

CURRICULUM & RESOURCE PACKAGE

• MY WILD WORLD • MY UNKNOWN •
• MY PASSIONS • MY PLACES • ME •

ELSA youth

Ages 17 - 24



ELSA Net

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WelcomeBC

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An Introduction...

The Youth Curriculum and Resource Package was created to meet the growing needs of newcomer youth, ages 17-24, in the ELSA program. We hope that by using the curriculum and resource package to plan your ELSA Youth program, you will be able to:

- meet the language learning objectives of immigrant youth in a way that is salient and meaningful to their particular needs
- provide immigrant youth in the ELSA program a supportive community in which to learn language and assist with social adaptation
- encourage immigrant youth to become actively involved and make positive contributions to the ELSA program and the larger community

The Curriculum and Resource package provides an 'out of the box' program which has been designed to address the particular needs of youth immigrants and refugees. The curriculum covers ELSA levels 2-5 in two multi-level groupings: ELSA 2/3 and ELSA 4/5. The curriculum and resources offer a wide variety of themes and topics for classroom learning. There are suggested fieldtrips, guest speakers, projects, and TV lesson plans relevant and interesting to young adult learners. The assessment techniques are integrated with the project-based alternative delivery method by offering the students a collaborative approach to assessment. To help you explore themes further, there is an extensive resource section for referring teachers to available print, and web resources.

We hope you will enjoy using the ELSA Youth Curriculum and Resource Package!

Who are New Immigrant Youth?

New youth in the Lower Mainland are immigrants and refugees ages 17 to 24. They are a group on the rise, diverse in cultural representation, and unique in what they bring to communities. Some have completed high school in their own countries; others haven't and are having difficulties finding their way to schools in Canada. Most of them need more English, and they are simply bored in adult ESL programs.

They have many pressures in addition to learning English: to help out their families, to make friends, to continue their education, and to understand and find a place in this new culture in a way that lets them hold onto their identities. They are continuing to make their way as young adults, finding work, homes, etc.

Full of ideas, talents, expectations, fears, worries, hopes and dreams, they are eager to continue on their exciting journey of life in Canada, but uncertain where they can go, or how to get there.

How does this curriculum respond to them?

The curriculum is made up of five broad themes: Me, My Places, My Passions, My Wild World, and My Unknown. Within each theme a number of topics are listed for teachers and students to consider together. Particular topics can be chosen according to the needs and interests of a group. Each theme is covered in approximately one month, with several (but not all) topics chosen within that month. The number of topics and how they are developed will vary from theme to theme as well as from class to class.

The main goal of the program is to improve students' English skills. The curriculum is divided into two levels, based on the Canadian Language Benchmarks and listed under CLB 2-4 and CLB 4-6. As a basis for planning lessons and assessing progress, the curriculum outlines learning outcomes that reflect the Canadian Language Benchmarks in the four skills: listening, speaking, reading and writing. In many cases, two skills have been imbedded into one outcome. For example, 'A student can express preference, satisfaction and dissatisfaction' ('My Passions' CLB 2-4) can refer to speaking or writing.

Social and cultural adaptation is also an important aspect of the program. Students in the class have a natural bond in their common experience of immigrating recently to Canada, as well as rich and diverse cultural backgrounds to share. The topics in the curriculum lend themselves to exploring ideas, learning about Canadian customs and expectations, and sharing individual experiences.

Opportunities to build connections in the classroom and in the community are also reflected in the numerous fieldtrips and guest speakers. Ideally 2 or 3 of each should be incorporated into a theme, again, depending on the needs and wants of the students.

The curriculum also outlines a number of projects. They provide a shared context for learning, motivation, and a sense of accomplishment, and respond to the various talents and creative interests of the students.

Media and technology are also important learning tools, as they generate interest among youth and equip students with skills they will need in the future. Suggestions for using TV, movies and computers are included in the curriculum, both as effective and interesting ways to learn, and also as specific tasks to build students' knowledge and abilities with technology.

All of the fieldtrips and guest speakers, some of the less conventional projects, and the TV lesson materials for five episodes of "Everybody Loves Raymond" are detailed in the resource package.

Assessment of students' needs and progress should be considered in consultation between teacher and student, with reference to a portfolio of the students work. Students make regular contributions to their folders, with projects, writing assignments, photos and journal entries, etc. Through consultations and portfolios, students are able to provide direction and maintain a sense of accomplishment in the language they are learning and the experiences they are cultivating.

What is your role as the teacher?

Your role as the teacher is to act as a conduit that connects the students to the ideas of the curriculum in a way that is responsive, authentic and relevant. Find out what interests and excites them and provide them with language tools, experiences, information and projects that help them to grow as empowered, connected young adults.

Use the resource package as much as you can. It's been researched and designed to provide a diverse range of engaging, interesting experiences, and to help you in many areas. Take risks in what you choose to teach and get out of your comfort zone. You can be sure the students are well out of theirs!

Of course you are the English expert and the carrier of cultural and community information, but try to generate an environment with your group where everyone is learning. Take advantage of this incredible opportunity to work with youth, and learn from their uniqueness and vitality. As you help students find their ways in English and into communities, be part of the exchange of culture, ideas, feelings, hopes and dreams. Grow together and have fun!



Curriculum Units



Topics to consider:

relationship
idioms

personality

party
idioms

Family

friendship

everyday
slang

body
language

social customs

family services

feelings

first
impressions

conflict resolution

physical descriptions

Learning Outcomes:

CLB 2-4

A student at this level can:

Introductions

- Respond appropriately to introductions
- Introduce two or more people
- Introduce self and ask about another person

Greetings

- Greet strangers and acquaintances

Conversation Management

- Use and respond to a few courtesy formulas
- Indicate problems in communication
- Say goodbye appropriately

CLB 4-6

In addition to the outcomes listed under CLB 2-4, a student at this level can:

Introductions

- Introduce a person formally to a small familiar group

Conversation Management

- Initiate and respond to small talk, using topics and expressions typical of Canadian youth
- Open, maintain and close a routine conversation (ie. talk about what he or she did on the weekend)

Personal Information

- Ask and respond to simple questions in order to get to know someone
- Relate a story about a personal experience (ie. tell or write a paragraph about his or her first day in Canada.)
- Describe a person (ie. a special friend or family member) or an event

Making Plans

- Convey basic invitations, thanks, regrets, excuses and apologies in a social context

Other Expressions of Me

- Talk about things he or she enjoys
- Convey a range of goodwill messages such as congratulations, compliments and get well wishes
- Talk about feelings

- Encourage conversation by showing interest or repeating key words or phrases

Personal Information

- Relate a detailed story in the past, present or future (ie. tell or write in detail about a special event he or she attended)

Making Plans

- Extend, accept or decline an invitation
- Express and respond to apologies, regrets and excuses
- Infer meaning from advice, suggestions, and announcements (ie. deciding on a meeting place or social event based on discussion)

Other Expressions of Me

- Express preference, satisfaction and dissatisfaction (ie. discussing and/or writing about his or her experiences adapting to new social customs)

Me

relationship

idioms party

personality idioms language

family services

body

Family

friendship customs

social conflict resolution

first impressions

everyday

slang

physical

descriptions

Me

Fieldtrips

- A coffee shop
- Potluck with another ELSA Youth class
- Burnaby Village Museum

Guest Speakers

- Mental Health Counsellor-Immigrant Services Society of BC
- Peer Net BC Youth Facilitator
- My Circle Youth Counsellor-Immigrant Services Society of BC
- SWIS (Settlement Workers in Schools)
- GAB Youth Facilitator

Projects

- I am/Mural Project (see projects section)
- Portrait drawing project (see projects section)
- Plan an outing, including event, place, time, invitations to another ELSA youth class, RSVPs and attending the planned event

TV, Movies and Computers

TV

- Everybody Loves Raymond - *The Family Bed* season 2

Movies

- Overboard, Hairspray, Holes, The Truth About Cats and Dogs, Father of the Bride

Computers

- Pose questions about dating, sexuality, etc. to a website: goaskalice.columbia.edu

Suggested Grammar:

adjectives

wh- and

possessives

prepositions of

yes/no questions

frequency adverbs

time and space

past and future tenses

pronouns

simple present nouns

be vs. have **present perfect vs. past**

My Places

nutrition
Vancouver
 health services
 sleep
 drugs
 and
 alcohol
 transportation
Going places
 carpooling
 driving
 car accidents
 buses & Skytrain
 city
 vocabulary
Healthy Lifestyles
 body
 stress
 symptoms
 electronics
 food
 personal safety
 cycling
 crime vocabulary
Shopping
 roommates
 advertising
 clothing
 rights
 &
 responsibilities
 Canadian Law Courts
Crime

Topics to consider:

landlord
 tenant
 rights
 home
 moving
 homelessness
 personal values
 safety at home
 housing
 problems
Home

Learning outcomes:

CLB 2-4

A student at this level can:

- Making Appointments
- Handle basic phone situations
 - Understand details of time and place, and key words related to appointments

CLB 4-6

In addition to the outcomes under CLB 2-4, a student at this level can:

- Making Appointments
- Make and cancel appointments
 - Answer the phone, providing information and

(ie. seeing a doctor)

- Talk about personal health, needs and wants

Getting Help

- Use a range of expressions conveying caution, warnings and advice
- Request, accept and reject assistance or information (ie. asking about facilities and utilities when looking for a place to live)
- Ask for urgent assistance
- Give a basic description (ie. reporting a crime)
- Ask questions and provide information about price, size, appearance, availability or function
- Express need, preference, satisfaction and dissatisfaction (ie. returning an item)

Getting Information

- Fill out a simple form
- Give 2-3 basic directions or instructions
- Find out about places in the community and public transportation from maps, directories or schedules

Other Expressions of Me

- Describe a situation and explain reasons
- Distinguish facts from opinions (ie. quotes from TV commercials)

referring to another person

Getting Help

- Express necessity, worry or concern
- Make a prediction of consequences (ie. learning about personal safety)
- Understand details and implied meanings related to advice, encouragement and complaints (ie. talking to a landlord)
- Ask for and provide needed information; summarize and repeat back; provide details (ie. reporting a crime)

Getting Information

- Fill out a driver's license form
- Give and follow moderately complex instructions or directions, not necessarily in point form
- Demonstrate understanding of charts, schedules directories and maps (ie. reading housing ads)

Other Expressions of Me

- Participate in a small group discussion by expressing opinion, agreeing and disagreeing (ie. discussing the implications of advertising)
- Compare facts to make choices (ie. reading and considering who is guilty in a crime or dispute)

My Places

Fieldtrips

- Neighborhood Houses
- Yoga class
- Vancouver Police Museum
- Vancouver Law Courts
- Save-On-Foods nutrition tour
- Shopping at Value Village or a mall
- Translink mystery tour

Guest Speakers

- Street Nurse Educator
- Mental Health Worker-Vancouver Coastal Health
- Crime Prevention Officer
- Bus Rider's Union Representative
- Tenant's Right Action Coalition Educator
- People's Law School ESL Workshops facilitator: Criminal Law and Talking to the Police workshops

Projects

- Making and selling a robot project (see projects section)
- Design a dream home
- Student fashion show with commentator and music

TV, Movies and Computer

My Places

TV

- Everybody Loves Raymond – The Sneeze season 5

Movies

- The Money Pit
- Plains, Trains & Automobiles

Computers

- Find an on-line video-clip from a local, youth-oriented website and summarize it for the class: gvtv.ca

Suggested Grammar:

have vs. be

imperatives

there is/are

demonstratives

Wh-questions

simple present and

present continuous

tenses

collective nouns

modals

conditionals

present continuous with

future meaning

comparatives and superlatives

compound nouns

indirect questions

partitives

all past

tenses

prepositions of time and place

phrasal verbs

count, non-count & plural nouns

My Passions

literature

Topics to consider:

interests & hobbies

leisure

Art

Entertainment

information & resources

television

internet safety

library

Music

human interest stories

movies

news & current affairs

Learning Outcomes:

CLB 2-4

A student at this level can:

Getting Information

- Identify and use basic time references and basic expressions of location and movement
- Respond to openings, routine questions and closing in a service transaction (ie. buying a movie ticket)
- Get main idea and details from schedules, ads, notices and programs
- Fill out a library form

Sharing Opinions

- Tell about things he/she enjoys
- Distinguish facts from opinions

CLB 4-6

In addition to the outcomes under CLB 2-4, a student at this level can:

Getting Information

- Record names, addresses, times and other details from various media
- Ask relevant questions; explain information needed; summarize and repeat back (ie. finding out about where to buy and pick up tickets)
- Identify key information and specific details in announcements, commercials, programs and descriptive narrative texts

Sharing Opinions

- Participate in small group discussions by giving opinions, agreeing and disagreeing

- Express preference, satisfaction and dissatisfaction (ie. talking about different kinds of music; writing in a journal)
- Sharing Stories**
- Describe a personal experience, event or story by responding to 5 or 6 questions, or filling in blanks in 5 or 6 sentences
 - Get the gist and factual details from a description of a situation or scene
 - Identify links in a narrative sequence (ie. sequencing the plot of a movie or book)

- (ie. talking about art, culture, music)
 - Identify situation, relationships and emotional state of speaker in movie dialogues or scripts
 - Respond to request for facts and opinions (ie. talking about biases in the media)
- Sharing Stories**
- Relate a sequence of events or detailed story in the past, present or future
 - Provide a detailed description and/or comparison of people, places, art, music, TV shows, etc.
 - Re-tell or summarize a plot or news story
 - Predict what will happen next by selecting an outcome

Fieldtrips

- Co-op Radio Station
- Drumming Circle
- Vancouver Art Gallery
- Orpheum Theatre tour
- Public Library Tour
- Theatre performance or movie theatre

Guest Speakers

- Headlines Theatre-Outreach Worker
- Illustrated Journey Youth Project Facilitator
- Survey Urban Youth Project Facilitator

Projects

- Fashion Design Project (see projects section)
- Plan a trip to the theatre (live or movie)

TV, Movies and Computers

TV

- *Everybody Loves Raymond* - The Author season 5
- News segments

Movies

- *The Truman Show*
- *Ed TV*

Computers

- On-line library services
- Internet safety

Suggested Grammar:

gerunds and infinitives

simple present

capitalization

parallel structures

reported speech

comparatives and superlatives

prepositions of time and place

past and future

relative clauses

phrasal verbs

tenses

conjunctions

order of adjectives

wh- and

and

yes/no

transitions

questions

**My
Passions**



**My
Wild World**

Topics to consider:

the environment

recreation

plants
and animals

First Nations

sports

weather

geography

safety issues
in

natural disasters

sports and recreation

Learning outcomes:

CLB 2-4

A student at this level can:

Getting Information

- Respond to openings, routine questions and closings in a service transaction (ie. finding out about and registering for a course at a community centre)
- Ask for and respond to offers of assistance
- Handle a basic phone situation; leave a short simple message
- Identify familiar places on a map
- Get overall meaning and find specific information from outdoor recreation brochures
- Use basic references of time and location (ie.

CLB 4-6

In addition to the outcomes listed under CLB 2-4, a student at this level can:

Getting Information

- Open, maintain and close a formal conversation
- Understand factual details and some implied meaning in reports and forecasts
- Take live phone messages or information from voice mails or pre-recorded information with 3-5 details (ie. listening to a snow report)
- Use the phone to provide, confirm or clarify information
- Indicate partial comprehension; ask clarifying questions

- planning a meeting time and place)
- Give and respond to a set of simple directions with 2-4 steps (ie. telling someone how to plant a seedling)

Making Plans

- Convey basic invitations, thanks, regrets and excuses
- Express needs, wants and immediate and future plans (ie. talking about what he or she is going to do on the weekend)

Getting Help

- Express and respond to caution, warning and danger, including urgent warning
- Ask for, offer and accept assistance
- Convey a personal message in an informal, short note

- Identify key information and locate specific information in extensive directories, schedules, maps and diagrams
- Give and respond to a set of extensive directions with 7-10 steps, not necessarily presented in point form

Making Plans

- Understand details and some implied meanings related to suggestions and simple advice
- Take turns by signalling to speak and interrupting appropriately (ie. discussing options for a class outing)
- Make simple suggestions, state reasons and provide details

Getting Help

- Call for emergency assistance
- Express necessity, worry or concern
- Relate a detailed sequence of events, including reason and consequences
- Identify factual details, words and expressions, and inferred meaning relating to warning and assistance
- Convey a personal message in a short letter or email offering assistance, expressing thanks or giving quick up-dates

Fieldtrips

- Lookout Tower at Harbour Centre
- BC Sports Hall of Fame
- Outdoor Wilderness Trip
- Dayhike with Wildcrafter
- Community Gardens Worksite
- SPCA
- Museum of Anthropology
- Vancouver Aquarium
- Community Centres
- Honey Bee Centre
- Skating or swimming
- Kayaking with Tanaka Tours

Guest Speakers

- North Shore Search and Rescue
- Songweavers Studio Workshop, KAYA (Knowledgeable Aboriginal Youth Assoc.)

Projects

- Photo Stories
- Mask Making project (see projects section)
- Class recycling project
- Individual research of a program of interest at a community center
- Individual research of alternative medicine
- Plan and do an outdoor adventure with the class

TV, Movies and Computers

**My
Wild World**

TV

- *Everybody Loves Raymond* – Frank paints the house (season 5)
- The Discovery Channel

Movies

- *Into the Wild*
- *March of the Penguins*
- *Call of the Wild*
- *Inconvenient Truth*
- *Dances with Wolves*
- *The Snow Walker*
- *Gorillas in the Mist*
- *My Dog Skip*
- *King Kong*
- *Project X*

Computers

- Research and word processing for project

Suggested Grammar:

modals of prohibition, necessity, warning
and suggestion

articles

present perfect

vs.

present perfect continuous

simple present, past

and future tenses

order of
adjectives

passive

vs.

active

there and it

as subjects

prepositions of time and places

gerunds and infinitives



**My
Unknown**

Topics to consider:

Employment Standards

Volunteering

opportunities in the community

job duties

Jobs

types of volunteering

health and safety in the workplace

resume and cover letters

banking

occupations

educational opportunities

scams and frauds

debt and budgeting

classroom

time idioms

money idioms

income tax

credit cards

Education

learning styles &

Finances

daily routine

study strategies

currencies

Learning Outcomes:

CLB 2-4

A student at this level can:

Giving Information

- Provide expanded basic personal information (ie. expressing knowledge, skills and abilities)
- Respond to openings, routine questions and closings in a service transaction (ie. applying jobs and/or schools)
- Fill out a simple application form

CLB 4-6

In addition to the outcomes listed under CLB 2-4, a student at this level can:

Giving Information

- Ask for and provide information related to daily activities; explain information needed, ask relevant questions; summarize and repeat back, provide details and give thanks (ie. job interview, opening a bank account, talk-

Following Instructions

- Give and follow sets of sequentially presented everyday instructions (ie. ATM banking)

Getting Help

- Offer and accept assistance
- Identify expressions and details to ask and grant permission, to advise and to offer and accept assistance (ie. borrowing and lending money)
- Express immediate and future needs, preferences, wants and plans

Conversation Management

- Indicate problems in communication
- Open, close and respond to short, casual or more formal small talk

Study Skills

- Predict or guess new words from a familiar context
- Get key information and main ideas from a short text (ie. identify job or school admission requirements)
- Copy short texts to record information for personal use (ie. make notes)

ing to school counsellors)

- Use the phone to provide, confirm or clarify information
- Fill out a moderately complex application form

Following Instructions

- Give and follow a set of instructions where steps are not necessarily presented in point form (ie. reading a work safety poster)

Getting Help

- Use polite expressions for requests
- Understand a speaker's purpose: advice, encouragement or requests (ie. talking to a financial advisor or volunteer coordinator)
- Make a simple prediction of consequences
- Conversation Management
- Avoid answering questions (ie. focusing on what he or she CAN do in a job interview)
- Take turns by signalling others to speak and interrupting politely
- Encourage conversation

Study Skills

- Discriminate between important and unimportant points (ie. taking notes from a guest speaker)
- Identify and express a main idea and support it with details (ie. writing a cover letter)
- Scan a moderately complex text (5-10 paragraphs) for specific details

**My
Unknown**

Fieldtrips

- Frog Hollow Neighbourhood House
- Vancouver Community College
- Vancouver School Board – Main Street Campus
- SUCCESS Training Institute
- Public Library Job Search Workshop
- Vancouver City Hall, Tour and Youth Initiatives
- Youth Spot
- Food Bank
- Job Fairs

Guest Speakers

- Gordon Neighbourhood House – Skills Link Counsellor
- Labour and Union Educator
- Employment Outreach Workshop facilitator - Immigrant Services Society
- Vancity Financial Advisor
- People's Law School ESL facilitator: avoiding scams and frauds
- Immigrant Services Society Volunteer Coordinator
- SUCCESS Representative
- MOSAIC Representative
- DIVERSEcity Community Resources Society Coordinator

Projects

- Monthly Budget Project (see projects section)
- Writing Project (see projects section)
- Write resumes

- Videotape job interviews
- Research and present a job you want
- Research and present educational program
- Create a school curriculum
- Food and clothing collection for charity

TV, Movies and Computers

TV

- Everybody Loves Raymond – The Checkbook season 2

Movies

- *Akeelah and the Bee*, *Other People's Money*, *Back to the Future*, *The Breakfast Club*, *10 Things I Hate About You*, *North Country*

Computers

- Create a cover letter and resume
- Colour Career Consulting quiz: careepath.com
- Banking for Newcomers: oclf.or/en/newcomers.php
- Credit Card Responsibility – animation series: www.publiclegaled.bc.ca

Suggested Grammar:

obligation and expectation	adverb clauses	connectives- cause and effect
past of be	wh-questions	used to
present continuous	simple past vs. present perfect	adverbs of manner
direct and indirect objects	ability	modals
	future tenses	for polite request



Assessment

The Assessment Process

The assessment process is made up of several components: Getting to Know your Students Interview, Exploring Topics: KNOW>WANT>LEARN Worksheet, Portfolios, Progress Reports and Program Evaluations. Each component is designed to increase students' involvement in choosing the topics they will cover, how they will learn, and in monitoring and assessing what they have learned. Work together with the students at various stages of the process, so that everyone can provide input and direction to the language learning and other activities.

Getting to Know Your Students Interview

Meet individually with students individually during registration, so that you can understand a bit about their backgrounds, what interests them, and what expectations they have in coming to the ELSA Youth program. The interview questions provided in this package are meant to be a guide to help you conduct an open-ended interview. You will need to adapt the questions as you interview, depending on their English level, and how they respond to the questions.

Exploring Topics: KNOW/WANT/LEARN Worksheet

For each theme, present a list of possible topics (see curriculum) and invite students indicate which topics they are interested in. This can be done at lower levels by having them come to the board to check topics of interest, or, at higher levels, through brainstorming topics and discussing more generally what the students want to learn.

Following the class-wide discussion and topic selection, have students fill out the first 2 sections of a KNOW/WANT/LEARN sheet, to indicate what they know about the selected topics and what they want to know. For lower levels, this might be copying topics and class-generated ideas off the board. At the higher levels, students could elaborate on specific ideas (ie. understanding recorded messages, or appropriate ways to correct someone at work).

At the end of a topic, have students re-visit the KNOW/WANT/LEARN Worksheet and complete the third section, indicating what they learned. Each worksheet is placed in individual students' portfolios, providing a basis for reviewing what students have learned during progress reporting interviews.

Use the KNOW/WANT/LEARN Worksheet in a way that works for you and the class. You won't likely want to do one for every topic you cover in a theme. In some themes, such as 'Me' topics could be chosen within the theme and then individual topics could be grouped together (ie. friendship and social customs) and considered in the KNOW/WANT/LEARN process. In other themes such as 'My Unknown' the broad topic of jobs could be addressed in the process. In 'My Passions', a particular area of interest such as entertainment or Internet safety, might be explored. As a rough guideline, you might do this activity 2 or 3 times in one month.

Portfolio

Each student maintains a portfolio that includes samples of work done throughout the term. These samples provide concrete evidence of what the student has accomplished, both in terms of language development and other aspects of personal or social development. For language development, samples should reflect the 4 skill areas and may include writing assignments, tests, reading comprehension questions, audio or video of role plays or interviews, or personal responses to a guest speaker. Other samples might include art projects, pictures from field trips, a resume, brochures or notes about social or educational programs in the community that the student wants to explore in the future, copies of activities done in class that promote other life skills, etc.

The portfolio should also include KNOW/WANT/LEARN Worksheets, used before and after some topics are covered in class, as well as copies of Progress Reports that the student and teacher complete every 3 months.

Progress Report

Every 3 months, you will initiate progress reporting. Progress is measured in terms of language development, class participation, and building connections to the community. It is also an opportunity for students to consider future goals. This process is generally one of self-reflection on the part of the students, followed by an interview where you can respond and give the student feedback on his or her progress. You can refer to the samples in the portfolio to explain the assessment of student's progress, and to talk about what activities the student has enjoyed and benefitted from. The following guidelines can be implemented:

- Complete the first page of the progress report with language outcomes that reflect some of the topics you have recently covered. Use the language outcomes in the curriculum, choosing 1 or 2 of the most relevant ones for each topic. It is a good idea to keep a running list of these outcomes as you work through each topic so that when it comes time to do Progress Reports, you can simply refer to this list. The first page included in this package has room for only 10 outcomes. You will likely want to list more than this over a 3-month period, so use as many copies of the "first page" as you need to represent the learning outcomes you and your students will consider.

For example, throughout a 3-month period, you will likely have covered 8 to 12 main topics. You might choose 2 or 3 language outcomes for each of these topics. Some outcomes re-occur in different topics, so you would probably list the outcome in general terms only once. You might end up with 16-20 outcomes on a Progress Report. After having completed the themes of 'Me' 'My Places' and 'My Passions' for example, you might have 16 outcomes listed, 2 of which might represent the exploration of 'Healthy Lifestyles'. In the Level 2/3 class the following outcomes might be included in the Progress Report:

Learning English

I Can:

- talk about personal health needs and wants
- understand details of time and place, and key words related to appointments
- Make copies of the Progress Report with the language outcomes completed as above, and the remainder of the report blank, for the students' input.
- Go over the form with the class a couple of days before you want to do individual interviews.
- Students sign up for an interview time (approx. 15 minutes duration).
- Students take home the progress report to think about the questions and respond to them.
- Students hand-in progress reports so that you can consider their responses and progress before the interview.
- Meet with individual students at their interview times and go over each section of the progress report, indicating places where you agree or disagree with the students in terms of the achievement of language outcomes. Use the portfolio to show students where language abilities are being met or not. In discussing the other parts of the report, give feedback on how they are participating, and makes suggestions for improving English in and outside the class. Discuss the students' experiences outside of class, and help them identify ways to develop their interests in the community, and work towards some of their educational or work-related goals.

Program Evaluation

The program evaluation is designed for students to evaluate the language lessons, field trips, guest speakers, projects, and the teacher.

The evaluation is to be handed out at the end of the program on or close to the last day of classes. It is best to go over the evaluation form with the students so that you can help with any vocabulary prior to them filling it out. Remind them that they are evaluating the program and not their own performance in the class. Tell students not to put their name on their forms.

Once students understand the evaluation process, hand out the forms and give them a minimum of 15 minutes to complete it. You should leave the room while they work on it. Designate one student to put all forms in an envelope which he or she can give to you at the end of the class.

Hopefully you will get some good feedback from your students and find out what worked and perhaps find out ways to improve the program for your next intake.

Good luck!

Getting to Know Your Students Interview

Family and Friends

1. Name: _____

2. Who do you live with? _____

3. Tell me about your family. _____

4. Tell me about your friends. _____

5. What do you like to do with your friends? _____

6. Where do you like to go with your friends? _____

English and School

7. Tell me about school in Canada. _____

8. Tell me about school in your country. _____

9. What do you dislike about school? _____

10. What do you like about school? What do you like to do in class? _____

11. What do you hope to learn in school? _____

12. Where do you speak English? How do you feel about speaking English?

13. When did you start to learn English? _____

14. What is the most difficult thing about learning English? _____

15. Do you use the TV and computer to practice your English? _____

Community

16. What do you like about living in Canada? _____

17. What do you dislike about living in Canada? _____

18. What places in your community did you go to this past month?
(ie. the bank, library, community center, the gym) _____

19. What places in your community do you feel comfortable in or part of?

20. What do you want to do in the future? _____

KNOW/WANT/LEARN

Name: _____

Topic: _____ Date: _____

Respond to questions 1 and 2 before learning about a new topic.

1. What do I KNOW about this topic? _____

2. What do I WANT to learn about this topic? _____

Respond to question 3 after learning about a new topic.

3. What did I LEARN about this topic? _____

IN CLASS I:

- Try to speak English
- Work in groups and pairs
- Come to class on time
- Give answers
- Ask questions
- Do my homework
- Go on fieldtrips and listen to guest speakers
- Participate in projects
- Like to do a lot of: _____
- Don't like to do a lot of: _____

Student's comments: _____

Teacher's comments: _____

Outside of class, I improve my English by _____

I learn more about my community by _____

I learn more about Canadian people and culture by _____

I meet people by _____

In the future, I want to _____

I am working towards this by: _____

Program Evaluation

Have the following skills improved since you started the program?

	Yes	No	Don't know
Listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening out of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking out of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Circle Yes or No for the following statements:

I was able to learn the English I need. Yes / No

I feel excited about learning English now. Yes / No

I am now more comfortable speaking, reading and writing English than when I started this class. Yes / No

I am better able to understand TV, and computers in English Yes / No

Did you enjoy the fieldtrips?

A little		somewhat		A lot
1	2	3	4	5

Did you enjoy the guest speakers?

A little		Somewhat		A lot
1	2	3	4	5

Did you enjoy the projects?

A little		Somewhat		A lot
1	2	3	4	5

Friends and Community:

	Yes	No	Don't know
I know new places in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable living in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have new goals set for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have made some new friends in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What did you like most about the program?

How can the program be improved?

What did you find most useful about this program?

Final Project Ideas:

Celebrating Success

There are a number of ways you can celebrate the achievements students and teachers have made during their time in the ELSA Youth Program.

Here are a few ideas for you to consider:

- **Rhizome Café Art and Writing Exhibition** - The information on Rhizome is enclosed in the Using Projects section of the resource package. An art exhibition is a great way to get exposure for the program and allow students to present their work in a meaningful way that offers their voices to the community. (see projects section)
- **Calendar** – Take digital pictures of art work students have done in the classroom and then have the students write a narrative about their own experience of being in the program. Put the photos and writing work on a memory stick or CD and take them to a print shop such as Kinkos and they can put together a calendar for you and the students to take home.
- **Booklet** – Like the calendar idea, take pictures of art work and put together a booklet with a collection of poetry and writing that the students have done. Take the pictures and writing work to a print shop and have them bind the material in a coil booklet. It is also nice to have any other instructors (such as guest speakers or field trip facilitators) plus administrators write about their own experiences working with the students. A great gift for the students to take away with them.
- **YouTube Video** – If you have been given permission by the students to take photos and/or video of them on fieldtrips you in the classroom, you can have the students put together a video that they can write, narrate, and illustrate on a YouTube video project.



Resource Package

Using Projects

The projects outlined in this package provide a great opportunity for students to apply their English skills learned in the classroom setting. The point of these projects is for students to experience something creative and different from the usual classroom activities, practice English and give them an opportunity to work in groups. Not all projects listed in the curriculum have specific instructions. Those that don't provide instructions do not require lengthy details for an ESL teacher.

Be prepared for some students to resist the art projects since they may feel they have few skills as an artist or they have preconceived ideas that anything to do with art is boring and unproductive. Some students might feel out of their comfort zone, but be persistent and have confidence in doing the work. Students will take your leadership when doing something creative and different; your lead will really make a difference to how successful these projects are. Students will hopefully gain a great sense of accomplishment with something they may have never attempted to do in the past.

Each theme has at least one project. It is best to do a project towards the last part of the theme so that students are able to learn the language prior to applying it in this creative work. Other projects can be added. There are also a lot of project instructions in ESL books. So have a look in printed book materials if you want other ideas that might better suit your class.

Lastly, there are some minimal costs to these projects so make sure to check with your manager before you commit to the activity.

Have fun!



projects

I AM ... MURAL PROJECT

ME

INTRODUCTION

This project is designed to celebrate the diversity and have your students recognize themselves not just as immigrants and refugees but also have them to understand that they have a multidimensional life filled with all sorts of experiences. The language acquisition focus for this project includes nouns that refer to a student's identity with regards to relationships in the family and community. The language on the project can be more sophisticated depending on the students' level of English in the class.

TASKS

- Take a large piece of cardboard that can lie flat on a table. The more students, the bigger the cardboard. Paint it black.
- Cover the tables with plastic tarp.
- Mix the paint. (Use primary colours and have the students create other colours using these primary colours).
- Take other pieces of cardboard and have students trace their hands and cut these shapes out. Duplicate if there is enough cardboard.
- Have students paint their cardboard hand cut outs. If duplicated, glue the hands back to back to make the cut outs thicker.
- While the paint is drying, have the students brainstorm all the things that make them who they are.
- In the centre of the mural, paint the words I AM.... plus all the words the students came up with in the brainstorm session. E.g. I AM a brother, a mother, a friend, a sister, a student, an artist, a knitter, a musician, a farmer, etc.
- Have students glue their cut out hands on to the outside of the mural. Students should paint their own first name above their hand.

ACTIVITY/PROCESS

- Have the students work as one big group cutting out their hands from cardboard and painting them as they wish.
- Once the students have finished designing their own hands, have them split into small groups and brainstorm all the words that best describe who they are.
- While the students are working on their brainstorming session, hand out a piece of paper so that students can write down the words they come up with. Help with spelling and/or new words.
- Once they have come up with the words, get students to gather around the cardboard mural and have them write the words in the centre of the cardboard.
- After they have written the words in the centre of the mural, get them to glue their hands around the outside of the mural and write their first name above their hand.
- After the mural is complete, put it up on the wall and have the students review all the words that describe each of them in the class.

I AM... MURAL PROJECT**ME****WHAT YOU NEED:**

- Plastic Tarp
- Large piece of cardboard for mural. A side of a refrigerator box works well
- Cardboard for cutting out hands
- Scissors and exacto knife
- Black, white, yellow, red, and blue paint.
- Black paint to paint the cardboard prior to the class starting
- Paint brushes and water container

EVALUATION:**CONCLUSION:**

PORTRAIT DRAWING PROJECT

ME

INTRODUCTION

This project is great for students to do on a day when you want something a little low key. It will give the students a chance to work in pairs, building peer support as they help each other with their self portraits. The language acquisition focus for this project includes vocabulary for facial features, colours, and personality.

TASKS

- Take digital pictures of each student. Pictures should be of the face and shoulders only.
- Print the pictures and then photocopy the pictures from the paper on to overhead transparencies.
- Stick poster paper on to the whiteboard.
- Put the photocopied print (on the overhead transparencies) on the projector and have the students trace themselves on the whiteboard using a pencil. You can adjust the OHP to make the portraits as big or small as you like but it is nice to have large portraits of the students.
- Once the students have each traced their own portraits on to the poster, they can paint, pencil crayon, charcoal, and shade in their portraits.
- Place the finished portraits around the classroom.

ACTIVITY/PROCESS

Have the students take the pictures of each other using the digital camera. The teacher can print the pictures onto overhead transparencies prior to the day of the portrait paintings so that they group is ready to trace from the OHP immediately.

Lower level: Using portrait painting books ask the students in the class to find a painting that they like best. Elicit from the students the names of colours, facial features, and clothing from the painting they have chosen and report back to the class.

Higher level: Using portrait painting books ask the students in the class to find a painting that they like best. The students research the painter and the name of the portrait. Elicit reasons why each student likes the painting and what (in their own opinion) it tells about the character of the subject in the painting. Report back to the class.

Set up several OHPs at the whiteboard and have the students one by one trace their own portrait. While the students trace, the others waiting can find the colours they want to use for their own portraits and observe where in the pictures they could add definition and shading. Once all the students have traced their portraits, they can begin to colour in their outlines.

PORTRAIT DRAWING PROJECT**ME****WHAT YOU NEED:**

- Overhead Projectors (OHP)
- Paint, pencil crayons, charcoal, chalk, (hairspray if using charcoal or chalk to set the colour after shading)
- Large poster paper (white)
- Pencils for tracing
- Digital Camera
- Overhead transparencies
- Sticky tape

EVALUATION:**CONCLUSION:**

MAKING AND SELLING A ROBOT

MY PLACES

INTRODUCTION

This is an interesting and dynamic group project to help students learn and practice buying, selling, and negotiating. Students have a lot of fun using their imaginations to create the perfect robot that they believe people would want to buy. Students get really competitive trying to make the most money in the class. The time frame for this project is about 2 hours. The language acquisition focus for this project includes vocabulary and gambits for buying, selling, and negotiating. This project can be adapted for any level. The higher the level of the students the longer time the students will need to create and sell their robots.

TASKS

- In groups or pairs (4 or more groups are needed) students work with flip chart paper to design and draw a robot they think will sell on the open market.
- Once the students have brainstormed and decided on their perfect robot get them to write down phrases they can use as part of their advertising campaign.
- Give each group a large piece of coloured poster paper so they can create their advertisement. The group will need to draw a picture of the robot and put bullet points around the robot telling the public what it can do.
- Before the groups can put their robot on the market they need to decide on a price. They can price the robot between \$1 and \$100. It is important that groups not price it over \$100. Remind students that if people wish to use more than one robot, they should price it lower but if only one robot is needed then they should price it higher.
- Groups are given a designated 'shop' area in the classroom where they can put up their advertisement poster. The group will then decide on who will be the salesperson(s).
- Each person is then given \$100 of play money in denominations of 10's and 20's.
- Students are then allowed to go shopping to buy a robot that they think will best serve them. They must, however, not buy their own robot.
- Students **MUST** spend their \$100.
- Once the students have spent their \$100 they can return back to their own 'shop' to allow their shop salespeople to go shopping for a robot for themselves.
- Once everyone has bought their robot and spent their \$100, they return to their own shop. Each group at their shop will count out their money and which ever group has made the most wins the game.

MAKING AND SELLING A ROBOT

MY PLACES

ACTIVITY/PROCESS

- Divide the class into groups. You need at least 4 groups for this project to be successful. The groups can be pairs if there are not enough students.
- Give a piece of flip chart paper and felt pens for students to brainstorm about the design and look of their robot they want to sell.
- Once the group has decided on their robot, have them draw a picture of what it would look like and write bullet point slogans to bring in the customers. Make sure the students have a clear idea of what their robot can do.
- On a large piece of poster paper, have the group create an advertisement for their robot. Make sure they include a drawing of the robot and written information on what the robot can do. They should also name their robot.
- Take a break.
- Give each group a designated area of the classroom to set up their shop.
- Have them display their advertisement and get them to decide who will be the salespeople.
- The teacher will then hand out \$100 of play money to each student in the class.
- Once all students have their money, get them to go shopping. Make sure they listen to each of the groups sales pitches before they buy a robot. Remind students they are not allowed to buy their own robot.
- If a robot is not sold, have the group decide on a discounted price.
- Once everyone has bought a robot, have the groups meet back at their own shop with their robot to count up how much money they have made.
- The group that has made the most money wins the game. You can offer a prize for their hard work and savvy sales pitch.

WHAT YOU NEED:

- Flipchart Paper
- Poster paper in a variety of colours (one poster for each group)
- A variety of coloured felts for making the posters.
- Play money in denominations of \$10 and \$20
- Scotch tape

EVALUATION:

CONCLUSIONS:

FASHION DESIGN PROJECT

MY PASSIONS

INTRODUCTION

This project is great for those students interested in creating and designing clothes. It provides a fine opportunity for pair work and working together to create an outrageous dress that could be used as a costume. The language acquisition focus for this project includes structure and vocabulary for sewing, tailoring and alterations, various design styles and accessories.

TASKS

- Take large garbage bags and cut them open along the seems of the bags. The plastic will act as the fabric of the dress.
- Take a roll of clear duct tape for each designer. The duct tape will act as the sewing of the dress.
- Have the students work in pairs. One student has the dress duct taped on to his or her body while the other acts as the designer, lengthening and shortening where desired, adding plastic bows, belts, ribbons of plastic or anything else that might make the dress look good. By adding multiple layers of plastic 'fabric' the dress will have a puffy look to it.

ACTIVITY/PROCESS

Get the students to look online or through fashion magazines to find outfits that inspire them. Ask what they like to wear out on the town or to parties. Elicit vocabulary:

dressing up, going out, designer style, high quality, matching outfits, and any other terms related to fashion.

Have the students put their dresses together on their partners. The students then need to write down details about the dress. They will then use these to present the dress to the rest of the class in a 'fashion show.'

Each student will present their fashion design (on their partner) to the rest of the class and explain the many special features of their dress.

The class can vote for the best design.

FASHION DESIGN PROJECT

MY PASSIONS

WHAT YOU NEED:

- Scissors
- Duct tape
- Garbage bags
- Fashion magazines (optional)
- Bows, belts, ribbons, pins, and other accessories

EVALUATION:

CONCLUSION:

MASK MAKING PROJECT

MY WILD WORLD

INTRODUCTION

This is a great project and it perhaps gives students a chance to do something new. The mask has often been an important part of popular theatre and folk art. Mask theatre past and present is rich in emotion, narrative, humour, tragedy, metaphor and symbolism. This mask project helps participants to learn how to make a mask, either for decorative purposes or for performance work.

Students will learn to use various art materials such as clay, paper mache, and casting moulds. They will also create a unique mask, which hopefully represents some emotions within themselves not easily expressed in words. The language acquisition focus for this project includes the imperative used in following directions and vocabulary for art, facial features, emotions, and colours. This is a 2 day activity, comprising a small part of a larger course.

TASKS

- Have students take large flat pieces of cardboard as the base for their clay work. This will save a lot of time on clean up for the teacher too!
- Have the students write their names on the corner of their piece of cardboard.
- Divide the clay up equally between participants. Each student should have enough to make a face 2" wide.
- Have students make a face using the clay. The more pronounced the features on the clay the better results.
- All features need to protrude from the clay. Don't make indents as they will not be seen.
- Cover the face with plastic wrap. Make sure the plastic is indented into every nook and cranny of the face.
- Have students then paper mache over the entire face, leave no plastic showing. It is best if the students use very small pieces and take their time to paper mache. This will make the mask stronger.
- Add a minimum of 2 layers of paper mache to the mask.
- Leave to dry for 1 week.
- After one week the students can either plaster the mask using plaster of paris or let it set dry for one hour.
- In the following week, have students remove their mask from the clay mould.
- Cut out the eyes by making slits in the eyebrow area and then painting over to hide the slits or by cutting out the eyes completely.
- They can sand down the mask to create a smooth surface or go straight to painting and decorating the mask as desired.
- Spray a clear coating on it to finish and let dry
- Add fabric, wool, string, costume jewels or other accessories as desired.
- Staple an elastic fabric strip to each side of the mask so that it can be worn.

ACTIVITY/PROCESS

Have the students sit in a group with small mirrors studying their own faces. Ask them to make as many 'funny' faces as they can in the mirror. The teacher can elicit various emotions by shouting out adjectives of emotion to the students. Have students act these expressions out in front of their own mirrors.

If possible show a couple of examples of masks. Ask students about mask making in their own countries. Talk about mask making on the west coast by various First Nations communities. Offer some books on masks so that students can get an idea of what type of mask they want to make.

Invite the students to start by providing them each with a piece of cardboard, a pen to write their names and a chunk of clay to start molding. You should also have a couple of pots of water on the table for them to use as needed.

The group can spend the first $\frac{1}{2}$ hour molding their mask to the desired effect and then offer a piece of plastic wrap for them to cover all the indentations and features on the mask.

Take a break.

Start the paper mache. This should take about 1 hour to complete if done properly.

Find a storage space for the masks to dry over the course of a week. The clay will get hard but it doesn't matter as it can be reused if soaked in water.

The following week, when the paper mache has dried, remove the mask carefully from the clay mould.

Sand the masks if necessary. Add a coating of plaster if students desire.

Provide students with blobs of primary colour paint on each of their cardboard palettes where they can mix colours as desired. Have students paint their masks as they please.

Have a glue gun ready to use with bits of string, fabric, wool, buttons or any other accessories so that students can add to the decoration of their masks if they want.

Staple the fabric band to the back of the mask.

Students can then wear their masks or hang them around the classroom as decoration.

WHAT YOU NEED:

- Clay – Depending on how many participants, you will need to purchase about 2 or 4 blocks at about \$20 each. Clay can be purchased from art supply shops. Get the clay that you don't need to put in a kiln. The colour of the clay doesn't matter.
- Cardboard – You need cardboard for students to use as individual work spaces and cardboard for the paper mache. Rip up an old box and soak the cardboard in water for a couple of days. Then remove the outer layer of the cardboard. This is the only part of the cardboard that you want to use for the paper in your paper mache.
- Glue – White glue mixed with water (consistency of heavy cream) for the paper mache.
- Paint – Acrylic paints for decorating. Use primary colours so that students can mix up their own colours.
- Paint brushes
- Bowls for water
- Spray clear coating
- Plastic wrap
- Sand paper
- Plaster of Paris (if necessary)
- Accessories, string, buttons, etc. for decoration
- Plastic tarps to cover floors and tables

EVALUATIONS:

CONCLUSIONS:

PHOTO STORIES

MY WILD WORLD

INTRODUCTION

This project is fabulous for students to do after they have been on a fieldtrip and want to journal their experiences in storyboard format using a digital camera and computer. It is a great opportunity for students to be creative with their pictures, practice clear speech, sequence a story, and learn computer techniques. The language acquisition focus for this project includes transition words, the past tense, and terminology for basic computer use.

TASKS

- Put all your pictures in a file on your computer. Name the file. Remember the path. For example - My computer, My Documents, My Pictures, DAILY ROUTINES (your file name)
- Download "PhotoStory 3 for Windows" (free) Go to Google and type 'photo story.' Click on the third entry (cnet.com). This one is the easiest. Click: Download Now, Save File, Run (agree) and Install. "PhotoStory 3" will download and should be accessible from the start menu, or where you saved it.
- Open the program. Look in the Start menu (all programs) or wherever you saved it, and click on Photostory 3. Choose 'Begin a new story'. Click on 'next'.
- Import your pictures. Click on 'import pictures'. A file window will pop up. Browse for your file along the path you remember, as above. Choose the file that your pictures are in. E.g. 'Daily Routines'.
- Import one picture at a time or import them all at once. You can always import more later or delete any if you change your mind. Think of the general order for your story as you import/arrange your pictures.
- Now all your pictures are imported and in order. Push the "next" button at the bottom of the frame. Option: adding written titles to the photos. This step is optional. There are a number of reasons you might want to use this step. Some ideas:
 - a) For lower levels, to introduce word picture association.
 - b) When using difficult words or unusual names you could repeat a picture and only type the word on the second one so that they have time to use their listening skills before they read.
 - c) You can duplicate the pictures and narrate a question during the first screen and show the answer on the second.
- You are ready to narrate. You can 'wing' it, you can write it down first, or you can type it into the handy box on the screen. It is a good idea to type it out so you can put some thought into it. You can use past, present or future tenses. I try to blend clarity and expression while speaking naturally and evenly. The best thing is just to listen as you speak.
- Click Next. There is an adding music option here if you wish.
- Make sure you now click SAVE PROJECT, so you can adapt or change it later. Then you "save story": This is your finished product. Click "next" and then choose where to save the story.

ACTIVITY/PROCESS

- While students are on a field trip or they are in the midst of a classroom project take photos on a digital camera.
- The teacher needs to have access to a number of computers for students to use.
- Download the photos onto the computers.
- Students can then look at the photos and create their own photo story as described above.
- Students can work in groups of two for this project on the computer. They can then negotiate the type of music they want to go along with the photo story and the narration.
- Burn the photo stories for the students or get them to send them to their email addresses so they have them for their personal use to show friends and family what they have done at school or out in the community.

WHAT YOU NEED:

- Access to computers
- Digital Camera

EVALUATION:**CONCLUSION:**

MONTHLY BUDGET PLANNING

MY UNKNOWN

INTRODUCTION

This is a great project for students to learn financial literacy. It will help students with making a budget that reflects each of their individual financial realities. They will have a chance to use a spreadsheet on Excel. The language acquisition focus for this project includes spreadsheet terminology and vocabulary associated with personal finances. Make sure students take time to really consider what is financially realistic and make a plan accordingly.

TASKS

Prior to students working on their own spreadsheets, it is a good idea, if you have access to computers for students to watch an excerpt of a television show called 'Till Debt do us Part'. Get students to watch a 2 minute excerpt of the program by going to YouTube video and search for 'Till Debt do us Part 2008'. This will give them a chance to see and listen to others learning how to balance a budget.

If possible, students can work on their own spreadsheets on-line using Excel Personal Budget Planner. Google: Microsoft office budget planning templates. Pick one that you like. If it's not possible for students to work on a computer, the teacher can print off a copy of the spreadsheet attached for students to work with. Have the students work through it individually. Get them to tally all their expenses from rent to entertainment. They should be able by the end of the project to find out how much they need to live each month, what they want to save for, and how they can cut back on expenses by looking at their overall budget plan.

ACTIVITY/PROCESS

- Have the students discuss their expenses. Get them to work out by brainstorming where they spend their money and what financial challenges they have. Are they savers or spenders?
- Preteach the terminology from the spreadsheet. E.g. projected costs, actual costs, etc.
- Go on the computers with the students to download the spreadsheet or hand out a paper version of the spreadsheet to each student.
- Have the students work through the spreadsheet to put in their own financial records and expenditures.
- Have the students review their own spreadsheets to see where they can cut down on expenses and how they can save.

Or:

- Give students a budget of \$2000 per month. On another spreadsheet get them to design a monthly budget based on their projected earnings. Challenge them by setting up fixed costs on the spreadsheet and get them to decide what they will spend on variable expenses. Have them also set up a savings of \$50 per month from the \$2000 budget.
- Have the students present and share their spreadsheets in groups to compare how they would each spend money.

MONTHLY BUDGET PLANNING

MY UNKNOWN

WHAT YOU NEED:

- Student access to computers
- Excel spreadsheet
- Print out of monthly budget planner from Excel spreadsheet

EVALUATION:

CONCLUSION:

WRITING PROJECT

MY UNKNOWN

INTRODUCTION

This is a great activity that can go with any theme but it works particularly well when students are talking about where they have been or where they are heading to. It is great for students to have this project put up next to their selfportraits. It works well for students to see their written work along with visual representation of themselves. The language acquisition focus for this project includes transition words, verb tenses and vocabulary for emotions, personality and important life events.

TASKS

This writing project is set up for students to brainstorm ideas in groups and then work independently. After students have shared their life experiences, they can take large pieces of paper 11"x17" and staple them together so they have a long piece, which is what they will draw a timeline on. The timeline will then act as an outline for students to then write an autobiography. The timeline should include the past present and future. You can have students use different colours of pens to indicate what time period they are talking about. Remember to have them write significant dates of their timelines too. If appropriate, students can present their essays to the class.

ACTIVITY/PROCESS

- Write on the board: How do you take care of yourself? Give some students some guidelines. For example, exercise, friends, movies, tv, reading, long baths, dancing, family etc. Get students to talk in pairs.
- With the same partners, have students discuss important people that have made a difference in their lives, whether it be a friend, family member, famous person etc. Have the students discuss the life of that individual that has made a difference to them.
- Discuss in class what the components of an autobiography are. Use some examples by showing some books of famous people that have written autobiographies.
- On a large piece of paper and using sharpies or other big pens, students draw a time line chart of their own life from birth until now. On the same timeline with a different colour pen, have students draw a line indicating the future.
- Use a timeline of yourself, with part of the timeline from the past until now and the other part in a different colour on the same timeline indicating the future. Go through with the class all the events of your own past and then talk about your own hopes and dreams for the future. Elicit what verb tense you use to indicate the events.
- Pre-teach any necessary transitions, time clauses (e.g. After that, In spite of, when)
- Elicit from students and record on to chart and board the emotions that went with each of the events in their lives. Positive/Negative/Other. Students can look up new words in dictionary and then match emotions onto individual timeline dates.
- Writing activity. Have students write an essay or paragraph depending on the level of the students. Students will use their timelines to draw on inspirations and information for their essay as necessary. Help them with the verb tenses as they will need to use the past simple, present perfect, future perfect, and future continuous to talk about their hopes and dreams for the future.
- If appropriate, have students present their essay to the class. Save these essays and if possible type and print off on nice paper. Keep them for possible art exhibitions as they will go along nicely with the portrait drawing or mask making projects.

WRITING PROJECT

MY UNKNOWN

WHAT YOU NEED:

- Long roll of paper or staple 11"x17" sheets together to make a timeline
- Sharpie pens for writing on the timelines
- Pen and paper

EVALUATION:

CONCLUSION:

RHIZOME CAFÉ - GALLERY EXHIBITION**FINAL PROJECT****INTRODUCTION**

This is a fine opportunity for students and teachers to have their own art show at a wonderful community focused café in Vancouver. Rhizome is kindly offering wall space for students in the program to display the art work done in the program. It will probably be best for teachers to collaborate with other youth ELSA classes to make sure there is enough material to display at the café. You will need to organize this with other ELSA teachers.

TASKS

- Take pictures of projects done in the classes.
- Send an email to Lisa at Rhizome Café stating who you are and that you would like to propose a show at Rhizome Café.
- Lisa will contact you and ask you to fill out a form. On the form you will need to state the purpose of the event and which classes will be participating. Send the form back to Lisa along with any pictures of the projects.
- Lisa will discuss if and when the event can take place at Rhizome Café. You must book well in advance for this exhibition.
- If the approval comes from Rhizome, you can get the students to send out invitations to friends and family inviting them to the exhibition. Transportation of the art projects will also need to be arranged.
- It is best if you can go to Rhizome to have a look at the space before going to all the work of organizing this event and then finding out it won't work for your class.
- You will also need to come up with a name for the exhibition which you can discuss as a class.
- Remember: Invite colleagues from your organization to come to this event along with students and their families.
- Projects to consider for the exhibition: masks, fashion designs, murals, narrative writing projects, portrait drawing projects, cartooning.

WHAT YOU NEED:

Contact Details for Rhizome Café:

Email: lisa@rhizomecafe.ca
 Address: 317 East Broadway, Vancouver BC
 Tel: 604-872-3166

EVALUATION:

CONCLUSION:



T.V. Lessons

Using TV, Movies and Computers

The listening lessons enclosed are intended to make listening fun and real for the students. Often the tapes we use in ESL classrooms can be outdated, badly acted and incredibly boring. By using authentic listening from the radio, the Internet and TV, the language the students hear will be current, useful and relevant. Using the computer and TV as teaching tools can open a whole new world for students as they are exposed to new vocabulary, learn about aspects of culture and hear how real people speak and sound; not everyone sounds like a teacher. Most students have a computer or television in their home, or they have access to one.

Listening is one of the hardest skills for students when learning English because of the speed we speak, intonation and the large number of idioms people use. "Everybody Loves Raymond" was chosen because it is not as difficult as other TV programs and often the language is very similar from episode to episode.

Use the vocabulary on the enclosed worksheet as the focus for the activity as it helps the students navigate their way through the listening and at the same time laugh and have fun. It is a good introduction to using TV and computers as tools to learn English. Once they are exposed to this program and experience some success in listening to it in the class, students will feel confident watching this and other programs outside of class, as listening only gets better with practice and taking risks.

Hopefully using these lesson materials will inspire you to incorporate the other TV programs, movies and computer suggestions outlined under each theme in the curriculum. These materials will not only help the students improve their listening and increase their vocabulary, but they also will be relevant, and interesting and in turn motivate students to come to class.

How to Use the Listening Materials:

1. Lesson materials for each episode includes an opening discussion that relates to the program and introduces some of the topics that will be addressed in the show.
2. Each episode is divided into Part One and Part Two, so the vocabulary is not overwhelming for the students. The vocabulary sheets are a match-up exercise where the students have to match the words or phrases with their meanings. The vocabulary is presented in groups of five to make the matching easier. The vocabulary can be given the previous day for homework. It depends on the class schedule. Each word or phrase learned in class should be explained with examples, and the pronunciation should be demonstrated prior to listening. If the student doesn't know how to say the word or phrase they certainly won't be able to hear it in the program. The vocabulary provides the focus for the activity, as students try to hear the words and phrases they have learned as they watch the program.

3. Each TV program is approximately 25 minutes long, but it will take much longer to complete the episode. In class an episode of 'Everybody Loves Raymond' usually takes at least a few hours, so you can decide to cover the lesson in one or two days. Of course, with lower levels you have to do more pre-teaching and material development, so please be aware of this and take your time.
4. After the first part of vocabulary has been introduced and taught in class, you are ready to begin the TV program. Listening takes time and patience. Play the program in small sections 1 to 2 minutes at a time. The first time you play part of the program the students should just listen, focus and save any questions for the second listening. Stop the tape after the first listening (1-2 minutes) and ask the class a few questions to gauge the students' understanding.
5. Rewind the DVD and play the part a second time where students can ask as many questions as they want. Point out the vocabulary and other parts the students need to understand. It is important to stress with students that all questions are good. If they have a question because they don't understand, they are probably not the only person who is in this position. Most of the time another student or students will have the very same question, so help your students feel free to ask questions.
6. Continue until you finish Part One and then do Part Two vocabulary. Teach the vocabulary and start listening to Part Two in short sections. Listening takes time, so go slowly. However, remember to have fun!
7. Each lesson comes with a closing discussion. It tries to help students use the vocabulary they have learned. The closing discussion questions will help your students think about the TV Shows themes in terms of their own lives. One last thing, don't forget to laugh. If you are having a good time, your students will too.

Everybody Loves Raymond: **“The Family Bed” Synopsis**

Raymond and Debra’s daughter is afraid of monsters. Night after night she interrupts their sleep when she climbs into bed with them. When Debra and Raymond can’t agree on how to deal with the situation Raymond secretly asks his mother for help.

Me

Everybody Loves Raymond: “The Family Bed”

Opening Discussion:

1. Come up with a list of things that many people are afraid of.
2. What is your biggest fear?
3. What were you afraid of as a child?
4. Were you afraid of monsters as a child?
5. What did your parents do to help you not be afraid, to overcome your fear? Were you allowed to sleep in your parent’s bed if you were afraid at night?
6. Tell your group about a time when you were really afraid.
7. Did you have your own bedroom as a child or did you share?
8. Do you have brothers and sisters? How many? Who is the oldest and youngest?
9. Are you close to your grandparents? Did they have a big part in your upbringing?

Everybody Loves Raymond: “The Family Bed” Part 1

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|----------------------------------|---|
| 1. ___ I can't think clearly | a. my back is a little sore |
| 2. ___ I'm talking nonsense | b. I am confused, I don't understand |
| 3. ___ my back is a little stiff | c. what I am saying can't be understood |

What advice does Marie give to Raymond about being married?

- | | |
|-----------------------------|---|
| 4. ___ a hard and fast rule | d. a cloth covered electric warmer |
| 5. ___ stone cold | e. a rule that is never broken, always followed |
| 6. ___ a heating pad | f. relax, don't be stressed |
| 7. ___ calm down | g. to have a sore stomach after you eat something |
| 8. ___ indigestion | h. very cold |

Does Marie think Debra is a good cook? How do you know?

- | | |
|-------------------------------------|---|
| 9. ___ illiterates | i. alcohol, beer, wine |
| 10. ___ booze | j. people who can't read |
| 11. ___ You are sick! | k. to cry a lot |
| 12. ___ What's the big deal? | l. You are crazy! |
| 13. ___ bawled your little eyes out | m. Why are you upset? |
| 14. ___ to coddle someone | n. to have a headache after drinking too much |
| 15. ___ hangover | o. to protect someone too much |

What does Marie think you need to raise children?

What did Marie tell Robin about the ice cream truck?

Everybody Loves Raymond: "The Family Bed" Part 2

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|----------------------------------|--|
| 1. ___ strikingly similar | a. changed when you don't have permission |
| 2. ___ tampered with | b. I have an important day tomorrow |
| 3. ___ sleep deprivation | c. to be very similar |
| 4. ___ I have a big day tomorrow | d. to not get enough sleep, it affects your thinking |

What is the problem with the bottle of juice? What does Raymond decide to do?

- | | |
|---|--|
| 5. ___ Keep it down! | e. a musical sound you make with your lips closed |
| 6. ___ we have other options | f. be quiet |
| 7. ___ humming | g. my talking to him/her solved the problem |
| 8. ___ my little talk did the trick | h. we have other choices |
| 9. ___ I'm so wiped out | i. a bed the whole family sleeps in |
| 10. ___ you <u>snuck</u> your mother in | j. no one asked me first before they did it |
| 11. ___ no one checked this with me | k. I am so tired |
| 12. ___ family bed | l. to enter a place secretly without being noticed |

How did Marie let Frank know where she was?

***Everybody Loves Raymond: "The Family Bed" 1 & 2* Answers**

Part 1

1. **_b_ I can't think clearly**
2. **_c_ I'm talking nonsense**
3. **_a_ my back is a little stiff**

What advice does Marie give to Raymond about being married?

Never go to bed angry.

4. **_e_ a hard and fast rule**
5. **_h_ stone cold**
6. **_d_ a heating pad**
7. **_f_ calm down**
8. **_g_ indigestion**

Does Marie think Debra is a good cook?

No

How do you know?

Ally can't sleep because of indigestion.

9. **_j_ illiterates**
10. **_i_ booze**
11. **_l_ You are sick!**
12. **_m_ What's the big deal?**
13. **_k_ bawled your little eyes out**
14. **_o_ to cuddle someone**
15. **_n_ hangover**

What does Marie think you need to raise children?

Love & Common Sense

What did Marie tell Robert about the ice cream truck?

The music meant the truck was out of ice cream.

Part 2

1. **_c_ strikingly similar**
2. **_a_ tampered with**
3. **_d_ sleep deprivation**
4. **_b_ I have a big day tomorrow**

What is the problem with the bottle of juice? The top is popped up.

What does Raymond decide to do?

Let Debra drink it first & wait to see what happens.

5. **_f_ Keep it down!**
6. **_h_ we have other options**
7. **_e_ humming**
8. **_g_ my little talk did the trick**
9. **_k_ I'm so wiped out**
10. **_l_ you snuck your mother in**
11. **_j_ no one checked this with me**
12. **_i_ family bed**

How did Marie let Frank know where she was? She left a note on the pillow.

Everybody Loves Raymond: “The Family Bed”

Closing Discussion & Vocabulary Review:

1. When was the last time you could not think clearly?
2. What hard and fast rules do you have in your life? Did your parents have a lot of hard and fast rules?
3. What do you do to relieve a sore back? Have you ever used a heating pad?
4. What do you do when you have indigestion?
5. Is illiteracy a problem in your country?
6. What type of booze do you like?
7. Do you think your parents coddled you? Did your grandparents coddle you? Who was coddled in your family?
8. What do you do to overcome a hangover?
9. When was the last time you had sleep deprivation? How did it affect you?
10. Are you a hummer?
11. Have you ever snuck in or out of a place? Have you ever snuck out of your house at night? Why?
12. When you were a child did you sleep in a family bed? Is the idea of a family bed common in your country? Why or why not?

***Everybody Loves Raymond: The Family Bed* / Follow up**

Fear Mixer: 1 question per student

1. Do you get nervous before taking exams? What do you do to relax?
2. Are you afraid of driving on the freeway?
3. Do you ever go to horror movies? Why or why not? At what age should children be allowed to watch scary movies?
4. What is the scariest movie you have ever seen?
5. Can you think of a person you were afraid of as a child?
6. What animal do you think is the scariest? Why?
7. Are you afraid of getting old? Why or why not?
8. Are there any numbers people are afraid of in your country? Why?
9. Have you ever tried to face one of your fears, tried to overcome it?
10. Would you ever face one of your fears for money? How much money would a person have to pay you?
11. When you are nervous, what things do you do to relax?
12. Do you ever have nightmares (bad dreams)? What are they about?
13. Are there any places you think are scary in Vancouver?
14. Can you think of a time when you were really afraid? Explain.
15. Are you afraid of flying?

***Everybody Loves Raymond:* “The Sneeze” Synopsis**

After being sneezed on by a stranger at the airport, Raymond is concerned he is coming down with a terrible flu. When Marie finds out, she is immediately there to care for her baby and Ray loves every minute of it. Homemade soup, love and a special blanket all delivered by Marie are met with disbelief and disgust from Debra. However, in the end, mother knows best.

My Places

Everybody Loves Raymond: “The Sneeze”

Opening Discussion:

1. When was the last time you were sick?
2. How often do you get sick in a year? How often do you go to see a doctor?
3. Do you take medicine when you are sick?
4. Do you have a family doctor? Is it hard to get an appointment to see your doctor?
5. When you are sick who looks after you?
6. Who is the healthiest person in your family?

Everybody Loves Raymond: “The Sneeze” Part 1

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|--------------------------------------|---|
| 1. ___ toiletries | a. washing your face firmly |
| 2. ___ I'm not bothering anyone | b. soap, cosmetics, things you use in the bathroom |
| 3. ___ gross | c. I'm not upsetting or annoying anyone |
| 4. ___ scrubbing my face | d. liquid used to clean, destroys germs |
| 5. ___ disinfectant | e. unacceptable, unpleasant |
| 6. ___ it was getting its ass kicked | f. very tired |
| 7. ___ I'm exhausted | g. to be larger than normal, round, puffy |
| 8. ___ swollen | h. a piece of clothing a woman wears to bed |
| 9. ___ a nightie | i. an illness, like a cold with a high fever |
| 10. ___ the flu | j. to be losing, defeated |
| 11. ___ germs | k. causes sickness and disease |
| 12. ___ bloodshot eyes | l. a person who is always worried about his or her health |
| 13. ___ I've been feeling droopy | m. to stop something right at the beginning |
| 14. ___ nip this in the bud | n. when your eyes are red because you are tired |
| 15. ___ hypochondriac | o. I have been feeling tired, sick, and not healthy |
| 16. ___ nicks himself shaving | p. a movement for equal rights for women |
| 17. ___ women's lib | q. to be old-fashioned, unaware of new things |
| 18. ___ out of touch | r. small cuts on the face while removing hair |

Everybody Loves Raymond: "The Sneeze" Part 2

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|------------------------------------|---|
| 1. ___ celery | a. a massage |
| 2. ___ a back rub | b. uncomfortable feeling that makes one want to scratch |
| 3. ___ a little itchy | c. What's on TV? |
| 4. ___ What's on the tube? | d. to make someone happier |
| 5. ___ to cheer me up | e. a long green vegetable |
| 6. ___ comfort food | f. to help someone |
| 7. ___ you couldn't keep it down | g. a type of stringed instrument |
| 8. ___ a banjo | h. don't let her try to change your mind |
| 9. ___ to give me a hand | i. food that makes you feel happy, better |
| 10. ___ don't let her pressure you | j. couldn't keep food in your stomach |
| 11. ___ Are you achey? | k. a type of sore throat, medicine is often needed |
| 12. ___ wean him | l. when someone/something is irritating, annoying |
| 13. ___ nurturing | m. to gradually stop someone from doing something |
| 14. ___ strep throat | n. caring and loving |
| 15. ___ my throat is scratchy | o. Are you in pain, hurting? |
| 16. ___ a pain in the ass | p. your throat itches and it may make you cough |

Everybody Loves Raymond: "The Sneeze" 1 & 2 Answers

Part 1

1. **_b_ toiletries**
2. **_c_ I'm not bothering anyone**
3. **_e_ gross**
4. **_a_ scrubbing my face**
5. **_d_ disinfectant**
6. **_j_ it was getting its ass kicked**
7. **_f_ I'm exhausted**
8. **_g_ swollen**
9. **_h_ a nightie**
10. **_i_ the flu**
11. **_k_ germs**
12. **_n_ bloodshot eyes**
13. **_o_ I've been feeling droopy**
14. **_m_ nip this in the bud**
15. **_l_ hypochondriac**
16. **_r_ nicks himself shaving**
17. **_p_ women's lib**
18. **_q_ out of touch**

Part 2

1. **_e_ celery**
2. **_a_ a back rub**
3. **_b_ a little itchy**
4. **_c_ What's on the tube?**
5. **_d_ to cheer me up**
6. **_i_ comfort food**
7. **_j_ you couldn't keep it down**
8. **_g_ a banjo**
9. **_f_ to give me a hand**
10. **_h_ don't let her pressure you**
11. **_o_ Are you achey?**
12. **_m_ wean him**
13. **_n_ nurturing**
14. **_k_ strep throat**
15. **_p_ my throat is scratchy**
16. **_l_ a pain in the ass**

Everybody Loves Raymond: “The Sneeze”

Closing Questions & Vocabulary Review

The Sneeze Part 1

1. Name some toiletries you have in your bathroom.
2. What subject in high school exhausted you?
3. When was the last time you had the flu? What do you do to get over the flu? Do you have any home remedies?
4. When was the time you were feeling droopy?
5. Do you know someone you would describe as a hypochondriac?
6. Who is someone in your family you would describe as out of touch?

The Sneeze Part 2

1. Have you tried celery? Do you like celery?
2. What programs do you like to watch on the tube?
3. What things do you do to cheer yourself up? Who is a person in your family that is good at cheering you up?
4. What is your comfort food?
5. Have you ever played a banjo? What musical instrument can you play?
6. Who is the person in your family who puts the most pressure on you? What do they pressure you about?
7. Are you a nurturing person? Who is the most nurturing person you know?

Everybody Loves Raymond: **“The Author” Synopsis**

The competition between the two brothers, Raymond and Robert, reaches an all-time high. As Raymond’s dreams of becoming a published sports author are crushed, Robert receives the good news that he is being promoted to lieutenant and the fireworks begin.

My Passions

Everybody Loves Raymond: “The Author”

Opening Discussion:

1. Do you have any brothers and sisters? How old are they?
2. Are you the oldest in your family?
3. Do you get along well with your parents?
4. Do you get along well with your brothers and sisters?
5. Do you get along well with your in-laws?
6. Do you often argue with your mother or father? What about?

Everybody Loves Raymond: “The Author” Part 1

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|--------------------------|--|
| 1. ___ under the gun | a. people/fans who follow famous people around |
| 2. ___ pick up the slack | b. my biggest personal weakness |
| 3. ___ groupies | c. I'm not joking, I am serious |
| 4. ___ my biggest flaw | d. do extra work, work faster, harder |
| 5. ___ I'm not kidding | e. pressure on you to finish in a certain time |

Why did Debra come home early from the camping trip?

- | | |
|-----------------------------|--------------------------------------|
| 6. ___ kids going nuts | f. trying to confuse someone |
| 7. ___ messing with my head | g. a person's goal in their life |
| 8. ___ your mission in life | h. to make a mistake, mess things up |
| 9. ___ screw that up | i. the kids were out of control |

What is Robert's news?

- | | |
|---|--|
| 10. ___ Are you going straight to bed? | j. What's the use? no hope |
| 11. ___ What's the point? | k. feel sorry for yourself |
| 12. ___ mope away | l. to go to bed and do nothing else before that |
| 13. ___ flaunting his big news | m. a feeling that you need to scratch your skin |
| 14. ___ you shower him with fancy gifts | n. to throw up |
| 15. ___ itchy | o. to brag and be confident about his important news |
| 16. ___ vomit | p. give him many gifts |

What gift did Debra give to Robert?

Everybody Loves Raymond: "The Author" Part 2

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|--------------------------------------|---|
| 1. ___ promotion | a. he has been very good at something |
| 2. ___ hoopla | b. to have something bad happen to you |
| 3. ___ tough break | c. a better job, often more money and responsibility |
| 4. ___ he's been hot | d. to show someone how to do something better |
| 5. ___ I can give you some pointers | e. excitement, loud activity |
| 6. ___ you're on | f. a tantrum, an angry outburst |
| 7. ___ we're even | g. I challenge you |
| 8. ___ rubbing it in my face | h. we don't owe each other anything |
| 9. ___ hissy fit | i. reminding someone about a mistake they made |
| 10. ___ stormed out of the room | j. really, really bad |
| 11. ___ that's got to be killing you | k. to leave the room in an angry way |
| 12. ___ off the charts sucks | l. to act in a positive way, so others act like you |
| 13. ___ set an example | m. the situation must be bothering you because you can not do anything to change it |

Everybody Loves Raymond: "The Author" 1 & 2 Answers

Part 1

1. **_e_** under the gun
2. **_d_** pick up the slack
3. **_a_** groupies
4. **_b_** my biggest flaw
5. **_c_** I'm not kidding

Why did Debra come home early from the camping trip?
rain, bugs, kids going nuts

6. **_i_** kids going nuts
7. **_f_** messing with my head
8. **_g_** your mission in life
9. **_h_** screw that up

What is Robert's news?
He was promoted to lieutenant.

10. **_l_** Are you going straight to bed?
11. **_j_** What's the point?
12. **_k_** mope away
13. **_o_** flaunting his big news
14. **_p_** you shower him with fancy gifts
15. **_m_** itchy
16. **_n_** vomit

What gift did Debra give to Robert?
a sweater

Part 2

1. **_c_** promotion
2. **_e_** hoopla
3. **_b_** tough break
4. **_a_** he's been hot
5. **_d_** I can give you some pointers
6. **_g_** you're on
7. **_h_** we're even
8. **_i_** rubbing it in my face
9. **_f_** hissy fit
10. **_k_** stormed out of the room
11. **_m_** that's got to be killing you
12. **_j_** off the charts sucks
13. **_l_** set an example

Everybody Loves Raymond: “The Author”

Closing Discussion & Vocabulary Review:

1. Do you have brothers and sisters? Do you compete with them? Explain.
2. Do you think competition is a good thing? Why or why not?
3. Do you think you are a competitive person?
4. What are your biggest flaws?
5. Do you have a mission in life? What is it?
6. When was the last time you got a promotion? What was it?
7. What is something you are hot at?
8. What is something you could give pointers about?
9. When was the last time you were under the gun?
10. When was the last time you screwed up?
11. Have you ever been showered with fancy gifts? Why?
12. Is there a person in your life who often rubs things in your face?
13. Is there someone in your family or do you have a friend who often throws hissy fits?
14. What is one thing in Vancouver that is off the charts sucks?

Additional Discussion:

1. Are you pressured by your family to act in a certain way?
2. Are your parents strict?
3. Do you look more like your mother or father?
4. How often does your entire family get together?
5. What are some of your fondest memories of childhood?
6. What are your parents like?
7. What do you and your family like to do together?
8. What is the best memory you have of your family doing something together?
9. Will you live with your parents after you get married?
10. What was the most important thing your parents taught you?
11. What’s the best thing about your mom?
12. What’s the best thing about your dad?
13. Describe the perfect family.
14. Did you ever meet any of your great-grandparents?
15. Do you live with any of your grandparents?

Everybody Loves Raymond: **“Frank Paints the House” Synopsis**

Frank begins to paint Raymond and Debra’s house without asking them about their colour choice. The situation gets worse when Frank insists on being in charge. After Raymond fires his father, Marie reveals some information about his dad that convinces Raymond he has done the wrong thing. Ray has a bridge to repair and puts his father back in charge.

My Wild World

Everybody Loves Raymond: “Frank Paints the House”

Opening Discussion:

1. What is your favorite color?
2. Has your favorite colour changed as you have grown?
3. What is your least favorite colour?
4. What colour do you like to wear?
5. What do you think is a good colour for a house and for a car?
6. What is a strange colour for a house and for a car?
7. What colour is your house painted inside and out?
8. Do you think colours affect your mood?
9. Do colours have meaning in your country? What do the different colours mean in your country?

Everybody Loves Raymond: "Frank Paints the House" Part 1

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|----------------------|---|
| 1. ___ shutters | a. unhealthy/unpleasant gas or smoke |
| 2. ___ heckling | b. wooden covers for the outside of a window |
| 3. ___ professionals | c. to make public rude comments about a performance |
| 4. ___ fumes | d. to trick someone into doing something |
| 5. ___ to lure him | e. people who do the job have special training |

Why does Marie want Frank to paint Raymond's house?

- | | |
|------------------------------|--|
| 6. ___ to retire | f. it is okay with me, I agree |
| 7. ___ I need a little space | g. a type of flavored ice treat for children |
| 8. ___ rebellion | h. to stop work permanently |
| 9. ___ I say fine | i. leave me alone, I need to be by myself |
| 10. ___ popsicles | j. not do what you are told, be against something |
| 11. ___ he's driving me nuts | k. lose your job because you did something wrong |
| 12. ___ a wasp's nest | l. take a look at this |
| 13. ___ you're fired | m. I'm the boss |
| 14. ___ get a load of this | n. he is making me upset, crazy, irritated |
| 15. ___ I'm in charge | o. a type of bee's home, the bee is black & yellow |

Why did Robert stop painting? How does Frank suggest Robert deal with the bees?

Everybody Loves Raymond: "Frank Paints the House" Part 2

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|---------------------------------|--|
| 1. ___ the fort | a. magazines that contains stories in pictures |
| 2. ___ comics | b. he hurt his back |
| 3. ___ periodicals | c. a house children build in a tree |
| 4. ___ I'm not the handiest guy | d. magazines |
| 5. ___ wrenched his back | e. I'm not good at fixing things, things with my hands |

What did Marie tell her sons about their father? Why?

- | | |
|----------------------------------|---|
| 6. ___ a big jerk | f. annoy/irritate other people |
| 7. ___ to get on people's nerves | g. happy, bright |
| 8. ___ humiliating | h. a stupid person |
| 9. ___ it's kind of sunny | i. a person who is mean to others who are weaker |
| 10. ___ he's a bully | j. feeling ashamed, stupid, or embarrassed |
| 11. ___ obstinate | k. it makes your house noticeable, special |
| 12. ___ a puzzle | l. refusing to change one's mind, stubborn |
| 13. ___ a keen eye | m. a picture cut into pieces /you have to put it together |
| 14. ___ it makes your house pop | n. notice details, small things |

What does Frank need in his life?

Why did Frank choose the colour yellow for Raymond's house?

***Everybody Loves Raymond*: “Frank Paints the House” 1 & 2 Answers**

Part 1

1. **_b_** shutters
2. **_c_** heckling
3. **_e_** professionals
4. **_a_** fumes
5. **_d_** to lure him

Why does Marie want Frank to paint Raymond’s house?

She needs space from Frank because he is retired.

6. **_h_** to retire
7. **_i_** I need a little space
8. **_j_** rebellion
9. **_f_** I say fine
10. **_g_** popsicles
11. **_n_** he’s driving me nuts
12. **_o_** a wasp’s nest
13. **_k_** you’re fired
14. **_l_** get a load of this
15. **_m_** I’m in charge

Why did Robert stop painting? There is a wasp’s nest.

How does Frank suggest Robert deal with the bees?

He suggests using a broom or stick to knock it down.

Part 2

1. **_c_** the fort
2. **_a_** comics
3. **_d_** periodicals
4. **_e_** I’m not the handiest guy
5. **_b_** wrenched his back

What did Marie tell her sons about their father? Why?

He was fired from his job because he got on people’s nerves.

6. **_h_** a big jerk
7. **_f_** to get on people’s nerves
8. **_j_** humiliating
9. **_g_** it’s kind of sunny
10. **_i_** he’s a bully
11. **_l_** obstinate
12. **_m_** a puzzle
13. **_n_** a keen eye
14. **_k_** it makes your house pop

What does Frank need in his life?

He needs to be needed.

Why did Frank choose the colour yellow for Raymond’s house?

The houses on both sides of Raymond’s house are white, so yellow would make his house pop, look different from his neighbors’.

Everybody Loves Raymond: “Frank Paints the House”

Closing Discussion & Vocabulary Review Part 1:

1. Would you let your father paint your house or apartment? Why or why not?
2. Have you ever painted a house or rooms in an apartment?
3. Do you like painting? Are you good at it?
4. Do you have shutters on your house?
5. Have you ever been heckled while you were performing? Have you ever heckled someone?
6. At what age do people normally retire in the country where you are from?
7. What age do you think people retire at in Canada?
8. What do you do when you need a little space?
9. Have you ever had a popsicle? What is your favorite flavor?
10. Who is a person in your family who often drives you nuts?
11. Have you ever seen a wasp's nests? Have you been stung by a wasp?
12. Have you ever been fired?
13. Have you ever been in charge at your job?

Closing Discussion & Vocabulary Review Part 2:

1. Did you build a fort as a child?
2. Did you or do you read comics? Which ones?
3. Are you a handy person? What are you good at?
4. Have you ever wrenched your back? How?
5. What colours do you think are sunny?
6. When you were a child was there a bully at your school?
7. Do you like doing puzzles? Why or why not?
8. Do you have a keen eye?

***Everybody Loves Raymond:* “The Check Book” Synopsis**

Debra is generally in charge of the family’s finances. However, Raymond decides to take over managing the family’s check book to show Debra how easy it can be. With many bounced checks and two fake check books, Raymond tries to keep the error of his ways from Debra.

My Unknown

Everybody Loves Raymond: “The Check Book”

Opening Discussion:

1. What are five regular monthly bills you have to pay?
2. How do you pay your bills, for example, at the bank, on-line or at a bank machine?
3. Where do you bank? What type of accounts do you have?
4. Do you save money for a rainy day?
5. What are some needed things you buy every month?
6. What are some luxury items you buy?
7. Do you ever have money left over at the end of the month after paying all your bills?
8. Do you save up for major purchases or do you buy them on credit?
9. What is the most expensive thing you have bought recently?
10. How much money do you need to be happy?
11. How much money do you need to be rich?

Everybody Loves Raymond: "The Check Book" Part 1

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|-----------------------------------|---|
| 1. ___ subscription | a. an amount of money you pay to regularly receive a magazine |
| 2. ___ living within a budget | b. what you feel like doing, eating, watching |
| 3. ___ the hamper | c. a container for dirty clothes |
| 4. ___ discretionary fund | d. to organize your money and live on what you earn |
| 5. ___ in the mood for | e. money saved/set aside for emergencies |
| 6. ___ botulism | f. Your cheque is for more than you had in your account |
| 7. ___ turning off your service | g. food poisoning |
| 8. ___ Amish | h. when power to your house is shut off because you owe money |
| 9. ___ your check bounced | i. a religious group of people who live a simple way of life |
| 10. ___ penalties | j. a type of punishment, often you have to pay money |
| 11. ___ checks that didn't clear | k. add/subtract money going in/out of account |
| 12. ___ overdrawn | l. money/interest that gradually increases over time |
| 13. ___ reconcile your check book | m. a vague idea about something |
| 14. ___ accrued on your account | n. checks aren't accepted due to lack of money |
| 15. ___ get an inkling | o. having spent more money than you have in your account |
| 16. ___ salon | p. to do something less frequently, spend less money |
| 17. ___ cutback | q. something that causes a lot of stress |
| 18. ___ stay on top of it | r. a place to get your haircut, nails done |
| 19. ___ it's a huge pressure | s. be aware of what is happening, involved |

Everybody Loves Raymond: "The Check Book" Part 2

Match the following words and phrases with their meaning

Listen for the following phrases:

- | | |
|--|---|
| 1. ___ keep your voice down | a. to save money |
| 2. ___ sneaking out | b. to say unkind things or make jokes about someone |
| 3. ___ put the money away | c. a positive aspect of something, a benefit |
| 4. ___ make fun of | d. talk quietly |
| 5. ___ the upside | e. leaving a place quietly and secretly without being noticed |
| 6. ___ you are all set | f. we all make mistakes, have problems |
| 7. ___ we all stumble | g. to get a woman pregnant, unplanned |
| 8. ___ got a lady in trouble | h. be honest with me, tell me the truth |
| 9. ___ level with me | i. to make a mistake |
| 10. ___ screwed up | j. everything is ready, nothing left to do |
| 11. ___ compulsive shopping | k. unable to stop shopping |
| 12. ___ get her self worth back | l. \$3000 |
| 13. ___ 3 thousand bucks to throw around | m. stop something immediately |
| 14. ___ three grand | n. get self confidence back, feel good about yourself |
| 15. ___ cut her off cold turkey | o. \$3000 to spend on anything, luxury items |
| 16. ___ swing by | p. I am terrible at math |
| 17. ___ I stink at numbers | q. fake, not real, looks like the real thing |
| 18. ___ a smoking crater | r. a big hole in the ground after a bomb |
| 19. ___ counterfeit | s. to stop somewhere while on your way to another place |

Everybody Loves Raymond: "The Check Book" Part 1 & 2 Answers**Part 1**

- 1._a_ subscription
- 2._d_ living within a budget
- 3._c_ the hamper
- 4._e_ discretionary fund
- 5._b_ in the mood for
- 6._g_ botulism
- 7._h_ turning off your service
- 8._i_ Amish
- 9._f_ your check bounced
- 10._j_ penalties
- 11._n_ checks that didn't clear
- 12._o_ overdrawn
- 13._k_ reconcile your check book
- 14._l_ accrued on your account
- 15._m_ get an inkling
- 16._r_ salon
- 17._p_ cutback
- 18._s_ stay on top of it
- 19._q_ it's a huge pressure

Part 2

- 1._d_ keep your voice down
- 2._e_ sneaking out
- 3._a_ put the money away
- 4._b_ make fun of
- 5._c_ the upside
- 6._j_ you are all set
- 7._f_ we all stumble
- 8._g_ got a lady in trouble
- 9._h_ level with me
- 10._i_ screwed up
- 11._k_ compulsive shopping
- 12._n_ get her self worth back
- 13._o_ 3 thousand bucks to throw around
- 14._l_ three grand
- 15._m_ cut her off cold turkey
- 16._s_ swing by
- 17._p_ I stink at numbers
- 18._r_ a smoking crater
- 19._q_ counterfeit

Everybody Loves Raymond: “The Check Book”

Closing Discussion & Vocabulary Review:

1. Have you ever had a subscription for anything?
2. Do you find it difficult to live within a budget? Do you follow a budget, daily, weekly or monthly?
3. Have you ever had a check bounce? What did you do?
4. What is one thing that is a huge pressure in your life?
5. Is there anything in your life you are trying to cut back on?
6. What is something you are putting money away for? Are you good at saving money or better at spending?
7. Name three upsides to living in Vancouver?
8. Do you know anyone who is a compulsive shopper?
9. When was the last time you had some money to throw around? What did you spend it on? If you had \$1000 to throw around, what would you do with it?
10. Have you ever stopped anything cold turkey?
11. What do you stink at?



Guest Speakers

Using Guest Speakers:

Having a guest speaker is a great opportunity for teachers to bring another voice into the classroom. The guest speakers listings are there for you to choose from and make all necessary arrangements by phone and email.

When you speak to your guest speaker about your class, please give as much information on what you are hoping to achieve by having them speak to your students. In addition, make sure the speaker understands the level of English language skills the students have so that he or she can tailor their language accordingly. Furthermore, facilitators in your classroom will need to make sure their presentations are participatory. You will need to address your expectations to the facilitator directly.

The speakers have been chosen partly because they are perhaps not typical guest speakers that come into an ESL classroom. They are all active participants in their communities and want to reach out to broader audiences. Some of the guest speakers are very new to the ELSA Program. Some may have never made a presentation to an ESL class. In addition, some of these guest speakers may express political and social ideas that students may initially feel uncomfortable with. Just be aware of any feelings of surprise or disagreement that might come from your students so that their concerns can be addressed.

Be sure to get any pamphlets or other written materials from the speakers prior to their presentations so that you can pre-teach any vocabulary to the students and allow them to come up with questions they may like to ask the speaker on the day of the presentation.

Enjoy!

Guest Speakers

ME

- Mental Health Counsellor - Immigrant Services Society of BC - Vancouver, Tri-cities, Burnaby, Surrey, New Westminster**
 Presentation and discussion about mental health and adjusting to life in Canada. Participants will learn about dealing with stress, homesickness, and trauma. Ongoing counselling is available through this contact for those who require additional support.
 Tel: 604-684-7498
 Email: Settlementprograms@issbc.org
- Peer Net BC Youth Facilitator**
 Youth-oriented workshops on the group process and anti-racism. Workshops can range from one hour to several sessions.
 Cost: Approximately \$50 per hour, but PeerNet is currently trying to obtain funding to have fees waived for immigrant and refugee youth programs.
 Romi Chandra, Youth Facilitator
 Tel: 604-733-6181
 Web: www.peernetbc.com
- My Circle Youth Facilitator – Immigrant Services Society of BC**
 Presentation from a My Circle facilitator. My Circle is a multicultural youth program which provides community leadership training specifically to support immigrants and youth. The program helps youth with integration and offers peer support to its participants.
 Fiona Lemmon
 Tel: 604-684-7498
 Web: www.issbc.org/services/family_youth/default.htm
- SWIS (Settlement Workers in Schools) – various school boards**
 Presentation from a school board settlement worker. SWIS workers provide information on support for students and families including issues around social adaptation and adjusting to the school system.
 Phone or email to find SWIS in your area.
 Tel: 604-713-5698 or 604-668-6596
 Email: swis@vsb.bc.ca
- GAB Youth Facilitator – Vancouver**
 Presentation and workshop on homophobia, gay stereotypes and queer materials in the media. Facilitators can visit any location and adapt materials for the ESL learner. The presentation is approximately 1 hour.
 Youth Coordinator
 Tel: 604-684-5307 ext. 108 or 107

MY PLACES

- **Street Nurse Educator – All locations**
Presentation and talk by a nurse about various health issues including safe sex, family planning, drug addiction, mental health, and gay/lesbian/transgender health.
James Tigilaar, Street Nurse
Tel: 604-313-5365
- **Mental Health Worker - Vancouver Coastal Health**
If a group is particularly interested in mental health issues, Vancouver Coastal Health can offer an interactive workshop about early prevention of psychosis and give an overview of mental health programs.
Rene Corbett, Mental Health Worker
Tel: 604-215-3588
- **Crime Prevention Officer**
Video presentation and discussion about staying safe on the streets, in nightclubs, at bank machines, etc.
Linda Grange, Officer
Tel: 604-717-2932
- **Tenants Rights Action Coalition (TRAC) Educator**
Information session on tenancy law, including what to do if your landlord won't do repairs, how to get your damage deposit back, signing leases etc. The presentation is about one and a half hours with a half hour question and answer session. They have materials for hand outs in 16 languages.
Judy Hanson, Public Legal Educator
Tel: 604-255-3099
Web: www.tenants.bc.ca
- **People's Law School ESL Workshops**
Various workshops geared towards ESL learners. Topics include civil and criminal law, talking to the police, employment standards, and avoiding scams and frauds.
Tim Enders, facilitator/ESL teacher
Tel: 604-331-5408 or 778-772-9335
Email: esl@publiclegaled.bc.ca

MY PASSIONS

- Headlines Theatre Outreach Worker**
 Projects in collaboration with First Nations and multicultural communities through workshops, power plays and theatre forums. Through dramatizations, students can explore issues such as violence, suicide prevention, anti racism, youth empowerment, bullying and community development.
 Daphne Blanco
 Email: outreach@headlinestheatre.com
- Illustrated Journey Youth Project Facilitator**
 Presentation and art workshop on telling stories through a transformative process using storyboards and cartooning. Participants can journal their own stories through this process.
 Alejandra Lopen, Coordinator
 Tel: 604-683-7337
 Email: illustratedjourney@gmail.com
- Surrey Urban Youth Project Art Facilitator**
 Arts-based, youth-driven empowerment program providing training in anti-oppression, facilitation, peer-support, conflict transformation, public speaking for youth 14 and older. Facilitators are practicing artists who use the arts in the workshops as a tool for social change.
 Mia Amir, Coordinator
 Tel: 604-780-8463
 Email: surreyurbanyouthproject@gmail.com

MY WILD WORLD

- North Shore Search and Rescue**
 Presentation and talk about staying safe on the mountains and in the water. A video, presentation, and question and answer period will be included in this one and a half hour workshop.
 Education Program
 Tel: 604-983-7441 (prompt 3)
 Web: www.northshorerescue.com
- Songweavers Studio Workshop, KAYA (Knowledgeable Aboriginal Youth Assoc.)** Workshops offered for youth under age 24 who are interested in musical aspects of aboriginal culture. Workshops can be in house or at any outside location. There is a two-part workshop series available that includes writing and expression through music, followed by a recording session using their portable studio. Cost: Approximately \$300, but the KAYA is open to trading services. Be creative.
 Tiffany Moses, Studio Manager
 Tel: 604-254-5513
 Email: kaya.studios@gmail.com

MY UNKNOWN

- Gordon Neighbourhood House – Skills Link Counsellor**
 A counsellor from the skills link program, which supports people ages 15-30 to find jobs and improve life skills, will come and do an interactive workshop on employment, housing, and life skills. Each workshop is approximately 2 hours. Combining with other ELSA youth classes is encouraged.
 Julio Bello, Youth Employment Director
 Tel: 604-687-8868
- Labour and Union Educator**
 Presentation and discussion on the Canadian union movement, human rights, and labour activism. Presentation will discuss topics around minimum wage, workers rights, union strikes, and policies in the workplace.
 Louise LeClair, Director of Communications CUPE National
 Email: lleclair@cupe.ca or lml@sfu.ca
- Employment Outreach Workshop – Immigrant Services Society of BC**
 Employment counsellor will talk about overcoming barriers in the job market, as well as provide an overview of ISS of BC.
 Liza Bautista, Coordinator
 Tel: 604-684-2561
 Email: liza.bautista@issbc.org
- Vancity Financial Advisor**
 Presentation and talk about financial literacy, planning, and ethical banking/ investing practices. The workshop will be specifically designed for youth.
 Elizabeth Geller
 Email: ElizabethGeller@vancity.com
- People’s Law School ESL Workshops**
 Various workshops geared towards ESL learners. Topics include civil and criminal law, talking to the police, employment standards, and avoiding scams and frauds.
 Tim Enders, facilitator/ESL teacher
 Tel: 604-331-5408 or 778-772-9335
 Email: esl@publiclegaled.bc.ca
- Immigrant Services Society of BC Volunteer Coordinator**
 Presentation about volunteer opportunities for students with high and low levels of English. Find out about volunteering with the host program or other workplace volunteer opportunities.
 Jackie, Volunteer Coordinator
 Tel: 604-684-2561 Ext. 1131
- S.U.C.C.E.S.S.**
 A presentation and overview of services available in the lower mainland through SUCCESS which includes youth programs, job search and skills

training. Phone well in advance.

Jenny Lam

Tel: 604-408-7247 ext. 2055

Web: www.sucess.bc.ca

- **MOSAIC – Multicultural Services**

A presentation and overview of services available in the lower mainland through MOSAIC which includes youth programs, job search and skills training.

Carolyne Poole

Tel: 604-708-9300

Email cpoole@mosaicbc.com

Web: www.mosaicbc.com

- **DIVERSEcity Community Resources Society**

Offers multilingual social services to newcomer in Surrey, Delta, and surrounding areas. The Coordinator of the Buddy Program (serving immigrant youth up to age 24) will come and talk to students about the program, and give an overview of other services offered at DIVERSEcity (English classes, information and referrals, employment counselling, etc).

Ese Ero, Coordinator

Tel: 604-597-0205

Web: www.dcrs.ca



Field Trips

Using FieldTrips

The fieldtrips enclosed provide a great opportunity for students and teachers to get connected to their community and apply the language they have learned in class.

The fieldtrips are half day, full day or even weekend events, so make sure you arrange with your school and the students before committing to an outing. There also may be some costs to the field trips. Price lists have been included where possible in the information enclosed but please make sure you confirm the cost of the trip with the fieldtrip provider. The phone numbers are included in the resource package but not the addresses. You will need to confirm the locations with the provider. You should try to include two or three fieldtrips for each theme. You can't possibly do them all so make sure the ones you choose are consistent with the language learning in the classroom.

This is a great opportunity for students to keep motivated, bond with each other, and share experiences that will bring them closer together as peers and quite possibly offer opportunities for lasting friendships among the participants.

Have a great time!

FieldTrips

ME

- **Burnaby Village Museum – Burnaby**
A 1920's village with heritage and replica buildings. Period costumed towns folk welcome groups and give demonstrations in the homes, businesses and shops. Students can gain a historical perspective on Canada and its people. Group Rate: \$7 per student. \$4.50 on Tuesdays Tel: 604-293-6500
- **Gastown**
Meet at a coffee shop in the community.
- **Potluck with another ELSA Youth class**

MY PLACES

- **Kits Neighbourhood House - Vancouver**
Guided tour of the various programs. Community potluck the 1st Wednesday of every month. A tour could be planned so that students attend a youth-oriented community event. Check with the Community Youth Engager. Chelsea Caulder
Tel: 604-736-3588
Email: youth@kitshouse.org
- **Collingwood Neighbourhood House - Vancouver**
Guided tour of the various programs including a community garden, community kitchen, aerobics and a group for single moms. Marcela Fuller, Settlement Services Coordinator Tel: 604-435-0323
- **South Burnaby Neighbourhood House - Burnaby**
Guided tour of the various programs including a Youth Leaderships Program for people from ages 12 to early 20's. Also has a volunteer program. Kimberly, Program Coordinator Tel: 604-431-0400
- **Walking Tours of Vancouver – Vancouver**
Walking tours of various neighbourhoods in Vancouver, offering interesting and offbeat insights into architecture and history. John Atkin, Civic Historian and Author Website: www.johnatkin.com
- **Yoga class - Open Door Yoga Studio - Vancouver**
Private one and a half hour yoga practice with an excellent teacher who has worked with youth and women's programs. The Emphasis is on body awareness and body empowerment. Honorarium of \$50.00 suggested
Lana Maree, Yoga teacher Email: rizeyoga@gmail.com

- Vancouver Police Museum – Vancouver**
 Chronicles policing history through case histories and real evidence. Located in the old city morgue. ESL materials are available on site.
 Cost \$5.50 per student.
 Samantha, Police Museum Tour Coordinator
 Email: Samantha@vancouverpolicemuseum.com Tel: 604-665-3346
- Vancouver Law Courts - Vancouver**
 The Justice Education Society of BC provides groups with an information session about criminal and civil law plus an opportunity to see a court session.
 Alyssa Shore or Tiffany Lee Tel: 604-660-9870
- Save-On-Foods Nutrition Tour – Metrotown Burnaby**
 A nutritionist guides groups of 10 to 14 participants through the various sections of the grocery store, shows group how to read nutrition labels, and gives guidelines for healthy food choices.
 Ewa, Nutritionist Tel: 604-876-6175. Tours can also be booked online at www.saveonfoods.com
- Shopping at Value Village or a mall**
- Translink Mystery Tour - take your class to a surprise location by bus, skytrain or seabus.**

MY PASSIONS

- Co-Op Radio Station - Vancouver (Downtown Eastside)**
 A tour of Co-op radio station and possibly an opportunity to work on a radio program or participate in a radio program.
 Leela Chinniah, Program Coordinator Email: program@coopradio.org
- Drumming Circle - Vancouver**
 Various drumming workshops are available for groups. Drumming is on site. Beginners to advanced are welcome.
 Cost: Depending on how many participants. Contact to discuss.
 Carol Weaver www.carolweaver.com
- Vancouver Art Gallery - Vancouver**
 Public exhibitions. Book at least one week in advance. Guided tours available at an extra cost. Charity organizations allow free admission for students and teacher (tour will cost extra).
 Group Bookings Coordinator: groupbookings@vanartgallery.bc.ca
 Tel: 604-662-4717
- Orpheum Theatre Tour - Vancouver**
 Private backstage tours arranged for groups on days when there are no bookings in the theatre itself.

Alex Hawkeworth, Orpheum Theatre Tour Coordinator
Tel: 604-665-3050

- **Vancouver Public Library – Vancouver**
Tour of ESL resources at the main library. The tours last from 30 to 40 minutes.
Tel: 604-598-7360 Website: www.vpl.bc.ca
- **Burnaby Public Library – Metrotown Burnaby**
Tour of ESL resources and an overview of other library resources. Conversation circles are available to students.
Tel: 604-436-5410 Website: www.bpl.bc.ca
- **Surrey Public Library – Guildford**
Teen Central Program at the Surrey Public Library offers a variety of services from music and literature to employment resources and social clubs. Tours available.
Tel: 604-598-7360
www.spl.surrey.bc.ca
- **Richmond Public Library – Brighthouse**
Tour of ESL resources and an overview of other library resources
Tel: 604-231-6413
www.yourlibrary.ca
- Theatre performance or movie at a movie theatre

MY WILD WORLD

- **Look out Tower at Harbour Centre - Vancouver**
Take the students to downtown Vancouver to see the sites from above at Harbour Centre. Buy tickets at the main entrance at Harbour Centre prior to boarding the elevator that takes you to the top.
Cost: \$6.00 per student/teacher
Group bookings Tel: 604-689-0421
- **BC Sports Hall of Fame – BC Place Stadium Vancouver**
A tour is conducted in three stages.
 - 1) A guide takes students through the Terry Fox and Rick Hansen Galleries.
 - 2) Students do the Scavenger Hunt which can be downloaded ahead of time at www.bcsportshalloffame.com
 - 3) Students play games in the participation gallery.
 Cost: \$5.00 per student.
Allison Mailler and Katannya Yee
Tel: 604-687-5520

- Outdoor Wilderness Day Trip and Overnight Expedition**
 Barry Skillin is an outdoor recreation leader and environmental activist who works in the teen centre at Britannia Community Centre and in the TREK program for the Vancouver School Board. He offers day hikes, canoeing, snow shoeing or even overnight camping for students. He has wilderness firstaid certification, and a class 4 driver's license, which allows him to drive a school bus. The cost for renting equipment (snowshoes, canoes, camping equipment) and a school bus may be high. It might only be possible to work with Barry on weekends due to his work schedule. You might be able to re-schedule your class for a Saturday in order to take advantage of the wilderness experiences he can offer.
 Barry Skillin
 Tel: 604-718-5200
 Email: bcbear19@hotmail.com
- Day Hike with Wildcrafting Herbalist**
 Maryanne Abbs is a certified herbalist and wild crafter. She can offer a day hike to teach students about medicinal herbs in the forests within the lower mainland.
 Maryanne Abbs Tel: 604-877-1223
 Email: marann@resist.ca
- Community Gardens Work Site – East Vancouver**
 The Grandview Woodland Food Connection offers students a chance to work in a community garden and learn about food security and environmental issues around food grown locally. Students and teachers can work within the Grandview Woodland neighbourhood to help construct and build public community gardens in the East Vancouver area.
 Ian Marcuse, Grandview Woodland Food Connection Coordinator
 Tel: 604-718-5800
 Email: gwfcnetwork@gmail.com
- SPCA – Surrey**
 The largest of the SPCA sites in the Lower Mainland. The tours are extensive in Surrey as they include barn and farm animals. They do tours Monday to Friday, educating participants on the philosophy of the SPCA, care for animals, and volunteering. Tours are 45-60 minutes.
 Tel: 604-597-5655
 Web: www.sPCA.bc.ca/surrey/#
- SPCA – Vancouver**
 Tours are available but the site and facilities are small so they can only take groups of 8 or 10 participants.
 Ryan, Manager
 Tel: 604-879-7721 or 604-709-4699
 Web: www.sPCA.bc.ca/vancouver/#

SPCA – Richmond

Tours are available but the site and facilities are small so they can only take groups of 8 or 10 participants.

Ray Goodrich, Manager

Tel: 604-277-3100

Web: www.sPCA.bc.ca/richmond/#

- **SPCA – Burnaby**

Tours are available but the site and facilities are small so it can only take groups of 8 or 10 participants.

Joanne, Manager Tel: 604-291-7201

Web: www.sPCA.bc.ca/burnaby/#

- **Vancouver Aquarium – Stanley Park Vancouver**

Vancouver Aquarium is open for tour groups and has online educational materials, including resource materials for teachers.

Cost \$9 to \$12.50 per student

Tel: 604-659-3552.

Email: programs@vanaqua.org to order your pre-paid tickets.

- **Community Centres – Lower Mainland**

Tour and activities at a community centre near your school. Many community centres have afternoon swimming and skating. Call your local community centre for times and locations. The phone numbers listed are centres that have swimming and/or skating facilities.

Cost approx. \$5 per person

Vancouver Regional Community Centres:

Britannia	Tel: 604-718-5800
Trout Lake	Tel: 604-257-6955
Hastings	Tel: 604-718-6222
West Point Grey	Tel: 604-257-8140
Thunderbird	Tel: 604-713-1818
New West Community Centre	Tel: 604-777-5100
Richmond Community Centre	Tel: 604-718-8422
Coquitlam Community Centre	Tel: 604-933-6010
Burnaby Eileen Daily Pool	Tel: 604-298-7946

- **Roundhouse Arts and Recreation Centre - Vancouver**
Guided tour of the various programs and facilities including a youth theatre, art for street youth, an art gallery, gym, basketball, badminton, and a games room where students can play pool, foosball, and hockey.
Deanna Gunther, Youth Coordinator
Tel: 604-713-1858
Michele Mateus, Volunteer Coordinator
Tel: 604-713-1857
- **The Honey Bee Centre - Surrey**
Tours are available to learn about harvesting honey. The website has a calendar of events along with ideas for lesson development. Cost is \$8 for tour with guide. No charge for teacher. Minimum 12 participants in the one and a half hour tour.
Tel: 604-575-2337
Web: www.honeybeecentre.com
- **Museum of Anthropology – UBC, Vancouver**
Group tours are available and can be tailored to ESL students. Must book tours in advance. ESL materials are available on the website and can be used at the museum, although the language in the pdf will have to be tailored to the group. Cost: \$7 to \$9 per person without tour guide. With tour guide additional \$65.
Tel: 604-822-3825
Web: www.moa.ubc.ca
- **Takaya Tours – North Vancouver**
The Tsleil-Waututh First Nation offers kayaking and canoeing tours around Indian Arm. Leaders provide an introduction and hands-on experience of Coast Salish traditions.
Tel: 604-904-7410
Email: groups@takayatours.com

MY UNKNOWN

- **Frog Hollow Neighbourhood House – Vancouver**
Tours and orientation available to find out about its programs, as well as volunteering opportunities through Frog Hollow.
Tel: 604-251-1225
- **Vancouver Community College – Vancouver**
Tour of downtown or Broadway campus. Students will see the facilities of various programs offered at VCC, including health sciences, cooking and catering, hairdressing, music, high school upgrading and ESL. Students will get information on student loan programs and navigating transfer credits to other colleges.
Brenda Topoloski, Community Liaison Worker
Tel: 604-443-8442

- **Vancouver School Board – Continuing Education**
Tour of the Main Street Education Centre. Students learn about upgrading and requirements to obtain their high school diploma and how adults can complete the requirements quickly, and take ELSA classes concurrently.
Leslie Mitchell, Outreach Worker
Tel: 604-713-5855
- **Success Training Institute – Burnaby**
Tour of the facilities and information on job searches and programs available at the institute.
Tel: 604-438-2100
- **Downtown Vancouver Public Library – Business Department**
A job search workshop. The Business Department of the library is interested in working directly with teachers to create a tour that would specifically cater to their students' needs.
VPL Business Department - Tel: 604-331-3624
- **Vancouver Public Library – Skilled Immigrant Resource Centre**
Guides students through information required to be re-certified in Canada. This department has also recently developed trade profiles that would be used for research.
- **Surrey Public Library**
A job search workshop at the main Surrey branch. Book one month in advance by going directly to the website and click on “ask a librarian” to put your request in. The library can tailor the workshops to ESL students if they are informed at least one month in advance.
Tel: 604-598-7360
Web: www.spl.surrey.bc.ca
- **Burnaby Public Library – Metrotown**
A job search workshop at the Metrotown branch. Book one month in advance by going directly to the website and click on “ask a librarian” to put your request in. The library can tailor the workshops to ESL students if they are informed at least one month in advance.
Tel: 604-436-5410
Web: www.bpl.bc.ca
- **Vancouver City Hall**
Tour of art-deco City Hall and learn about ‘Citizen U’, an on-going youth-initiative focusing on training in anti-racism and cross-cultural networking.
Celeste Morales, Tour Coordinator
Tel: 604-873-7011
Also contact the Citizen U Coordinator to book an info-session after the tour.
Web: www.vancouveryouth.ca

- **Youth Spot – Vancouver**
Employment programs are available and teachers can arrange a tour of the site along with a workshop. Go to www.lmer.ca to find out about similar programs in other locations.
Tel: 604-253-9675
Email: youthspot@froghollow.ca
Web: www.youthspot.ca
- **Food Bank – Surrey and Vancouver**
Call to find out about volunteer opportunities at the food banks in the lower mainland. It is a popular place to volunteer so you need to book far in advance.
Tel: 504-581-5443
Web: www.surreyfoodbank.org or www.vancouverfoodbank.org
- **Job Fairs**



Print and Online Resources

Print and On-line Resources

- Welcome BC
<http://www.welcomebc.ca/en/index.html>

Me

- *West Coast Reader*, Capilano University
“Afghan Women Work Together” January/08
“Canadian Women” (International Women’s Day) March/06
“A First Nations Tradition” November/06
“Lots of Lee” January/08
- *Functions of American English*, Leo Jones & C. von Baeyer, Cambridge University Press 1983
Chapter 1: Talking about yourself
Chapter 4: Talking about past events
Chapter 15: Dealing with moods and feelings: anger, sadness, etc.
- *Great Ideas*, Leo Jones & Victoria Kimbrough, Cambridge University Press 1987
Chapter 1: You & Me: Personal Information
- *Listening Extra*, Miles Craven, Cambridge University Press 2004
Chapter 2 The Family: 2.1 This is my family
Chapter 10 Friends and Relationships: 10.1 He’s not my type
Chapter 16 Past Experiences and Stories: 16.3 A time I was happy
- *Speaking Extra*, Mike Gammidge, Cambridge University Press
Chapter 1: Personal Information
1.1 What about you?
1.2 Life Map
1.3 Spy Catcher
Chapter 10: Friends and Relationships
10.1 What kind of friend are you?
10.2 Moral Dilemmas
10.3 What are friends for?
Chapter 16
16.1 Really?
16.2 Interruptions
- *Games for Vocabulary Practice*, Felicity O’Dell & Katie Head, Cambridge University Press 2003
Unit 1: Personal Information
1.2 How special am I?
1.3 The dating game
Unit 2: The Family
2.3 Family idioms
Unit 10: Friends and Relationships
10.1 Poems
10.2 Interesting People
10.3 Feelings

- *Discussions A-Z (Intermediate)*, Adrian Wallwork, Cambridge University Press 1997
Family: p.28
You: p.104
- *Discussions A-Z (Advanced)*, Adrian Wallwork, Cambridge University Press 1997
You: p.104
- *Have Your Say! Intermediate Communication Activities*, Irene S. McKay, Oxford University Press 1999
Unit 1 Part 1: Tell a little about yourself
Unit 1 Part 2: Experiences and achievements
- *Touchy Situations: An Advanced Conversation Text*, Glen Alan Penrod, DYMON Publications 1993
Chapter 1: Breaking the Ice
Chapter 3: Best Friends
- *Intermediate Vocabulary Games*, Jill Hadfield, Longman 1999
Chapter 20: Emotions
- *Gold Mine III*, Melvin S. Shantz, Tango Publications 2000
Emotions: page 24
Personal Questions: page 60
- *Pinch & Ouch English Through Drama*, Yoko Nomura, Longman Asia ELT 1985
Lesson 1: Small Talk
Lesson 2: Greetings
- *Functioning in English*, David Mendelsohn, Rose Laufer Jura Sekus, Pipin Publishing 1984
Unit 1: Requesting and Giving Information
Unit 5: Making Small Talk
- *Putting it Together*, conversation management text, Kevin McClure, Prentice Hall Regents 1996
Chapter 15: Feelings
- *All Talk: Problem Solving for New Students of English*, Jann Huizenga and Maria Thomas-Ruzic, Heinle & Heinle Publishers 1992
Section: Family Ties
- *Canadian Snapshots: Raising Issues*, Gail Kingwell, Francis Bonkowski, L Stephenson, Tara Holmes, Longman 2005
Unit 1: Canadian Mosaic
- *Staying Afloat, Lifeskills and English for ABE/ESL College Students*, VCC 2000
Unit 2: Relationships and Change
Unit 5: Interpersonal Communication
- *Talking Culture: A Cross-Cultural Communication Guide for ESL*, Deborah MacNiel and Diane Wilman, Vancouver 1996

Four Sections: Building Trust; Creating Culture; Exploring Conflict; and Towards Communication

- *Active Listening Introducing Skills for Understanding*, Marc Helgesen & Steve Brown, Cambridge University Press 1995
Unit 1: Meeting New People
Unit 2: Brothers & Sisters
- *Active Listening Expanding Skills for Understanding*, Marc Helgesen & Steve Brown & Dorolyn Smith, Cambridge University Press 1996
Unit 1: What Do You Say First?
Unit 4: Dating
- *Active Listening: Building Skills for Understanding*, Marc Helgesen & Steven Brown, Cambridge University Press 1994
Unit 1: Getting to Know You
- *Easy True Stories: a Picture-Based Beginning Reader*, Sandra Heyer, Longman Publishing 1994
Unit 5: Love Story
Unit 16: Rent-a-Family
Unit 19: The Escape from Cuba
- *Collaborations: English in our Lives (Beginner 2)*, Gail Weinstein-Shr & Jann Huizenga, Heinle & Heinle Publishers 1996
Unit 1: Self
Unit 3: Family
- *Collaborations: English in our Lives (Intermediate 2)*, Jean Bernard, Donna Moss & Lynda Terrill, Heinle & Heinle Publishers 1997
Unit 1: Self
Unit 3: Family
- *Contemporary English Book 2*, Jeanne Becijos, Mechelle Perrott & Cecelia Ryan, Contemporary Books 1999
Unit 1: People and School
- *Contemporary English Book 3*, Claudia Rucinski-Hatch & Cheryl Kirchner, Contemporary Books 1999
Unit 5: Getting Along With Others
Unit 10: Body Language
- *Expressways 1 (Second Edition)*, Steven J. Molinsky & Bill Bliss, Prentice-Hall 1999
Exit 1: Meeting and Greeting People
Exit 2: People and Places
- *Expressways 2 (Second Edition)*, Steven J. Molinsky & Bill Bliss, Prentice-Hall Regents 1996
Exit 1: Friends and Neighbors
Exit 7: School, Family and Friends

- *Expressways 3 (Second Edition)*, Steven J. Molinsky & Bill Bliss,
Prentice-Hall Regents 1996
Exit 1: Meeting and Greeting People
Exit 2: Sharing News and Information
- *Expressways 4 (Second Edition)*, Steven J. Molinsky & Bill Bliss,
Prentice-Hall Regents 1997
Exit 1: Friends and Neighbors
Exit 7: Family, Friends and Co-workers
- *Step Forward Canada: Language for Everyday Life*, Sharon Rajabi & Jane Spigarelli,
Oxford University Press 2008
Pre-unit: The First Step
Unit 1: In the Classroom
Unit 2: My Classmates
Unit 3: Family and Friends
- www.meetup.com
This is a website where you can connect with others who have similar interests. ie. hiking, cycling, snowboarding, etc. (This is not a dating site.)
- www.youthvitalsigns.ca
A project led by a Youth Leadership Council made up of youth between the ages of 15-24 who are involved in their own communities, neighbourhoods and schools. They address a broad range of topics relevant to youth in Vancouver such as poverty, housing, youth spaces, and transportation.
- www.eya.ca
A community development organization dedicated to improving the physical and social environment of our communities through hands-on community projects that involve, training and employing young people.
- www.lgtbcentrevancouver.com
This website provides support for gay youth and info about safe sex and STDs.
- www.goaskalice.columbia
This website has easy to read questions and answers about dating and sex.
- www.mosaicbc.com
A multilingual non-profit organization that provides services and support for immigrants and refugees.
- www.pirs.bc.ca
A non-profit organization that provides programs for immigrant women and their children. They offer opportunities to develop knowledge, skills and confidence.
- www.success.bc.ca
This multi-service agency delivers services related to the following: social, employment and economic development, and education and health.

- www.issbc.org
This is an immigrant-services agency which provides education, settlement and employment services.
- www.peerntbc.com
This is a non-profit organization dedicated to providing support and resources to peer groups and peer led initiatives. They offer workshops, and provide training and support on group facilitation and youth engagement, promoting meaningful participation in the world around us.
- www.purposesociety.org
This is a non-profit society that provides a variety of services for immigrant youth and families. Their goal is to make a difference, creating stronger, healthier, safer communities.

My Places

- *Canadian Snapshots: Raising Issues*, Gail Kingwell, Francis Bonkowski, L Stephenson, Tara Holmes, Longman 2005
Unit 8: Healthy Lifestyles
- *All Talk: Problem Solving for New Students of English*, Jann Huizenga & Maria Thomas-Ruzic, Heinle & Heinle Publishers 1992
Sections: To Your Health; Shopping and Other Money Matters; and Going Places
- *Canadian Snapshots, Linking to the Community*, Kathy Angst, Christine Bertram, Mary Jean Davis, Linda Johansson, Francis J. Bonkowski, Pearson Longman 2005
Unit 2: At the Library
Unit 3: Going to the Doctor
Unit 4: In the Supermarket
Unit 5: Reporting a Medical Emergency
Unit 6: Dealing with Consumer Problems
- *Have Your Say! Intermediate Communication Activities*
Irene S. McKay, Oxford University Press 1999
Unit 2: Part 1 Health and Nutrition
Unit 3: Part 1 How Do You Do That? (making/canceling appointments)
- *Staying Afloat, Lifeskills and English for ABE/ESL College Students*, VCC 2000.
Unit 1: Stress Management
Unit 4: Living in a Culturally Diverse Society
Unit 7: Seeking Help in Canada
- *Success in Seeing the Doctor, Emergencies, Shopping for Food, Going to the Hospital, Airport Check-ins, Customs and Immigration* Teacher's Guides and Activity Books, Donna Bowler, successintesl, Vancouver 2008

- *Active Listening: Building Skills for Understanding*, Marc Helgesen & Steven Brown, Cambridge University Press 1994
Unit 6: How Do You Feel?
- *LINC 4 Classroom Activities*, CLB/LINC Projects Office Edmonton, Alberta, 2001
Units: Health; Lifestyle; Buying on Credit
- *Intermediate Vocabulary Games*, Jill Hadfield, Longman 1999
Chapter 4: Illness
Chapter 26: Crime
Chapter 27: The Law
- *All Clear! Intro*, Helen Kalkstein Fragiadakis, Heinle & Heinle Publishers 1998
Lesson 6: My Leg is Killing Me (health)
Lesson 7: Shopping For Jeans (shopping)
- *A Grab Bag of Health*, Elizabeth Ganong & Dan Ingram
Grab Bag Publishing 1997, 2003
- *Handbook for Canada's Physical Activity Guide to Healthy Active Living*, Health Canada
www.paguide.com
1-888-334-9769
- *AIDS ESL Curriculum*, Brad McKeage, Immigrant Services Society, 1997
Addictionary: What you Need to Know About Substance Abuse, Jody Paterson and Auren Casey, ASPECT 2008
- *The Grab Bag of Telephone Activities*, Elizabeth Ganong & Dan Ingram
ESL Resources 2002
- *Putting it Together, a Conversation Management Text*, Kevin McClure, Prentice Hall Regents 1996
Chapter 20: Telephone Language
- *Games for Grammar Practice*, Maria Lucia Zaorob & Elizabeth Chin, Cambridge University Press 2001
Unit 7 Reported Speech: Who's got my message?
- *Touchy Situations: An Advanced Conversation Text*
Glen Alan Penrod, DYMON Publications 1993
Chapter 17: Your Dream House
- *Discussions A-Z (Advanced)*, Adrian Wallwork, Cambridge University Press 2009
Home: page 36
- *Functioning in English*, David Mendelsohn, Rose Laufer & Jura Sekus, Pipin Publishing 1984
Unit 2: Requesting and Giving Directions

RoadSense for Drivers: BC Safe Driving Guide, ICBC 2006

- *Success in Car Accidents for Levels High 1 to 3*, Donna Bowler, successintesl, Vancouver 2008
- *Games for Vocabulary Practice*, Felicity O'Dell & Katie Head, Cambridge University Press 2003
Unit 15: Money & Shopping
- *Great Ideas*, Leo Jones & Victoria Kimbrough, Cambridge University Press 1987
Chapter 3: Shopping
- *Street Talk-1 How to Speak and Understand American Slang*, David Burke, Optima Books 1995
Lesson 4: At the Mall
Lesson 9: At the Market
- *Pinch & Ouch: English Through Drama*, Yoko Nomura, Longman Asia ELT 1985
Lesson 9: Shopping
Lesson 10: Supermarket
- *Learning about the Law: British Columbia's Law and Legal System*, The People's Law School, Vancouver 2004 and Teacher's Guide, 1999
- *Conversation Inspirations*, Nancy Ellen Zelman, Pro Lingus Associates Publishers 1996
Law and Justice: page 69
- *Easy True Stories: A Picture-Based Beginning Reader*, Sandra Heyer, Longman Publishing 1994
Unit 8: Sunshine in a Box
Unit 10: The Trip to El Palmito
Unit 15: The Lawn Chair Pilot
Unit 17: The Power of Love
Unit 20: The Cheap Apartment
- *Collaborations: English in our Lives (Beginner 2)*, Gail Weinstein-Shr & Jann Huizenga, Heinle & Heinle Publishers 1996
Unit 5: Local Community
- *Collaborations: English in our Lives (Intermediate 2)*, Jean Bernard, Donna Moss & Lynda Terrill, Heinle & Heinle Publishers 1997
Unit 5: Local Community
- *Contemporary English Book 2*, Jeanne Becijos, Mechelle Perrott & Cecelia Ryan, Contemporary Books 1999
Unit 3: Problem Solving in the Neighborhood
Unit 5: Shape Up
Unit 7: Getting Around
Unit 10: Finding a Bargain

- *Contemporary English Book 3*, Claudia Rucinski-Hatch & Cheryl Kirchner, Contemporary Books 1999
Unit 3: Decorating Your Home
Unit 4: Healthy Living
- *Expressways 1* (Second Edition), Steven J. Molinsky & Bill Bliss, Prentice-Hall 1999
Exit 3: Getting Around Town
Exit 6: Health and Emergencies
Exit 7 : Shopping
- *Your Welfare Rights, A User's Guide to BC Benefits*, Vancouver Legal Services Society 1999
- www.city.vancouver.bc.ca/police
ESL Safety Tips for Personal Safety, Vancouver Police Department 2003
- www.youthco.org
A Vancouver-based organization whose site offers information on Aids & Hepatitis C, sex education, self esteem, etc.
- www.planetahead.org
This website provides information on birth control, family planning, sexual health, etc.
- www.anhgv.org
This site has the listings of the various neighborhood houses in Greater Vancouver.
- www.vch.ca
The Vancouver Coastal Health's comprehensive website lists programs listed by site or subject and provides information on various physical and mental health topics.
- www.translink.ca
This public transportation website is where students can do trip planning as well as find information about safety, security, etc.
- www.bcf ferries.com
This website provides schedules, maps and trip planning for ferries that go to the islands around Greater Vancouver.
- www.checkyourhead.org
This website provides leadership training, education and project coordination for youth in the area of social justice.
- www.peerntbc.com
This is a non-profit organization dedicated to providing support and resources to peer groups and peer led initiatives. They offer workshops and provide training and support on group facilitation and youth engagement, promoting meaningful participation in the world around us.
- www.youthvitalsigns.ca
These projects are led by a Youth Leadership Council made up of youth between the ages of 15 and 24 who are involved in their own communities, neighbourhoods and schools.

They address a broad range of topics relevant to youth in Vancouver such as poverty, housing, youth spaces, and transportation.

MY PASSIONS

- *Wild Garden - Art, Education, and the Culture of Resistance*, Diane Marino, Between the Lines 1997
- *Games for Actors and Non-actors*, Augusto Boal, Routledge 1992
- *Creative Drama in the Intermediate Grades*, Nellie McCaslin, Players Press 1987
- *The Mask Handbook, A practical Guide*, Toby Wilsher, Routledge 2007
- *Taking it to the Streets, The Social Protest Theatre of Luise Valdez and Amiri Baraka*, Harry J. Elam, Michigan 2001
- *Writing from Within: A Guide to Creativity and Life Story Writing*, Bernard Selling, Hunter House 1998
- *Writing Games*, Charles and Jill Hadfield, Longman 2002
- *Conversation Inspirations*, Nancy Ellen Zelman, Pro Lingus Associates Publishers 1996
The Arts: page 61
Television: page 82
- *Putting it Together, A Conversation Management Text*, Kevin McClure, Prentice Hall Regents 1996
Chapter 7: Music
Chapter 16: Storytelling
Chapter 19: Movies&TV
- *Intermediate Vocabulary Games*, Jill Hadfield, Longman 1999
Unit 2: Entertainment
Unit 23: Television
- *Can't Stop Talking*, George Rooks, Heinle & Heinle 1990
Unit 10: Let's Put some Pizzazz in the TV Schedule
Unit 22: Editing and Writing a Newspaper
- *The Non-Stop Discussion Workbook*, George Rooks, Heinle & Heinle 1988
Unit 4: Plan the Perfect TV Schedule
Unit 17: Which Books to Print?
Unit 22: Design a Product and an Advertising Campaign
- *Lets Talk, Let's Listen*, Vera Teophil Naber, International Thomson Publishing 1998
Unit 8: Our World of News
Unit 9: The World of Advertising

- *A Way With Words Resource Pack 1*, Stuart Redman, Robert Ellis & Brigit Viney, Cambridge University Press 1996
Unit 12: Entertainment
- *A Way With Words Resource Pack 2*, Stuart Redman, Robert Ellis & Geraldine Mark, Cambridge University Press 1997
Unit 12: Newspapers
- *Expanding Tactics For Listening*, (Second Edition), Jack C. Richards, Oxford University Press 2004
Unit 10: Television
Unit 14: Fashion
Unit 19: The News
- *Developing Tactics For Listening*, (Second Edition), Jack C. Richards, Oxford University Press 2003
Unit 16: Movies
- *Listening Extra*, Miles Craven, Cambridge University Press 2004
Unit 12.3: Leisure Time (A night at the movies)
- *Great Ideas*, Leo Jones & Victoria Kimbrough, Cambridge University Press 1987
Unit 7: Staying Home (Home Entertainment)
Unit 8: Going Out (Nighttime Entertainment)
Unit 15: The Persuaders (Advertising)
- *The West Coast Reader*, Capilano University
First Nations Artist March /2006
Nelly Furtado is a Canadian Popstar January 2002
Manual Mendoza Likes to Make Clothes January/2002
B.C. Artist – Emily Carr September /1992
Diane Krall/Steve Nash October 2003
Bill Reid Sculpture & Stamp May /1996
Shania Twain is a Canadian Singer May /1998
- *Canadian Snapshots: Raising Issues*, Gail Kingwell, Francis Bonkowski, L Stephenson, Tara Holmes, Longman 2005
Wrap Up: Outstanding Canadians
- *A Grab Bag of Socializing*, Elizabeth Ganong & Dan Ingram, Grab Bag Publishing 2000
Movie Pairs: page 54
Movie Editor: page 55
Film Chat: page 57
Saturday Night: page 58
- *Pinch & Ouch: English Through Drama*, Yoko Nomura, Longman Asia ELT 1985
Lesson 14: Art: What Do You Think About This One?
- *Talk Time: Everyday English Conversation*, Susan Stempleski, Oxford University Press 2007
Unit 5: Entertainment, Music

- *Active Listening Expanding Understanding Through Content*, Marc Helgesen, Steven Brown & Dorolyn Smith, Cambridge University Press 1996
Unit 6: Advertising
Unit 14: You've Got to Have Art
Unit 20: Poetry
- *Easy True Stories: A Picture-Based Beginning Reader*, Sandra Heyer, Longman Publishing 1994
Unit 6: No More Space
- *Active Listening Building Skills for Understanding*, Marc Helgesen & Steven Brown, Cambridge University Press 1994
Unit 19 : It's in the News
- *Active Listening Introducing Skills for Understanding*, Marc Helgesen & Steven Brown, Cambridge University Press 1995
Unit 9: I'd Like to See That!
Unit 17: Strange News
- *Collaborations: English in our Lives (Beginner 2)*, Gail Weinstein-Shr & Jann Huizenga, Heinle & Heinle Publishers 1996
Unit 6: Global Community
- *Collaborations: English in our Lives (Intermediate 2)*, Jean Bernard, Donna Moss & Lynda Terrill, Heinle & Heinle Publishers 1997
Unit 6: Global Community
- *Canadian Snapshots, Linking to the Community*, Kathy Angst, Christine Bertram, Mary Jean Davis, Linda Johansson, Francis J. Bonkowski, Pearson Longman, 2005
Unit 2: At the Library
- *Contemporary English Book 2*, Jeanne Becijos, Mechelle Perrott & Cecelia Ryan, Contemporary Books 1999
Unit 2: Relax!
Unit 8: Your Library and Other Community Services
- *Contemporary English Book 3*, Claudia Rucinski-Hatch & Cheryl Kirchner, Contemporary Books 1999
Unit 2: Jazz in the United States
- *Step Forward Canada: Language for Everyday Life*, Sharon Rajabi & Jane Spigarelli, Oxford University Press 2008
Unit 6: Daily Routines
- www.thecultch.com
The IGNITE! Mentorship Program offers a series of one-on-one mentorship opportunities in specific media to youth who want to pursue a career in the arts. This year, they are offering mentorships in dance, directing, play writing, songwriting, and spoken word.

- www.reelyouth.ca
Reel Youth offers claymation and video making programs for youth groups, schools, and service agencies looking for exciting and meaningful ways to engage young people. The programs are delivered by facilitators trained in filmmaking and empowering youth using the arts. Young people of all ages and backgrounds are supported to make films about the changes they wish to see in their community and the world.
- www.purplethistle.ca
The Thistle is a youth-run arts and activism centre. They are open in the afternoons and evenings on a drop-in basis. Please see signs on the door, big white board and website for hours. They run classes and projects of all kinds. There is lots of information available about what's going on and how to sign up. If it isn't totally obvious, ask someone. They run full-time, paid training programs during the day, focused on the arts, community work and/or publishing. Also, lots of groups, big and small, use the space for meetings, conferences, gatherings or as a work-space. You are welcome to meet there. Please confirm with the collective first.
Matt
matt@purplethistle.ca
- www.spl.surrey.bc.ca
Surrey Public Library
- www.bpl.bc.ca
Burnaby Public Library
- www.vpl.bc.ca
Vancouver Public Library
- www.yourlibrary.ca
Richmond Public Library

MY WILD WORLD

- *Conversation Inspirations, Nancy Ellen Zelman, Pro Lingus Associates Publishers 1996*
Chapter 6: Weather
- *Amazing Interviews and Conversations, Susan Bates, Prentice Hall 1993*
Chapter 6: Sports
Chapter 9: Free time Activities
Chapter 10: Environment
- *Active Listening: Introducing Skills for Understanding, Marc Helgesen & Steven Brown, Cambridge University Press 1995*
Unit 5: Your Free Time

A Way With Words Resource Pack 1, Stuart Redman, Robert Ellis & Brigit Viney, Cambridge University Press 1996

Unit 4: Weather

Unit 23: Sports & Leisure

- *All Talk: Problem Solving for New Students of English*, Jann Huizenga and Maria Thomas-Ruzic, Heinle & Heinle Publishers 1992
Sections: To Your Health ('Organize a Sport's Schedule; Save the Planet')
- *LINC 4 Classroom Activities*, CLB/LINC Projects Office Edmonton, Alberta 2001
Units: Recreation and Canada's Outdoors
- *Listening Extra*, Miles Craven, Cambridge University Press 2004
Unit 11: Health & Fitness (joining the gym)
- *Talk Time: Everyday English Conversation*, Susan Stempleski, Oxford University Press 2007
Unit 9: Hobbies & Indoor Exercise
- *Intermediate Vocabulary Games*, Jill Hadfield, Longman 1999
Unit 8: Sports
- *Speaking Extra*, Mick Gammidge, Cambridge University Press 2004
Unit 18: Social & Environmental issues
- *Have Your Say! Intermediate Communication Activities*
Irene S. McKay, Oxford University Press 1999
Unit 4 Part 2: Natural Disasters and the Environment
- *Let's Talk, Let's Listen*, Vera Teophil Naber, International Thomson Publishing 1998
Unit 10: The Environment and Me
- *The Non-Stop Discussion Workbook*, George Rooks, Heinle & Heinle 1988
Unit 28: Unsolvable Problems
- *Can't Stop Talking*, (Second Edition), George Rooks, Heinle & Heinle 1990
Unit 30: The Greenhouse Effect
- *Great Ideas*, Leo Jones & Victoria Kimbrough, Cambridge University Press 1987
Unit 4: What a Nice Day! (weather & climate)
- *Easy True Stories: A Picture-Based Beginning Reader*, Sandra Heyer, Longman Publishing 1994
Unit 11: A Problem with Monkeys
- *Developing Tactics For Listening*, (Second Edition), Jack C. Richards, Oxford University Press 2003
Unit 10: Keeping Fit
Unit 13: Hobbies & Pastimes

- *Expanding Tactics For Listening*, (Second Edition), Jack C. Richards, Oxford University Press 2004
Unit 24: Global Issues
- *Games For Vocabulary Practice*, Felicity O'Dell & Katie Head, Cambridge University Press 2003
Unit 18: Social & Environmental Issues
- *Touchstone*, Michael McCarthy, Jeanna McCarten, Helen Sandiford, Cambridge University Press 2006
Unit 11: Trends
- *Active Listening: Building Skills for Understanding*, Marc Helgesen & Steven Brown, Cambridge University Press 1994
Unit 18: Making a Difference
- *Canadian Snapshots: Raising Issues*, Gail Kingwell, Francis Bonkowski, L Stephenson, Tara Holmes, Longman 2005
Unit 6: Future World (Genetically modified foods)
Unit 7: Worth Dying For (Extreme Sports in Canada)
Unit 9: Water, Water Everywhere, But Dare We Take a Drink?
- *Expressways 1* (Second Edition), Steven J. Molinsky & Bill Bliss, Prentice-Hall Regents 1999
Exit 8: Recreation
- *Expressways 3* (Second Edition), Steven J. Molinsky & Bill Bliss, Prentice-Hall Regents 1996
Exit 8: Recreation
- *Contemporary English Book 3*, Claudia Rucinski-Hatch & Cheryl Kirchner, Contemporary Books 1999
Unit 9: Animals and People Helping Each Other
- *Step Forward Canada: Language for Everyday Life*, Sharon Rajabi & Jane Spigarelli, Oxford University Press 2008
Unit 11: Safety First
- www.wilded.org
WildEd - Wilderness Education Program
There are teacher resources online for wilderness education for children and youth. WildED delivers nature education programs to grades 4 - 12 across the Lower Mainland and Fraser Valley. Our educators are professional teachers with backgrounds in natural sciences and outdoor education. Their passion, knowledge, and amazing stories will capture the imagination and wonder of your students and inspire them to learn more.
- www.eya.ca
This is a community development organization dedicated to improving the physical and social environment of our communities through hands-on community projects that involve, training and employing young people.

- www.cityvancouver.bc.ca
This website lists the 23 community centres which provide young people with opportunities to participate in sport, recreational, social, cultural and educational programs.

MY UNKNOWN

- *Job Well Done: ASPECT's Guide to Success at Work: Facilitator's Guide*, ASPECT 2004
- *Putting it Together, a Conversation Management Text*, Kevin McClure, Prentice Hall Regents 1996
Chapter 17: Life
Chapter 18: Work
- *Conversation Inspirations*, Nancy Ellen Zelman, Pro Lingus Associates Publishers 1996
Parent-Child Interactions: page 37
Interviewing for the Job: page 67
Hopes and Fears for the Future: page 87
- *Active Listening: Building Skills for Understanding*, Marc Helgesen & Steven Brown, Cambridge University Press 1994
Unit 10: What Do You Do?
Unit 15: Going Places
- *Active Listening Expanding Understanding Through Content*, Marc Helgesen, Steven Brown & Dorolyn Smith, Cambridge University Press 1996
Unit 12: Decisions, Decisions
Unit 16: A Matter of Values
Unit 18: We Mean Business
- *Pinch & Ouch: English Through Drama*, Yoko Nomura, Longman Asia Ltd. 1985
Lesson 6: Travel
Lesson 16: Interview
- *Intermediate Vocabulary Games*, Jill Hadfield, Longman 1999
Unit 7: School and University Subjects
Unit 24: Holidays
Unit 22: Travel
Unit 25: Work
- *Goldmine II*, Melvin S. Shantz, Tango Publications 2000
Resumes & Job Interviews: page 80
- *Goldmine*, Melvin S. Shantz, Tango Publications 1993
Professions: page 22

- *Games for Grammar Practice*, Maria Lucia Zaorob & Elizabeth Chin, Cambridge University Press 2001
Unit 5.1 Easy Rider (travel)
Unit 6.1 Nothing's Perfect (jobs)
- *A Way With Words Resource Pack 1*, Stuart Redman, Robert Ellis, Brigit Viney, Cambridge University Press 1996
Unit 13: Work
- *A Way With Words Resource Pack 2*, Stuart Redman, Robert Ellis & Geraldine Mark, Cambridge University Press 1997
Unit 5: Finance
Unit 7: Work
Unit 15: Going Places
- *Street Talk-1*, David Burke, Optima Books 1995
Lesson 8: At Work
- *Tune In: Learning English Through Listening*, Jack C. Richards & Kerry O'Sullivan, Oxford University Press 2007
Unit 5 Countries & Places
Unit 8: The Home
- *Functions of American English*, Leo Jones & C.von Baeyer, Cambridge University Press 1983
Unit 6: Talking About the future
- *Great Ideas*, Leo Jones & Victoria Kimbrough, Cambridge University Press 1989
Unit 9: One of These Days (future)
Unit 11: It's All in a Day's Work
Unit 12: Getting Away From it All
- *Listening Extra*, Miles Craven, Cambridge University Press 2004
Unit 4: Homes
Unit 6: Travel & Tourism
Unit 14: The World of Work
Unit 15: Money
- *A Grab Bag of Work*, Elizabeth Ganong & Dan Ingram 2004
- *Staying Afloat: Life Skills and English for ABE/ESL College Students*, VCC 2000
Unit 3: Parenting
Unit 6: Career Planning
- *Canadian Snapshots, Linking to the Community*, Kathy Angst, Christine Bertram, Mary Jean Davis, Linda Johansson, Francis J. Bonkowski, Pearson Longman 2005
Unit 7: Getting Ready to Look for Work
Unit 8: Applying for Work
Unit 9: Lifelong Learning
Unit 10: Getting Ready for the Job Interview

- *Canadian Snapshots: Raising Issues*, Gail Kingwell, Francis Bonkowski, L Stephenson, Tara Holmes, Longman 2005
Unit 2: Transitions
Unit 4: Starting a New Business
- *Momentum: Building English Skills*, Paul Fournier, Caroline Orton & Joan Thompson, Longman 2004
Unit 2: Money Management
Unit 5: Travel
- *On-the-Job English*, Christy M. Newman, New Readers Press 2000
- *Ventures 3*, Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez & K. Lynn Savage, Cambridge University Press 2008
Unit 8: Work
- *Ventures 4*, Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez & K. Lynn Savage, Cambridge University Press 2009
Unit 8: Work
- *You Said It*, Mary Shepard Wong, St. Martin's Press 1998
Chapter 3: Conducting a Survey (work)
- *Speaking Extra*, Mick Gammidge, Cambridge University Press 2004
Unit 4: Homes
Unit 5: Town & Country
Unit 6: Travel & Tourism
Unit 14: The World of Work
Unit 15: Money
- *The Non-Stop Discussion Workbook*, George Rooks, Heinle & Heinle Publishers 1988
Unit 3: Ordering a Baby
Unit 10: How Do I Invest and Keep My Inheritance?
Unit 11: Which Places Do You Recommend?
Unit 15: Raising a Child
Unit 19: Into the Future
- *Touchy Situations*, Glen Alan Penrod, Dymon Publications 1993
Chapter 4: Financing the Twins
Chapter 10: Parental Punishment
Chapter 12: Getting Down to Business
Chapter 13: Foreign Investment
- *Passages*, Jack C. Richards & Chuck Sandy, Cambridge University Press 2008
Unit 12: Business Matters
- *Have Your Say!*, Irene S. McKay, Oxford University Press 1999
Unit 2: Society & Culture: Part 2: Work & Time Off

- *Discussions A-Z (Intermediate)*, Adrian Wallwork, Cambridge University Press 1997
Jobs: page 44
Money: Page 56
Predictions: page 68
- *American Cutting Edge*, Sarah Cunningham & Peter Moor, Longman Asia ELT 2004
Module 5: Future Plans & Intentions
Module 9: Making Predictions
- *Easy True Stories: A Picture-Based Beginning Reader*, Sandra Heyer, Longman Publishing 1994
Unit 12: The Kind Waitress
Unit 13: No More Housework
- *Collaborations: English in our Lives (Beginner 2)*, Gail Weinstein-Shr & Jann Huizenga, Heinle & Heinle Publishers 1996
Unit 2: School
Unit 4: Work
- *Collaborations: English in our Lives (Intermediate 2)*, Jean Bernard, Donna Moss & Lynda Terrill, Heinle & Heinle Publishers 1997
Unit 2: School
Unit 4: Work
- *Contemporary English Book 2*, Jeanne Becijos, Mechelle Perrott & Cecelia Ryan, Contemporary Books 1999
Unit 4: Successful Americans
Unit 9: The Job Search
- *Contemporary English Book 3*, Claudia Rucinski-Hatch & Cheryl Kirchner, Contemporary Books 1999
Unit 7: Benefits on the Job
- *Expressways 1 (Second Edition)*, Steven J. Molinsky & Bill Bliss, Prentice-Hall 1999
Exit 5: At Work
- *Expressways 2 (Second Edition)*, Steven J. Molinsky & Bill Bliss, Prentice-Hall Regents 1996
Exit 4: Personal Finances
Exit 5: Work
Exit 7: School, Family and Friends
- *Expressways 3 (Second Edition)*, Steven J. Molinsky & Bill Bliss, Prentice-Hall Regents 1996
Exit 5: At Work
- *Expressways 4 (Second Edition)*, Steven J. Molinsky & Bill Bliss, Prentice-Hall Regents 1997
Exit 3: Personal Finances
Exit 4: Rules and Regulations at School
Exit 5: At Work

- *Step Forward Canada: Language for Everyday Life*, Sharon Rajabi & Jane Spigarelli, Oxford University Press 2008
Unit 10: Getting the Job
- www.spl.surrey.bc.ca
Surrey Public Library
- www.bpl.bc.ca
Burnaby Public Library
- www.vpl.bc.ca
Vancouver Public Library
- www.yourlibrary.ca
Richmond Public Library
- www.youthspot.ca
This is an off-site program of Frog Hollow Neighborhood House. It is an employment center that offers services, such as case management, a drop-in centre, employment support and diagnostic assessment referrals.
- www.mosaicbc.com
A multilingual non-profit organization that provides services and support for immigrants and refugees.
- www.success.bc.ca
This multi-service agency delivers services related to the following: social, employment and economic development, and education and health.
- www.youth.gc.ca/eng/home.shtml
This website gives an overview of what is available to newcomers to Canada through government services. It offers information on student loans, schools, and immigration procedures.
- www.vcc.bc.ca
This is the Vancouver Community College website. It provides information on courses and resources available at the college.
- www.learningexchange.ubc.ca
They offer free ESL conversation classes run by volunteers. Students will receive three hours of instruction per week. You can call or visit the website to sign up.
612 Main Street 2nd floor 604-408-5183

General ESL Print Resources for Teachers

- *Arrival Survival Canada: A Handbook for New Immigrants*, Naeem Noorani and Sabrina Noorani, Oxford University Press 2008
- *Purple Cow and Potato Chips: Multi-Sensory Language Acquisition Activities*, Mary Ann Christison and Sharron Bassano, Alemany Press, California 1987
- *101 Illustrated Crossword Puzzles*, John F. Chabot, Full Blast Productions, Virgil, Ontario 1994
- *The Mixed Bag: Volume 1*, Elizabeth Ganong & Dan Ingram 2004
- *English Vocabulary in Use: Pre-intermediate and Intermediate*, Stuart Redman, Cambridge University Press 1997
- *Beginner and Intermediate Communication Games*, Jill Hadfield, Nelson 1990
- *Games for Vocabulary Practice*, Felicity O'Dell and Katie D Head, Cambridge, University Press 2003
- *Communicating Effectively: Tools & Strategies for ESL Learners*, Barbara Forster-Rickard, National Library of Canada Cataloguing, Ministry of Advanced Education 2001
- *Impact Issues*, Richard R. Day and Junko Yamanaka, Lingual House 2010
- *Impact Listening 1, 2 and 3*, Kenton Harsch and Kate Wolfe-Quintero, Longman 2001
- *Communication Spotlight: Speaking Strategies and Listening Skills*, Abax Ltd. 2007
- *Fifty Speaking & Listening Activities*, Deb Scot, ESL Resources 2002
- *The Multicultural Workshop Book 1, 2 & 3*, Linda Lonon Blanton & Linda Lee, Heinle & Heinle 1994
- *The Vancouver Fieldtrip Guide*, Juliet Napier, Trafford On-Demand Publishing Service, Victoria 2006

Nutrition and Cooking

- *Live Well, Eat Right*, Save-on-Foods publications and dietician-led Nutrition Tours
- *Canada Food Guide*
www.healthcanada.gc.ca/foodguide
- *The ActNow Resource Package: Healthy Living for Multicultural Communities*, ELSA Net
- www.dialadietitian.org
This website offers free telephone information and news on nutrition.

Canada

- *A Grab Bag of Canada*, Elizabeth Ganong and Dan Ingram, Oakville, 2001
- *Our Home and Native Land: Canada Geography*, Sonja Schild, Vancouver, BC, Smart Toys 1999. [912.71 S34]
Reproducible for class use, this resource is a great way for students to learn Canada's geography. Focus is on teaching students the basics of Canadian geography by using illustrations, charts, games and maps.
- www.youth.gc.ca/eng/home.shtml
This website gives an overview of what is available to newcomers to Canada through government services. It offers information on student loans, schools, and immigration procedures.

ESL Websites to Support Independent Learning

www.esl-lab.com
www.web2uvcs.uvic.ca
ww2.college-em.qc.ca
www.a4esl.org
www.1-language.com
www.englishlistening.com
www.elllo.org
www.languageguide.org
www.bowvalleycollege.ca
www.rong-chang.com
www.eslcafe.com
www.tinyurl.com/2tk3f
www.englishexam.com
www.edufind.com/english/grammar
www.englishzone.com
www.literacynet.org/cnnsf/
www.cbc.ca/ottawa/esl
www.breakingnewsenglish.com

Websites to Develop Computer Skills

- www.webmonkey.com
This website provides tutorials on web design and blogging.
- www.pagetutor.com
This website provides instruction on creating your own webpages from beginner to advanced.
- www.3schools.com
This website is full of web-building tutorials.
- www.stagecast.com
This website provides instruction on how to create your own interactive games.

Interesting Websites

www.cool.mcgill.ca
www.ubc.ca/podcasts/index.php
www.nationalgeographic.com
www.brainpop.com
www.funny-games.biz
www.andkon.com
www.funbrain.com
www.arcadetown.com
www.2dplay.com
www.rottentomatoes.com
www.youthradio.org
www.science.nasa.gov
www.abc.net.au/tv/btn

Other On-line Resources for Teachers

- www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/
Arlington Education and Employment Program (2003). The REEP ESL Curriculum for Adults. This website provides information about needs assessment, goal-setting, course and lesson planning, and offers sample lessons.
- www.humanities.byu.edu/elc/Teacher/TeacherGuideMain.html
Adult Education ESL Teacher's Guide
This is an online resource put together by an Adult Education Centre in Texas.
- www.iteslj.org
The Internet TESL Journal
This website is a monthly journal that has a lot of lesson plans, articles and resources for teachers of ESL at all levels.
- www.collections.ic.gc.ca/literacy/esl/esl.htm
The Rideau Street Youth Enterprise Website
This website is part of the Government of Canada's digital collections. The ESL section has some useful downloadable pages.
- [www://esl.vcc.ca/eslvoc/ESLWEB/call_online_centre.html](http://www.esl.vcc.ca/eslvoc/ESLWEB/call_online_centre.html)
Vancouver Community College
This is a site offering free practice activities and quizzes for beginner level ESL students. There is also a useful chart with links to other ESL websites for beginner to advanced level students. Look on sidebar and click on ESL Links.
- [www://web2.uvcs.uvic.ca/elc/studyzone/](http://www/web2.uvcs.uvic.ca/elc/studyzone/)
University of Victoria's English Language Centre Study Zone

- www.geocities.com/pccprep/index.html
Multicultural Academic Program at Portland Community College
This website is good for low to high beginner level learners. You will have to visit the site and determine which activities are most suitable for your particular learners. The vocabulary section is a good place to start for lower level learners as it has nice pictures under commonly taught themes. Students have to choose the correct word from a list at the top of the page and then type it in themselves.
- www.pdictionary.com/
The Internet Picture Dictionary
This website has nice pictures in categories (body parts, kitchen, etc.). There are six pictures to a page, so it is not too overwhelming. There are also word scrambles and other exercises. This could be used with literacy students with a lot of pre-teaching and guidance.
- www.cal.org/nclie/digests/LD2.htm
ESL Instruction and Adults With Learning Disabilities.
This digest reviews what is known about adult ESL learners and learning disabilities, suggests ways to identify and assess ESL adults who may have learning disabilities and offers practical methods for both instruction and teacher training.
- [www: nald.ca/library/learning/newguide/cover.htm](http://www.nald.ca/library/learning/newguide/cover.htm)
Life in the Family: A Newcomer's Guide to Parenting Issues in Canada
This is an online resource for ESL classrooms created by the BC Institute Against Family Violence 2002. Look under Newcomer & Citizenship Resources for a full description.

Notes

