast. The crewmembers were re-baiting a crab pot on deck when the vessel took a port turn. They had been pulling traps on the starboard side, leaving the buoy line in the water. The line became caught in the propeller and started to pull the trap off the table. One of the crew reached for the trap as it slid over the side of the boat and was pulled into the water with it. As he entered the water, he let go of the trap and remained at the surface. Lines and floating objects were thrown well within his reach but he made no attempt to hold onto them.

The crewmember was finally pulled on board after about 11 minutes in the water. He was unconscious and could not be revived. Neither he nor the other crewmembers were wearing a personal flotation device (PFD), life jacket, or immersion suit. The water temperature was 9°C (48°F).



### Cold water is deadly

Drowning is the number one cause of death in B.C.'s fishing industry. It is also a major cause of death wherever people must work on or near the water, such as on tugboats. One of the reasons for these high fatality rates is the cold temperature of our waters. Accident investigations have shown again and again that a person's physical fitness or ability to swim in warm water will not save him or her from drowning in cold water. Hypothermia can be a factor but that takes time – usually more than 30 minutes. The killing factor is often that first shock of cold water on the body.

Cold water is defined as water below 25°C but the greatest effects occur below 15°C. Our waters are usually below 15°C. As the fatal crab fishing accident shows, the effects are so powerful that you may not be able to help yourself. Exposure to cold water changes how your body functions. The first shock takes your breath away. Within a few minutes, your hands are so cold you cannot hold onto anything. You cannot pull yourself out of the water. Swimming becomes difficult or impossible as your breathing and muscles are affected by the cold. Eventually hypothermia sets in. Even if you are rescued, you may still die.

Keep yourself safe by being aware of what could happen to you in cold water. Know what to do to prevent you or other crewmembers from falling into the water and what to do if that occurs.

### What happens when you fall into cold water

The effects of cold water on the body happen in four stages (described on pages 2–3). Cold shock (stage 1) and swimming failure (stage 2) are responsible for more drowning fatalities in B.C. than hypothermia (stage 3) or post-rescue collapse (stage 4).

### Anyone who works on, near, or over the water is at risk

Ironworkers were using a jet boat to pull a cable across a fast-moving river. The cable became lodged on the river bottom, anchoring the boat by the stern. Water poured onto the boat, and the two workers jumped into the river. Neither was wearing a flotation device. Only one was able to swim to shore.

If you work on or near lakes, rivers, or the ocean, you could be in danger. Lakes and rivers in B.C. are usually at temperatures similar to the ocean (below 15°C) and may be even colder in winter. Use safe work practices wherever you are.

- Always wear a PFD, life jacket, or immersion suit when working on or near water (wherever there is a risk of drowning).
- Ensure that the equipment used for a specific procedure has been designed to perform that procedure.
- Make sure you have an effective means to call for help when working in remote locations.
- Use fall arrest equipment when working on bridges or over the side of vessels.

#### 1. Cold shock

Cold shock occurs immediately – as you enter the cold water. It lasts three to five minutes but it can result in quick drowning because of the way the body reacts. You cannot control these reactions:

- A large intake of breath
- A rapid increase in breathing rate (up to four times as fast)
- A reduced ability to hold your breath (to as little as 10 seconds)
- A massive increase in heart rate and blood pressure

Drowning may result from cold shock reactions. If your head goes below the surface, you might breathe in water with that first large intake of breath. As little as half a cup of water in your lungs can cause drowning. Problems with breathing can lead to panic, which only reduces your chance of survival.

You are most likely to survive stage 1 if you:

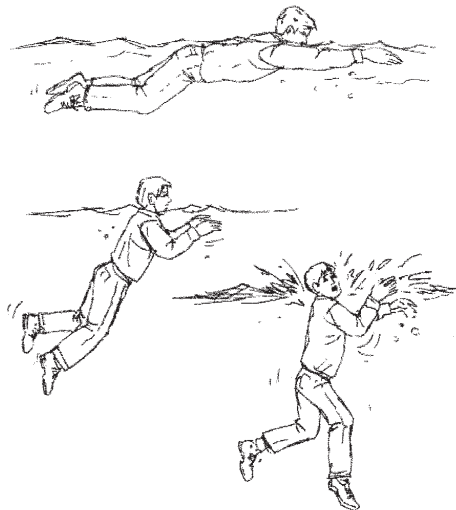
- Do not inhale water
- Stay afloat
- Keep your head above water

A PFD, life jacket, or immersion suit is essential.

#### 2. Swimming failure

Swimming failure occurs after you have been in cold water for 5 to 30 minutes. Its effects include:

- Loss of manual dexterity
- Inability to match breathing rate to swimming stroke
- Loss of coordination in the muscles in your arms and legs as they get cooler, increasing your swimming angle
- Increased swimming angle, requiring more energy to keep your head above water
- Drowning



Being a good swimmer in warm water will not help you in cold water. In warm water, a swimmer takes one breath per stroke. In cold water, the breathing rate and stroke rate increase but not together. Your muscles and joints also get stiffer in the cold water and your strokes get shorter. These changes result in an increase in the body's swimming angle, with more of your body farther under the water instead of near the surface. There is now more drag on your body, and you must use more energy to swim. Finally, your swimming strokes become totally uncoordinated and ineffective, and you may drown.

### **3. Hypothermia**

You have probably already heard about the effects of hypothermia. Hypothermia is the cooling of your body's core. It affects your brain, heart, and other internal organs. Your body begins to cool as soon as you enter the water, but the full effect of hypothermia usually takes at least 30 minutes. The effects of hypothermia are:

- A reduction of blood flow to the hands, feet, and surface of the body
- Intense shivering, in the early stages, as the body tries to maintain body core temperature
- Lack of shivering in the later stages
- Loss of consciousness
- Heart failure

The body loses heat four times faster in water than in air. As the body cools, the will to survive decreases. Eventually you lose consciousness and drown, or your heart fails.

### **4. Post-rescue collapse**

The effects on your body after you are pulled from the water can include the following:

- Loss of hydrostatic pressure from the water causes a sudden drop in blood pressure. This can cause heart or brain failure.
- Your heart is cold and cannot pump cold blood effectively to maintain blood pressure.
- Your lungs are damaged from the water you inhaled. This can cause a pneumonia-like illness.
- Fatal bleeding from injuries may occur as your body warms up and your blood flows more

freely. You may have internal injuries or injuries to your head and neck that you and your rescuers are not aware of.

People should be recovered from cold water horizontally rather than vertically. Rescue may not mean survival, however. Up to 20 percent of all survivors die during rescue or shortly after.

### **How to avoid cold water immersion**

The key to dealing with the risks of sudden, unexpected cold water immersion is to stay out of the water. If you do fall in, do not breathe in water, do not panic, and keep as much of your body out of the water as possible.

### **Stay out of the water**

Arrange the vessel's decks and work procedures to reduce the risk of crew entering the water. Install guard rails where it is practical and where they do not create hazards associated with the fishing process. For example, salmon trollers could set up rails along the sides of the vessel since fishing takes place at the stern.

Keep work areas free of slipping or tripping hazards. Many people have fallen overboard while drawing water with a pail or urinating over the rail when the vessel was under way. When doing either of these activities, hold onto the vessel with one hand at all times.

### **Wear an immersion suit, PFD, or life jacket**

If there is a risk of entering the water, be prepared to stay afloat to survive the effects of cold shock, reduce the need to swim, and give rescuers time to react. Wearing a flotation device can be the difference between living and dying because it can hold your head above water. It also helps to maintain your body temperature. Immersion suits also provide a large, bright target for rescuers to see.

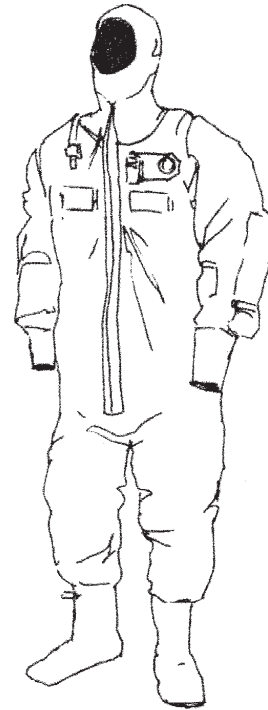




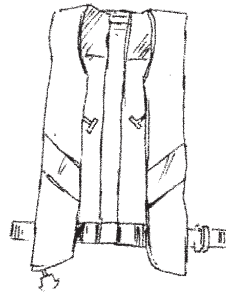
### Using a PFD, life jacket, or immersion suit

Many different types of PFDs, life jackets, and immersion suits are available. For example, PFDs with automatic inflators provide excellent flotation in a small, lightweight, unrestrictive package. Immersion suits (survival suits) are required by provincial regulation for each crewmember on every commercial fishing vessel. Carrying immersion suits is good policy for all vessels and anyone working on or near cold water. Remember to stow them in an accessible location and to practise putting them on.

Immersion suits may be too bulky to work in, but they save lives when the crew or other workers have enough warning to get the suits on before they find themselves in the water. An immersion suit helps you conserve body heat and keeps you afloat, greatly increasing the likelihood that you will survive. See *WorkSafe Bulletin WS 04-06* for more information on immersion suits.



*inherently buoyant PFD*



*inflatable PFD*

### Develop and practise rescue procedures

A person who is unprotected by a flotation device can drown very quickly – in as little as three minutes. The master of a vessel must ensure that suitable equipment is on board and that the crew regularly practises emergency procedures to rescue a crewmember overboard. Every vessel should have the means for a person to get back on board as soon as possible. All crewmembers should know how to:

- Get back on board quickly if they fall in the water
- Recover someone quickly who has fallen overboard
- Perform first aid safely on someone who may be suffering from near-drowning or hypothermia

### Abandon ship safely

If you must abandon ship, try to avoid entering the water. Develop procedures that allow crew to go directly into life rafts to avoid getting wet. Make sure to put on immersion suits, PFDs, or life jackets.

**The effects of sudden, unexpected cold water immersion are deadly. Be prepared!**



## Reading Diagnostic: Part 2

### Text Reading (40 minutes)

Directions: Skim the four-page reading, "Cold Water Immersion." Do not spend more than 10 minutes doing this. You will be able to use the text to find answers and solutions later.

A. True or False. Circle 'T' if the statement is true. Circle the 'F' if the statement is false. If the statement is false, provide the correct information in the space provided.

T(F) 1. The number one cause of death in the fishing industry is hypothermia.  
**The number one cause of death is drowning.**

(T)F 2. Anyone who works on or near rivers, lakes or oceans could be in danger.

(T)F 3. The article describes three kinds of flotation gear or clothing.

T(F) 4. Cold water immersion can result in death in as little as 30 minutes.  
**Death can occur in as little as three minutes.**

T(F) 5. Stages 1 and 3 are responsible for more deaths than stages 2 and 4.  
**Stages 1 and 2 are responsible for more deaths.**

B. Matching. In the chart below, write the four stages of the effects of cold water immersion. Then place the following characteristics inside the appropriate space in the chart. One example has been done for you.

Stage 1:	Stage 2: <i>Swimming failure</i>	Stage 3:	Stage 4:
<i>c. increase in heart rate</i>	<i>b. loss of coordination</i>	<i>d. loss of consciousness</i>	<i>a. drop in blood pressure</i>

- a. drop in blood pressure
- c. increase in heart rate

- b. loss of coordination
- d. loss of consciousness

**C. Problem solving. Using the information from the reading, write your solution to the problems.**

1. Andres and Charles have bought a boat. They plan to use it for commercial fishing. They are not sure what physical or structural changes they should make to their boat to make it safer, and they are unsure of what flotation equipment they are required, by law, to have. Give them the information that will help to solve their problem.

***Sample Answer: They should add guard rails wherever possible and they must have one immersion suit for every crew member. This is a provincial regulation.***

2. Andres and Charles know that they must train the employees who will form their crew. They are not sure what the crew members need to know how to do in order to be prepared for the dangers of fishing in cold water. Give them at least three suggestions for training their crew.

***Sample Answer: Training the crew in these areas of safe practice and rescue: getting back into the boat quickly, recovering someone who has fallen overboard, first aid. Other training could involve holding onto rails when urinating overboard and training in speedy putting-on of flotation devices.***



## Writing Diagnostic

**Directions:** On a separate piece of paper, write for 20 minutes about the following topic. Then spend about five minutes completing the writing self-assessment below.

*Think about the common safety issues that affect workers in your trade or profession. What are some of the dangers in the workplace and what are some of the precautions that workers take? Are you aware of any safety regulations or standards that apply to either employers or workers?*

### Writing Self-Assessment

**Rate the following statements about writing.**

1. I will not get a job that requires me to write much.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. I am a good writer.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. I write well, but I don't have much vocabulary.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. I make very few grammar mistakes.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. My spelling is not a problem.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. I enjoy writing.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. I write well in my first language.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. I was not good at writing in school in my first language.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. I have never really studied writing, either in Canada or in my first country.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree


10. Verbs cause me a lot of problems.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

# Activity Plan 5

<b>LESSON 2</b>	<b>Getting to Know You Quiz (from Activity 2) ♦</b>							
	30 MINUTES	HANDOUT(S): 1** (TEACHER PREPARED)						
<p><b>Sample Grid Quiz</b>  <b>Find Someone Who:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Name</th> <th>What</th> </tr> </thead> <tbody> <tr> <td style="height: 25px;"></td> <td>Worked for five years in Algeria as an accountant</td> </tr> <tr> <td style="height: 25px;"></td> <td>Speaks French, Greek and Spanish</td> </tr> </tbody> </table>		Name	What		Worked for five years in Algeria as an accountant		Speaks French, Greek and Spanish	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>Using the cards you collected in <b>Activity 2</b>, prepare a simple Grid Quiz with the information. Don't worry if more than one learner fits a descriptor. The idea is for the learners to interact. See sample under the Procedure Column.</li> <li>Make an overhead of the Grid Quiz.</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Developing class rapport</li> </ul>
Name	What							
	Worked for five years in Algeria as an accountant							
	Speaks French, Greek and Spanish							
<p><b>Set-up Stage</b> .....3 min</p> <ul style="list-style-type: none"> <li>Distribute quizzes and direct learners to walk around the room finding the answers (see sample above).</li> </ul> <p><b>Communication Stage</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>Learners go around room to find the answers. You may need to encourage the shy people by linking them up with others.</li> </ul> <p><b>Wrap-up</b> .....7 min</p> <ul style="list-style-type: none"> <li>Fill in information on the overhead as learners shout out the answers.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>Complete some of the blanks for learners.</li> <li>Limit the number of questions.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>Have a few blank lines in the "What" column that each learner completes, based upon what he or she remembers about another learner from the interviews.</li> </ul>								
<p><b>Acknowledgement</b></p> <p>Macpherson, Alice. 2000. <i>Cooperative Learning Group Activities for College Courses – A Guide for Instructors</i>. Kwantlen University College.</p>								

# Activity Plan 6

<b>LESSON 2</b>	 <b>ES Computer Skills Diagnostic</b>	
	20 MINUTES	HANDOUT(S): 1
<p><b>Set-up Stage</b> .....2 min</p> <ul style="list-style-type: none"> <li>• Distribute Handout 1.</li> <li>• Explain the purpose of the diagnostic.</li> <li>• Direct learners to complete the diagnostic.</li> </ul> <p><b>Performance Stage</b> ..... 15 min</p> <ul style="list-style-type: none"> <li>• Circulate and answer questions if necessary.</li> </ul> <p><b>Wrap-up</b> .....3 min</p> <ul style="list-style-type: none"> <li>• Ask learners to bring their completed diagnostic to the individual interviews that will follow today and in Lesson 3-5.</li> <li>• Brainstorm with the learners about ways to improve their computer skills.</li> <li>• Inform them about resources that are available at your institution.</li> </ul> <p><b>Follow Up</b></p> <ul style="list-style-type: none"> <li>• Learners will have an opportunity to include computer skills in their individual study plan. They will develop this plan in Activity 7.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>• Brainstorm computer vocabulary and everyday uses.</li> <li>• Prepare a handout of computer-related vocabulary (email, internet, research, websites, Skype, etc.).</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>• Learners interview each other about their computer skills.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Identifying computer skills</li> <li>• Providing data to construct an individualized learning plan</li> <li>• Ascertaining which learners will need extra help with computer work and which learners could possibly help them</li> </ul>	

## Computer Skills Diagnostic Checklist

The following computer skills are needed for most Canadian workplaces and for this course. The checklist will be used to determine your basic level of computer skills in order to suggest possible training. Circle Yes or No if the answer applies to you.

### Can you ... ?

1. Yes No log on and off correctly?
2. Yes No use a mouse?
3. Yes No use the keyboard?
4. Yes No understand essential computer vocabulary?
5. Yes No open files?
6. Yes No save files?
7. Yes No locate files?
8. Yes No rename files?
9. Yes No delete files?
10. Yes No use a directory structure to organize documents?
11. Yes No create, rename and delete directories?
12. Yes No manage open windows?
13. Yes No minimize or maximize, tile or resize a window?
14. Yes No understand the concept of active and inactive windows?
15. Yes No access a specific application when several are open?
16. Yes No do page formatting in a word-processing document?
17. Yes No do text formatting in a word-processing document (e.g., font type, size, etc.)?
18. Yes No use tool bars, spell checking, print preview, search and replace, etc.?
19. Yes No negotiate multiple open word-processing documents?
20. Yes No shift between local and network printing, or between network printers?
21. Yes No cancel or suspend a print job?
22. Yes No compose and address email messages?
23. Yes No add, open and save email attachments?
24. Yes No print email messages and attachments?
25. Yes No manage email folders?

29. Yes No create a personal address lists?
30. Yes No send internet email?
31. Yes No archive email?
32. Yes No enter a search query in Google?
33. Yes No identify links and demonstrate how to use them?
34. Yes No make choices about appropriate websites?
35. How would you describe your computer skills? (Please circle one.)  
basic      sufficient      good      superior
36. Do you have specialized computer training? If so, please describe it.
- 
37. Would you be willing to help another learner with their computer skills?  
Yes No
40. Are computer skills important in the job that you have or would like to have?  
Yes No
41. Do you want to include computer skills in your independent study plan? You will not receive lessons from your instructor, but will need to work with him/her to develop a plan for learning the skills you need.  
Yes No

# Activity Plan 7

<b>LESSON 2</b>	<b>Work-related Language Needs Assessment and Independent Study Plan Development</b>	
	90 MINUTES	HANDOUT(S): 5
<ul style="list-style-type: none"> <li>This activity helps learners explore their work-related language needs and develop an independent study plan to address these needs. Learners work on independent study during any spare time in class, especially during the daily 75-minute Extensions (although there are often other activities also assigned during this time).</li> <li>See the introductory notes at the beginning of this module for the packet of handouts for learners who miss this activity.</li> <li>If your course offers <b>continuous intake</b>, some of your learners may have already developed a study plan. It will still be useful for them to participate in the activities associated with Handouts 1 to 3. After those activities, you can suggest that they work for the rest of the time on revising their plans or studying independently.</li> <li>You can prepare individual file folders for copies of the independent study plans and any materials produced.</li> <li>You will meet for 15 minutes with each learner in <b>Activities 8-EXT, 12-EXT, 16-EXT or 20-EXT</b>. You will help learners finalize their plans during this time. Learners who already have a study plan will discuss their progress during this 15-minute interview.</li> </ul> <p><b>Discussion Stage</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>Distribute Handout 1. Learners complete and discuss with a partner.</li> </ul> <p><b>Exploration Stage</b> ..... 40 min</p> <ul style="list-style-type: none"> <li>Distribute Handout 2.</li> <li>Learners work independently and then compare their answers with another.</li> <li>Take up possible answers for page one.</li> </ul> <p><b>Reading a Sample Independent Study Plan</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>Distribute Handout 3. Learners read page 1 and answer questions on page 2. Take up answers.</li> </ul> <p><b>Develop Independent Study Plan</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>Distribute Handouts 4 and 5.</li> <li>Learners develop their own independent study plan. It does not need to be complete or perfect by the end of the class, as you will discuss it further with them in the interview.</li> </ul> <p><b>Note:</b> In the introductory notes to this module, you will find the Independent Study Plan: Resource Pages for Instructors, which includes 23 pages of suggestions of activities, websites and books for all of the topics listed in Handout 5.</p>		<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>From your resource library, select and bring to class examples of resources learners could access.</li> <li>Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1-5</li> </ul> </li> <li>Prepare if desired:             <ul style="list-style-type: none"> <li>✓ A file folder for each learner to keep record of independent study plan and any materials produced.</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Exploring work-related language needs</li> <li>Developing an independent study plan based on learner needs</li> </ul>

**Language Skills at Work**

Below is a list of language tasks that many people do at work.

**A. Discuss with a partner what you think is the most difficult aspect of each of these tasks.**

**For example, you might say:** *The hardest thing about using the telephone is understanding when people spell something for me. They say it so fast. The hardest thing about participating in casual conversation is that I can never catch what people ask me because they use slang and casual terms.*

1. Interacting on the phone with colleagues and customers, including getting instructions, answering questions, writing down names, email addresses and phone numbers
2. Giving and understanding work instructions
3. Participating in casual conversations (small talk) with customers and clients
4. Discussing opinions and ideas with colleagues
5. Participating in meetings, including taking notes and giving presentations
6. Completing forms (orders, records, etc.)
7. Exchanging emails (reading and writing)
8. Reading and writing instructions on how to do something (complete a job, operate or fix a machine)
9. Understanding company newsletters, HR announcements and union literature
10. Locating information in books, articles and online
11. Writing and understanding reports

**B. Below are some jobs. Which language tasks listed above do you think are important in these jobs? Why?**

a cook	a bank teller	a computer software engineer
a Wal-Mart sales associate	a telephone fund raiser	an orchestra musician
a waiter or waitress	a homecare attendant	an architect
a teacher	a doctor	a security guard



### Sayed's First Hour at Work

- I greet a colleague in the parking lot. He asks me about my weekend. He's a nice guy, but he often makes jokes that I don't understand.
- We share a cigarette before going into the office. He tells me about a fight he had with his wife. I listen.
- We go into the office and I check my message cubbyhole. I have three phone messages to call one customer. He speaks the same language as me, so I'm not worried about having to call him.
- The office customer service rep arrives with some muffins. She likes to make things to share with us. She smiles a big smile when I thank her, but I know she finds my pronunciation difficult to understand.
- She quickly divides up the work orders onto three clipboards, one for each mechanic. I have four oil changes, a brake problem and two unknown engine problems to deal with this morning.
- The boss greets me as he comes in and asks me to come into his office where he asks me if I can cover for Jim when he's away. I tell him – no, because I've already booked a vacation flight during that time. The conversation seems awkward. Did I misunderstand?
- I go to the lockers and change into my overalls and chat with another mechanic. He's First Nations; a really great guy. I can't quite understand the expressions he uses and sometimes he seems frustrated.
- I do the oil change on the first car and go into the office to complete the work order. I am still not sure what some of the columns mean on the form, but I copy what other people put in their forms.
- The boss calls me into his office again. He asks me to really think about changing my vacation. It's important to Jim to get away because his old lady is sick. I'm not sure how to respond.
- The phone starts ringing while I'm with the boss and he asks me to grab it. I answer the phone. A customer wants to make a booking. I have to ask him to repeat his phone number four or five times.
- That's the first hour of my work.

### Sayed had to do the following language tasks during his first hour at work.

1. He greeted his colleague and made small talk.
2. He listened while his colleague described a personal problem.
3. He read phone messages.
4. He made small talk with the office customer service rep.
5. He read work orders.
6. He discussed his vacation schedule with the boss.
7. He made small talk with the mechanic.
8. He completed a work order.
9. He continued his discussion with his boss.
10. He answered the phone and wrote down information.

**Which language tasks did Sayeed do okay? Which were just so-so? What would you suggest he work on to improve his language abilities?**

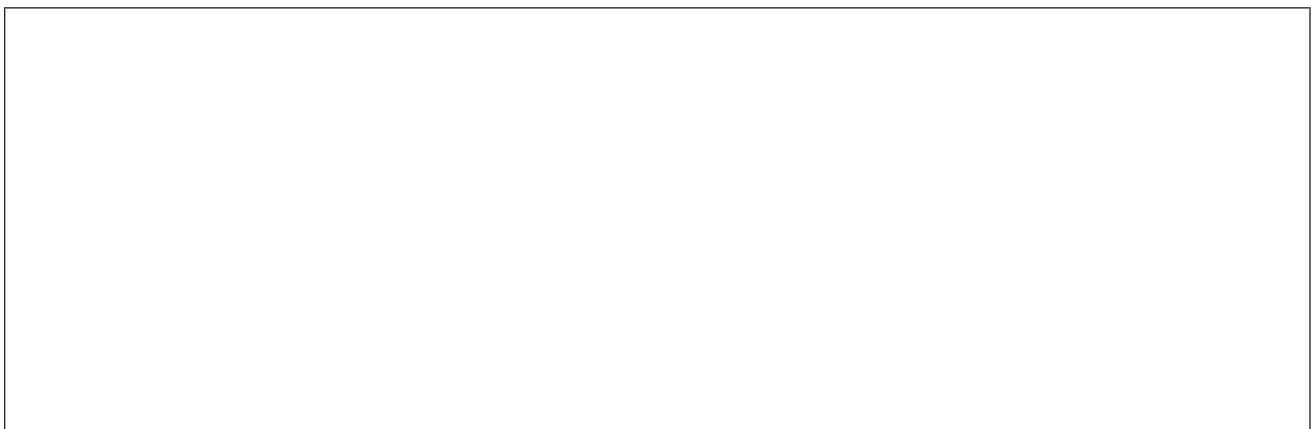
OK	So-so

**My First Hour at Work**

Sit back, relax and use your imagination. You are now at work. If you are not presently working, think about your last job – even if you didn't work in English. Think about the first hour of work. Write down all of the things you do, paying particular attention to when you use language.



Now list all the language tasks you did. Put *Okay* or *So-so* next to each to describe your language performance. If the job you described was not in English, think about which tasks you would find hard to do in English and put *So-so* next to those.



**Now think of a full day at work. What challenges do you have with language at work?**

Sayed had to do the following language tasks during his first hour at work.

Which language tasks did Sayeed do okay? Which were just so-so? What would you suggest he work on to improve his language abilities?

Answers will vary based on individual interpretation. Possible answers are provided.

OK	So-so
He greeted his colleague and made small talk. He listened while his colleague described a personal problem. He read phone messages. He reads work orders.	He made small talk with the office customer service rep. He discussed his vacation schedule with the boss. He made small talk with the mechanic. He completed a work order. He continued his discussion with his boss. He answered the phone and wrote down information.

## Reading a Completed Independent Study Plan

Below is Sayeed's completed independent study plan. He worked with his instructor to finalize it.

Answer the questions about this form on page 2 of this handout.

Name: **Sayeed Farjani**

Date: August 20, 2012

1. **Language challenge at work:** Understanding telephone calls.
  - a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***Work with classmates to have them leave phone messages for me that contain email addresses, phone numbers, home addresses and other things that are hard to catch. I can check my answers with them.***
  - b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***General listening practice, including dictations and pronouncing letters of the alphabet. Do online listening activities. Resource: <http://www.betterenglish.org.ph/Pronunciation/Listening.htm>***
  - c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***Pronunciation practice, letters of the alphabet. I'm going to practise spelling lots of names and numbers. If I get better at this myself, I'm sure that I'll understand more easily when someone spells something for me.***
2. **Language challenge at work:** Filling in forms.
  - a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***Practise filling in forms. My instructor has given me a link to a book with a lot of exercises on forms. I might buy it (it's cheap), or ask my local library to get it. Resource: [http://www.schoolebookstore.com/index.php?main\\_page=product\\_info&cPath=6\\_987\\_912&products\\_id=11738](http://www.schoolebookstore.com/index.php?main_page=product_info&cPath=6_987_912&products_id=11738)***
  - b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***My workplace forms. I'm asking my boss to provide me with copies and printouts of all our forms, whether paper forms or computer forms. I'll get help from my instructor and from workmates understanding any vocabulary words I can't find on my own, in the dictionary or online, or any columns I don't know how to fill out.***
  - c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)  
***I'm going to search online for as many forms as possible and print them and try to fill them out. My instructor told me that it's common for forms to have unusual vocabulary. I want to learn it.***

**Comprehension questions for Sayeed's independent study plan.**

1. What two work-related challenges did Sayeed decide to focus on?
2. How many different ways is he going to work on each challenge?
3. In what way is he going to involve his workplace in his studies?
4. How is he going to use the internet?
5. When is he going to get help from his instructor?
6. What do you think of Sayeed's study plan?
7. How long do you think he should study these activities?
8. Based on his description of this first hour at work, what do you recommend that he focus on when he has finished these two activities?

## Reading a Completed Independent Study Plan

### Comprehension questions for Sayeed's independent study plan.

1. What two work-related challenges did Sayeed decide to focus on?  
***Catching information in telephone calls.  
Filling in forms.***
2. How many different ways is he going to work on each challenge?  
***3 for each***
3. In what way is he going to involve his workplace in his studies?  
***He's going to ask his boss to provide him with all workplace forms, including printouts of computer forms.  
He's going to get help from his workmates understanding the forms.***
4. How is he going to use the internet?  
***He's going to use an ESL listening site and he's going to search the web for different forms to practise filling them in.***
5. When is he going to get help from his instructor?  
***His instructor is going to lend him a book and he's going to get help with unusual vocabulary on forms or when he doesn't understand how to fill in a certain column or box on a form.***
6. What do you think of Sayeed's study plan?  
***Answers will vary.***
7. How long do you think he should study these activities?  
***Answers will vary. Probably 5 or 6 weeks of these activities will be enough to see significant progress.***
8. Based on his description of this first hour at work, what do you recommend that he focus on when he has finished these two activities?  
***Answers will vary. He mentioned some difficulties with pronunciation and he seems a bit unsure of himself around small talk, so these might be two useful areas to focus on next.***

### Independent Study Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. **Language challenge at work:** \_\_\_\_\_

a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

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

b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

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

c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

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

2. **Language challenge at work:** \_\_\_\_\_

a. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

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

b. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

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

c. Study Activity/Resources (Write your ideas. Your instructor will help you complete this.)

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





## Independent Study Inventory

Below is a list of independent study topics. You may have other topics you'd like to include in your study plan.

### Speaking and Listening

1. Phone: taking information such as email addresses, names, dates, times and other facts.
2. Phone: common expressions used only on the phone (there are many!).
3. Instructions: understanding what I'm supposed to do (listening activity).
4. Instructions: appropriate ways of telling others what to do.
5. Conversation: strategies such as starting conversations, using common topics and phrases, switching a topic to something new, and ending a conversation naturally.
6. Presenting: language and techniques for giving information to others in a presentation or a sales pitch.
7. Meetings: understanding what's being said.
8. Meetings: sharing my ideas, giving short reports and updates.
9. Small talk: ways to connect with others.
10. General listening skills: understanding what Canadians are saying
11. Discussions: participating in an exchange of differing ideas, perhaps to brainstorm, resolve a conflict or find a solution.
12. Fluency and accuracy: ways to speak more quickly and make fewer mistakes.
13. Buying time: ways to slow a conversation down, ask for repetition, hold the floor.

### Pronunciation

1. Speaking with correct intonation, rhythm, stress and pausing.
2. Vowel Sounds: correct long and short vowels (others can tell the difference).
3. Consonants: clear consonants (others can tell the difference).
4. Linking and chunking words; thought groups.
5. Projecting: speaking with volume and confidence.
6. Names: people, places, abbreviations and acronyms.
7. Pronunciation of workplace terminology that I can read, but not say.
8. Pronunciation of career, profession, or occupation-specific terminology.
9. Pronunciation of letters of the alphabet, for spelling (especially on the phone).

### Vocabulary

1. Work-specific vocabulary.
2. Idioms and slang.
3. Pronunciation of vocabulary I know, but can't say.
4. Spelling (I know words, but can't spell them).
5. Common English names (places and people).
6. Forms: vocabulary commonly used in forms.

### **Document Use (Reading)**

1. Reading emails.
2. Information: finding specific details in text and from tables, graphs, charts, pictures or other visuals.
3. Inferences: finding ideas that are not explicitly given.
4. Summarizing: orally or in writing.
5. Fact and opinion: identifying facts from opinions, and the author's view from the facts.
6. Notes: writing complete notes on what I've read.
7. Speed: reading quickly enough, similar to other readers.
8. Reports: understanding the main points.
9. Forms: understanding the key information.
10. Company documents: understanding important information in documents received at work, such as company newsletters, benefit manuals, union contracts.

### **Writing**

1. Writing emails.
2. Purpose and audience: knowing why I'm writing, and who for.
3. Staying on topic.
4. Format: choosing a good layout: (paragraph, report, email, formal note, informal note, official letter, condolences).
5. Writing quickly enough: (I can write okay, but it takes me such a long time).
6. Forms: filling them in correctly.

### **Computer Skills**

1. Basic skills: logging on and off, using a mouse and the keyboard, printing.
2. Vocabulary: understand essential computer vocabulary.
3. Files: using various computer file functions such as open and save.
4. Windows: using Microsoft Windows.
5. Word: using Microsoft Word.
6. Typing.
7. Email: using email and its different functions.
8. Internet: searching the internet and saving website addresses so that I know where the information came from.

# Activity Plan 8-EXT

<b>LESSON 2</b>	<b>Intro to Daily Extension, Vocabulary Activity and Individual Appointments for Independent Study Plan</b>	
	100 MINUTES	HANDOUT(S): 1
<p><b>Introduction to Daily Extension</b></p> <p>The last 75 minutes of each day is called Extension, and you have a number of options for this time. (Note that in Lesson 2 through 5 of this module, the Extensions are 100 minutes to allow you time to conduct individual interviews. In all other modules, Extensions are 75 minutes long.)</p> <p>For most Extensions, there are “homework-like” assignments for learners. These include reading, writing or vocabulary activities that learners can do in relative quiet; they could also complete them somewhere else, such as at home, in a library or in a coffee shop. Learners will have developed an Independent Study Plan, and some of this time will be available to work on their chosen topics and to get input from you.</p> <p>Additionally, as time and energy allow, you could complete unfinished activities from earlier lessons. You could also do remedial work, additional scaffolding, grammar activities, etc.</p> <p>In this lesson’s Extension you:</p> <ul style="list-style-type: none"> <li>• Introduce learners to the idea of the Extension.</li> <li>• Give them an Extension activity (Assignment 1 below).</li> <li>• Conduct 15 minute interviews with five or six learners. Note that this lesson’s extension is 100 minutes rather than 75, to allow time for the interviews.</li> <li>• Learners can work on their independent study once they complete Assignment 1.</li> </ul> <p><b>Assignment 1</b></p> <ul style="list-style-type: none"> <li>• Distribute Handout 1; it is reviewed in <b>Activity 13</b>. In <b>Activity 18</b>, the learners will further develop the skills introduced by categorizing vocabulary from a listening exercise. They will also consider how to keep a log of workplace vocabulary. This work will be continued in <b>Module 3</b>.</li> </ul> <p><b>**Note:</b> The Answer Key for Handout 1 is included with the materials for <b>Activity 13</b> because this is when you will go over the answers with the class.</p> <p><b>Individual Interviews</b></p> <ul style="list-style-type: none"> <li>• While learners are working on Assignment 1 (Handout 1), you meet individually with five or six learners to discuss their independent study plan. There is time in Activity 13 to review Handout 1.</li> <li>• For new learners, check that their plan is realistic, appropriate and achievable. For continuing learners, see what progress they have made.</li> <li>• This is an appropriate time to look at the writing sample and reading diagnostic from <b>Lesson 1 Activity 4</b>, and also the computer diagnostic just completed.</li> <li>• You will conduct interviews at the end of Lessons 3, 4 and 5 until you have had the chance to meet with all of the learners.</li> <li>• There are further self-assessment activities in Lessons 3, 4 and 5. As a result of these activities, learners may choose to change their independent study plan. There is time for this in <b>Activity 20-EXT</b>.</li> </ul>		<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare photocopies of: <ul style="list-style-type: none"> <li>✓ Handout 1</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Introducing Daily Extension for new learners</li> <li>• Exploring ways to learn more work related vocabulary</li> <li>• Interviewing new learners about their independent study plan</li> <li>• Interviewing continuing learners about the progress that they have made with their independent study plan, and suggesting modifications as necessary</li> </ul>

## Vocabulary – Ways of Discovering Occupation-Specific Vocabulary

The vocabulary you need at work is all around you. After many years in an English speaking work environment, some English learners are still not using the occupational vocabulary that surrounds them. Part of the problem may be cultural. Canadian cultures value oral abilities and a broad vocabulary more than some other cultures. Another part of the problem may be that immigrants are not aware of the many forms of vocabulary they need to learn. Nouns, verbs and adjectives are just the beginning.

### Vocabulary Types

What kind of workplace vocabulary do you need to identify, learn and use? We suspect that you already know how to find and learn nouns, verbs and adjectives. The purpose of this activity is to develop your awareness of **other relevant types of workplace vocabulary** and to develop ways of identifying and logging this vocabulary. Here are some useful types of vocabulary:

<ol style="list-style-type: none"> <li>1. <b>Phrasal verbs</b></li> <li>2. <b>Abbreviations, shorthand, acronyms</b></li> <li>3. <b>Idioms, common collocations and Canadianisms</b></li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Slang (not necessarily occupational)</b></li> <li>5. <b>“In-group” lingo</b></li> </ol>
---	--

### Exercise 1: Match the five types listed above with the definitions and examples below.

#	Definitions and examples
	Words and expressions that are unique to an occupation, a group or a workplace, and are therefore only understood by members of this “in-group” because of their shared experiences. For example, people working together at a hospital might talk about “ <i>Big Red</i> ” to refer to an old, extra-large ambulance, used only when one of the newer ambulances is being serviced and unavailable.
	Shortened words or initials regularly used in communicating in a occupation or worksite. For example, in the airline industry, we talk about <b>ETA</b> which means: <i>Estimated Time of Arrival</i> .
	These verbs are used extensively by native speakers and are challenging because the meaning often changes, based upon context or the addition of an object. Phrasal verbs sound friendly and relaxed, and are rich with inferred meaning. An example from any project-based occupation is <b>to get on with something</b> . This means: <i>to work with concentration on a project or task</i> . <i>To get on with someone</i> means to have an easy rapport or a relaxed relationship with someone. To further confuse things, <i>to get it on</i> , or <i>to get it on with someone</i> has a sexual meaning.
	You’ll need to understand some vocabulary that you would not usually use, because it may sound unprofessional. An example from the medical profession would be: <b>to toss your cookies</b> , which is slang for: <i>to vomit</i> .
	These words, used together, have a meaning different from their usual individual meaning. An example used in many occupations would be: <b>in the red</b> , which refers to a business venture that is losing money. A Canadianism is a word or a group of words that are used in a unique way in Canada. An example is: <b>a toque</b> , used to describe a hat that has no brim, and fits the form of the head (referred to as a <i>beanie</i> in other versions of English).

Examples of Vocabulary Types

Vocabulary and Occupational Area	Vocabulary Type
<ul style="list-style-type: none"> <li>The child <b>acted out</b> the frustration. (psychology)</li> <li>Do you want me <b>to go ahead with</b> the work? (auto mechanic)</li> </ul>	<p>1</p> <p><b>phrasal verbs</b></p>
<ul style="list-style-type: none"> <li><b>to work against the clock</b> (not occupation specific)</li> <li><b>a Newfie</b> – a Canadianism, someone from Newfoundland, the most eastern of Canada’s 10 provinces (not occupation specific)</li> </ul>	<p>3</p> <p><b>idioms, common collocations and Canadianisms</b></p>
<ul style="list-style-type: none"> <li>90 <b>dB</b> (construction) dB = decibels. 90 decibels is a loud noise</li> <li>Patient <b>c/o</b> back pain (medical) c/o = complains of</li> <li><b>PRAC</b> (Petroleum Research Atlantic Canada) (petroleum industry)</li> </ul>	<p>2</p> <p><b>abbreviation shorthand or acronym</b></p>
<ul style="list-style-type: none"> <li><b>A c and d day</b> (construction) Used in a particular construction site to describe days of very heavy rain. It is only used on this particular construction site.</li> </ul>	<p>5</p> <p><b>“in-group” lingo</b></p>
<ul style="list-style-type: none"> <li>He’s a real <b>suck-up</b>. (not occupation specific)</li> </ul>	<p>4</p> <p><b>slang (not necessarily occupational)</b></p>

Exercise 2: Fill in the vocabulary type as per examples above.

Further vocabulary examples and occupational areas	Vocabulary Type
a. <b>“eh”</b> at the end of a sentence (non occupation specific)	
b. The patient <b>broke down</b> when she heard the prognosis. (nursing)	
c. Thyroxin is involved in <b>O<sub>2</sub></b> consumption. (medical)	
d. <b>“The chuck”</b> (non occupation specific)	
e. <b>RADAR</b> radio detecting and ranging (transportation)	
f. <b>WHIMIS</b> (construction)	
g. <b>“Nurse! I tossed my cookies.”</b> (medical-unprofessional)	
h. Let’s <b>tamp it down</b> and then we’ll put down the bricks. (construction)	
i. We’ll be working on the project, <b>rain or shine</b> .	
j. They plan to <b>wine and dine</b> the delegates. (tourism)	
k. He caught some <b>Zzzz’s</b> this afternoon. (medical-unprofessional)	
l. The dentist was surprised when the patient <b>broke out</b> in a rash because of the medication that he prescribed. (dental)	
m. How long you been in <b>Lotus Land?</b> (not occupation specific)	
n. To make an accurate estimate, well need to <b>cost it out</b> . (architecture)	
o. A child with <b>ADHD</b> will have poor co-ordination. (medical)	
p. He’s <b>a hoser</b> . (not occupation specific)	
q. You <b>earn while you learn</b> . (any occupation with an apprenticeship)	
r. We’ll need to think about <b>the Hydro</b> bill. (architecture)	

# Activity Plan 9

<b>LESSON 3</b>	<b>Introduction to Socio-Cultural Warmers/Cultural Maps</b>	
	40 MINUTES	HANDOUT(S): 2
<p><b>Set-up Stage</b> ..... 15 min</p> <ul style="list-style-type: none"> <li>• Explain that the class will be:             <ul style="list-style-type: none"> <li>– learning about Canadian workplace socio-cultural competencies</li> <li>– learning what a culture map is</li> <li>– role playing one culture map</li> </ul> </li> <li>• Brainstorm the meaning of Canadian workplace socio-cultural competencies:             <ul style="list-style-type: none"> <li>✓ What are they exactly? (They are culture specific, context specific learned behaviour patterns. For example, in Canada, in a work environment, how do you greet someone who you haven't seen in the workplace before, but who seems to be a new worker?)</li> <li>✓ Why are socio-cultural competencies important? What's hard about them? (Example answers: They are intuitive for people from the culture; most people are never taught them, they just learn them through socialization; they can feel really odd for foreigners if they don't match the expectations and values of their first culture.)</li> </ul> </li> <li>• Explain that a culture map is a way of making a socio-cultural competency explicit.</li> <li>• Distribute Handout 1 and walk through the content with learners.</li> </ul> <p><b>Role Play Stage</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>• Distribute Handout 2.</li> <li>• Set the scene: a work site.</li> <li>• Participants are divided into two equal groups. One group has worked at the workplace for some time. The other group is new to this workplace. This socio-cultural warmer focuses on small talk.</li> <li>• Describe the task: Participants must:             <ul style="list-style-type: none"> <li>– Try to talk to as many people as possible.</li> <li>– Introduce themselves. Shake hands. There are social requirements for "good" handshakes.</li> <li>– Make appropriate small talk.</li> <li>– Close the conversation.</li> </ul> </li> <li>• Model the task with a participant.</li> <li>• Pause during the modeling to discuss appropriate handshakes. (Notice that we touch the inside crease between thumb and index finger of the other person's hand when we shake hands. Firm handshakes are valued.)</li> <li>• Drill phrases as necessary.</li> <li>• Participants circulate to perform the task.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1</li> <li>✓ Handout 2</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of the importance of socio-cultural competencies</li> <li>• Understanding culture maps as a way of learning socio-cultural competencies</li> <li>• Practising small talk appropriate for when new and old employees meet</li> </ul>	

**Activity Plan 9**  
**Introduction to Socio-Cultural Warmers/Cultural Maps**

(page 2 of 2)

**Debriefing Stage** .....5 min

Ask:

- What topics did you talk about?
- What did you learn from doing this activity?

**Ways to Add Support**

- Slow everything down. Perhaps cover the culture map layout only and deal with the example another day.
- Spend additional time building context, by brainstorming the idea of culture and why it is important at work.
- Spend additional time drilling Handout 2, having a number of learners model first with you, and then with another strong learner.

**Ways to Add Challenge**

- Ask learners to consider a situation in their own culture, such as receiving guests for dinner, going out with colleagues after work, etc., and consider what some of the predictable behaviours are.
- Have learners move immediately to Handout 2; then debrief the experience and give out Handout 1 to illustrate the abstract model of a culture map.
- Have learners complete Handout 2 and then build their own model of the patterns, before seeing Handout 1.

**Resources**

For information on culture maps, please refer to the article "Grace Under Fire: Sociocultural Competency Training" by Avery et al, *Education Canada – Promising Practices*, Winter 2001, pages 40 -41.

**Acknowledgement**

Mak, A.S., Westwood, M.J., Ishiyama, F.I. & Barker, M.C. 1999. Optimising Conditions for learning sociocultural competencies for success. *International Journal of Intercultural Relations*, 23 (1), 77-90.

## Introduction to Culture Mapping: A B C D

### Approaching

#### ***Some questions to answer when determining how to approach someone:***

Is this an appropriate time for this particular message?

Is there anything about the situation or the message that needs a special or careful approach?

### Bridging

#### ***Some methods for getting the person's attention before giving the message:***

- Make eye contact and smile to signal your intention to speak.
- Lift your hand to signal that you would like to have their attention.
- Tap lightly on a door or wall if entering an office.
- Clear your throat to warn the person that you are there.
- In the case of a friend, touch lightly on the shoulder or arm.
- Ask permission by saying something like, "Do you have a minute?"

### Communicating the message

#### ***Organizing your speech:***

- Plan your message in advance, when possible.
- Practise being concise by using organizers in your speech. Example: "I need two documents. The first is the Lewis contract and the other is the Baker spec sheet."

#### ***Some reminders about tone:***

- Use the name or title that the person prefers.
- Address everyone – from the janitor to the CEO – respectfully.
- Informal, or a joking tone, is safe with peers who you know well.

### Developing Closure

#### ***Some phrases for ending the exchange:***

- I'd better let you get on with your work.
- Thanks for the help.
- Let me know if there is something I can do.



## Culture Map – Small Talk When a New Employee Meets Other Employees

### A. (Approaching)

See who is not talking to anyone and prepare yourself to approach them. If you are in the role of a new employee, you need to be prepared to discover whether the person you are approaching has been at this employment for a while. If you are an old employee, be prepared to welcome the new employee.

### B. (Bridging)

Walk up to the other person.  
Make eye contact and smile.  
Offer your hand to shake hands. Make sure that your handshake is culturally appropriate.

### C. (Communicating Message)

Use a friendly tone of voice.

If you are a new employee, you can say:

*"Hi, I'm **XXXX**. I'm **NEW HERE**. **HOW** about **YOU**? Been here **LONG**?"*

If you are an old employee, you can say:

*"Hi, I'm **XXXX**. I **HAVEN't SEEN** you **aROUND** **beFORE**. **THOUGHT** you **MIGHT BE NEW HERE**. **HOW'S** it **GOing**?"*

Continue the conversation briefly. Share a bit of information about yourself, such as how long you've been in the city or in Canada, and include something that you find surprising or different about the city or Canada. For example, you might say that the people are very friendly, groceries are really expensive, or that the weather is really mild.

### D. (Developing Closure)


Close the small talk conversation by saying:

*"**WELL**, I **SHOULD** be **GOing**. **IT'S** been **REALy GREAT MEETing** you."*

OR:

*"**WELL**, I **BETter** get **BACK** to **WORK**. **NICE MEETing** you."*

# Activity Plan 10

<b>LESSON 3</b>	 <b>Listening Diagnostic and Self-Assessment</b>	
	90 MINUTES	HANDOUT(S): 2
<p><b>Set-up Stage</b> ..... 15 min</p> <ul style="list-style-type: none"> <li>• Explain the Listening Diagnostic is to help learners discover, for themselves, listening strengths and challenges.</li> <li>• Distribute Handout 1. Ask learners to complete only the first side, not the back.</li> <li>• Discuss as a whole class or in groups – the importance of good listening skills.</li> <li>• Note the relationship between listening and speaking. Sounds or language features, like the final “s” that learners have trouble hearing, will also be the areas where they make mistakes when speaking.</li> </ul> <p><b>Listening Diagnostic</b> ..... 30 min</p> <ul style="list-style-type: none"> <li>• If the diagnostic takes place in a lab, learners must manage their time to finish in 30 minutes. Alternately, you can play the listening over speakers in a classroom.</li> <li>• Distribute Handout 2.</li> <li>• There are seven parts to the diagnostic. Be sure to go through the instructions and examples for each part and supply further examples that are not included in the test, if necessary.</li> <li>• The suggested time limit is 30 minutes.</li> </ul> <p><b>Debrief Stage</b> ..... 30 min</p> <ul style="list-style-type: none"> <li>• Learners can compare answers.</li> <li>• Play the listening through speakers and elicit answers from the class. Learners “mark” their own papers.</li> <li>• Put up an overhead of the tests and answer any questions if necessary.</li> <li>• Restate the purpose of the tests – to diagnose listening challenges. Restate the link between listening challenges and speaking mistakes. For example, an individual who cannot hear “th” is unlikely to make this sound consistently when speaking.</li> </ul> <p><b>Wrap-up Stage</b> ..... 15 min</p> <ul style="list-style-type: none"> <li>• Return to Handout 1 and have learners complete the backside. They enter their scores and then rank each statement from 1 to 5.</li> <li>• You do not need to collect the diagnostics, although you may want to collect Handout 1 and keep it in an individual learner file with Independent Study Plan related materials.</li> <li>• Brainstorm ways to improve listening and speaking.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• If you will use a language lab, book as necessary.</li> <li>• Prepare <b>16 Listening</b></li> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1</li> <li>✓ Handout 2</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Assessing individual listening needs and challenges</li> <li>• Understanding the link between listening challenges relate to speaking and pronunciation challenges</li> </ul> <p><b>Note:</b> Research shows that poor pronunciation and inability to understand immigrants is the number one complaint of prospective Canadian employers.</p>	

**How often do I do this kind of listening at work? Answer according to the work you are doing now, in Canada. If you are not working, answer according to the job you would like to have in Canada.**

My occupation: \_\_\_\_\_

<b>In my occupation:</b>	<b>never</b>	<b>sometimes</b>	<b>often</b>
1. <i>I need to understand what people say to me on the telephone.</i>			
2. <i>I need to understand directions from my boss.</i>			
3. <i>I need to understand requests from customers.</i>			
4. <i>I need to listen to recordings or phone messages.</i>			
5. <i>I need to talk on the internet (Skype or other video calling program).</i>			
6. <i>I need to attend and participate in meetings.</i>			
7. <i>I need to take notes.</i>			
8. <i>I need to catch phone numbers, email addresses and names when they are given to me in person.</i>			
9. <i>I need to catch phone numbers, email addresses and names when they are given to me in on the phone.</i>			
10. <i>I need to understand radio or television programs or news.</i>			
11. <i>I need to understand message given over a walkie-talkie.</i>			
12. <i>I need to participate in rapid conversation.</i>			
13. <i>I need to make small talk.</i>			
14. <i>I need to understand my colleagues.</i>			
15. <i>I need to understand detailed instructions on how to use things.</i>			
16. <i>I need to understand people who have accents.</i>			
17. <i>I need to understand what is said while working in a noisy environment.</i>			
18. <i>I need to answer customer questions.</i>			
19. <i>I need to understand customer complaints.</i>			
20. <i>I need to understand presentations.</i>			

## **Listening and Speaking Self-Assessment**

**Fill in your scores from the test. Then, rank each numbered statement from 1 to 5.**

- 1 = strongly disagree
- 2 = disagree
- 3 = no opinion
- 4 = agree
- 5 = strongly agree

### **My score on Part 1: Syllables /5**

- 1. I am aware of syllables and use them when I speak.
- 2. Syllables are not a problem for me.

### **My score on Part 2: Word Stress: /5**

- 3. I know that word stress can change the meaning of a word.
- 4. I use word stress carefully when I speak.
- 5. People are never confused when I speak because of my word stress.

### **My score on Part 3: Important Endings: /10**

- 6. I can hear the sounds at the end of words.
- 7. I understand why word endings are important.
- 8. I don't make mistakes with word endings when I speak.

### **My score on Part 4: Reduced Speech: /10**

- 1. I know about reduced speech.
- 2. I use reduced speech when I speak.
- 3. I understand reduced speech when someone speaks to me.

### **My score on Part 5: Focus Words: /10**

- 4. I know about focus words.
- 5. I use focus words when I speak.
- 6. I listen for focus words because it helps me to understand what is important in each sentence.

### **My score on Part 6: Thought Groups: /5**

- 7. I know about thought groups.
- 8. I listen for thought groups when someone speaks because it helps me to understand them.
- 9. I use thought groups to make it easy for people to understand me.

### **My score on Part 7: Intonation: /5**

- 10. I know about intonation.
- 11. I can hear different intonation when people speak and I know what it means.
- 12. I use intonation when I speak.

### Pronunciation Listening Diagnostic

#### Part 1: Syllables

Listen to the word or phrase. Write the number of syllables that you hear.

**Example**      2   hold it

**(5 points)**

1. ____ communicate	4. ____ chocolate
2. ____ clothes	5. ____ business
3. ____ washed them	

#### Part 2: Word Stress

Listen to the word or phrase. Underline the syllable with the most stress.

Underline only ONE syllable for each word or phrase.

**Examples**    feath\*er            de\*cide

**(5 points)**

1. Ca*na*di*an	4. in*form*you
2. ec*o*nom*ic	5. po*lit*i*cal
3. ap*pli*ca*tion	

#### Part 3: Important Endings

Check (✓) the sentence you hear.

**Example**    a. ✓ I'd ask her.

              b. \_\_\_\_ I'll ask her

**(10 points)**

1. a. ____ She lent me her car yesterday. b. ____ She lent me her card yesterday.	6. a. ____ I wanted a cup of coffee. b. ____ I want a cup of coffee.
2. a. ____ They looked all over for the keys. b. ____ They look all over for her keys.	7. a. ____ Why's he come? b. ____ Why'd he come?
3. a. ____ They've already left. b. ____ They'd already left.	8. a. ____ We watch the cars. b. ____ We wash the cars.
4. a. ____ He loved that movie. b. ____ He loves that movie.	9. a. ____ He changed his name. b. ____ He changes his name.
5. a. ____ She owns her own house. b. ____ She owned her own house.	10. a. ____ She hopes for rain. b. ____ She hoped for rain.

**Part 4: Reduced Speech**

Write the sentence that you hear. You will hear each sentence twice.

**Examples**

**(10 points)**

You will hear: (*listen to the sentence*)

You will write: Where'd he go?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Part 5: Focus Words**

You will hear a dialogue with 10 sentences. In each sentence, underline the word with the most emphasis (the strongest word).

**Examples**

**(10 points)**

A: It's a nice place. (Example 1)

B: Yes, it is. (2)

A: What do you want to do tomorrow? (Sentence 1)

B: I'd like to go to the beach. (2) What do you want to do? (3)

A: I don't know. (4) I just feel like staying home. (5)

B: That's too boring! (6) Let's go somewhere. (7)

A: Okay, you win. (8) We can go to the beach. (9)

B: Which one? (10)

**Part 6: Thought Groups**

Read the pairs of sentences. You will hear one of the sentences twice. Answer the question.

**Examples**

**(5 points)**

a. Bill said, "The taxi driver was late."

b. "Bill", said the taxi driver, "was late."

**Question:** Who was late?

**Answer:** The taxi driver

1. a. I'd love to have a house, boat and car.

b. I'd love to have a houseboat and car.

**Question:** How many things would he like to have?

**Answer** \_\_\_\_\_

2. a. Would you like some Super Fries with that?

b. Would you like some soup or fries with that?

**Question:** How many things were you offered?

**Answer** \_\_\_\_\_

3. a. His number's 6042667156.  
b. His number's (604) 266-7156.

*Question:* Which number did she ask about, a or b?

*Answer* \_\_\_\_\_

4. a. It's thirty feet long.  
b. It's thirteen feet long.

*Question:* How long is it?

*Answer* \_\_\_\_\_

5. a. Would you like some ice cream cake?  
b. Would you like some ice cream or cake?

*Question:* How many things are you offered?

*Answer* \_\_\_\_\_

**Part 7: Intonation**

Listen to the following mini dialogues. Does the pitch go up or down at the end of the sentence?

Check (✓) the correct column.

<b>Examples</b>	<b>Up</b> ↑	<b>Down</b> ↓	<b>(10 points)</b>
A. Are you working this weekend?	✓	—	
B. No, I'm not.	—	✓	
1. A. You're not working this weekend.	—	—	
B. I'm not?	—	—	
2. A. Where'd you park?	—	—	
B. Don't you remember?	—	—	
3. A. Has anyone lost a pair of sunglasses?	—	—	
B. Yeah, did you find them?	—	—	
4. A. Where were they?	—	—	
B. You left them by the sink.	—	—	
5. A. Do you have a minute?	—	—	
B. Sure, what is it?	—	—	

### Listening Diagnostic

#### Part 1: Syllables

Listen to the word or phrase. Write the number of syllables that you hear.

**Example**      2   hold it

(5 points)

1. <u>  4  </u> communicate	4. <u>  2  </u> chocolate
2. <u>  1  </u> clothes	5. <u>  2  </u> business
3. <u>  2  </u> washed them	

#### Part 2: Word Stress

Listen to the word or phrase. Underline the syllable with the most stress.

Underline only ONE syllable for each word or phrase.

**Examples**    feath\*er            de\*cide

(5 points)

1. Ca* <u>na</u> *di*an	4. in* <u>form</u> *you
2. ec*o* <u>nom</u> *ic	5. po* <u>lit</u> *i*cal
3. ap*pli* <u>ca</u> *tion	

#### Part 3: Important Endings

Check (✓) the sentence you hear.

**Example**    a.   ✓   I'd ask her.

              b.        I'll ask her

(10 points)

1. a. <u>      </u> She lent me her car yesterday. b. <u>  ✓  </u> She lent me her card yesterday.	6. a. <u>  ✓  </u> I wanted a cup of coffee. b. <u>      </u> I want a cup of coffee.
2. a. <u>  ✓  </u> They looked all over for the keys. b. <u>      </u> They look all over for her keys.	7. a. <u>  ✓  </u> Why's he come? b. <u>      </u> Why'd he come?
3. a. <u>      </u> They've already left. b. <u>  ✓  </u> They'd already left.	8. a. <u>  ✓  </u> We watch the cars. b. <u>      </u> We wash the cars.
4. a. <u>  ✓  </u> He loved that movie. b. <u>      </u> He loves that movie.	9. a. <u>      </u> He changed his name. b. <u>  ✓  </u> He changes his name.
5. a. <u>      </u> She owns her own house. b. <u>  ✓  </u> She owned her own house.	10. a. <u>  ✓  </u> She hopes for rain. b. <u>      </u> She hoped for rain.



**Part 4: Reduced Speech**

Write the sentence that you hear. You will hear each sentence twice.

**Examples**

**(10 points)**

You will hear: (*listen to the sentence*)

You will write: *Where did he go?* OR *Where'd he go?*

1. **How long's he worked there?**
2. **Where'd he put them?**
3. **He can tell her when he gets in.**
4. **Why did he have to do that?**
5. **He doesn't want to give her a chance.**

**Part 5: Focus Words**

You will hear a dialogue with 10 sentences. In each sentence, underline the word with the most emphasis (the strongest word).

**Examples**

**(10 points)**

A: It's a **nice** place. (Example 1)

B: Yes, it **is**. (2)

A: What do you want to **do** tomorrow? (Sentence 1)

B: I'd like to go to the **beach**. (2) What do **you** want to do? (3)

A: **I** don't know. (4) I just feel like staying **home**. (5)

B: That's too **boring!** (6) Let's **go** somewhere. (7)

A: Okay, **you** win. (8) We can go to the **beach**. (9)

B: Which **one?** (10)

**Part 6: Thought Groups**

Read the pairs of sentences. You will hear one of the sentences twice. Answer the question.

**Examples**

**(5 points)**

a. **Bill said, "The taxi driver was late."**

b. "Bill", said the taxi driver, "was late."

**Question:** Who was late?

**Answer:** **The taxi driver**

**(Learners DON'T need to underline the sentence they hear)**

1. a. I'd love to have a house, boat and car.

**b. I'd love to have a houseboat and car.**

**Question:** How many things would he like to have?

**Answer** \_\_\_\_\_ 2 \_\_\_\_\_

2. **a. Would you like some Super Fries with that?**

b. Would you like some soup or fries with that?

Question: How many things were you offered?

Answer 1

3. a. His number's 6042667156.

**b. His number's (604) 266-7156**

Question: Which number did she ask about, a or b?

Answer b

4. a. It's thirty feet long.

**b. It's thirteen feet long.**

Question: How long is it?

Answer 13 feet

5. **a. Would you like some ice cream cake?**

b. Would you like some ice cream or cake?

Question: How many things are you offered?

Answer 1

**Part 7: Intonation**

Listen to the following mini dialogues. Does the pitch go up or down at the end of the sentence?

Check (✓) the correct column.

**Examples**

A. Are you working this weekend?

**Up** ↑

✓

**Down** ↓

—

B. No, I'm not.

—

✓

1. A. You're not working this weekend.

—

✓

B. I'm not?

✓

—

2. A. Where'd you park?

—

✓

B. Don't you remember?

✓

—

3. A. Has anyone lost a pair of sunglasses?

✓

—

B. Yeah, did you find them?

✓

—

4. A. Where were they?

—

✓

B. You left them by the sink.

—

✓

5. A. Do you have a minute?

✓

—

B. Sure, what is it?

—

✓

**(10 points)**

# Activity Plan 11

<b>LESSON 3</b>	<b>Vocabulary: Phrasal Verbs and Idioms</b>	
	20 MINUTES	HANDOUT(S): 1
<p><b>Set-up Stage</b> .....5 min</p> <ul style="list-style-type: none"> <li>• Distribute Handout 1.</li> <li>• Using the handout, introduce the idea of phrasal verbs and idioms.</li> </ul> <p><b>Individual and group work</b> ..... 15 min</p> <ul style="list-style-type: none"> <li>• Do the True / False questions to check comprehension.</li> <li>• Check answers.</li> <li>• Do the definition activity.</li> <li>• Check answers.</li> </ul> <p>There are additional phrasal verb and idiom practices/reviews in <b>Activities 15</b> and <b>19</b> and throughout all of the modules.</p> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>• Give an example of a phrasal verb and brainstorm all the phrasal verbs that learners already know.</li> <li>• Discuss the differences between speaking and writing in their first languages. Point out that the same sorts of differences also exist in English. To speak well in day-to-day conversation, learners need to understand and try using phrasal verbs and idioms.</li> <li>• Provide definitions (you can use the answer key) and have them match meanings with definitions.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>• Ask the learners, in groups, to list as many phrasal verbs as possible in two minutes.</li> <li>• Ask learners to compose sentences with the 12 phrasal verbs listed.</li> <li>• Ask learners to explain the meaning of the phrasal verbs to their partner, without looking at the sheet.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Introducing or reviewing concept of phrasal verbs and idioms</li> <li>• Exploring other ways to express phrasal verbs</li> </ul>	

## Vocabulary

Throughout this course, you will study vocabulary. With each module, you will study one unit of vocabulary. Each unit includes a mixture of **phrasal verbs** and **idioms**. The focus in this course will be on how this vocabulary is used in speaking. All of the vocabulary you'll study is common, everyday vocabulary used by Canadians – on the job and in the workplace.

### Phrasal verbs

A phrasal verb is a verb followed by a preposition or an adverb. Some examples of phrasal verbs are: **to sit down**, **to look up**, **to think over**, **to see to**, **to make up**, **to go along with**, and **to come up with**.

Sometimes the meaning of phrasal verbs is obvious. For example, **to sit down** means to move from standing to sitting. Sometimes the meaning is not so easy. For example, the phrasal verb **to get over** means to recover from a physical illness or an emotional shock, surprise or challenge. Here are some examples of this phrasal verb in use:

- It took her a long time to **get over** it when she was laid off suddenly.
- She couldn't **get over** the fact that English wasn't my first language because she thought my accent was perfect.
- It took him a long time to **get over** that flu because he went back to work too soon.

There are thousands of phrasal verbs in English. Once you start to look for phrasal verbs, you'll realize that native speakers use them constantly.

A few phrasal verbs are made up of three parts (a verb, an adverb and a preposition). For example, in that last sentence, **made up of** is a three part phrasal verb.

Many phrasal verbs have two or more meanings. For this course, we will limit the number of different meanings we study to keep it simple.

You may see phrasal verbs given different names in other books. Phrasal verbs can also be called two-part verbs, compound verbs, multi-word verbs and combination verbs.

### Idioms

In each unit, we'll also study some common idioms (for example: **sooner or later**, **right away**, **over and over**, and **now and then**).

Idioms are also called "expressions" and are sometimes called "common collocations".

### Try to use the phrasal verbs and idioms we learn

You'll have lots of exercises in this course to help you practise this new vocabulary, but it's also important that you try to use the new words both in and out of class. The key to making your speaking vocabulary grow is in using the new words that you learn.

**The differences between speaking and writing**

Of course we use different vocabulary in speaking and writing. Phrasal verbs and idioms are words that we use that are appropriate in everyday conversation; they may not be appropriate for writing. You'll need to check with your writing instructor about which phrasal verbs and expressions are okay to use in your writing class.

**A. Comprehension questions for the introduction**

Answer **true** or **false** for the following statements:

1. We'll study one unit per module.
2. Each unit has phrasal verbs or idioms, but not both.
3. Educated people speak in a similar manner to how they write.
4. A phrasal verb always has just two parts: a verb and a preposition.
5. Phrasal verbs are unusual in English.
6. Each phrasal verb can have one or several meanings.
7. Idioms can also be called expressions.
8. We shouldn't try to use phrasal verbs until we are absolutely clear as to how to use them. Better safe than sorry.
9. Phrasal verbs usually sound friendly and are appropriate for general conversation.

The following is a list of the 10 phrasal verbs and idioms that we will be covering in the course. You may have already studied them.

Without using a dictionary or any other kind of translator, read through the list of phrasal verbs below and write another way to say the same thing. The first two have been done for you.

<b>Phrasal Verbs and Idioms</b>	<b>Another way to say this:</b>
1. <i>to start over</i>	To begin again
2. <i>to be taken with a glass of water</i>	When you swallow this medicine, also drink a glass of water.
3. <i>to pay back</i>	
4. <i>to work on</i>	
5. <i>think back</i>	
6. <i>to be after</i>	
7. <i>to come forward</i>	
8. <i>to sort out</i>	
9. <i>to stand up to</i>	
10. <i>to enter into</i>	

**A. Comprehension questions for the introduction**

Answer **true** or **false** for the following statements:

1. We'll study one unit per module. **TRUE**
2. Each unit has phrasal verbs or idioms, but not both. **FALSE**
3. Educated people speak in a similar manner to how they write. **FALSE**
4. A phrasal verb always has just two parts: a verb and a preposition. **FALSE** (can have three parts)
5. Phrasal verbs are unusual in English. **FALSE**
6. Each phrasal verb can have one or several meanings. **TRUE**
7. Idioms can also be called expressions. **TRUE**
8. We shouldn't try to use phrasal verbs until we are absolutely clear as to how to use them. Better safe than sorry. **FALSE**
9. Phrasal verbs usually sound friendly and are appropriate for general conversation. **TRUE**

There are many possible answers. Here are a few possibilities

Phrasal Verbs and Idioms	Another way to say this:
1. <i>to start over</i>	To begin again
2. <i>to be taken with a glass of water</i>	When you swallow this medicine, also drink a glass of water.
3. <i>to pay back</i>	To give someone the money you borrowed from them.
4. <i>to work on</i>	To try to finish or improve a project or skill.
5. <i>think back</i>	To try to remember.
6. <i>to be after</i>	To try to gain or achieve something. Also, to follow after an earlier event.
7. <i>to come forward</i>	To volunteer, to admit to authorities something you know or saw
8. <i>to sort out</i>	To organize, arrange
9. <i>to stand up to</i>	To disagree with or resist the ideas or directions of another person (who usually has authority)
10. <i>to enter into</i>	To agree to something (enter into an agreement). Also, to go into a building

These phrasal verbs will all be taught and practised in other modules. The purpose of this exercise here is as an introduction or a review for on-going learners.

# Activity Plan 12-EXT

<b>LESSON 3</b>	<b>Intercultural Reading, Interviews</b>	
	100 MINUTES	HANDOUT(S): 2
<b>Assignment 1</b> <ul style="list-style-type: none"><li>• Distribute Handouts 1 and 2. Ask learners to pair up and discuss the pre-reading questions before they begin reading.</li><li>• Learners complete the questions and compare answers. You will distribute the answer key in <b>Activity 16-EXT</b>.</li><li>• You can let learners know that they will be studying much more about Language and Culture in the Workplace in Module 4.</li></ul> <b>NOTE: The answer key is included with the materials for Activity 16-EXT.</b> <b>Individual Interviews</b> <ul style="list-style-type: none"><li>• While learners are working on Assignment 1, you meet individually with five or six learners to discuss their independent study plans. For new learners, check that their plan is realistic, appropriate and achievable. For continuing learners, see what progress they have made.</li><li>• You will also conduct interviews at the end of Lesson 4 and 5 until you have had the chance to meet with each of the learners.</li></ul>	<b>Advanced Preparation</b> <ul style="list-style-type: none"><li>• Prepare photocopies of:<ul style="list-style-type: none"><li>✓ Handout 1</li><li>✓ Handout 2</li></ul></li></ul> <b>Purpose</b> <ul style="list-style-type: none"><li>• Reading provides background knowledge for the Culture Module</li><li>• Interviewing new learners about their independent study plans</li><li>• Interviewing continuing learners about the progress they have made with their independent study plans and suggesting modifications as necessary</li></ul>	

**Before you read, discuss the following with a classmate:**

1. This reading is on intercultural communication. What is that?
2. Why would intercultural communication be important to a Canadian business that is exporting products overseas?
3. What differences have you noticed between Canadian culture and the culture of the place you were born or grew up? Can you describe these differences without making either culture sound good or bad?
4. Some cultures encourage individualism, while others encourage a group orientation. Which category do you think Canadian culture falls into? How about your first culture?
5. Do you believe that people can belong to more than one culture?
6. Some people say that age, occupation, gender, class, sexual orientation, religion and region are all examples of different cultures. What do you think? What do people who belong to these different groups have in common, besides the obvious?
7. Do you think that different workplaces have different cultures? In other words, if I move from one company to another in the same city, will I have to adjust to a different culture in each company? Explain your answer.
8. How we greet people, how we bring up our children, our attitudes to time and our thoughts about respecting older people are all examples of culture. Music, food and clothes are also examples of culture. How are the first group of examples different from the second group? (After you've tried to answer this question, see below for some ideas.)

Answer 8. The first examples focus on behaviours and beliefs. They are also taken as “common sense” by the people in those cultures. The second set of examples includes concrete things that we can see, buy and bring home. Many people think of things from this second set as “real culture” but they are only the physical manifestations of a complete worldview that affects how people approach the world.



## **Reading Exercise**

### **MEMO**

To: Seema Kapani  
From: Turkia Awada  
Date: March 21, 2012  
Re: Update on Intercultural research

Hi Seema,

- (1) As requested, below please find an update on the intercultural research that you asked me to undertake. It's going well and I really think it's relevant to our company. I'm kind of amazed that we didn't think **Activity** about this topic before. I'm happy to meet with you to discuss any follow-up questions that you may have, or to flesh out my early recommendations.

Regards,

TA

### **Update: Intercultural Research**

- (2) To date, I have completed about 10 hours of research into the intercultural approach. As you'll remember, we were first exposed to this perspective at the conference last November in Toronto. We both were intrigued by the presentation and you asked me to spend no more than one hour a week doing some basic reading to ascertain whether it would be worth our while looking into some sort of training.
- (3) I began my research by visiting my local library to see what they had available on the topic. You'll remember that in the presentation, they suggested that each national culture has some assumptions about the "normal" ways in which to do business. Therefore, I particularly focused my search on books or articles related to our three main international markets: the US, France and China. My thinking was that we need to figure out what is normal for the American, French and Chinese if we are to reduce some of the bumps we've been experiencing of late with these customers.
- (4) The library had a surprising number of books on intercultural communication, including specific texts on French, Chinese and American cultures. Unfortunately, and perhaps this is to be expected, the books were not the most recent; most of them are dated for the 90s. Having said that, reading these books, I find that what they have to say wouldn't really date. Cultures change slowly; at least their basic assumptions about the world do. So let me summarize what I have found out so far. Then I will make a couple of recommendations as next steps.

### **On the intercultural perspective in general:**

- (5) As I mentioned, I've really honed in on books that address our current international client base. However, I also had a look at some general intercultural books to get a handle on the key concepts. One book that was really useful was *Riding the Waves of Culture*, by Fons Trompenaars, a Dutch researcher. There is a new edition of this book – due out any day now, and I think it would make a great addition to our company library. Why? Well, Trompenaars has established a data base of over 15,000 responses to key cultural questions. More importantly, his respondents were all business people, so he really gets at the differences in business perspectives. His scientific approach should satisfy the doubtful among our researcher and engineering colleagues; this might be a key tool in showing them this isn't some flakey, unsubstantiated new approach. I won't go into detail here, but Trompenaars has fascinating tables that show the responses to different human dilemmas in different cultures. For example, Trompenaars asked people to score which of the following they felt was true:

(6) To improve the quality of life, a society should:

- give people maximum freedom
- take care of everyone

Seventy-nine per cent of Canadian business people supported the maximum freedom approach; 78 per cent of Americans chose this option, and 64 per cent of Chinese and only 48 per cent of the French supported this option.

(7) Given the products that we sell, I think there are some important points to consider. I can remember going to Lyons on a sales trip a couple of years ago and presenting “personal choice and freedom” as two of the big selling points of our range of products. No wonder this didn’t resonate with my French audience.

### **American culture:**

(8) I had a good read of *American Cultural Patterns*, by Stewart and Bennett. It is a rather academic text, but I think it still has a lot to offer: it shows some approaches that we can try with our American customers and also, because we are probably nearer to American culture here in Canada than any other culture, the book tells us something about ourselves. For example, they write that in a conflict situation, Americans want to discuss the problem openly and get to the source. They don’t place a high value on indirect communication and third party intervention. These are the very approaches that Asian cultures are more likely to value. Based on reading this book, when I was last in Shanghai, I decided to try these ideas out. One of our largest customers there seemed to be dissatisfied with his latest order from us. While it went against my normal way of dealing with things, rather than address his dissatisfaction directly, I spoke to the customer’s wife in an indirect way. She acted as our intermediary and we resolved the issue without ever talking openly about it. I wouldn’t have known to try that if I hadn’t been reading these books.

### **French Culture**

(9) The library had an excellent book called: *Sixty Million Frenchmen Can’t be Wrong*. It’s written by a couple of Canadian journalists. I haven’t finished reading it yet, but what I can share with you is that I now understand our French customers much better. The French look to the state to solve major problems and are quite proud of the accomplishments of their government. When our French customers join us in criticizing government interference, I think they might be seeing it from a different angle. It’s not that they think the government should stay out of the world of business, but rather that they should do a intervening in a more skilful way. More to follow on this in my next update, when I have completed reading the book.

### **Chinese culture**

(10) I found a fascinating book called: *Encountering the Chinese: A Guide for Americans*. It offers too many insights to go into here, but I think it has a lot to offer us. I think you’d concur that we have had more misunderstandings and problems with our Chinese customers than with our French or American clients. Sometimes the differences are just humorous and sometimes they lead to an unsettling feeling that some of our major deals could disintegrate before our eyes. Did I tell you about the first trip I made to Beijing? Our business partner there had agreed to come and pick me up at my hotel and take me to meet three prospective customers. I was in the shower when he arrived – about 30 minutes early. It was an awkward, embarrassing moment. This book talks about exactly such an incident and explains that for the Chinese, it is respectful to arrive early, especially when meeting with someone you don’t know well. He was showing me respect and I had no idea.

**Early Recommendations:**

(11) Based on my research to date, I propose the following:

- Continued research.
- Purchase a number of intercultural texts and make them available to staff. I'd be happy to lead a sort of "book club" to discuss how this all applies to our work.
- Intercultural training for both sales people and research and development staff. It's not only the sales people who need to communicate with our customers. I would suggest that we hold off on the training until those individuals who are interested have had a chance to read some of the recommended texts. This might create something of a buzz around the topic.
- Focus our attention first on better understanding our Chinese clients' norms and expectations. We seem to have the biggest cultural gap with them.

(12) **References**

Nadeau, J-B, Barlow, J (2003). *Sixty million Frenchman can't be wrong*. Naperville Illinois: Sourcebooks.

Stewart, E., Bennett, M.J. (1991). *American cultural patterns* (Rev. ed.). Yarmouth, Maine: Intercultural Press.

Trompenaars, F. (1998). *Riding the waves of culture* (2nd edition). New York, N.Y.: McGraw-Hill.

Wenzhong, H., Grove, C.L. (1991). *Encountering the Chinese*. Yarmouth, Maine: Intercultural Press.

**Comprehension questions (holistic, detail and inference)**

1. Who wrote this memo? Who did he write it to?
2. What is the relationship between these two people?
3. Why did he write this short report? What event caused him to be given this particular work assignment?
4. Write down everything you know about the products that his company makes.
5. How many books does he mention in his short report? Are these all of the books that he read? How do you know? Where did he get the books? Why do you think he went there for the books?
6. How many recommendations does he make?

**Vocabulary questions**

1. In paragraph (1), the writer says he is happy to meet his boss to answer follow-up questions and flesh out his early recommendations. Explain what follow-up questions are. What does it mean to *flesh* out a recommendation?
2. In paragraph (3), what word does the writer use to describe small problems?
3. In paragraph (4), he writes: *I find that what they have to say won't really date*. In this context, what words could you use to replace "won't really date"?
4. In paragraph (5), he writes that he has *honed in on* certain books. What words could you use to replace "honed in on"?
5. In paragraph (7), the writer talks about "big selling points". Explain what you think a "big selling point" is.
6. In paragraph (8), he says he had a good read of the book. In this context, what is "a good read"?

**Further questions**

1. Do you think the writer enjoyed doing this research? How do you know?
2. In paragraph (4), the writer says that cultures change slowly. Do you agree? Explain.
3. List two aspects of *Riding the Waves of Culture* that the writer thinks makes it particularly useful and relevant to their situation.
4. Why do you think the writer offers that particular example from a chart in *Riding the Waves of Culture*?
5. In his example, from his own experience in Shanghai, what two styles of conflict resolution did he use? Why did he use these techniques?
6. What is funny about his “shower” example?
7. What do you think he means when he talks in his third recommendation about creating a buzz around the topic?
8. Add an additional recommendation to his list.
9. Describe a funny intercultural incident that has happened to you.
10. On a separate piece of paper, summarize the report in about 50 words.

# Activity Plan 13

<b>LESSON 4</b>	<b>Ways of Discovering Workplace-Specific Vocabulary</b>	
	35 MINUTES	HANDOUT(S): 1   OVERHEAD(S): 3
<p><b>Homework Feedback</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>• Go over <b>Activity 8-EXT/13</b> Handout 1. The purpose of this activity is not to understand the specific vocabulary examples we have given (although, if learners are interested, certainly give them the meaning). The purpose is to learn to recognize and record various types of vocabulary.</li> <li>• Discuss any questions or concerns with learners.</li> </ul> <p><b>Brainstorming Stage</b> ..... 15 min</p> <ul style="list-style-type: none"> <li>• Divide learners in groups.</li> <li>• Explain that the occupational vocabulary that they need is all around them in the workplace. Where can they find it? There is an overhead template available to guide the discussion and two overheads with possible answers.</li> <li>• This 35-minute activity will be followed up with a longer activity in Lesson 5.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>• Distribute the Answer Key.</li> <li>• Make an overhead of the Answer Key.</li> <li>• Show learners part of Overhead 2 to spark their brainstorming session.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>• Make this an Extension Activity. Learners work independently, reviewing the answer key and brainstorming.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare overheads of Answer Key and Overheads 1, 2, 3</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Identifying vocabulary types that learners may have missed or undervalued in the workplace</li> <li>• Discovering ways to identify occupational vocabulary</li> </ul>	

## Vocabulary – Ways of Discovering Occupation-Specific Vocabulary

<p>1. <i>Phrasal verbs</i></p> <p>2. <i>Abbreviations, shorthand, acronyms</i></p> <p>3. <i>Idioms, common collocations and Canadianisms</i></p>	<p>4. <i>Slang (not necessarily occupational)</i></p> <p>5. <i>“In-group” lingo</i></p>
--	---

**Exercise 1: Match the five types listed above with the definitions and examples below.**

#	Definitions and examples
5	Words and expressions that are unique to an occupation, a group or a workplace, and are therefore only understood by members of this “in-group” because of their shared experiences. For example, people working together at a hospital might talk about “ <i>Big Red</i> ” to refer to an old, extra-large ambulance, used only when one of the newer ambulances is being serviced and unavailable.
2	Shortened words or initials regularly used in communicating in a profession or worksite. For example, in the airline industry, we talk about <b>ETA</b> which means: <i>Estimated Time of Arrival</i> .
1	These verbs are used extensively by native speakers and are challenging because the meaning often changes, based upon context or the addition of an object. Phrasal verbs sound friendly and relaxed, and are rich with inferred meaning. An example from any project-based profession is <b>to get on with something</b> . This means: <i>to work with concentration on a project or task</i> . <i>To get on with someone</i> means to have an easy rapport or a relaxed relationship with someone. To further confuse things, <i>to get it on</i> , or <i>to get it on with someone</i> has a sexual meaning.
4	You’ll need to understand some vocabulary that you would not usually use, because it may sound unprofessional. An example from the medical profession would be: <b>to toss your cookies</b> , which is slang for: <i>to vomit</i> .
3	These words, used together, have a meaning different from their usual individual meaning. An example used in many professionals would be: <b>in the red</b> , which refers to a business venture that is losing money. A Canadianism is a word or a group of words that are used in a unique way in Canada. An example is: <b>a toque</b> , used to describe a hat that has no brim, and fits the form of the head (referred to as a <i>beanie</i> in other versions of English).

**Exercise 2: Fill in the vocabulary type as per examples above.**

<b>Further vocabulary examples and occupational areas</b>	<b>Vocabulary Type</b>
a. " <b>eh</b> " at the end of a sentence (non occupation specific)	3 Canadianism
b. The patient <b>broke down</b> when she heard the prognosis. (nursing)	1
c. Thyroxin is involved in <b>O<sub>2</sub></b> consumption. (medical)	3
d. " <b>The chuck</b> " (non occupation specific)	4
e. <b>RADAR</b> radio detecting and ranging (transportation)	2
f. <b>WHIMIS</b> (construction)	2
g. "Nurse! I <b>tossed my cookies.</b> " (medical-unprofessional)	4
h. Let's <b>tamp it down</b> and then we'll put down the bricks. (construction)	1
i. We'll be working on the project, <b>rain or shine.</b>	3
j. They plan to <b>wine and dine</b> the delegates. (tourism)	3
k. He caught some <b>Zzzz's</b> this afternoon. (medical-unprofessional)	4
l. The dentist was surprised when the patient <b>broke out</b> in a rash because of the medication that he prescribed. (dental)	1
m. How long you been in <b>Lotus Land?</b> (not occupation specific)	3
n. To make an accurate estimate, well need to <b>cost it out.</b> (architecture)	1
o. A child with <b>ADHD</b> will have poor co-ordination. (medical)	2
p. He's <b>a hoser.</b> (not occupation specific)	4
q. You <b>earn while you learn.</b> (any occupation with an apprenticeship)	5
r. We'll need to think about <b>the Hydro</b> bill. (architecture)	2



## Task and Topics

You have 15 minutes to discuss the following question:

The occupational vocabulary that you need is all around you – inside and outside the workplace.

Where can you find this vocabulary?

Work with your partners to make a list.

## Possible Answers

### Ways of discovering occupation-specific vocabulary inside the workplace:

- work-related posters
- emails and memos
- HR forms
- meeting minutes
- union and association communication
- employment contracts, client contracts
- professional books, journals, manuals
- reports
- occupation-specific advertising
- workplace newsletters
- phone messages

## **Possible Answers** (continued)

### **Ways of discovering occupation-specific vocabulary inside the workplace** (continued):

- meetings
- conversations with colleagues
- overheard conversation
- observation of colleagues
- cultural informants
- conferences
- intranet

### **Additional ways of discovering occupation-specific vocabulary outside the workplace:**

The web, movies, radio, TV

# Activity Plan 14

<b>LESSON 4</b>	<b>Introduction to Teamwork ♦</b>	
	80 MINUTES	HANDOUT(S): 2 (TEACHER PREPARED)
<p><b>Set-up Stage</b> ..... 5 min</p> <ul style="list-style-type: none"> <li>• Distribute Handout 1.</li> <li>• Briefly describe the fact-finding task.</li> <li>• Brainstorm what it means to be a good team member.</li> <li>• Tell them that there is a prize for finishing first with all the correct answers.</li> </ul> <p><b>Group Work Stage</b> ..... 60 min</p> <ul style="list-style-type: none"> <li>• Groups decide how they will do the Fact Finding Task (Handout 1).</li> <li>• Groups leave the classroom and complete the Fact Finding Task.</li> </ul> <p><b>Wrap-up</b> ..... 15 min</p> <ul style="list-style-type: none"> <li>• Review correct answers to task.</li> <li>• Distribute Handout 2 (Teamwork Group Reports).</li> <li>• Debrief experience.</li> <li>• Award prize.</li> <li>• In Module 5, learners spend much more time on Teamwork.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>• Reduce the number of questions on Handout 1.</li> <li>• Spend more time brainstorming about how the team can divide up the task.</li> <li>• Spend more time exploring what makes a good team.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>• Give very little direction and allow things to become somewhat chaotic. At the end of the activity, debrief what you observed and what they experienced during the chaos.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Bring a prize for the wrap-up of this activity (see Handout 1).</li> <li>• Tailor Handout 1 to your institution. The questions are only meant as examples, as you'll have your own ideas about what is most important for learners to know about the place they are studying and the neighbourhood. You'll need to know the answers to your questions.</li> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1 (tailored)</li> <li>✓ Handout 2</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Exploring team skills</li> <li>• Becoming familiar with the organization and neighbourhood where learners are studying</li> </ul>	
<p><b>Acknowledgement</b></p> <p>Macpherson, Alice. 2000. <i>Cooperative Learning Group Activities for College Courses – A Guide for Instructors</i>. Kwantlen University College.</p>		

### Introduction to Teamwork Fact-Finding: Time Limit – 60 min

Your task, as a group, is to find out the following information and/or items, and bring them back to the classroom. The group that returns the fastest with the most accurate information and all of the requested items will receive a prize.

To succeed, you have to talk to each other, decide how to best accomplish the task (and agree upon that method), cooperate, share information and ask for information from various people that you encounter on your travels. Good luck and happy hunting!

1. What is the address of this institution?
2. Find the location of the nearest library and note its address.
3. Are there any other services offered here?
4. Get a copy of any printed information that this institution offers.
5. What is the name of someone other than your instructor who can help you with questions?
6. What is/are the name(s) of the receptionist(s)?
7. What telephone number would you call to contact the receptionist?
8. Is there any kind of security available in the event of an emergency/fire?
9. Find out as many names of the Security/First Aid personnel as you can and write them here.
10. Find and note the location of the following:

Computer Lab	Nearest bus stop	Nearest daycare
Nearest stationery store	Nearest coffee shop	Nearest pay telephone
Washrooms	Nearest post office	Place to study independently

11. Is there a Job Placement Services at this college?
12. How many computers are available for use in the computer labs?
13. What hours is the computer lab open?
14. If there is daycare, how many children can it take?
15. What is the age span of children at the daycare?
16. Does this institution have any kind of newsletter or newspaper?
17. How often is it published?
18. What is one interesting thing that you discovered that was NOT asked for on this hunt?

**Teamwork Group Report (Fact-Finding Task)**

Evaluate your group using the following scale:

1= strongly disagree    2=disagree    3=agree    4=strongly agree

**1. We tried to include everybody.**

1    2    3    4

**2. Each member contributed to the team.**

1    2    3    4

**3. One member of the team dominated, or did most of the work.**

1    2    3    4

**4. The team completed the task within the allotted time.**

1    2    3    4

**5. The group members divided the task.**

1    2    3    4

**6. All group members addressed each other respectfully.**

1    2    3    4

**7. Group members showed people-skills and we worked well together.**

1    2    3    4

**8. I liked being on this team.**

1    2    3    4

**9. I see that I could learn skills from my team members.**

1    2    3    4

# Activity Plan 15

<b>LESSON 4</b>	<b>Vocab Mini Quiz ♦</b>	
	35 MINUTES	HANDOUT(S): 1
<p><b>Set-up Stage</b> ..... 25 min</p> <ul style="list-style-type: none"> <li>• Distribute mini-quiz. Learners complete on their own.</li> <li>• If you have a continuous intake class, then this will be a review for some.</li> <li>• The purpose of the exercise is to illustrate the use of phrasal verbs.</li> <li>• All verbs and idioms will be taught in detail in other modules.</li> </ul> <p><b>Wrap-up</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>• Go over the correct answers.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>• Do this as a group rather than as an individual activity.</li> <li>• Provide answers to the first few questions.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>• It's a short quiz. Give them 10 minutes to complete.</li> <li>• Have them complete it in teams, as a competition.</li> <li>• Ask them to make their own dialogues using all of the vocabulary.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Developing awareness of phrasal verbs in daily work speech</li> <li>• For continuing learners, a review</li> </ul>	

## Phrasal Verb and Idiom Mini-Quiz 1

The following is a list of the 12 phrasal verbs and idioms we will be covering in the course. If you have already completed some modules, see how much you can remember. If you are new to this course, see how much you already know. All of these vocabulary items will be covered in more detail in other modules.

1. to start off	7. to look into
2. to turn down	8. to talk over*
3. to call up*	9. to come up with
4. to call back*	10. right away
5. to get back to	11. to get into
6. to think over	12. to get on with

Use one of these phrasal verbs or idioms in the conversations below. You can only use each one once. You may need to change them to make them fit the context. For example, you may need to add *-s*, or *-ed*, or *-ing*.

A. Context: Two co-workers are arguing about who made the mistake.

**Shirley:** So I guess we need to \_\_\_\_\_ (1) the customer now and explain that you messed up on the contract.

**Hong:** What are you talking about? It wasn't my mistake. I don't want to \_\_\_\_\_ (2) the details of all this again. I think we need to \_\_\_\_\_ (3) finding a solution to make our customer happy. We can \_\_\_\_\_ (4) what went wrong after we've solved the problem and satisfied our customer.

**Shirley:** Well, suppose you're right. I can try to \_\_\_\_\_ (5) a plan to get us back on track. I'll \_\_\_\_\_ (6) tonight and let you know my ideas tomorrow morning. In the meantime, would you be able to contact the customer \_\_\_\_\_ (7) and let her know that we are taking care of the problem?

**Hong:** Okay, I can do that. I'll go do it now.

B. Context: Two co-workers are chatting over coffee about a hiring committee meeting that has just been arranged for the following week.

**Jose:** What do you suppose that meeting next week is about?

**Wayman:** I think Jill said that the candidate we selected has \_\_\_\_\_ (8) our offer.

**Jose:** Really! That's a surprise. I really thought she wanted the job.

**Wayman:** I know. I was surprised too. Apparently Jill \_\_\_\_\_ (9) to offer her the job, and right there and then, she said that she wasn't going to accept.

**Jose:** Wow.

C. Context: Two colleagues are discussing their plans for the work week. It's Monday.

**Jessica:** How is your week looking? Pretty busy?

**Mark:** Not too bad. I \_\_\_\_\_ (10) the week pretty quiet, but then I have, like, six major meetings in a row, on Thursday and Friday.

**Jessica:** So, would you have some time to \_\_\_\_\_ (11) this problem with Jacques? I'm super busy, so I'd appreciate a hand.

**Mark:** Yeah, I can do that for you. Did you commit to \_\_\_\_\_ (12) him by a certain day?

**Jessica:** Yes, I said that he would hear from me or someone else by Wednesday.

**Mark:** Okay, good. I can do that for you.



**Phrasal Verb and Idiom Mini-Quiz 1**

A. Context: Two co-workers are arguing about who made the mistake.

**Shirley:** *So I guess we need to **call back/get back to** (1) the customer now and explain that you messed up on the contract.*

**Hong:** *What are you talking about? It wasn't my mistake. I don't want to **get into** (2) the details of all this again. I think we need to **get on with** (3) finding a solution to make our customer happy. We can **talk over** (4) what went wrong after we've solved the problem and satisfied our customer.*

**Shirley:** *Well, I suppose you're right. I can try to **come up with** (5) a plan to get us back on track. I'll **think it over** (6) tonight and let you know my ideas tomorrow morning. In the meantime, would you be able to contact the customer **right away** (7) and let her know that we are taking care of the problem?*

**Hong:** *Okay, I can do that. I'll go do it now.*

B. Context: Two co-workers are chatting over coffee about a hiring committee meeting that has just been arranged for the following week.

**Jose:** *What do you suppose that meeting next week is about?*

**Wayman:** *I think Jill said that the candidate we selected has **turned down** (8) our offer.*

**Jose:** *Really! That's a surprise. I really thought she wanted the job.*

**Wayman:** *I know. I was surprised too. Apparently Jill **called her up** (9) to offer her the job, and right there and then, she said that she wasn't going to accept.*

**Jose:** *Wow.*

C. Context: Two colleagues are discussing their plans for the work week. It's Monday.

**Jessica:** *How is your week looking? Pretty busy?*

**Mark:** *Not too bad. I **start off** (10) the week pretty quiet, but then I have, like, six major meetings in a row, on Thursday and Friday.*

**Jessica:** *So, would you have some time to **look into** (11) this problem with Jacques? I'm super busy, so I'd appreciate a hand.*

**Mark:** *Yeah, I can do that for you. Did you commit to **call back/get back to** (12) him by a certain day?*

**Jessica:** *Yes, I said that he would hear from me or someone else by Wednesday.*

**Mark:** *Okay, good. I can do that for you.*

# Activity Plan 16-EXT

LESSON 4	Review Intercultural Reading; Describing Employment Qualifications; Interviews	
	100 MINUTES	HANDOUT(S): 2
<p><b>Assignment 1</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Activity 12-EXT/16-EXT</b> Answer Key Handout 1.</li><li>• Learners compare answers with their own.</li></ul> <p><b>Assignment 2</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Activity 16-EXT</b> Handout 1.</li><li>• Learners work individually to answer the questions.</li><li>• When they have finished the first three questions, they work with a partner. There is a <b>Activity 16-EXT</b> Answer Key Handout 1 that you can post somewhere in the class.</li><li>• Inform learners that they will explore this topic in more detail in Module 3. If they have already completed Module 3, they can consider this a review.</li></ul> <p><b>Individual Interviews</b></p> <ul style="list-style-type: none"><li>• While learners are working on Assignments 1 and 2, you should meet individually with five or six learners to discuss their independent study plan. For new learners, check that their plan is realistic, appropriate and achievable. For continuing learners, see what progress they have made with their independent study plan.</li><li>• You will also conduct interviews at the end of Lesson 5.</li></ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"><li>• Prepare photocopies of:<ul style="list-style-type: none"><li>✓ <b>Activity 12-EXT/16-EXT</b> Answer Key Handout 1</li><li>✓ <b>16-EXT</b> Handout 1</li><li>✓ <b>16-EXT</b> Answer Key Handout 1 (one copy to post)</li></ul></li></ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"><li>• Reading for meaning and detail</li><li>• Introducing Intercultural Concepts</li><li>• Building awareness that Intercultural Studies is a field in the social sciences</li><li>• Describing education, experience and skills</li><li>• Interviewing new learners about their independent study plan</li><li>• Interviewing continuing learners about the progress they have made with their independent study plan and suggesting modifications as necessary</li></ul>	

**Comprehension questions (holistic, detail and inference)**

1. Who wrote this memo? Who did he write it to?

**Turkia Awada wrote it to Seema Kapani.**

2. What is the relationship between these two people?

**Seema is his boss or supervisor or is, in some way, in charge of what he does.**

3. Why did he write this short report? What event caused him to be given this particular work assignment?

**Seema requested an update on the assignment she'd given him. The assignment came about because of a presentation that they both attended at a conference in Toronto in November, 2011.**

4. Write down everything you know about the products that his company makes.

**His company makes a range of products that they successfully sell to the French, Chinese, Americans and others. The products seem to be developed by scientists and promoted by individual salesmen and sales representatives overseas. We don't know much more about what the company makes, except that sometimes customers are dissatisfied with the product, which suggests that it changes periodically.**

5. How many books does he mention in his short report? Are these all of the books that he read? How do you know? Where did he get the books? Why do you think he went there for the books?

**He mentions four books, but seems to have read more because he talks about finding multiple books in the library. Probably, he got the books from the library because it's a free service and they have a wide variety of books.**

6. How many recommendations does he make?

**four**

**Vocabulary questions**

1. In paragraph (1), the writer says he is happy to meet his boss to answer follow-up questions and flesh out his early recommendations. Explain what follow-up questions are. What does it mean to flesh out a recommendation?

**Follow-up questions are, in this case, the questions that Seems may have after reading the report. To flesh out a recommendation means to give more details.**

2. In paragraph (3) what word does the writer use to describe small problems?

**bumps**

3. In paragraph (4) he writes: I find that what they have to say won't really date. In this context, what words could you use to replace "won't really date"?

**Won't become irrelevant because of age, won't lose their value with age**

4. In paragraph (5), he writes that he has honed in on certain books. What words could you use to replace "honed in on"?

**Focus on, concentrated on**

5. In paragraph (7) the writer talks about "big selling points". Explain what you think a "big selling point" is.

**A feature or characteristic of a product that makes it attractive to buyers**

6. In paragraph (8), he says he had a good read of the book. In this context, what is "a good read"?

**He read it in detail or thoroughly.**

### **Further questions**

1. Do you think the writer enjoyed doing this research? How do you know?

**He seems very enthusiastic and excited by the research. We know this from his choice of words, such as amazing, very relevant and excellent, and also by the fact that he is already apply the concepts from the books to understand this personal experiences and to experiment with solving problems.**

2. In paragraph (4), the writer says that cultures change slowly. Do you agree? Explain.

**Answers will vary.**

3. List two aspects of Riding the Waves of Culture that the writer thinks makes it particularly useful and relevant to their situation.

- **It's a scientific approach**
- **It's a business focus**

4. Why do you think the writer offer that particular example from a chart in Riding the Waves of Culture?

**This example shows the similarities and differences between their four main relevant cultures: Canada, US, France and China.**

5. In his example from his own experience in Shanghai, what two styles of conflict resolution did he use? Why did he use these techniques?

**Indirect communication and third party intermediary. He used these two because they are often used in Asia.**

6. What is funny about his "shower" example?

**He was confused, embarrassed or annoyed by the Chinese man's behaviour when that behaviour was meant to show respect.**

7. What do you think he means when he talks, in his third recommendation, about creating a buzz around the topic?

**To create a buzz around a topic means to create particular interest and excitement about that topic in the workplace.**

8. Add an additional recommendation to his list.

**Answers vary.**

9. Describe a funny intercultural incident that has happened to you.

**Answers vary.**

10. Summarize the report in about 50 words.

### **Example summary:**

**In this memo, Turkia Awada provides his boss, Seema Kapani, with an update about his research into intercultural communications. He summarizes relevant books dealing with cultural differences in business and the cultural patterns of the Americans, French and Chinese – all major client groups for his company. He concludes with recommendations. (50 words)**

### Cilla Betancourt’s Education and Experience

Date	Education
Sept 1976	Completed High School and took a gap year
January 1978	Started studies at the University Centro. Majored in English language and Mathematics
March 1981	Completed undergraduate degree
May 1981	Entered three year teachers’ college in Salamanda
May 1984	Certified as a High School Instructor
April – May 1991	Microsoft Office training
Sept – December	Supervisory training
	<b>Work Experience</b>
December 1985	Substitute teaching – Bogon School District 45
January 1988	Awarded part-time teaching contract at Centrillo High School, teaching English and Spanish
January 1991	Awarded full-time teaching position
May 1993	Awarded contract as Vice Principal of Centrillo High School
July 2003	Applied to immigrate to Canada
September 2004	Moved with family to West Vancouver, BC, Canada
December 2004	English Language Studies at Capilano College – a three month intensive English course. Learned about work culture in Canada
July 2005	Worked part-time in food prep at Subway
September 2007	Private Tutor: beginning to advanced Spanish
September 2008	Entered ELSA for the Workplace 8/9

### Questions

1. Education: Which of the following does Cilla have? Circle the answer.

- |                                |                               |  |
|--------------------------------|-------------------------------|--|
| <i>a high school diploma</i>   | <i>BC Grade 12 equivalent</i> | <i>a Dogwood</i>                           |
| <i>an undergraduate degree</i> | <i>a teaching Certificate</i> | <i>a BC Teaching Certificate</i>           |
| <i>a graduate degree</i>       | <i>an M.A.</i>                | <i>additional professional development</i> |
| <i>a PhD.</i>                  |                               |  |

2. Experience: Which of the following does Cilla probably have? Circle the answer.

- |  |                                     |  |
|--|-------------------------------------|--|
| <i>experience writing curriculum</i>   | <i>experience teaching</i>          | <i>experience supervising others</i>   |
| <i>experience meeting with parents</i> | <i>experience giving first aid</i>  | <i>experience prescribing medicine</i> |
| <i>experience teaching in Canada</i>   | <i>experience writing textbooks</i> |  |

3. Wikipedia defines **soft skills** in the following way:

*Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people.<sup>[1]</sup> Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.*

[http://en.wikipedia.org/wiki/Soft\\_skills](http://en.wikipedia.org/wiki/Soft_skills)

(August 4, 2011)

- a. Based on this definition, which of the following hard skills do you think Cilla probably has?

*computer literate*

*lesson planning*

*forklift operating*

*mechanical*

*cook*

*hotel reservation management*

*selling*

*languages*

*mathematical*

*classroom management*

*grading tests*

*disciplining children appropriately*

- b. Which of the following soft skills do you think that she has?

*able to give feedback*

*gets along with others*

*child psychology*

*positive attitude*

*managing others*

*self-expression*

*friendly*

*mentoring others*

*punctual*

Compare your answers with another student and then do the following two questions together.

4. **Role Play:** Work with a partner. You work at an agency that helps families dealing with a family member who has cancer. Cilla has applied for a job at your agency. In the job, she would be working with children and their parents and supervising some staff. She would not be teaching. Discuss her education, experience and skills to decide if you would like to hire her for the job. One partner should support hiring her (giving reasons) and the other partner should oppose hiring her (giving reasons).
5. Describe to your partner: your education, experience, soft skills and hard skills.

## Cilla Betancourt's Education and Experience

### Answers in bold

1. Education: Which of the following does Cilla have? Circle the answer.

**a high school diploma**

**an undergraduate degree**

a graduate degree

a PhD.

BC Grade 12 equivalent

**a teaching Certificate**

an M.A.

a Dogwood

a BC Teaching Certificate

**additional professional development**

2. Experience: Which of the following does Cilla probably have? Circle the answer.

experience writing curriculum

**experience teaching**

**experience supervising others**

**experience meeting with parents**

experience giving first aid

experience prescribing medicine

experience teaching in Canada

experience writing textbooks

3. Wikipedia defines **soft skills** in the following way:

*Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people.<sup>[1]</sup> Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.*

[http://en.wikipedia.org/wiki/Soft\\_skills](http://en.wikipedia.org/wiki/Soft_skills)

(August 4, 2011)

a. Based on this definition, which of the following hard skills do you think Cilla probably has?

**Correct answers may vary**

**computer literate**

mechanical

selling

**classroom management**

**lesson planning**

cook

**languages**

**grading tests**

forklift operating

hotel reservation management

**mathematical**

**disciplining children**

**appropriately**

b. Which of the following soft skills do you think that she has?

**able to give feedback**

**positive attitude**

**friendly**

**gets along with others**

**managing others**

**mentoring others**

**child psychology**

self-expression

punctual

# Activity Plan 17

<b>LESSON 5</b>	<b>Introduction to Informational Interviews ♦</b>	
	35 MINUTES	HANDOUT(S): 1
<p><b>Brainstorming Stage</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>Put learners into groups of three or four, and write on the board: <i>"Informational Interview."</i> They will have five minutes. Working quickly, they should brainstorm about what an informational interview is or might be, and what is difficult about it.</li> <li>You may have learners in your class who have already done an informational interview – in this or a previous class. They shouldn't be shy about sharing their knowledge and experience.</li> <li>When five minutes are up, allow learners to report to the larger group.</li> </ul> <p><b>Input Stage</b> ..... 25 min</p> <ul style="list-style-type: none"> <li>Distribute Handout 1.</li> <li>Each learner should read the definition of an informational interview; then turn over the paper and try to explain the definition to the others in his or her own words.</li> <li>Ask learners to look at the different stages of the informational interview module. They should identify what they think will be difficult (or what was difficult if they have already done an informational interview) about each stage.</li> <li>Finally, they should discuss why an informational interview is useful.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>Start the activity by telling learners what an informational interview is and then ask them to work in groups to summarize everything you said.</li> <li>Brainstorm as a class rather than in groups.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>Ask learners to work in groups to describe the steps in preparing for an informational interview. If they have already done an informational interview, this is recall rather than conjecture.</li> <li>Ask learners to list some of the questions they might ask in an informational interview.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Introducing the concept of an informational interview</li> <li>Considering the skills needed for the various stages of the task and identifying personal challenges</li> <li>Preparing for Module 2</li> </ul>	



## Module 2 focuses on the informational Interview.

### What is an informational Interview?

People often have an informational interview when:

- they are thinking about studying for a new profession
- they are new to a city and they want to find out more about a profession
- they going to apply for a new type of job

In an informational interview, you make contact with and visit a person who is working in the occupation you would like to have. You spend 30 to 60 minutes talking with this person, asking them what it is like to do this job, asking them for hints and tips. If you are new to town and just want to find out what it's like to do your job in this city, you focus on that aspect of the interview. The person being interviewed will often be very interested in finding out about how it was to do that job in Iran or France or China, or wherever you come from, so that the interview is a good exchange.

An informational interview is NOT a job interview; sometimes people can get annoyed if you ask them for help finding work.

### Process:

To conduct an informational interview, you need to:

- use telephone and email to make arrangements
- develop a set of relevant, useful questions
- manage the conversation during the interview
- take notes during the interview
- send a follow-up thank you card or email after the interview
- summarize the interview
- analyze the interview and be able to describe what you have learned

# Activity Plan 18

<b>LESSON 5</b>	<b>🔊 Occupation-Specific Vocabulary (continued from Activity 13)</b>	
	80 MINUTES	HANDOUT(S): 3
<p><b>Recall and Set-up Stage</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>• This activity continues the work that was begun in <b>Activity 13</b>. Begin by asking learners to recall the five types of vocabulary that they are likely to miss; remind them that it is important to focus on phrasal verbs. Ask them to recall why they are likely to miss this vocabulary (it's because they may be habituated into thinking that vocabulary is made up of nouns, verbs and adjectives, which are easiest to identify and to find in a dictionary).</li> <li>• Ask learners to suggest the best source for professional vocab (the best source is likely their workplace, using the conversations, meetings, phone messages and written communication that is all around them).</li> <li>• Revisit the idea of the cultural informant.</li> <li>• In this activity, learners first practise identifying vocabulary from a professional interaction, then consider ways to keep a log of the vocabulary they learn.</li> <li>• Distribute Handout 1.</li> </ul> <p><b>Practice Stage (Listening)</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>• Learners listen to the conversation between the patient, dentist and dental assistant. They fill in the missing words (gap fill).</li> <li>• Check answers.</li> </ul> <p><b>Practice Stage (Classifying)</b> ..... 30 min</p> <ul style="list-style-type: none"> <li>• Next, learners identify the types of words (Handout 2). Again, the purpose of this activity is for learners to learn to hear and identify important professional vocabulary. Notice how many of the words are idioms.</li> <li>• <b>**Note:</b> Some of the idiomatic or “in-group” lingo (jargon) may seem obscure, however, the focus of the exercise is not to learn this particular vocabulary. Rather, it is to build awareness and to have practice recognizing contextually relevant vocabulary as something other than nouns, verbs, adjectives and adverbs.</li> <li>• The next stage of this exercise is to label the vocabulary as to whether it is professional or not professional. This dialogue may present a slightly confusing picture, as it indicates a situation in which professionals need to speak with a patient (using “patient-friendly” vocabulary which is still professional “enough”). It is useful for learners to think about what vocabulary they need to understand without using it themselves. One example from the dialogue is that they need to understand “<i>I need a stiff one</i>” but wouldn't usually use this in a professional context, at least not with a patient (which brings up the further topic of different professional contexts).</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare <b>18 Listening</b></li> <li>• Prepare photocopies of:             <ul style="list-style-type: none"> <li>✓ Handout 1</li> <li>✓ Handout 2</li> <li>✓ Vocabulary Log</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• Developing skills at identifying and logging professional level vocabulary</li> <li>• Developing skills and identifying the register of vocabulary. Is it professional, or is it more likely to be something that they will need to understand but not use?</li> </ul>	

**Activity Plan 18**  
**Occupation-Specific Vocabulary (continued from Activity 13)**

(page 2 of 2)

**Application Stage** ..... 20 min

- Distribute Vocabulary Log.
- Discuss with learners, how they can keep a log at work. Notice that this log does not require that the learners categorize types of vocabulary. They may wish to do this, but it is not necessary.
- If time permits, discuss with learners, the language they would use to check the meaning of a word with a cultural informant.

**Ways to Add Support**

- Increase the number of times you play the tape.
- Write the missing vocabulary items on the board or an overhead, jumbled.
- Complete the first half of the gap-fill exercise as a class; then the second half independently.
- Cover the vocabulary log in the Extension part of the class.

**Ways to Add Challenge**

- Ask learners to give examples of each of the five categories of vocabulary types. In a very advanced class, have them do this in small groups, writing down as many examples as possible within a time limit.
- Reduce the number of times you play the tape.
- Ask learners to practise the script in pairs, focusing on thought groups and sentence level stress.

**Acknowledgement**

Adapted from Mateas, Lynn, Gail Gaffney, Brenda Kinnear, Adele McAlear. "Enhanced Language Training". *Allied Health Report and Curriculum*. (2005). Nepean, Ontario: Algonquin College.

## Occupation Specific Vocabulary – Listening Activity

**Gap-fill** – Fill in the blank spaces with the words that you hear on the tape. All of the missing words are examples of vocabulary that a dentist or a dental assistant might hear in the job. We have highlighted phrasal verbs, slang, idioms, “in-group lingo” and abbreviations/acronyms.

**\*\*Note:** Unlike most listening activities, the purpose of this activity is not comprehension. The aim is to help develop skills at identifying different types of vocabulary that will help you in your profession.

*A dentist's office; there are three characters. The dentist's name is Glenn, the patient's name is Linda, and the dental assistant's name is Jill.*

**Dentist:** Hello Linda. \_\_\_\_\_ (1 – four words). How've you been?

**Linda, a patient:** \_\_\_\_\_ (2 – three words).

**Dentist:** Hmm. So we're, we're \_\_\_\_\_ (3 – two words) your wisdom tooth today. How'd you break it?

**Linda:** Oh, I was eating some nuts.

**Dentist:** Ouch. Well, we'll \_\_\_\_\_ (4 – three words) \_\_\_\_\_ (5 – four letters)

**Dentist to Assistant:** Jill, Linda here has a broken molar – a wisdom tooth. We'll need to do an X-ray. Could you take care of that? I'll be back \_\_\_\_\_ (6 – three words).

**Dentist:** Linda, Jill here will take an X-ray so we can \_\_\_\_\_ (7 – four words) the damage.

**Linda:** Okay.

**Assistant:** Right. Linda, I'm just going to put this protective vest and throat collar on you and then I'll step out of the room from a moment.

**Linda:** Okay.

**Assistant:** Right. Okay, so that's done. Would you like a magazine or something? It'll be a few minutes while I process the X-ray.

**Linda:** Well, does that \_\_\_\_\_ (8 – two letters) work? I'm missing my \_\_\_\_\_ (9 – one word).

**Assistant:** Oh. (laughs)

*A few minutes later, the dentist returns with the X-ray.*

**Dentist:** So, it doesn't look like the chip touches the pulpy mass. Good. Jill, \_\_\_\_\_ (10 – one word) three swabs.

**Dentist to Linda:** Uh, I'm going to lower the chair. Can you \_\_\_\_\_ (11 – two words) a little.

**Linda:** Yeah, sure. (Patient moves up as dentist has requested.)

**Dentist:** Here are some glasses to protect your eyes from the spray.

**Linda:** Yeah... \_\_\_\_\_ (12 – one word).

**Dentist to Linda:** Okay, so I'm going to give you some freezing, but it looks like it's not near the nerve, so it shouldn't act up. It's not a big chunk of tooth, so we're going to fill it, but if, but if it \_\_\_\_\_ (13 – five words) we'll talk about \_\_\_\_\_ (14 – two words).

It's \_\_\_\_\_ (15 – five words) to have a wisdom tooth, so, if we \_\_\_\_\_ (16 – four words) where it needs a root canal, we'll probably talk about pulling it.

**Dentist to Assistant:** Jill, a swab please.

*A few seconds later ...*

**Dentist to Linda:** Open your mouth and I'll replace the swab.

Dentist to Assistant: Second swab, Jill. And \_\_\_\_\_ (10 – one word) the syringe.

**Assistant:** 10 \_\_\_\_\_ (17 – two letters, plus "s")

**Dentist:** Yeah.

**Dentist to Linda:** Okay, I'm going to give the freezing now.

**Dentist to Assistant:** Jill. Syringe.

**Dentist to Linda:** Okay, Linda. Can you turn your head a little towards, no, no, towards me. Yeah, that's right. Okay ... close your mouth a little ... okay, now make a big smile so I can ... yeah, big smile so that I can get back there. A little more. Yeah, great, great.

**Dentist to Assistant:** Uh, Jill, use the saliva ejector. Okay, I think I'm going to need a \_\_\_\_\_ (18 – two words) and a \_\_\_\_\_ (19 – two words)

*(Dentists and doctors often have nicknames for tools, as in this case)*

**Dentist to Linda:** I need to use the drill, but it looks better than expected. \_\_\_\_\_ (20 – two words) for you, eh?

**Linda:** Oh, yeah, the drill \_\_\_\_\_ (21 – three words).

**Dentist:** We'll \_\_\_\_\_ (22 – four words) as quickly as possible. \_\_\_\_\_ (23 – three words) if you can.

*After the procedure ...*

**Assistant:** Okay, Linda ... you can rinse and spit now.

**Linda:** Oh, thanks.

Dentist to **Linda:** So, Linda, don't eat for an hour. Only soft food later; soup, pasta. The freezing should \_\_\_\_\_ (24 – two words) in an hour or so.

**Linda:** God, \_\_\_\_\_ (25 – three words). \_\_\_\_\_ (26 – seven words) after that.

**Dentist:** Right. Well we'll see you later.

**Linda:** Thanks. A lot later, I hope.

**Occupation Specific Vocabulary – Listening Activity**

Adapted from Mateas, Lynn, Gail Gaffney, Brenda Kinnear, Adele McAlear. "Enhanced Language Training". *Allied Health Report and Curriculum*. (2005). Nepean, Ontario: Algonquin College.

*A dentist's office; there are three characters. The dentist's name is Glenn, the patient's name is Linda, and the dental assistant's name is Jill.*

**Dentist:** Hello Linda. **Long time no see** (1). How've you been?

**Linda, a patient:** **Could be better** (2).

**Dentist:** Hmm. So we're, we're **patching up** (3) your wisdom tooth today. How'd you break it?

**Linda:** Oh, I was eating some nuts.

**Dentist:** Ouch. Well, we'll **fix you up** (4) **a.s.a.p.** (5)

**Dentist to Assistant:** Jill, Linda here has a broken molar – a wisdom tooth. We'll need to do an X-ray. Could you take care of that? I'll be back **in a jiffy** (6).

**Dentist:** Linda, Jill, Jill here will take an X-ray so we can **get a handle on** (7) the damage.

**Linda:** Okay.

**Assistant:** Right. Linda, I'm just going to put this protective vest and throat collar on you and then I'll step out of the room for a moment.

**Linda:** Okay.

**Assistant:** Right. Okay, so that's done. Would you like a magazine or something? It'll be a few minutes while I process the X-ray.

**Linda:** Well, does that **TV** (8) work? I'm missing my **soap** (9).

**Assistant:** Oh. (laughs)

*A few minutes later the dentist returns with the X-ray ...*

**Dentist:** So, It doesn't look like the chip touches the pulpy mass. Good. Jill, **prep** (10) three swabs.

**Dentist to Linda:** Linda, I'm going to lower the chair. Can you **scoot up** (11) a little?

**Linda:** Yeah, sure. (Patient moves up as dentist has requested).

**Dentist:** Here are some glasses to protect your eyes from the spray.

**Linda:** Yeah ... **cheers** (12).

**Dentist to Linda:** Okay, so I'm going to give you some freezing, but it looks like it's not near the nerve, so it shouldn't act up. It's not a big chunk of tooth, so we're going to fill it, but if, but if it **keeps on giving you trouble**, (13) we'll talk about **next steps** (14). It's a **bit of a luxury** (15) to have a wisdom tooth, so, if we **get to the point where** (16) it needs a root canal, we'll probably talk about pulling it.

**Dentist to Assistant:** Jill, a swab please.

*A few seconds later ...*

**Dentist to Linda:** Open your mouth and I'll replace the swab.

**Dentist to Assistant:** Second swab, Jill. And **prep** (same as 10) the syringe.

**Assistant:** 10 **IUs** (17)?

**Dentist:** Yeah.

**Dentist to Linda:** Okay, I'm going to give the freezing now.

**Dentist to Assistant:** Jill. Syringe.

**Dentist to Linda:** Okay, Linda. Can you turn your head a little towards, no, no towards me. Yeah, that's right. Okay ... close your mouth a little ... okay, now make a big smile so I can ... yeah, big smile so that I can get back there. A little more. Yeah, great, great.

**Dentist to Assistant:** Uh, Jill, use the saliva ejector. Okay, I think I'm going to need a **little squiggly** (18) and a **baby wedge** (19) (Dentists and doctors often have nicknames for tools, as in this case).

**Dentist to Linda:** I need to use the drill, but it looks better than expected. **White knuckles** (20) for you, eh?

**Linda:** Oh yeah, the drill **freaks me out** (21).

**Dentist:** We'll **get it over with** (22) as quickly as possible. **Take it easy** (23) if you can.

*After the procedure ...*

**Assistant:** Okay, Linda ... you can rinse and spit now.

**Linda:** Oh, thanks.

**Dentist to Linda:** So Linda, don't eat for an hour. Only soft food later; soup pasta. The freezing should **wear off** (24) in an hour or so.

**Linda:** God, **that was brutal** (25). **I need a stiff one** (26) after that.

**Dentist:** Right. Well, we'll see you later.

**Linda:** Thanks. A lot later, I hope.

Word(s)/Expressions	Category	P. A.? * ✓ or ✗
1.	Phrasal verb	
2.	Phrasal verb	
3.	Phrasal verb	
4.	Acronym	
5.	Acronym	
6.	Short hand	
7.	Short hand	
8.	"In group" lingo	
9.	"In group" lingo	
10.	Idiom with a phrasal verb	
11.	Idiom with a phrasal verb	
12.	Idiom with a phrasal verb	
13.	Idiom using get	
14.	Idiom using get	
15.	Idiom using get	
16.	Idiom	
17.	Idiom	
18.	Idiom	
19.	Idiom	
20.	Idiom	
21.	Idiom	
22.	Idiom	
23.	Idiom	
24.	Idiom	
25.	Idiom	

\*P.A. = professionally appropriate



Word(s)/Expressions	Category	P. A.? * ✓ or ✗
1. to patch up	Phrasal verb	✓
2. scoot up	Phrasal verb	✓
3. wear off	Phrasal verb	✓
4. TV	Acronym	✓
5. IUs	Acronym	✓
6. soap	Short hand	✓
7. prep	Short hand	✓
8. a little squiggly	"In group" lingo	✓
9. a baby wedge	"In group" lingo	✓
10. fix you up	Idiom with a phrasal verb	✓
11. keeps on giving you trouble	Idiom with a phrasal verb	✓
12. freaks me out	Idiom with a phrasal verb	✗
13. get a handle on	Idiom using get	✓
14. get to the point where	Idiom using get	✓
15. get it over with	Idiom using get	✓
16. long time no see	Idiom	✓
17. could be better	Idiom	✓
18. in a jiffy	Idiom	✓
19. cheers	Idiom	✓
20. next steps	Idiom	✓
21. a bit of a luxury	Idiom	✓
22. white knuckles	Idiom	✓
23. take it easy	Idiom	✓
24. that was brutal	Idiom	✗
25. I need a stiff one	Idiom	✗

\*P.A. = professionally appropriate

Word(s)/Expressions	Meaning and Context (= where & how used) <i>Write this column in your first language if you prefer</i>	P. A.? * ✓ or x	Verified with c.i.?** ✓ or x

\*P.A. = professionally appropriate

\*\*Verified with c.i. = meaning and context have been checked with a cultural informant.

# Activity Plan 19

<b>LESSON 5</b>	<b>Vocab Mini Quiz ♦</b>	
	35 MINUTES	HANDOUT(S): 1
<p><b>Set-up Stage</b> ..... 20 min</p> <ul style="list-style-type: none"> <li>Distribute this second mini-quiz. Learners complete on their own. If you have a continuous intake class, then this will be a review for some. The purpose of the exercise is to illustrate the use of phrasal verbs. All verbs and idioms will be taught in detail in other modules.</li> </ul> <p><b>Wrap-up</b> ..... 10 min</p> <ul style="list-style-type: none"> <li>Go over the correct answers.</li> </ul> <p><b>Ways to Add Support</b></p> <ul style="list-style-type: none"> <li>Do this as a group, rather than an individual activity.</li> <li>Give to learners to complete during the Extension.</li> <li>Provide answers to the first few questions.</li> </ul> <p><b>Ways to Add Challenge</b></p> <ul style="list-style-type: none"> <li>It's a short quiz. Only give 10 minutes for them to complete.</li> <li>Have them complete it in teams, as a competition.</li> <li>Ask them to make their own dialogues using all of the vocab.</li> </ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"> <li>Prepare photocopies of:               <ul style="list-style-type: none"> <li>✓ Handout 1</li> </ul> </li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Focusing on phrasal verbs and common idioms</li> <li>For continuing learners, a review</li> </ul>	

## Phrasal Verb and Idiom Mini-Quiz 2

The following is a list of the 12 phrasal verbs and idioms we will be covering in the course. If you have already completed some modules, see how much you can remember. If you are a new learner, see how much you already know. All of these vocabulary items will be covered in more detail in other modules.

1. <i>sooner or later</i>	7. <i>never mind</i>
2. <i>to get dressed up</i>	8. <i>to pitch in</i>
3. <i>at last</i>	9. <i>to pull together*</i>
4. <i>as usual</i>	10. <i>to work out*</i>
5. <i>to find out*</i>	11. <i>to get behind</i>
6. <i>to look at</i>	12. <i>to deal with</i>

Use one of these phrasal verbs or idioms in the conversations below. You can only use each one once. You may need to change them to make them fit the context. For example, you may need to add *-s*, or *-ed*, or *-ing*.

- A. Context: A customer and a sales assistant are talking. The customer knows what she wants, but she doesn't know how to describe it to the sales assistant.

**Shiva:** Hello. I'd like to \_\_\_\_\_ (1) the new washing machine I saw advertised yesterday.

**Julio:** Okay. I'm not sure exactly which machine you are referring to. Can you describe it for me, or tell me where you saw it advertised? That'll help me \_\_\_\_\_ (2) exactly which machine you are interested in.

**Shiva:** Well, I think I saw it in the newspaper, but maybe it was on TV. It was an extra big machine... Do you have a copy of yesterday's newspaper? No \_\_\_\_\_ (3) I can see it just over there. That's the one.

**Julio:** OK, let's go look at it, shall we?

- B. Context: Two workers who do pizza delivery are trying to decide how they can get all the pizzas delivered quickly.

**Tati:** \_\_\_\_\_ (4). What took you so long? I've been waiting 10 minutes for you.

**Emmanuel:** Sorry, I got stopped by the cops. Oh, dear. I think we've \_\_\_\_\_ (5) on our deliveries because of me, haven't we? Look at all the pizzas on the counter ready to be delivered.

**Tati:** I know. That's why I was getting impatient waiting for you. How are we going to \_\_\_\_\_ (6) so many deliveries.

**Emmanuel:** Maybe we can ask Marcus to \_\_\_\_\_ (7). He's supposed to finish in 15 minutes, but maybe he wouldn't mind working an hour or two of overtime. If all three of us \_\_\_\_\_ (8) I think we can get them all delivered while they're still warm.

**Tati:** Okay. I'll go talk to Marcus and \_\_\_\_\_ (9) if he's able to pitch in. Can you start loading some of those into my car?

**Emmanuel:** Will do.

C. Context: Two colleagues are discussing the company party coming up that weekend.

**Diana:** *Are you going to get \_\_\_\_\_ (10) for the do on Saturday?*

**Troy:** *You know, they've asked me to do the late shift that day, \_\_\_\_\_ (11) so I'll have to go to Ted's place straight from work. I won't be dressing up.*

**Diana:** *I hate that late shift. I haven't had to do it for a long time, but I suppose \_\_\_\_\_ (12) it'll be my turn again. How come you have to do it so often?*

**Troy:** *I wasn't supposed to do it again till March, but Ted couldn't find anyone to do it. You worked Sunday last week, so he wasn't going to ask you. Chris is sick. They always ask me to help out in these situations.*

**Diana:** *That's really good of you.*

**Phrasal Verb and Idiom Mini-Quiz 2**

- A. Context: A customer and a sales assistant are talking. The customer knows what she wants, but she doesn't know how to describe it to the sales assistant.

**Shiva:** Hello. I'd like to **look at** (1) the new washing machine I saw advertised yesterday.

**Julio:** Okay. I'm not sure exactly which machine you are referring to. Can you describe it for me, or tell me where you saw it advertised? That'll help me **work out** (2) exactly which machine you are interested in.

**Shiva:** Well, think I saw it in the newspaper, but maybe it was on TV. It was an extra big machine... Do you have a copy of yesterday's newspaper? No, **never mind** (3) I can see it just over there. That's the one.

**Julio:** OK, let's go look at it, shall we?

- B. Context: Two workers who do pizza delivery are trying to decide how they can get all the pizzas delivered quickly.

**Tati:** **At last** (4). What took you so long? I've been waiting 10 minutes for you.

**Emmanuel:** Sorry, I got stopped by the cops. Oh, dear. I think we've **gotten behind** (5) on our deliveries because of me, haven't we? Look at all the pizzas on the counter ready to be delivered.

**Tati:** I know. That's why I was getting impatient waiting for you. How are we going to **deal with** (6) so many deliveries?

**Emmanuel:** Maybe we can ask Marcus to **pitch in** (7). He's supposed to finish in 15 minutes, but maybe he wouldn't mind working an hour or two of overtime. If all three of us **pull together** (8), I think we can get them all delivered while they're still warm.

**Tati:** Okay. I'll go talk to Marcus and **find out** (9) if he's able to pitch in. Can you start loading some of those into my car?

**Emmanuel:** Will do.

- C. Context: Two colleagues are discussing the company party coming up that weekend.

**Diana:** Are you going to **get dressed up** (10) for the do on Saturday?

**Troy:** You know, they've asked me to do the late shift that day, **as usual** (11), so I'll have to go to Ted's place straight from work. I won't be dressing up.

**Diana:** I hate that late shift. I haven't had to do it for a long time, but I suppose **sooner or later** (12) it'll be my turn again. How come you have to do it so often?

**Troy:** I wasn't supposed to do it again till March, but Ted couldn't find anyone to do it. You worked Sunday last week, so he wasn't going to ask you. Chris is sick. They always ask me to help out in these situations.

**Diana:** That's really good of you.

# Activity Plan 20-EXT

LESSON 5	Reflective writing, Independent Study, Feedback forms, Interviews	
	100 MINUTES	HANDOUT(S): 2
<p><b>Assignment 1</b></p> <ul style="list-style-type: none"><li>• Distribute Handout 1. It's a reflective reading and writing exercise focusing on what they've learned from this week of self-assessment.</li><li>• Post a copy of the Answer Key Handout 1 somewhere in the room.</li><li>• You may want to collect their reflective writing.</li><li>• Offer them the opportunity to meet briefly with you, once they have finished this exercise, to adjust their independent study plan.</li></ul> <p><b>Assignment 2</b></p> <ul style="list-style-type: none"><li>• Work on independent study.</li></ul> <p><b>Assignment 3</b></p> <ul style="list-style-type: none"><li>• Catch up on any work that they didn't complete in class or that they wish to spending more time on, such as the vocabulary or reading activities.</li></ul> <p><b>Assignment 4</b></p> <ul style="list-style-type: none"><li>• For clarity, you can distribute Handout #2, which is a sample of the feedback form. Because the form has drop down menus, it can only work electronically.</li></ul> <p>Email learners a copy of the module feedback form. It is saved on the course disk. To work as a form with drop down menus it is saved as a protected document. To make changes to the form, take the protection off the document using the password: "pass4efw". For more information on changing feedback forms see the Instructor's Guide.</p> <p><b>Individual Interviews</b></p> <ul style="list-style-type: none"><li>• While learners are working on assignments, you should meet individually with five or six learners to discuss their independent study plan. For new learners, check that their plan is realistic, appropriate and achievable. For continuing learners, see what progress they have made.</li><li>• This is your last day for independent study plan interviews.</li><li>• Ask individuals if any of them have changed their mind about their study plan, based upon this week of self-assessment activities.</li></ul>	<p><b>Advanced Preparation</b></p> <ul style="list-style-type: none"><li>• Prepare photocopies of:<ul style="list-style-type: none"><li>✓ Handout 1</li><li>✓ Handout 2</li></ul></li></ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"><li>• Reflecting on the learning from Module 1</li><li>• Interviewing new learners about their independent study plan</li><li>• Interviewing continuing learners about the progress that they have made with their independent study plan, suggesting modifications as necessary</li><li>• Offering learners an opportunity to modify their independent study plans</li></ul>	

Read the following **reflective writing model**, and then answer the True/False questions that follow.

### Reflective writing model

1. In Module 1, you performed a self-assessment on many the aspects of your language abilities. Comment briefly on your self-assessment, indicating any new insights or understanding that you have gained:
  - Speaking  
**My speaking is not bad, although my pronunciation is weak. I see that I need to work on stress patterns.**
  - Listening  
**I struggle to understand native speakers who are not ESL teachers. I realize now, that this is my biggest problem.**
  - Reading and document use  
**I am a fast and accurate reader. I like to study reading because I am good at it, but it is not a good use of my time.**
  - Writing  
**I can write quite well for school, but I don't think I know how to write work-related documents.**
  - Computer skills  
**I have okay computer skills. I use my laptop a lot, but I think there are a lot of computer skills that I don't have.**
  - Cultural awareness  
**I don't know very much about Canadian culture, especially at work. I realize that this is something that I really want to know more about.**
  - Teamwork  
**I like working on a team and I'm good with people. I understand now, that this is a valuable soft skill.**
  - Vocabulary  
**I have a lot of vocabulary, but I understand much more than I can use.**
  - Describing your skills, education and experience  
**I can describe my education, but not in a way that Canadians can understand. I also understand now, that I have some soft skills because I'm a people person, but I don't know the names of these soft skills.**
2. Based upon your self-assessment and insights, what are you going to do about your language needs for work?  
**At my present job at a day care, I don't need to read or write. I'm going to focus on my listening and pronunciation skills, as these are the biggest and most relevant challenges for me.**
3. Based upon this reflection, do you want to change anything in your independent study plan?  
**Yes, I realize that I need to take out vocabulary work and add more listening work to my plan.**



**Answer *true* or *false* about this reading:**

- a. This person believes that she has weak people skills.
- b. This person has okay computer skills and has decided to work to improve these.
- c. This person is employed at present.
- d. This person can understand more vocabulary than she can accurately use.
- e. This person is challenged by reading and writing.
- f. This person wants to make some adjustment to her independent study plan.

**Now, on a separate piece of paper, answer these same questions about yourself.**

1. In Module 1, you performed a self-assessment on the many aspects of your language abilities. Comment briefly on your self-assessment, indicating any new insights or understanding that you have gained:
  - speaking
  - listening
  - reading and document use
  - writing
  - computer skills
  - cultural awareness
  - teamwork
  - vocabulary
  - describing your skills, education and experience
2. Based upon your self-assessment and insights, what are you going to do about your language needs for work?
3. Based upon this reflection, do you want to change anything in your independent study plan?

**Answer *true* or *false* about this reading:**

- a. This person believes that she has weak people skills. **False**
- b. This person has okay computer skills and has decided to work to improve these. **False**
- c. This person is employed at present. **True**
- d. This person can understand more vocabulary than she can accurately use. **True**
- e. This person is challenged by reading and writing. **False**
- f. This person wants to make some adjustment to her independent study plan. **True**

This is a paper copy of the feedback form that your instructor will email to you. You can only complete it electronically because it includes drop-down menus. Your instructor may review this document with you to make sure you understand how to fill it out.

## Module 1: Self-Assessment – Feedback Form

Read the following questions and complete the feedback. This is an opportunity for you to give feedback on the materials and activities completed in this module. It is not an evaluation of your instructor. Your instructor has emailed you this form. Save it first onto your computer, then complete the form. Save it again to preserve your answers before emailing it to your instructor as an attachment. In order to choose an answer, click on the grey box, and then click on the answer. In order to type a comment, click on the grey comments box and begin typing. Use the tab key to move between boxes.

1. The Self-Assessment module helped me understand my workplace language needs.  
choose one answer  
COMMENTS: type any comments here
2. I developed an independent study plan (**Activity 7**) that will help me with workplace language challenges.  
choose one answer  
COMMENTS: type any comments here
3. I understand what case studies (**Activity 3**) are and can see how they are a useful study approach.  
choose one answer  
COMMENTS: type any comments here
4. I better understand my reading strengths and weaknesses (**Activity 4**).  
choose one answer  
COMMENTS: type any comments here
5. I better understand my basic computer skills (**Activity 6**).  
choose one answer  
COMMENTS: type any comments here
6. I better understand how to identify useful vocabulary in the workplace (**Activities 8-EXT, 13, 18**).  
choose one answer  
COMMENTS: type any comments here

7. I understand what a culture map is (**Activity 9**).

choose one answer

COMMENTS: type any comments here

8. I understand more about the intercultural approach to analyzing cultural differences (**Activities 12-EXT** and **16-EXT**).

choose one answer

COMMENTS: type any comments here

9. I better understand my listening strengths and weaknesses (**Activity 10**).

choose one answer

COMMENTS: type any comments here

10. I understand that my listening weaknesses are similar to my pronunciation problems (**Activity 10**).

choose one answer

COMMENTS: type any comments here

11. I know what an informational interview is (**Activity 17**).

choose one answer

COMMENTS: type any comments here

12. I understand why it is important to be able to describe my education, work experience and soft skills (**Activity 16-EXT**).

choose one answer

COMMENTS: type any comments here

13. I better understand the concept of "teamwork" (**Activity 14**).

choose one answer

COMMENTS: type any comments here

14. I know more about phrasal verbs and idioms (**Activities 11, 15, 19**).

choose one answer

COMMENTS: type any comments here

15. Overall, what was useful about this module for you?

COMMENTS: type any comments here