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LET'S TALK



VCC SUMMER ENGLISH LANGUAGE PROGRAM

9

LET'S TALK

DEVELOPING EFFECTIVE COMMUNICATION SKILLS

AN EFL CURRICULUM GUIDE
FOR JAPANESE HIGH SCHOOL AND UNIVERSITY STUDENTS

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SUMMER ENGLISH LANGUAGE PROGRAM FOR SENIORS
VANCOUVER COMMUNITY COLLEGE
CONTINUING EDUCATION

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Foreword

This curriculum guide is the result of countless hours of work by dedicated teachers and staff members of Continuing Education Services, Vancouver Community College. It has been designed specifically to assist in the presentation of the English Language Training Program for students whose first language is other than English. Many of these students have come to Canada as visitors, wishing to learn more of the English language and more about our country.

Since they have come with high expectations and with strong motivation, we have made it our aim to provide the best possible English Language Training Program. This guide is designed to assist teachers of the English langauge by providing information about situations which students may encounter during their stay in Canada. It also contains useful teaching suggestions and aids, all of which have been especially designed to help students learn how to use English in specific situations.

Some material has been adapted from other sources but much of it is original. It is the work of teachers and staff who have a strong interest in good teaching and a sense of dedication towards their work. Although the guide will be extremely helpful to both teachers and students in the English Language Program, it is the teachers who are always of greatest importance in the language classes. There are, indeed, only two elements of education which remain essential above all others: teachers and students. Teaching aids such as this one assist the teacher, enliven his work and add variety to his methods. In the end, however, there is no substitute for the well-trained, enthusiastic teachers who unselfishly give their time and energy to their students.

Lawrence Fast

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Acknowledgements

This curriculum guide for the Summer English Language Program for Seniors has been a team effort. We would like to thank each ESL instructor who so willingly shared his or her ideas. Each contributor has been acknowledged at the end of each section. In particular, we would like to thank Wendie Hermanson and David C. Smith, members of the 1978 curriculum team, for their valuable teaching suggestions. We also extend our gratitude and appreciation to Kim Adams for the countless hours she spent revising and proof-reading parts of the curriculum and adding valuable teaching suggestions to our sections on Personal Information/Social Exchanges and Daily Activities.

Thanks also go to our Program Assistants May Low and Marian Lo who typed the first draft of the curriculum in the summer of 1978 and to Naoko Kerr who prepared many of the visual aids during the same summer. This year we wish to express our appreciation to MaryAnn Hager for compiling the curriculum, typing our revisions and preparing the additional visual aids. Without the office staff's support and patience this curriculum wouldn't have been printed.

Introduction

Every summer, Vancouver Community College, Continuing Education offers Summer English Language Programs for visitors to Canada. The majority of the visitors who join our SENIOR Program are senior high school and university students from Japan who come to Vancouver for a two or three week stay. After leaving Vancouver, they visit the Canadian Rockies and/or the west coast of the U.S.A. before returning to Japan.

During their stay in Vancouver, many of the students board with Canadian families. The involvement of Canadian host families has proved to be one of the most significant aspects of the program. Both host families and students benefit from contact on a daily basis, not only in terms of developing an awareness of each other's culture but also in providing a natural setting in which the Japanese student must communicate with his/her host family in English. Student who do not stay with families, are accommodated in one of the dormitories at the University of British Columbia.

The Summer English Language Program for Seniors is held at Langara Campus. Students attend English classes from 9 a.m. to 12 noon, Monday through Friday, for a two week or three week period. In addition to these morning classes, the students have three to four Contact Assignments in the afternoons. These Contact Assignments give the student the opportunity to interact and converse with English speakers in order to learn how the native speaker uses English to convey and retrieve information. They provide the students with the opportunity to use their English in acts of communication. The curriculum materials for these contact assignments are in a separate book.

This curriculum guide was especially designed and developed for high school and university students from Japan. Although many of the students have had several years of exposure to English grammar, they have had little experience conversing in English without the aid of the written word. Because of this, the focus of the Summer English Language Program is on developing the students' conversational skills.

The guide is intended to help the teacher by providing practical suggestions for classroom activities. In developing the curriculum, we kept the following questions in mind:

a. Is the activity relevant to the situation and activities in which the students will need English during their stay in Canada?

b. Is there an emphasis on listening and speaking skills?

c. Is there an opportunity for the student to practise the language in meaningful ways and in relevant situations?

d. Is there maximum opportunity for student participation and interaction?

e. Are the activities interesting and enjoyable?

f. Are the activities appropriate to the different levels of ability of the students?

The curriculum is divided into 8 topic areas: Personal Information/ Social Exchanges; Daily Activities; Food; Shopping; Possible Problems; Orientation to Vancouver; Living with a Canadian Family and an Introduction to B.C. Historical Stories. The teaching suggestions are organized under the topic headings. Each teaching suggestion includes the objective written in terms of communicative functions; that is, what the student should be able to do in the target language; the idea(s) for presentation; the aids needed and the main teaching points. Throughout the curriculum, we have included copies of handouts, and reduced copies of large aids such as the 'Give and Take Board Game' and 'The Shopping Board Game.'

In designing this curriculum, we first attempted to determine what the students would need to be able to do through the target language. To do this we had to consider the events and activities in which they would encounter English-speaking persons. These included communication with the host family, the salesclerks in the stores, the busdriver, the telephone operator, the VCC students and others. We conjectured as to what communicative functions the student should be able to carry out when they conversed with these people in specific situations. We then turned our attention to developing and adapting ideas for classroom activities which would provide the students with the opprtunities to practise, in meaningful ways, some of the utterances which serve these situations; e.g., accepting and refusing offers of food in the host families' home, stating likes or dislikes of food items, asking for directions to a point of interest in Vancouver, requesting information about a point of interest and so on.

In designing these activities we kept in mind an arbitrary division of the students into three levels: Basic Beginners, Upper Beginners and Intermediates. There are no advanced students in our classes. Basic Beginners are primarily the high school students who have had only one to two years of English grammar and find it difficult to converse in English even in the most elementary situations. The Upper Beginners are mainly high school and university students who have taken some Conversation English courses but still have difficulty getting their message across in the day to day situations. The Intermediates are usually university students who have no difficulty expressing their basic needs, wants, desires, etc. but need further practice in the more subtle language skills such as strategies for seeking clarification, requesting further information when there is a lack of detail, signalling lack of understanding, etc.

The classroom activities have been developed with one or more of these three levels specifically in mind. They are designed to help the student develop genuine communication skills so that s/he feels comfortable expressing his/her needs, wants, interests and concerns to others through the target language. Many of the activities for the Basic Beginners focus on the skill-getting stage and, due to the students' limited facility in English, the language required in the activities is minimal but relevant to the task; e.g., 'Stating Food Likes/Dislikes'. Other activities are simply colorful and interesting ways to monitor meaningful drills; e.g., "Food Preference Chart", while other activities require the student to get his meaning across in English in whatever way he can; e.g., "Vancouver Map Dyad".

The curriculum also offers some exposure to British Columbia and Vancouver history. The past five years have been spent collecting stories and data on historical characters, Indian legends and events significant in the development of the Province. This material has been rewritten in story form, geared to the ESL student. The stories have been illustrated through sequential pictures. Some examples are: "The Great Fire of Vancouver--1886", "Gassy Jack" (a colorful adventurer who opened up the first saloon in Gastown), and "The Bride Ships", highlighting a period in which England's government sent orphan girls over to B.C. to marry prospectors in an attempt to settle the area. These stories are effective in a) stimulating interest in B.C. history and culture, b) providing relevant and interesting listening comprehension material, c) providing practice in asking questions through the use of visual cues and in retelling a sequence of events, and d) inspiring dialogue and role-play situations conducive to creative expression and improvisation.

Although the curriculum has been designed for a particular body of students with special needs, it is hoped that the instructors will find many of the ideas useful in their regular ESL teaching.

Note: Instructors who have a copy of our curriculum guide LET'S COMMUNICATE which is written for young elementary and junior high school students from Japan will find that some of the teaching suggestions overlap with LET'S TALK. However, the ideas have been revised for an older group.

Personal Information
Social Exchanges

A STUDENT SHOULD BE ABLE TO:

a. state information about himself/herself/others: interests, hobbies, family, personality, hometown, etc.

b. inquire about other's background, interests, hobbies, family, personality, hometown, etc.

c. state/inquire about likes/dislikes/opinions

d. agree/disagree with other's opinions and impressions

e. state comparisons between himself and others

f. state information about personality

g. use appropriate formulaic expressions with strangers, friends, parents, etc.

h. interrupt someone to ask for information

i. give information about his/her daily activities, trip

j. inquire about/state/describe the weather

k. introduce himself/another person

l. ask for clarification of information

m. make/respond to offers/requests

n. make/respond to an invitation

o. describe his feelings/emotions

p. initiate small talk

Personal Information Cue Cards

Level: All

Objective: A student should be able to
a. state personal information about himself/ family/ background/ likes/ dislikes
b. inquire about other's family/ background/ likes/ dislikes

Aids: a set of 30 cue cards, 15 for Beginners and 15 for Intermediates each representing a different question. The cue is on the front of each card and the corresponding question in English is on the back. The Beginner cue cards also have the Japanese equivalent on the back. The Beginner cues are picture cues while the Intermediate cues are word cues.

Beginner Questions

1. What's your name?
2. Where are you from?
3. How old are you? (The teacher should explain to students that this question is usually asked only of children.)
4. How many brothers do you have?
5. How many sisters do you have?
6. How do you like Vancouver?
7. What have you been doing since you came to Vancouver?
8. When did you arrive in Vancouver?
9. When are you leaving Vancouver?
10. Where are you staying in Vancouver?
11. What do you want to see while you are in Vancouver?
12. What time do you have?
13. Who's your teacher?
14. What are your hobbies?
15. What's your favorite subject at school?

(A few sets are available in the resource file. Teachers are encouraged to make their own sets.)



Where are you from?



How old are you?



What's your name?



Where are you staying in Vancouver?



Who's your teacher?



When did you arrive in Vancouver?



What are your hobbies?



How many sisters do you have?

Intermediate Questions

1. What's your first name?
2. What's your surname?
3. Where are you from?/What country are you from?
4. How many people are there in your family?/How big is your family?
5. Whom do you live with in Japan?/Who is your roommate in Japan?
6. When did you come to Vancouver?/When did you get to Vancouver?
7. What are you doing in Vancouver?/Why are you in Vancouver?
8. Where are you staying in Vancouver?
9. How do you like Vancouver?/What do you think of Vancouver?
10. What have you been doing since you came to Vancouver?
11. When are you going back to Japan?
12. What year of university are you in?
13. What are you studying at university?/ What courses do you take at university?
14. What do you want to do after you graduate?/What are your career plans?
15. What do you like to do in your spare time?/What kinds of things do you do for fun?

(Teachers should make their own cards. Examples are shown below.)

First name	surname	hometown	number of family members	room-mate in Japan
arrival date in Vancouver	reason for coming to Vancouver	accom-modation in Vancouver	opinion of Vancouver	activi-ties since arriving
date of return to Japan	year of univer-sity	subject of study at uni-versity	career plans for the future	leisure activi-ties

Idea A: (Basic/Upper Beg.)

Use the cue cards to introduce each question and elicit the student's responses. Introduce 3 or 4 questions each day. As the students become familiar with the cue cards, have them practise asking and answering the personal information questions. If you have difficulty getting the meaning across, have one student read the Japanese equivalent.

Idea B: (Upper Beg.)

Divide the class into pairs. Display the cue cards along the blackboard ledge at the front of the room. Each student asks her partner the 15 questions and then reports the information to the class; e.g., "Hiroko is from Osaka. She is 17 years old."

Idea C: (Basic/Upper Beg.)

Line up cue cards along the blackboard ledge. Divide the class into 2 groups. A student from group 1 asks a question and a student from group 2 answers. Students take turns and proceed through all the questions.

Idea D: (Int.)

Review personal information questions by going through the activities described in Ideas A, B, and C above. However, use the Intermediate cue cards in place of the Beginner cue cards. Elicit from Intermediate students different ways of asking about the personal information. Have students practise asking and answering personal information questions, using these alternatives.

CONTACT:

Invite four Canadian guests to class. Divide the students into 4 groups and ask each group to interview one of the guests and then introduce them to the class.

Teaching Points:

a. asking 'Wh' questions
   e.g., Where are you from?
   Who is your teacher?

b. asking 'How many' questions
   e.g., How many sisters do you have?

c. stating personal information
   e.g., I have one brother and two sisters.
   I live in Hiroshima.

d. expressing likes/dislikes
   e.g., I like baseball.
   I like coke.

A Bean Bag Game

Level: All

Objective: A student should be able to
a. give personal information about himself
b. inquire about others' family background
c. state/inquire about likes/dislikes/opinions/impressions
d. agree or disagree about other's opinions/impressions

Aids: a. a bean bag (Available in resource file)

b. 15 cards with the names of well-known Japanese people written on the cards. (for Idea C) Make sure that the students are familiar with these people. You could have each student make 5 cards, writing the name of one famous Japanese person he knows on each one. Otherwise, if the teacher knows the names of some famous Japanese people, she can make her own cards. Some suggestions are: Yuiko Mishima, Kawabata, Natsume Soseki, Oda Nobunaga, Shotoku Taishi, Hideyoshi.

Idea A: (Basic Beg.)
Have the students sit or stand in a semi-circle with the leader (teacher or student) facing the group. The leader throws the bean bag in random order to each student and asks for personal information; e.g., "What's your name?" "Where are you from?" "How are you?" The student who catches the bean bag, replies, and throws it back to the leader. If the student's answer is incorrect, the leader throws the bean bag back to him and repeats the question. If the student makes the same mistake again, the leader asks the same question of another student then returns to the one who didn't understand.

Note: The questions should be asked in random order and at a good pace so that the students gain some fluency in answering.

Idea B: (Upper Beg., Int.)
Have the students sit in a circle. One student begins by throwing the bean bag to one of his classmates and asking him any question he wishes; e.g., the questions can focus on personal information, travel itinerary, food likes/dislikes, etc. The student who catches the bean bag, replies, then throws the bean bag to another student and asks a question. Make sure the questions are asked at a good pace.

Idea C: (Int.)
Scatter the 15 cards on the floor. Have students form a circle around the cards. Student A begins by throwing the bean bag to Student B and asking an opinion question about one of the names on the cards; e.g., "What do you

think of Mishima?" Student B must give his opinion of Mishima and then add at least one statement of elaboration; e.g., "I don't like Mishima very much. I think his books are too difficult." Student B then asks, "Do you agree?" and throws the bean bag to Student C, who must then agree or disagree. Student C then starts the exchange all over again by choosing another name and asking, "What do you think of Kawabata?" This 3-turn exchange continues until all students have had practice in expressing their opinions and agreeing or disagreeing.

Teaching Points:
a. stating personal information
e.g., My name is Reiko Iwami.

b. inquiring about personal information
e.g., Do you know how to ski?

c. expressing impressions of people
e.g., I like Mishima very much.

d. expressing opinions
e.g., I think Mishima was one of Japan's best writers.
I don't think Mishima understood Japanese people.

e. expressing agreement/disagreement
e.g., I agree with you/don't agree

f. inquiring about people's opinions/impressions about people
e.g., How do you like _____.
What do you think of _____.

Where Do You Come From?

Level: Basic/Upper Beg.

Objective: A student should be able to
a. inquire where someone comes from
b. state where he comes from
c. interrupt someone
d. spell the name of his hometown

Aids: a. a large map of Japan

b. a large map of Canada

c. a large map of B.C.

d. a large map of Vancouver

(All available in resource file)

Preparatory Activity:
Draw this chart on the board:

WHERE DO YOU COME FROM?

Student's Name	Country	Island	Prefecture	City	Area of City
1. Koji	Japan		Chiba		
2. Hiroko	Japan				
3. Sakiko	Japan				
4. Akira	Japan				

Under the heading, "Student's Name", list the names of the students in your class. Under the heading, "Country", write Japan. Ask one student where he is from; e.g., "Koji, where do you come from?" When he answers; e.g., "I'm from Chiba", ask him whether Chiba is an island, a prefecture, a city or an area of a city. Have him tell you which category his answer fits into and then write "Chiba" under the correct heading. Have him point out the place on the map of Japan. Then ask for further details about where the student comes from; e.g., "What Island?", "What city?", "What area of Tokyo?" and fill in his answers under the correct headings on the chart. Next, have students practise asking and answering each other about where they are from. As students answer, fill in the information on the chart. If you do not know how to spell a word, ask, "How do you spell that?" As a follow-up, have the students ask the teacher, "Where is Chiba?", "Where is Niigate?" etc. The teacher must answer; e.g., "It's on Honshu Island" or "It's beside Nagano Prefecture" and point to the place on the map.

Idea A:
Instruct the students to initiate a conversation with a Langara student at coffee break. (Teach the students to interrupt politely; e.g., "Excuse me.) Have them find out what part of Vancouver the students live in. Have them ask how to spell the name of the area so that they can write it down and bring it back to class. After coffee break, work together to locate the areas on a map of Vancouver. As a follow-up contact assignment, instruct the students to gather more information about the areas of Vancouver from Vancouverites in an information survey. Students should make their own survey charts. To compile the questions, ask students what types of information they would like to find out.

Example questions for survey:
Which is the most expensive residential area in Vancouver?
Which areas are most heavily populated?
Where do most students live?
What is the oldest area in Vancouver?
Where do most of the Japanese immigrants live?

Have students ask Vancouverites and record the information. Discuss results in the next class.

Teaching Points: a. writing the letters of the alphabet

b. asking 'Wh' questions
e.g., Where do you come from?

c. interrupting
e.g., Excuse me.

Talking About Your Hometown

Level: Int.

Objective: A student should be able to
a. give information about his hometown
b. inquire about others' hometowns

Aids: a. A survey chart focussing on hometowns.

FIND OUT THE FOLLOWING INFORMATION	
City:	Response:
1. Population	
2. Weather	
3. Location	
4. Most expensive residential area	
5. Area of densest population	
6. Area where most Japanese/Canadians live	
7. Oldest area	
8. Area where most students live	
9. The most exciting area	
10. The best restaurant	
11. The best shopping area	
12. The most interesting sight to see	

b. a large map of Vancouver

c. a large map of Canada

(Available in resource file)

Preparatory Activity:
Give each student a survey chart. Tell them to write "Vancouver" in the blank space beside "City". The teacher should sit in a large circle with the students. The students interview the teacher about Vancouver and record the teacher's responses in the survey chart. When the students have recorded all the information, discuss the answers and locate the various areas and places on the map.

Idea:
Put students in pairs with Student A facing Student B. Give Student A a survey chart. Instruct Student A to interview Student B about his hometown.

Student A writes Student B's responses in the chart. Then, students reverse roles and Student B interviews Student A, writing down the responses. If the students in the class are from various cities in Japan, have the students sit in a large circle and share information about their hometowns.

Follow-Up Activity:
Give each student a survey chart. Ask them to interview host families or students about their hometowns and bring the information to the next class. Bring a large map of Canada to class the next day and locate various hometowns on the map.

Teaching Points: a. asking questions about places
e.g., What is the population of _____?
Which area has the densest population?

Personal Information Surveys

Level: All

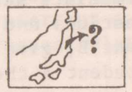
Objective: A student should be able to
a. inquire about another person's background
b. state information about his background

Aids: a class set of survey charts. Charts are available in resource file. See examples below:

Intermediate

PERSONAL INFORMATION SURVEYS	
Name of person interviewed _____	
Question	Response
1. first name	
2. surname	
3. hometown	
4. number of family members	
5. roommate in Japan	
6. arrival date in Vancouver	
7. reason for coming to Vancouver	
8. accommodation in Vancouver	
9. opinion of Vancouver	
10. activities since arriving	
11. date of return to Japan	
12. year of university	
13. subject of study at university	
14. career plans for the future	
15. leisure activities	

Beginner

PERSONAL INFORMATION SURVEYS	
Name of person interviewed _____	
Question	Response
1. 	
2. 	
3. 	
4. 	
5. 	
6. 	
7. 	
8. 	
9. 	
10. 	

Idea A: (Beg.)

Put the students in pairs, with Student A facing Student B. Give Student A a Beginner survey chart. Student A asks Student B the 15 personal information questions and records the answers. When Student A has finished interviewing Student B, give Student B a copy of the information chart. Student B then asks Student A the 15 personal information questions and records the answers.

Idea B: (Int.)

Same as Idea A, except give Student A an Intermediate survey chart. Student A asks Student B the 15 personal information questions and records the answers. When Student A has finished interviewing Student B, give Student B a copy of the information chart. Student B then asks Student A the 15 personal information questions and records the answers.

Follow-up Activity:
Invite a Canadian guest or guests to class. Give each student a survey chart. Have students interview the guest/guests and record the responses.

Teaching Points: a. asking 'Wh' questions
e.g., Where are you from?
How do you like Vancouver?

b. stating personal information
e.g., I'm from Osaka.

c. expressing likes/dislikes
e.g., I really like Vancouver.

Getting Information About Others – Listening Activity

Level: Beg./Int.

Objective: A student should be able to
a. state personal information about others
b. inquire about personal information
c. state comparisons
d. state opinions
e. interrupt a conversation
f. request clarification

Aids: a. Mount pictures of 5 different people on individual 8½" x 11" cards. Supply a name for each person and write it on the front of the card under the picture. On the back of the card, write some personal data about the person in the picture. (Teachers should make their own cards.) This personal data should include such items as name, age, hometown, birthdate, family members, hobbies, favorite things, etc.

b. a class set of information charts focussing on personal information. Teacher should make her own. See example below. (For Intermediate students, the "Information" column can be more sophisticated.)

Information	Picture I	Picture II	Picture III	Picture IV	Picture V
1.Name					
2.Age					
3.Hometown					
4.Birthdate					
5.Family Members					
6.Hobbies					
7.Favorite Things					
8.					
9.					
10.					

Idea A: (Beg.)

The teacher begins by showing picture I and telling about the person in the picture using the data written on the back of the card; e.g., "This is John Adams. He was born in Winnipeg, Manitoba, but he lives in Vancouver now..." Students listen and record the required information on their charts. Instruct students that they must interrupt the talk if they did not catch a piece of information. Discuss some ways of interrupting; e.g., "Excuse me.", "I'm sorry.", "May I interrupt?", etc., and make a list of these interrupters on the board. Have students ask for clarification if they did not understand any part of the information; e.g., "What is his name?", "I didn't catch his name.", "How old did you say he was?". When students have finished recording the information, ask one student (Student A) to act as the "information checker." Student A must ask questions to find out whether the other students have recorded the information correctly; e.g., "What is his name? How old is he?, Where is he from?, etc." He asks each student a different question to check the information on the chart. Once the information has been checked, the class can move on to picture II. This time, give the picture to a student and instruct him to tell the class about the person in the picture by using the information data written on the back of the card. Proceed through the activity in the same manner until all pictures have been shown.

Follow-Up Activity:

Once students have completed their information charts, they will be able to compare the personal data about the people very easily since it will be compiled in chart form. The teacher can ask comparison questions such as "Who has the longest name?", "Who is the youngest?", "Who has the biggest family?", etc. Some questions can also focus on students' opinions; e.g., "Who is the most interesting person?", "Whose name do you like the most?", etc. After the teacher has demonstrated the types of questions that can be used, students can practice asking/answering comparison questions amongst themselves.

Teaching Points:

a. asking 'wh' questions
   e.g., Where is he from?
   Who is the oldest?

b. interrupting politely
   e.g., Excuse me.

c. asking for clarification
   e.g., What is his name?
   I didn't hear that.

d. stating comparisons
   e.g., John is the oldest.

e. stating opinions
   e.g., I think Mary is the prettiest.

f. stating personal information
   e.g., He is from Winnipeg.

What Did You Say Your Name Was?

Level: Int.

Objective: The student should be able to
a. request clarification during personal information exchanges
b. state/inquire about personal information

Aids: a. a tape of 3 personal information exchanges which illustrate various ways of asking for repetition or clarification. These are available in the resource file.

Exchange 1
A: What's your name?
B: It's Sandra Tarrington.
A: Sorry. What did you say your name was?
B: Sandra. You know, San-dra.
A: Mmm. Sandra. That's a nice name.

Exchange 2
A: Where are you from, Sandra?
B: I'm from Nanaimo.
A: I'm sorry. Where did you say you were from?
B. Nanaimo. It's a small town close to Vancouver.

Exchange 3
A. What's your name?
B. Linda Bellamy.
A. Sorry. I didn't catch that.
B. Linda. Linda Bellamy.
A. Oh, Linda.

b. bring 4 pictures of your friends or relatives to class.

c. a class set of information charts which focus on personal information. See example below. The teacher should make her own charts. This chart is for Idea B.

	Picture #1	Picture #2	Picture #3	Picture #4
Name				
Hometown				
Location of residence				
Type of residence				
Occupation				
Place of work/study				
Type of work/study				
Interests				

Idea A: (Listening Activity)

Have students listen to the 3 short exchanges on the tape. Give the students the following listening tasks for each of the exchanges:

1. The man asked the woman what her name was and then requested clarification. How did he ask for clarification?
2. How did she answer?
3. How did he show that he had understood?

Play the tape 2 or 3 times and have the students complete the listening tasks after each exchange. When all the exchanges have been heard, discuss the conversations and reach a concensus about what was said. Make a list on the board of the various ways to ask for clarification in personal information exchanges.

Idea B:

Give each student an information chart. Show a picture of one of your friends or relatives and tell the class about the person, using the information cues listed on the chart; e.g.,

> "This is my friend, John. He originally comes from Edmonton, which is a city in central Alberta, but now he lives in a one-room basement suite near U.B.C. He's a student at U.B.C., majoring in philosophy. . ."

Ask the students to listen and write the required information on the chart. Encourage students to interrupt and ask for clarification if they don't understand; e.g., "Excuse me, what did you say his name was?" When students have recorded all the required information for Picture #1, proceed to Picture #2.

Teaching Points: a. requesting clarification of personal information
e.g., I'm sorry. What did you say your name was?
Sorry. I didn't catch your name.

b. stating personal information
e.g., I live in a basement suite near U.B.C.

c. asking personal information
e.g., Where do you live?

V.I.P. System

Level: All

Objective: A student should be able to
a. state personal information
b. inquire about other's background, interests, opinions

Aids: (For Idea B) A list of written questions inquiring about a student's family, his hobbies, his likes and dislikes, etc. Each question is on a separate strip of paper. Teachers must make up their own.

Preparatory Activity: A Bean Bag Game, p.4.
Life Style Preference Chart, p.33.
Personal Information Cue Cards, p.1.

Idea A:
Each day appoint one or two students to be V.I.P.'s for the day. The V.I.P. introduces himself and then talks about his family, his hobbies, etc. If the V.I.P. has photographs of his family, he could show them to the class. His classmates may ask him questions about himself, his interests, etc. Get the students to describe the V.I.P.; his physical appearance, clothing, etc.

Idea B:
Appoint one student to be the V.I.P. Put the questions in a hat or box. Have the students each select a question to ask the V.I.P. The kind of questions asked will depend upon the level of the students.

CONTACT: Invite a Canadian teenager to be the V.I.P. Have the students question him.

Teaching Points: a. asking personal information questions
e.g., Where do you come from?
What are you studying at university?

b. stating personal information
e.g., I come from Osaka.

Question And Answer Game

Level: All

Objective: A student should be able to respond to questions about himself, his daily activities or his trip schedule.

Aids: a. Make up a set of cards with various questions written on them. The questions should focus on personal information or daily activities. The questions should be appropriate to the Beginner level and should be questions that the students will likely be asked while they are in Vancouver. Teachers should make their own question cards.

QUESTIONS

1. How long are you staying in Vancouver?
2. What do you want to see in Vancouver?
3. What did you have for breakfast?

b. Make up a set of cards with various question tasks on them. The tasks should be appropriate for the Intermediate level. Teachers should make their own.

QUESTION TASKS

1. Find out what he thinks is the most noticeable difference between Japanese and Canadian table manners.
2. Find out what he likes about Vancouver.
3. Find out what he thinks about the transportation system in Vancouver.

Preparatory Activity: The Bean Bag Game, p.4.
Personal Information Cue Cards, p.1.

Idea A: (Basic/Upper Beg.)

Divide the class into 2 groups. Arrange desks so group 1 is facing group 2. Divide the set of question cards in two and give half to each group. Student A (from group 1) chooses a card and asks Student B (from group 2) the question on the card. Student B answers. He then chooses a card and asks a student from group 1. The activity continues in this manner until each question has been asked and responded to.

Idea B: (Int.)

Divide the class into 2 groups. Divide the set of question task cards in two and give half to each group. Student A (from group 1) chooses a card and asks Student B (from group 2) the question specified on the card. Student B answers. He then chooses a card and asks a student from group 1. The activity continues in this manner until each question has been asked and responded to.

Teaching Points: a. asking "Wh" questions
e.g., What do you want to see in Vancouver?
What do you think of the transportation system in Vancouver?

b. stating personal information, opinions
e.g., I'll be here for 14 days.
I think the transportation system in Vancouver could be improved.

Introducing a Friend

Level: Basic/Upper Beg.

Objective: A student should be able to
a. state information about another person
b. introduce a friend to his classmates
c. inquire about personal information

Aids: a class set of people pictures; one picture for each student. The person's name, address, occupation, hobbies, etc. are written on the back of each picture.

(Aids are available in the resource file.)

Preparatory Activity: a. Personal Information Cue Cards, p.1.
b. V.I.P. System, p.17.
c. Have each student introduce himself, then introduce someone in the class.

Idea: Give each student one picture. Have each student introduce the person in the picture as his friend using the pattern "I would like you to meet my friend (Bill Johnson)." His classmates then ask him questions about his friend; e.g.,

a. Where does your friend live?
b. How many brothers and sisters does he have?
c. What is his occupation?
d. What is your friend's hobby?

The student holding the picture replies according to the information on the back of the picture. If his classmates ask him a question for which he does not have a written answer, encourage the student to make up an appropriate answer. This activity can be done as a class or in small groups.

Follow-Up Activity: Have the students take turns asking/answering questions about an individual's host family.

Teaching Points: a. vocabulary items
e.g., street names avenue, occupation, hobby

b. introducing someone
e.g., This is my friend Bill

c. asking personal information questions
e.g., How many brothers does he have?

d. stating personal information
e.g., He has 2 brothers.

Family Pictures

Level: All

Objective: A student should be able to
a. state names of family members
b. give information about his family and his host family
c. inquire about the teacher's family and other students' host family

Aids: a. bring in as many photographs of members of your own family as you can: mother, grandmother, father, husband, wife, brothers, sisters, sons, daughters, grandsons, dog.

b. personal information cue cards

c. a class set of information charts. These charts focus on information about the family. (Teachers should make their own.)
Example:

Information	I	II	III	IV	V	VI
Relationship						
Name						
Age						
Occupation						
Hobbies						
Favorite Color						

Preparatory Activity: A Bean Bag Game, p.4.
Personal Information Cue Cards, p.1.

Idea A: (Basic/Upper Beg.)

Students are very interested in the instructor's family. Show your pictures to the students and have them ask you questions about your family; e.g., "Do you have any brothers?"' "How many children do you have?"; "How old is your sister?"; etc. After this, have the students ask each other about their own families and their host families.

Idea B: (Basic/Upper Beg.)

Hand out information charts as shown above to each student. To begin, the teacher shows a picture of a member of her family and tells about that person; e.g., "This is my sister. Her name is Pam. She's is 28 years old and she is a school teacher..." As the teacher tells about one of the people in her family, students listen for particular facts and fill in the information chart. The teacher can describe 3-6 family members and have students record the information. After the students have recorded the information, the teacher holds up a picture of one of the family members she has described. She then asks a student to talk about that person, using the information he recorded on the chart.

Idea C: (Basic/Upper Beg.)

Ask students to write their names on a piece of paper, and to list the members of their immediate families under their names. Have students put the papers into a box. To begin, Student A chooses a slip of paper and asks Student B (whose name is on the paper) a question about any one of the family members listed; e.g., "What is your sister's/brother's name?" Student B answers. Each student in the class takes a turn asking Student B a question about that family member. When each student has asked a question and when Student B has answered all the questions, Student B chooses a paper from the box and asks the person whose name he selects a question about one of the family members listed. The activity continues in this way until all the names have been drawn from the box.

Idea D: (Int.)

Students work in pairs for this activity. Give each pair a picture of one of the members of your family. Have students work together to think of at least 5 questions that they would like to ask you about that family member. Tell them to make the questions as personal as they would like. Next, give the students 5 slips of paper and ask them to write one question on each slip of paper. Instruct them to specify which family member they are asking about; e.g., "What do you argue about with your sister?" rather than "What do you argue about with her?" In addition, tell them not to write their names on the questions so that they will remain anonymous. When all pairs have completed writing 5 questions, have them put the slips of paper in one box. Next, have Student A choose a question from the box and ask you the question that he draws. Proceed in this manner until all the questions have been drawn from the box.

CONTACT:

Have the students find out information about their hostess' family during the Tea and Talk Party.

Teaching Points: a. stating the names of a family member
e.g., This is my brother, Jim.

b. asking personal information questions
e.g., How many children do you have?
What do you argue about with your sister?

c. stating information about family members
e.g., My sister is a school teacher in Edmonton.

The Truth About My Family Is....

Level: Int.

Objective: A student should be able to
a. state information/feelings/impressions about his family
b. inquire about others' families

Aids: a class set of open-ended statements, focussing on students' families. (Each teacher should make her own)
Example statements:
1. The person in my family who is most like me in character is _____.
2. The person in my family who looks most like me is _____.
3. The best advice my mother ever gave me was _____.
4. One of the nicest things my father ever did for me was _____.
5. If I could change one thing about my family, I would ___.
6. When we were young, my sister/brother and I used to argue about _____.
7. My sister/brother is very talented at _____ while I am better at _____.

Idea A: (Int.)
Put the students in pairs. Give each student a copy of the open-ended statements. Instruct them to work together and help each other if necessary. The students complete the statements about themselves. After the students have completed the statements, have them form small groups and share their answers. Encourage students to ask questions about each others' families. This activity is a good way of getting students to know one another.

Teaching Points: a. stating information about others' relatives
e.g., The person in my family who is most like me is my sister.
b. inquiring about others' relatives
e.g., Why did you and your sister argue about music?

Getting To Know Your Classmates

Level: All

Objective: A student should be able to
a. inquire about others' likes, dislikes, hobbies, future plans, etc.
b. state opinions about others' personalities
c. agree/disagree with others' opinions.

Aids: a. a class set of questions (see examples on the next page)
Teachers must prepare their own. Base the questions on your knowledge of the students' activities, their likes/dislikes, etc.

b. blank name tags for Idea B

Idea A:
Give each student an identical list of questions. Each student moves around the classroom asking his classmates about the particular activities. The questions can be asked in any order. If the response is 'yes' the student writes that person's name beside the activity. If the response is 'no' he continues by asking another question of the same person or by moving on to another student. Continue until several students have a completed chart.

Note: If you feel that the students would have difficulty generating the questions, then write out the full form of the questions; e.g., "Do you like to play volleyball?"

Follow-Up Activity:
Students share the information they collected by asking each other 'who', 'why', and 'how' questions based on the information they've written down; e.g., one student asks, "Who likes to play volleyball?" Another student answers according to the information he has on his sheet; e.g., "Reiko likes to play volleyball."

Alternate Activity:
The interaction game can be adapted to any situation and the verb tenses and sentence patterns controlled; e.g., a beginner's interaction game could focus on the sentence patterns
"Do you like _____?" in relation to food or sports activities.
"Do you want _____?" in relation to daily activities.
"Are you going to _____?" in relation to the future plan.
An intermediate interaction game could focus on a wide range of verb tenses or limit the verb to 'modals' such as "can", "have to". See page 26 for an intermediate interaction activity that focuses on daily activities.

A. Interaction Activity for Beginners that focuses on sports activities.

ASK SOMEONE	NAME OF PERSON	
1. Do you like to play volleyball?	_____	likes to play volleyball.
2. Do you like to swim?	_____	likes to swim.
3. Do you like to hike?	_____	likes to hike.
4. Do you like to camp?	_____	likes to camp.
5. Do you like to play tennis?	_____	likes to play tennis.
6. Do you like to ski?	_____	likes to ski.
7. Do you like to skate?	_____	likes to skate.
8. Do you like to play soccer?	_____	likes to play soccer.
9. Do you like to fish?	_____	likes to fish.
10. Do you like to play ping pong?	_____	likes to play ping pong.

B. Interaction Activity for Beginners

ASK SOMEONE	NAME OF PERSON
1. Do you like to eat toast?	_____
2. Do you like to watch T.V.?	_____
3. Do you like to talk on the telephone?	_____
4. Do you like to listen to records?	_____
5. Do you like to study English?	_____
6. Do you like to eat hamburgers?	_____
7. Do you have a younger brother?	_____
8. Do you have an older sister?	_____
9. Can you play volleyball?	_____
10. Can you play volleyball?	_____
11. Can you play the piano?	_____
12. Cay you play baseball?	_____

C. Interaction Activity for Intermediates

FIND SOMEONE WHO	NAME OF PERSON
1. likes to sleep in	_____
2. can play volleyball	_____
3. eats toast every morning	_____
4. likes to watch comedy shows on T.V.	_____
5. wants to get married	_____

FIND SOMEONE WHO	NAME OF PERSON
6. knows what the words "I'll treat you" means	_____
7. has a younger brother or sister	_____
8. is looking for a girlfriend or boyfriend	_____
9. knows how to get to downtown by bus from here	_____
10. can play a musical instrument	_____
11. enjoys hiking	_____
12. likes to spend money on clothes	_____
13. likes to talk on the telephone	_____
14. knows how to drive a car	_____
15. knows how to swim	_____

Idea B:

Give each student a blank name tag. Instruct them to write particular information about themselves in various places on the name tag. Draw an example on the board.

Example:

3 words that describe your personality	your favorite singer
your name	
your favorite food	your hobbies

Have the students fill in their name tags and then form small groups. They introduce themselves, sharing the information written on their name tags. Encourage students to find out more about each other by asking questions. As a follow-up, you could have students in group 1 introduce one another to students in group 2 and vice versa.

Idea C: (Int.)

Have the students form small groups of three or four persons. Each student is first asked to list the names of the people in his group vertically. At the bottom of the list, he writes his own name. Next, instruct students to think about the people in their group. Beside each person's name the students write 3 adjectives which they think describe the most outstanding characteristics of the person. After all students have completed this, have one student begin by saying, "I think Koji is very easy-going, extremely generous and very humorous". Other students must agree or disagree and state the adjectives which they wrote to describe Koji. As students state their opinions, Koji records all the various adjectives which the other students stated beside his own name. He then agrees or disagrees with the descriptions. Once this exchange is complete, students proceed to describe another person in the group in the same way. This continues until each member of the group has been discussed. This activity should be tried after students have been together for at least one week.

Teaching Points: a. asking about others' likes/dislikes

i) asking yes/no questions with present, past and future tense
e.g., Do you like to sleep in?
Are you going to get married?

ii) asking yes/no questions with modals
e.g., Can you play volleyball?

iii) asking 'Wh' questions
e.g., Who likes to eat toast?

b. stating opinions
e.g., I think Sakiko is shy, intelligent and quiet.

c. agreeing/disagreeing with others
e.g., I don't think so.
I think so too.

Truth Statements

Level: Upper Beg., Int.

Objective: A student should be able to state/inquire about personal information

Aids: None

Preparatory Activity:

The teacher writes four statements about herself on the blackboard. Three of the statements must be true and one must be false; e.g.,

1. I have three sisters.
2. My favorite food is hamburger.
3. I slept in on Sunday.
4. I went to a movie last night.

The class must decide which one of the statements is false by asking questions. The students may ask as many questions as they wish. The only rule is that they cannot ask direct questions such as "Do you have three sisters?" or "Is your favorite food hamburgers?" They may ask you "How many children are there in your family? How many brothers do you have?" or "How often do you eat hamburgers?" As the students determine which statements are true mark a 'T' beside the statements. When the students have figured out which statement is false either through questioning or through the process of elimination, have one of the students write four statements about himself on the board and repeat the activity.

Idea:

Give each student a blank card and have him write four statements about himself. Three of the statements must be true and one must be false. Divide the students into pairs and have them exchange cards. Student A must decide which of Student B's statements is false following the procedure and rules described above. When Student A has determined which statement is not true, Student B then questions Student A about his statements. If you wish, Students A and B can alternate questions during this activity.

Note: This activity can be adapted to a more basic level by controlling the verb tenses and the situations; e.g., each Beginner student could list four things he has done in the past week or four activities he enjoys doing.

Follow-Up Activity:

Each student introduces his partner and tells the class which three statements are true, which one is false and why he thinks it is false.

Teaching Points: a. question formation with all tenses
e.g., How often do you eat hamburgers?
How many children are there in your family?

b. stating personal information
e.g., I have three sisters.

What's In A Name?

Level: Int.

Objective: A student should be able to
a. inquire/state information about names
b. state preferences for names

Aids: a. a class set of open-ended sentences which focus on finding out about names. Teachers should make their own.

What's In A Name?

1. In English, my name means _____.
2. If I could change my name, I would change it to _____.
3. If I have a son, I'll call him _____.
4. If I have a daughter, I'll call her _____.
5. My favorite English name is _____.
6. If I could change my surname, I would change it to _____.
7. If I had to have a Canadian surname, I would want it to to be _____.
8. If I had a dog, I would call him _____.
9. My nickname is _____ because _____.

Idea:

Put students in pairs so that Student A is facing Student B. Give Student A a copy of the question chart. Instruct him to write Student B's name at the top of the page. Student A then interviews Student B to find out the missing information; e.g., "What does your name mean in English?" Student B answers and Student A fills in the answers in the blank spaces. Next, give Student B the blank chart and have him interview Student A, writing down the information in the chart. This activity will help students to get to know one another. As a follow-up, discuss some of the answers as a class.

Teaching Points: a. asking 'Wh' questions
e.g., What does your name mean in English?

b. expressing a wish using conditional sentences
e.g., If I could change my name, I would change it to _____.

c. stating preferences
e.g., My favorite English name is Lisa.

d. stating information about names
e.g., My nickname is Shorty because I am so short.

Preference Chart

Level: Upper Beg., Int.

Objective: A student should be able to
a. name his favorite hobby, T.V. program, food, drink, etc.
b. inquire about others' favorite things

Aids: Class set of preference charts; one copy for each student.

(Available in the student hand-out file)

Preference Chart

	Name: Keiko	Name: Akiko	Personal Preferences
1. food			
2. drink			
3. T.V. program			
4. hobby			
5. record			
6. car			
7. animal			
8. sport			
9. singer			
10. actor			
11. actress			
12. author			
13. magazine			
14. vacation spot			

Idea:
Give each student a copy of the chart. The students then pair up and ask each other's preferences using the structure: "What is your favorite (food)?" Students answer using the structure: "My favorite (food) is (pizza)." Each student records his/her partner's answers in the first column. The student being asked the questions should place his chart face down while being questioned. When both partners have recorded all the information they each find a new partner and repeat the activity. This time the answers are written in the second column.
Note: The partner's name should be written at the top of the column. Each student then indicates his/her own personal preference in the 3rd column. The students then share the information they've collected with the class; e.g., "My favorite food is steak. Keiko's favorite food is pizza. Akiko's favorite food is chocolate ice cream."

Follow-Up Activity:

Collect all the preference charts and prepare a short description of each student. Put the information on tape being careful not to name the student. Refer to the different students by number; e.g., "Number 1. This student's favorite hobby is disco dancing. She likes to eat pizza. She likes to play volleyball." Leave a space between each description so that students find it easy to separate the descriptions. Bring the tape to class and have the students listen to the descriptions then write down the name of the student whom they think is being described. Play each description at least twice. Later, have students identify themselves as the descriptions are replayed.

CONTACT:

Have each student ask English speakers about their preferences. They can ask their host families, office staff, or Langara students.

Teaching Points:

a. stating preference
   e.g., My favorite _____ is _____.

b. inquiring of others' preferences
   e.g., What's your favorite food?

c. making comparisons
   e.g., My favorite food is steak, but Keiko's favorite food is pizza.

Describing Personalities

Level: Int.

Objective: A student should be able to
a. state information about his personality
b. state an opinion about another's personality
c. state agreement/disagreement

Aids: 6 large pictures of people cut from magazines for Idea B
(Available in resource file)

Idea A:

Elicit a list of character traits from the class; e.g., "easy-going". Write them on the board and discuss them. Erase the negative ones; e.g., "stubborn". (By eliminating any negative attributes, there is no risk of hurt feelings.) Tell the class you wish to concentrate on the positive attributes. Have each student choose and write down two traits which she thinks apply to her. She must not allow anyone else to see what she has written. Select one student to focus on. Have the other students give their opinions as to her personality traits; e.g., "I think you're enthusiastic and outgoing." The student then says whether or not she wrote down these same qualities; e.g., "Yes, that's what I wrote." or "No, I don't think I'm outgoing." When the other students have ascertained the qualities, select another student to be 'IT'.

Idea B:

Divide the class into small groups with 3 or 4 students in each group. Begin by holding up a picture of "Person I". Ask students to work in their groups and brainstorm a list of words which describe "Person I's" character. Impose a 3 minute time limit on the brainstorming. While students are doing this, draw the following chart on the board:

Character Trait	Person 1	Person 2	Person 3	Person 4	Person 5	Person 6
1.						
2.						
3.						
4.						
5.						
. . .						

When the time is up, ask a person from each group to write their list on the board under the heading, "Character Trait". When all the students have done this, generate some discussion about the words in the list; e.g., "Koji, do you think Person I is sensitive?" "Why do you think so?/Why don't you think so?" Ask students for their opinions and reach a concensus about which words on the chart accurately describe Person I's character. Put a check mark (in the Person I column) beside those words which are agreeable to the majority of students. Once this is done, hand out the remaining 5 pictures, giving one picture to each group. Ask students to try another 3 minute brainstorming session, again with the object of generating a list of character traits about the person in the picture. When they are finished, have them check the board to see if they have generated any new words. If so have them write the new words in the "Character Trait" column. Once the new words have been written on the board, ask each group to show their picture and defend their choice of "character trait" words; e.g., "I think Person II is very sensitive because he seems to be listening very attentively and sympathetically to the child beside him." Ask the class if there is any disagreement. If not, put a check mark beside "sensitive" in the Person II column. Proceed this way until each one of the pictures has been discussed. This should generate a great deal of discussion about character traits.

As a follow-up activity, have the students describe members of their families or their friends in terms of their positive qualities.

Follow-Up Activity:

Put students in pairs and ask each student to think of at least 5 words which describe his partner's positive character attributes. Have students write down the words and share them with their partners. Partners must agree or disagree.

Teaching Points:

a. personality characteristics
   e.g., humorous

b. stating an opinion
   e.g., I think you're kind.

c. agreeing/disagreeing with an opinion
   e.g., "You're right. I'm flexible."
   "No, I don't think I'm patient."

Being Someone Else

Level: Int.

Objective: The student should be able to
a. inquire about/state personal information
b. state opinions about others

Aids: 15 pictures of distinctive, interesting-looking people mounted on 8½" x 11" cards. (Available in resource file)

Idea A:

Students sit in a circle. Give each student one picture. Tell the students to pretend that they are the person in their picture. The teacher begins by asking Student A a personal information question. Student A answers the question as if he is the person in the picture. For example, if the student is holding a picture of a muscular wrestler, the teacher might ask, "What do you do for a living?" The student would then answer, "I'm a wrestler." After Student A has answered the teacher's question, someone else takes a turn asking Student A a question about the "wrestler". Have each student ask questions of Student A. Student A must answer all the questions. Once the students have asked all the questions of "the wrestler" that they want to ask, move on to a new personality and start over again. Students proceed through all the pictures, asking and answering personal information questions about each one.

Follow-up Activity:

As a follow-up, the teacher could ask the class some opinion questions about the people in the pictures. For example:

1. "Who do you think is the most beautiful person?"
2. "Who do you think is the most intelligent person?"
3. "Who do you think is the handsomest person?"
4. "Who do you think is the most interesting?"
5. "Who do you think is in the best physical shape?"
6. "Who do you think would be the most desirable person to be stranded on a deserted island with?"

Students take turns giving their opinions and discussing reasons for their choices.

Teaching Points:

a. inquiring about others' backgrounds
   e.g., What kind of books do you like to read?
   What is your biggest worry in life?

b. stating personal information
   e.g., I worry about my figure.
   I like to read romance novels.

c. stating opinions about other people
   e.g., I think she is very intelligent-looking.

Who Am I / Who Are You?

Level: Int.

Objective: A student should be able to
a. inquire about another person's personality/goals/worries/etc.
b. state information about others
c. state opinions about others

Aids: a class set of open-ended statements which focus on personality/goals/worries/etc. Teachers must prepare their own statements. Depending on the level of the students, the teacher can vary the patterns of the statements. The following example shows three different patterns:
e.g., "I am a person who _____."
"If I _____, I would _____."
"In my opinion, _____."
The teacher should choose a pattern which is appropriate to the level of the class.

WHO AM I / WHO ARE YOU

Name of person interviewed _____

1. I am a person who worries about _____.
2. I am a person who is afraid of _____.
3. I am a person who would like to _____.
4. If I won a million dollars, I would _____.
5. If I had only one year to live, I would _____.
6. If I could go anywhere in the world for a four-week holiday, I would _____.
7. If I could change one thing about my appearance, I would _____.
8. If I could change one thing about Japan, I would _____.
9. In my opinion, happiness is _____.
10. In my opinion, success is _____.

Idea:

Give each student a set of open-ended statements. Ask students to complete the statements about themselves. Allow students to work in pairs and help each other if they have difficulty with vocabulary. When all students have finished writing their statements, have them sit in a large circle and share the information about themselves. Encourage students to question one another about

why they have particular worries, fears, ambitions, opinions, etc.

Teaching Points:
a. asking 'Wh' questions
e.g., Why are you so afraid of cats?

b. stating information about one's personality, goals, worries, values, etc.
e.g., I am a person who worries about failure.
If I could go anywhere in the world for a 4 week vacation, I would go to Istanbul.

c. stating opinions
e.g., In my opinion, success is graduating from university.

How Did You Feel?

Level: Int.

Objective: A student should be able to describe his feelings and emotions.

Aids: None

Idea:

The teacher begins by describing an emotional experience that she had. (E.g., "The first time I went on a long vacation without my family I went to India. I didn't speak any Indian languages and I didn't know too much about Indian culture. A few days after I arrived, a girlfriend and I went out shopping. We had only walked about a block when a whole group of small children surrounded us, begging for money. None of the children had proper clothing, and all of them were very thin and sickly. We had never seen anything so pitiful. We looked in our bags and began handing out coins to the children. Soon the crowd began to grow. The children all began pushing and shoving to get some money. Before we knew, the children were pulling at our purses and clothing. It was terrible. Finally, they all went away, but we were left with nothing but the clothing we wore. They had even pulled off our shoes!") After describing the experience, the teacher should ask the students to suggest some words which describe how they think she felt after this experience. As the students suggest some words, write them on the board. Elicit as many words as possible to describe the emotions which were evoked by the experience. Then, referring to the list on the board ask the students if they ever experienced any of those feelings. Ask them to describe the situations which evoked the feelings. Generate as many words as possible to describe emotions and keep a list of these on the board.

Next, ask the students to think of a particularly emotional experience that they have had. Have them describe the experience, discussing how they felt. Finally, think of a number of experiences which your students have likely shared since coming to Vancouver and ask them how those experiences made them feel; e.g., How did you feel . . . "When you first stepped off the airplane in Vancouver, at the opening ceremony, when you ate your first meal with your host family, on your first contact assignment, when your teacher asked you a question and class and you couldn't answer, last night just before you fell asleep . . ." Have students describe what they were doing, what happened and how they felt.

Teaching Points: describing emotions
e.g., I felt so depressed.

Making Requests / Offers / Suggestions / Promises

Level: All

Objective: A student should be able to
a. request/offer/suggest/promise something

Aids: A deck of cards - half the cards have problems described on them, half the cards have promises /offers etc, on them. There are 2 identical cards for each problem, 2 cards for each offer/suggestion. The 2 cards have different but equivalent utterances on them.

(One set available in resource file.)

	PROBLEM/SITUATION	OFFER, SUGGESTION, PROMISE, REQUEST
1.	I don't have enough money to pay my bus fare.	Can I lend you some money? Let me pay for you.
2.	I don't know how to use the stove.	May I show you how to use it? Let me show you how to use it.
3.	This suitcase is too heavy for me to carry.	Let me carry it for you. I'll take it for you.
4.	I can't find my classroom.	I'll take you there. I'll show you where the room is.
5.	I can't go to school because I missed the bus.	Why don't you take a taxi? I think you should call a cab.
6.	The teacher speaks too quickly.	Why don't you speak to your teacher about it? If I were you, I'd talk to the teacher.
7.	There's no more milk in the house.	I'll buy some on my way home from school. I'll go to the store and get some.
8.	The family likes to eat dinner at 5 o'clock.	I'll be home before 5. I'll phone if I'm going to be later than 5.
9.	The teacher wants to meet you at the statue of Gassy Jack.	I'll be there for sure. You can count on my being there.
10.	The room is very hot.	May I open the window? Do you mind if I open the window?
11.	The door is locked.	I'll run and get the key. Here, use my key.
12.	The host family wants to try some Japanese food.	Let me cook a Japanese meal for you. I'd be happy to cook Japanese food for you.

13.	I need to get up at 6 a.m. in order to get to class on time.	Would you like me to wake you up? Would you like to borrow an alarm clock?
14.	You want to smoke a cigarette.	Do you mind if I smoke? Does it bother you if I smoke?
15.	You want to borrow a favorite record.	I'll be really careful with it. I won't scratch it.

Idea:

Shuffle the complaints/offers/suggestions/promises cards. Deal these cards to the students. Place the problem cards face down in a pile. The students take turns picking up and reading aloud a problem card; e.g., "I don't have enough money to pay my bus fare." The other students look at the cards in their hands and decide whether or not they are holding an utterance which matches the situation read. If they have the appropriate card in their hand they must read it, but they must preface the offer/suggestion etc., with the first student's name; e.g., "Hideki, can I lend you some money?" The other students must decide whether the response is appropriate or not. The activity continues until all cards are matched.

Note: for less advanced classes, teachers can prepare their own cards focussing on only one function; e.g., offering

Teaching Points: a. making offers
e.g., Can I lend you some money?

b. making suggestions
e.g., Why don't you take a taxi?

c. making promises
e.g., I'll pick up some milk on the way home from school.

d. making requests
e.g., Could you wake me up?

Blackboard Story For Tea and Talk Party

Level: Basic/Upper Beg.

Objective: A student should be able to
a. state/respond to formulaic utterances used at the Tea and Talk Party
b. describe past events
c. state/inquire about personal information
d. offer food
e. accept offers of food

Aids: a simple picture story drawn by the teacher on cards or on the blackboard
See page 45 for examples of pictures which could be drawn.

Idea:

Begin by saying, "Yesterday Akira went to Mrs. Smith's house for a tea party. I'm going to show you some pictures of the party." Show the pictures of the tea party, one at a time, to the students. As you show each picture, ask the students to tell you what happened at the tea party. For example, if you were to hold up Picture 1 and ask Student A to describe what happened, he might say, "Akira knocked at the door and Mrs. Smith answered. Then she asked him in." Continue in this manner until the students have described the actions in each of the six pictures.

Note: For each picture, ask one or two other students if they can add anything to Student A's description so that some discussion is generated.

Have the students practise describing what happened until the class is thoroughly familiar with the picture story.

Next, hold up Picture 1 again and ask, "What do you think Akira is saying? What do you think Mrs. Smith is saying?" Have the students suggest various possible utterances. Record these possibilities on the board under the headings Mrs. Smith and Akira. (You should use half of the board for Mrs. Smith's utterances and half for Akira's.) Continue through all the pictures in this manner, asking the students to suggest various utterances for each picture and listing these on the board. Make sure to discuss the possible variations for each frame; e.g., in Picture 2, Mrs. Smith could be saying, "Won't you sit down," or "Please have a seat," or "Find yourself a place to sit," etc.

When each picture frame has been discussed and the students are familiar with the utterances, ask them to role play the tea party. Line the six pictures up along the blackboard ledge so that all the students can see them. Put the students in pairs. Ask each pair to come to the front and act out the story using the utterances discussed previously.

Follow-Up Activity: One Sided Conversations, page 42.

Teaching Points:

a. formulaic utterances
e.g., Please come in.

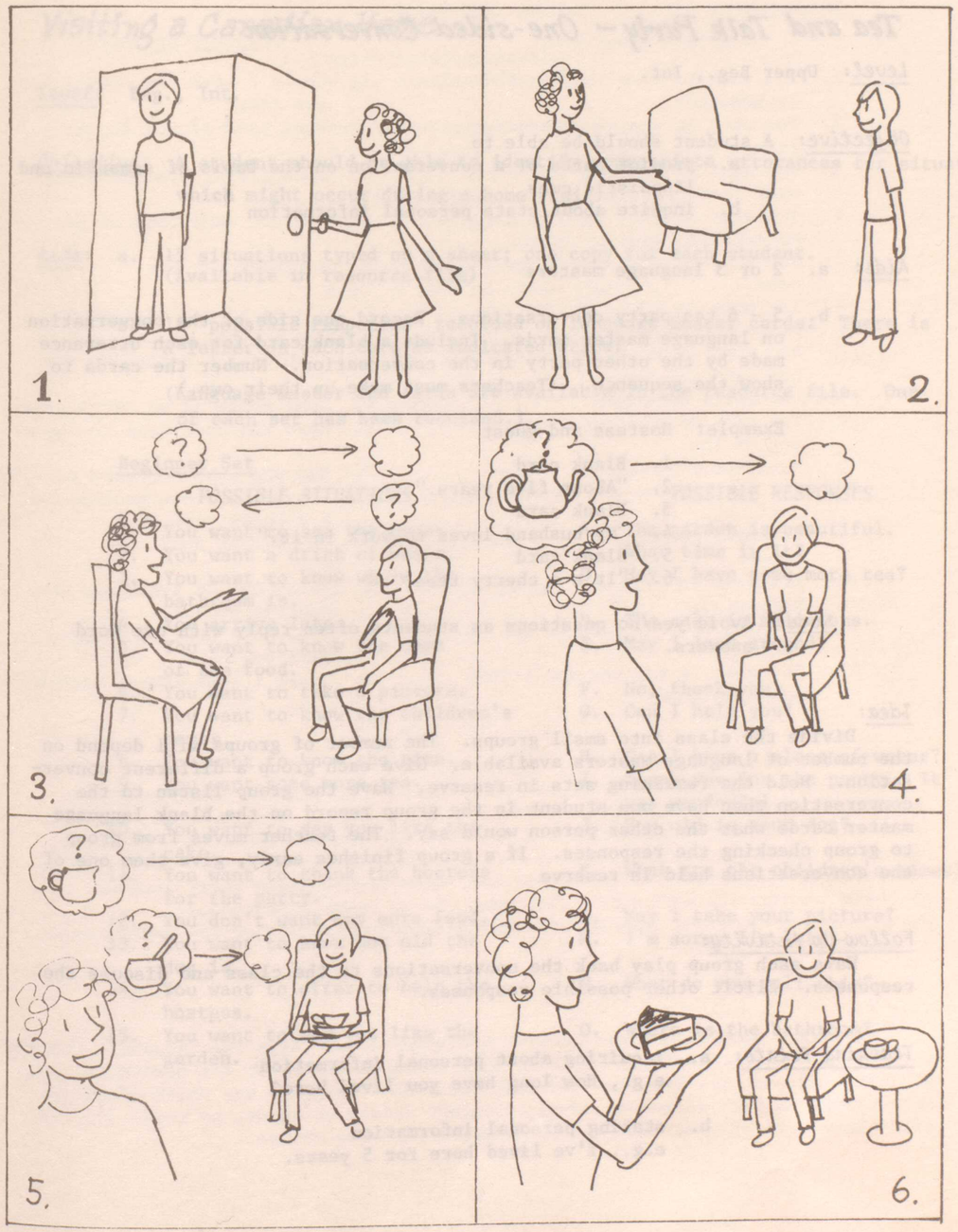
b. asking personal information questions
e.g., How long have you been here now?

c. stating personal information
e.g., I've been here for two weeks.

d. offering food
e.g., Would you like tea or coffee?

e. accepting offers of food
e.g., Yes, I'd like coffee, please.

BLACKBOARD STORY FOR TEA AND TALK PARTY



Tea and Talk Party – One-sided Conversation

Level: Upper Beg., Int.

Objective: A student should be able to
a. predict parts of a conversation on the basis of semantic and linguistic cues
b. inquire about/state personal information

Aids: a. 2 or 3 language masters

b. 5 - 6 tea party conversations. Record one side of the conversation on language master cards. Include a blank card for each utterance made by the other party in the conversation. Number the cards to show the sequence. (Teachers must make up their own.)

Example: Hostess and guest

1. Blank card
2. "About five years."
3. Blank card
4. "My husband loves to work in it."
5. Blank card
6. "It's a cherry tree."

Note: Avoid yes/no questions as students often reply with one word answers.

Idea:

Divide the class into small groups. The number of groups will depend on the number of language masters available. Give each group a different conversation. Hold the remaining sets in reserve. Have the group listen to the conversation then have one student in the group record on the blank language master cards what the other person would say. The teacher moves from group to group checking the responses. If a group finishes early, give them one of the conversations held in reserve

Follow-Up Activity:

Have each group play back the conversations to the class and discuss the responses. Elicit other possible responses.

Teaching Points: a. inquiring about personal information
e.g., How long have you lived here?

b. stating personal information
e.g., I've lived here for 5 years.

Visiting a Canadian Home

Level: Beg., Int.

Objective: A student should be able to identify appropriate utterances for situations which might occur during a home visit.

Aids: a. 15 situations typed on a sheet; one copy for each student. (Available in resource file)

b. 15 "possible responses" recorded on language master cards. There is a letter on each card as indicated below.

(Language master and cards are available in the resource file. One of each set has been recorded.)

Beginner Set

POSSIBLE SITUATIONS	POSSIBLE RESPONSES
1. You want to see the house.	A. The garden is beautiful.
2. You want a drink of water.	B. What time is it?
3. You want to know where the bathroom is.	C. May I have some more tea?
4. You arrive late.	D. The cake is delicious.
5. You want to know the name of the food.	E. May I look around?
6. You want to take a picture.	F. No, thank you.
7. You want to know the children's names.	G. Can I help you?
8. You want to know the time.	H. Can I have a glass of water?
9. You want some more tea.	I. Thank you for the party. It was wonderful.
10. You want to say you like the cake.	J. How old is your dog?
11. You want to thank the hostess for the party.	K. What are the children's names?
12. You don't want any more food.	L. May I take your picture?
13. You want to know how old the dog is.	M. I'm sorry I'm late.
14. You want to offer to help the hostess.	N. What do you call this?
15. You want to say you like the garden.	O. Where is the bathroom?

Intermediate Set

POSSIBLE SITUATIONS	*POSSIBLE RESPONSES*
1. You want to know whether the cake is homemade.	A. Could I have the recipe for the cake?
2. You want to explain why you are late.	B. What kind of dog is it?
3. You want to say that you don't want cream or sugar in your tea.	C. Just clear, please.
4. You want to know whether your hostess has been to Japan.	D. I'm not very fond of it.
5. You want to know how to make the cake.	E. I missed the bus.
6. You want to tell your hostess about your family.	F. I'm so sorry. I hope it won't stain.
7. You want to say that you have not seen the zoo.	G. I think I'd better go now.
8. You spill your tea.	H. Your house is so attractive.
9. You want to know what kind of dog it is.	I. Have you ever been to Japan?
10. You want to leave.	J. Did you make the cake yourself?
11. You want to see the garden.	K. I have an older brother and a younger sister.
12. You want to say you like the house.	L. How old is she?
13. You want to know the age of the baby girl.	M. Which bus do I take to get back to school?
14. You want to know how to get to Langara.	N. I haven't been to Stanley Park yet.
15. You want to say you don't like Canadian food.	O. Could I look around outside?

Idea A:

Give each student a list of the situations. Shuffle the language master cards and put them through the machine in random order. The students, working in pairs, try to match the situation with the appropriate response. They may listen to the oral response as many times as they wish. When they have written the response beside one of the situations, have them compare their answers. If their answers are different, they must try to reach a concensus.
Note: When writing the answers, the students can write either the letter code or the actual response.

Idea B:

Give each student a typed list of the situations. Type the "possible responses" and cut them into strips. Distribute them in random order to the students. One student reads out his response and each classmate checks to see which situation corresponds to this response. When a student thinks he knows, he reads out the situation. His classmates agree or disagree with his choice.

Teaching Points:

a. requesting permission
e.g., Can I have a glass of water?
May I look around?

b. agreeing/disagreeing
e.g., That's not right.

c. complimenting another person
e.g., The cake is delicious.

d. stating apologies
e.g., I'm sorry I'm late.

e. stating personal information
e.g., I have an older brother.

f. asking personal information questions
e.g., How old is your dog?

Suggestions for Tea and Talk Parties

Preparatory Activities

1. Have a student telephone his hostess before going to the Tea and Talk Party. Have him introduce himself, ask for bus directions, and say that he is looking forward to coming.

2. Have the students suggest embarrassing situations which might occur during the visit; e.g., spilling tea, being late. Have them role play these situations.

3. Have the students role play a phone call to the hostess in which they state that they have become lost en route. They must ask for directions to the home.

4. Have the students phone BC Hydro Bus Information, 324-3211, give the hostess' address and ask for directions to the place.

5. Have the students locate the address of their Tea and Talk Party on a map of Vancouver. Decide what area of Vancouver it is in; e.g., Fraserview, False Creek, etc. Have students do a contact assignment focussing on the area of the Tea and Talk Party. If this contact assignment were done prior to the party, it might make the flow of conversation at the party easier. Students could learn about community facilities (skating rink, library, shopping areas) and housing (visit a real estate office, attend an open house)
   The Contact Assignment could include observation tasks and asking questions of passers-by.

6. Do the "I'd Rather Not Say" jazz chant plus variations. Discuss appropriate and inappropriate questions.

7. After discussion with the students, assign each student one or more tasks. Some tasks can be observational; e.g.,
   a) describe the hostess' house/garden/living room
   b) describe the hostess
   c) what differences did you notice between your home in Japan and the home you visited
   d) were the children in the home treated differently from the way Japanese are treated.
   e) is there a vegetable garden?

   Some tasks can be listening tasks; e.g.,
   a) remember the first words that the hostess says to your group
   b) how did the hostess say goodbye to you? What words did she use?
   c) what did the hostess say when she offered you food?

   Some tasks can be information tasks; e.g.,
   a) find out how many children the hostess has
   b) find out if the familiy has any pets
   c) find out how long the family has lived in their home
   d) find out if there is a swimming pool in the neighborhood
   e) find out where the nearest high school is

Generating Small Talk

Level: Int.

Objective: A student should be able to
   a. initiate small talk
   b. respond to conversational openers

Aids: a. 4 taped exchanges which illustrate various ways of initiating conversations

Exchange 1
Man: It sure is crowded on this bus, eh.
Woman: Yeah,it is. I guess everyone has just gotten off of work.
Man: Ya, I guess so. Do you work?
Woman: No, I don't. I'm just on my way home from shopping.

Exchange 2
Man: Do you mind if I sit down here?
Woman: No, not at all. I'm just finishing my lunch anyway.
Man: Oh good. Thanks very much.

Exchange 3
Man: I wonder why the bus is so late.
Woman: I don't know.
Man: I certainly wish it would come.
Woman: mmmmmm

Exchange 4
Man: Beautiful day, eh.
Woman: Ya. It really is. I hope it lasts.
Man: Well, it's supposed to be sunny again tomorrow.
Woman: Oh good. We can go in now.

(available in resource file)

Idea A:

It is very difficult for students to inititate conversations. Have students listen to the 4 taped conversations which illustrate various ways that people initiate conversations. As the students listen to each exchange, give them the following listening tasks.
1. Where do you think this conversation takes place?
2. How did the man start the conversation?
3. Did the woman feel like small talk? How do you know?

Have students complete the listening tasks for each exchange. Compare answers and discuss the various ways of initiating conversations in English.

Follow-up Activity:
Have students role play how they would initiate a conversation in the following situations.

1. You are in a crowded bus. Begin a conversation with the person next to you.
2. You are waiting at a bus stop. The bus is very late. Begin a conversation with the person next to you.
3. You are in a line up for a disco. Begin a conversation with the person next to you.
4. You are in a line up for a bar. Begin a conversation with the person next to you.
5. You are in a line up in S.U.B. cafeteria at U.B.C. Begin a conversation with the person next to you.
6. You are sitting on a bench in Stanley Park. A Canadian comes over and sits down next to you. Begin a conversation.

(Teachers can make up their own situations.)

Teaching Points: a. making statements about a given situation
e.g., It's very crowded on this bus.
It's a beautiful day.

b. asking permission
e.g., Do you mind if I sit down here?

c. requesting anothers' opinion
e.g., I wonder why the bus is so late.

Getting to Know Someone At a Party

Level: Int.

Objective: A student should be able to
a. introduce herself to a stranger
b. inquire/state personal information
c. use appropriate greetings for joining/leaving a party
d. make/respond to offers / requests
e. make/respond to an invitation

Aids: a class set of people pictures; one for each student. Personal Information and a short character description is on the back of each picture. Following the description of the person, there is a TASK to be carried out. (one set is available in the resource file.)



Information on the Back:

D. A picture of a girl making pottery

Name: Sharon Antonelli Telephone: 853-1378

Address: #207 - 1960 McCallum Road, Abbotsford, BC

Age: 23 Place of Birth: Milano, Italy

Background: She immigrated to Canada when she was 15 years old.
Education: She completed high school at Britannia.
Occupation: She owns a small store in Gastown (opposite the Spaghetti Factory) where she makes and sells pottery.
Marital Status: single and enjoys it.

TASK: offer to teach one of your new friends how to make pottery.

Preparatory Activity: Have each student select one of the pictures and silently read the information on the back. Encourage her to ask questions about any information she doesn't understand.

Idea:
Each student role plays the person in her picture.
Situation: All the people are at a party and don't know one another. Each person must introduce herself to other guests and get acquainted with them in order to carry out the TASK described on the back of her picture.

To have more control over the activity, the teacher should act out the situations one at a time and have the other guests imitate her; e.g., introduce yourself to another guest then have all the guests introduce themselves to one other guest.

Step 2. Have each guest introduce the person they just met to another guest at the party.

Step 3. Have each guest ask another person if they are enjoying the party. Encourage them to comment on the guest's reaction;e g., if a guest says he is enjoying himself, ask him if he often goes to parties.

Step 4. Have each guest move around the room and repeat the first three steps

Step 5. Have each guest make a comment about the weather to another guest. Try to tie the comment into the guest's hobbies or leisure activities; e.g., the guest could say "The weather is sure great for sailing." The other guest might respond "Oh, do you sail? Do you own a boat?"

Step 6. Have the guests lead from weather and hobby talk into occupations.

Step 7. Have each guest repeat steps one through six with two other guests.

Step 8. Once the guests have gotten to know at least two or three people, have them do the task on the back of the picture. The activity is over when each guest has completed his task.

Teaching Points: a. formulaic expressions
e.g., Hi. How are you?

b. stating/inquiring about personal information
e.g., Do you live in Vancouver?
Are you new here?

c. making/responding to an invitation
e.g., Would you like to come to my house for dinner?
Sure, I'd like to.

d. making/responding to an offer
e.g., Would you like me to show you how to make pottery?

Writing Home

Level: Basic Beg.

Objective: A student should be able to
a. name/identify points of interest in Vancouver
b. use formulaic expressions when writing to his parents

Aids: Postcards showing different points of interest in Vancouver. There should be one postcard for each student.

Preparatory Activity: Have the students purchase a postcard.

Idea:
Have each student address his postcard to his parents or friend in Japan and write a message identifying the picture on the front (or another type of message if you wish) Have each student purchase a stamp from the bookstore and mail his postcard.

Teaching Points: a. naming points of interest in Vancouver

b. using formulaic expressions
e.g., How are you? I am well.

c. stating desires with 'want'
e.g., I want to buy this postcard.

d. identifying points of interest
e.g., This is Stanley Park.
This is Lions' Gate Bridge.

Talking About the Weather

Level: All

Objective: A student should be able to state information/inquire about the weather.

Aids: a. 10 - 15 slips of paper, each with a weather "opener" written on it; 10 - 15 slips of paper, each with a matching "response" written on it. Teachers should make their own. Below are some examples.

	"Openers"	"Responses"
1.	Have you ever seen such terrible weather?	No, I haven't. I think it must be a record, don't you?
2.	I really hope it doesn't rain again tomorrow.	It's not supposed to. The forecast was for sun.
3.	Beautiful day, eh?	Ya, it really is gorgeous, isn't it?
4.	Looks like it's going to rain.	Ya, it sure does. And I left my umbrella at home.
5.	We've certainly been having awful weather, haven't we?	Ya, I'll say. It's been raining for what ... 3 weeks now?
6.	Do you know if it's supposed to warm up tomorrow?	I have no idea. I haven't heard the weather report.
7.	I hope we get some rain soon.	Me too. My garden is really dry.
8.	Do you think this weather will last?	I hope so. It's been lovely, hasn't it?
9.	Ah ha. Blue sky at last!	Well. What do you know? I was beginning to think it would be grey forever, weren't you?
10.	Seems a bit warmer today.	Ya, it is warmer, I think.

Idea A: (All)

Discuss the weather with the students every day. Compile a list of weather comments/questions which are used in conversation.

e.g., What a lovely/miserable/beautiful day.
Rotten weather, isn't it?
Isn't it an awful/a hot day?
What's the forecast for tomorrow?
Is it supposed to cool off?

Idea B: (Int.)

Write the weather "openers" and "responses" on separate slips of paper. Divide the class into 2 groups, with Group 1 facing Group 2. Begin by handing out an "opener" to each student in Group 1. At this point, do not hand out the "responses". Instruct Student A from Group 1 to read his "opener"; e.g., "Looks like it's going to rain." Students in Group 2 must listen to the opener and then suggest a possible situation where that "opener" would occur; e.g., "When it is very cloudy and cool." When all the openers have been read and discussed, collect them from Group 1 students.

Next, give one of the "openers" to each student in Group 2. Make sure to use different "openers" from those you used in the previous activity. Give each student in Group 1 one of the "responses". Instruct one student in Group 2 to read his "opener". Students in Group 1 must listen to the "opener" and see if their "response" matches it. If so, they read it out. The activity proceeds in this manner until all "openers" and "responses" have been matched.

Note that some "openers" have more than one possible "response". You should point out to students that there are many different ways to respond to a given opener. Discuss the openers which generate more than 1 response. You could ask students to suggest other possible "responses" for the "openers".

In addition, please note that some of the "responses" are tag questions; e.g., "I think it must be a record, don't you?" In these cases, the exchange will not be just a 2 turn exchange.

e.g., Student A: Have you ever seen such terrible weather?
Student B: No. I haven't. I think it must be a record, don't you?
Student A: Ya, I'm sure it is.

Rather, it will be a 3 turn exchange since Student A must make a further comment about Student B's response. Make sure that Student A carries on the exchange whenever it is necessary.

As a follow-up activity, you could have the students role play various situations. For example, give 2 students the following instructions on a card: "It has been 20^{o} with clear, blue skies for the past 3 weeks. Today it is very cloudy and only 15^{o}. You are standing at a bus stop. Begin a conversation with the person beside you by making a comment about the weather. Your partner must respond appropriately."

Idea C: (Int.)

Comments about the weather are often used to initiate conversations and small talk. Sometimes, these comments involve sarcasm and sometimes they don't. For example, when it has been raining for 6 weeks, people often open conversations with comments like, "Great weather we've been having, eh?" At the same time, non-sarcastic comments like, "What terrible weather!" are also common. When the weather is good, sarcasm is seldom, if ever, used. For example, on a beautiful, sunny day people would not likely initiate a conversation by saying, "Lousy day, eh?" Intermediate students need some practice in dealing with sarcasm. The teacher should write up some role play tasks which require students to use and respond to sarcasm.

e.g.,

> It has been raining for 6 weeks. It is raining now. You are at a bus stop, waiting for the bus. A person is standing beside you; he has no raincoat and he looks a little cold.

Start a conversation with the person beside you by making a sarcastic comment about the weather. Your partner must respond appropriately.

CONTACT: Have the students practise weather comments in conversations with Canadians; e.g., at the Tea and Talk Party.

Teaching Points:

a. making statements about the weather
   e.g., What a lovely day.

b. asking questions about the weather
   e.g., Is this weather going to last?

What's the Weather Supposed To Be Like Tomorrow?

Level: Int.

Objective: A student should be able to inquire/state information about the weather forecast.

Aids: 2 class sets of B.C. maps; Student A's map has the various regions of B.C. labelled. The weather information for each region is written on the map. In addition, there are 13 black dots drawn on Student A's map to represent various cities and towns in B.C., but the cities and towns are not labelled. Student B's map has the various regions and cities of B.C. labelled, but it includes NO information about the weather. Student B's map also has a list of 10 cities in B.C. These maps are available in the student handout file. See examples on the following page.

Idea:

Put students in pairs, with Student A facing Student B. Give Student A his copy of the B.C. weather map. Give Student B his copy of the B.C. map. Inform all students that the 13 black dots represent cities or towns in B.C. (The towns and cities are labelled on Student B's map only.)

Instruct Student B to look at the list of the ten B.C. cities and towns listed on his map. Tell Student B that he must find out from Student A what the weather is going to be like tomorrow in those cities. Student B begins by asking Student A, "What will the weather be like tomorrow in Atlin?" Student A must ask in which region of B.C. Atlin is; e.g., "Where is Atlin?" Student B describes Atlin's location; e.g., "It is in the Northwest region." Student A must find the NW region on his map and give Student B the weather forecast for that area; e.g., "Tomorrow, it will be cloudy and cool with occasional showers. The High will be between 14-15." Student B then records this information in his chart. Students continue in this manner until Student B has recorded the weather forecast for each of the ten cities or towns in B.C.

Teaching Points:

a. inquiring about the weather forecast
   e.g., What's the weather supposed to be like tomorrow?
   What's the weather going to be like tomorrow?

b. stating information about the weather forecast
   e.g., It's going to be cloudy with sunny intervals.

Student A's Map

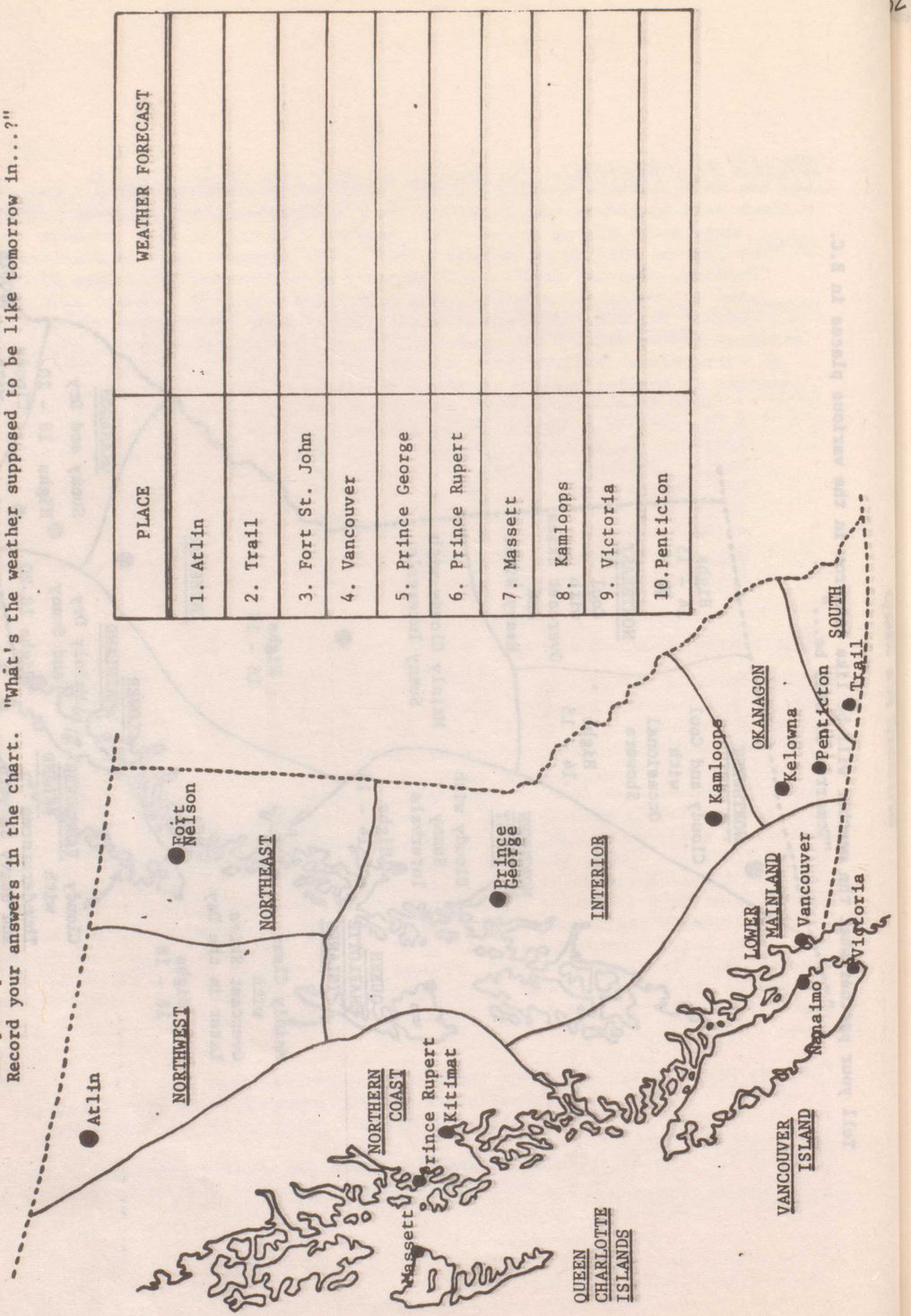
Tell your partner what the weather will be like tomorrow in the various places in B.C.
"Tomorrow it will be..."

What's the Weather Supposed To Be Like Tomorrow?

Student B's Map

Ask your partner what the weather will be like tomorrow in the following cities in B.C.
Record your answers in the chart. "What's the weather supposed to be like tomorrow in...?"

PLACE	WEATHER FORECAST
1. Atlin	
2. Trail	
3. Fort St. John	
4. Vancouver	
5. Prince George	
6. Prince Rupert	
7. Massett	
8. Kamloops	
9. Victoria	
10. Penticton	



Variations of Jazz Chants

Level: All

Jazz Chanting was developed at the American Language Institute of New York University where it is an integral part of their language learning program. The book, Jazz Chants, and the accompanying tape are both available in the resource file. The chants are designed as a language acquisition tool to develop the student's appreciation of the rhythm and intonation patterns of spoken English.

Objective: To vary the presentation of sound drills, stress and intonation, and the spoken language in a "fun" meaningful way. The language objective depends upon the chant selected.

Idea:
The students not only "chant" the drill but participate in its formation.

Example 1: What are you going to do at two, p. 17 of the book JAZZ CHANTS.

Step 1: Give students a copy of the chart
Step 2: Play the tape
Step 3: Recite the questions (at least twice)
Step 4: Elicit short answers to the questions. Note the repetition.

"What are you going to do at two?	play tennis
"What are you going to do?	" "
"Where are you going to be at two?	at McDonald's
"Where are you going to be?	" "
"Who are you going to see?	my friend
"What are you going to say?	"Hi, how are you."
"How are you going to go?"	by bus
"Where are you going to stay?	at my friend's
"What are you going to do?	watch t.v.
"Who are you going to see?	John Wayne
"When are you going to leave?"	at eleven
"Where are you going to be?"	at home

Step 5: The teacher chants the questions and the students chant the answers.
Step 6: Divide the class in half. One half asks the questions, the other half answers. Reverse.
Step 7: The students are placed in pairs and take turns asking and answering questions.

Step 8: Pick out 2 students at random to give a final demonstration.

Example 2: A Bad Day, p. 21

(A useful aid might be a picture of the parts of the body.)

The same procedure as above.

Step 9: Have students in groups work out their own suggestions.

Students present suggestions which are recorded on the blackboard.

e.g., I forgot my keys.
I ran out of gas.
I was late for class.
I lost my purse.

Move the 4 last lines of the original chant to the very end.
Continue with steps 5, 6, 7, 8 using the new longer version.

Follow-Up Activity:

1. Dialogues and role plays
2. Make up your own chants

e.g., Negatives

What did you do?	Nothing much.
Where did you go?	Nowhere.
How did you make out?	Not very well.
Who did you go with?	Nobody.
When did you get home?	I don't remember.
Are you from Vancouver?	No, I'm not.

Teaching Points: a. stress and intonation

b. sound clarification

c. Canadian and non-Canadian values

d. use of everyday spoken language

(see chant #23 "Personal Questions")

Some tasks can be socializing tasks; e.g.,

a) introduce your classmates to the hostess
b) discuss the weather with your hostess
c) discuss recreational activities with your hostess
d) offer to help your hostess pass the food
e) ask your hostess if you can see the garden
f) ask your hostess to recommend some tourist attractions in Vancouver
g) ask permission to take a photo of your hostess

Follow-Up Activities:

1. Have the students write or telephone after the party to thank the hostess for having them.

2. Put the students in groups of 3, each student should have attended a different party. Have the students discuss/describe their Tea and Talk Party.

3. Discuss as a whole class the language which the hostess used when the guests first arrived, etc.

4. Question a Canadian about customs which are different from Japanese ones.

5. Video-tape a simulated tea party.

Miscellaneous Social Exchange Suggestions

1. Compile a list of teenagers who are willing to be phoned by your students. Have the students phone a teenager in the evening.

2. Have the students take turns phoning you in the evening for a short chat.

Acknowledgements

1. Personal Information Cue Cards - Wendie Hermanson

2. V.I.P. System - Moira MacLeod

3. Variations of Jazz Chants - Eleanor Hydar

4. Question and Answer Game - Reena Baker

5. Preference Chart - based on an idea from Beverly Galyean's Language From Within

6. Blackboard Story for Tea and Talk Party - Gwyneth Westwick

7. Tell Me All About Yourself - Beth McNairn

8. What's In A Name? - based on an idea from Melinda Haynes' ESL Adult Survival Skills

9. Who Am I/Who Are You? - based on an idea from Melinda Haynes' ESL Adult Survival Skills

Daily Activities

A STUDENT SHOULD BE ABLE TO:

a. state/inquire about time

b. name the days of the week

c. inquire about/state the time of daily activities

d. inquire/state information about daily activities

e. state which activities he/she wants to do

f. accept/refuse an invitation to do a particular activity

g. identify/state the articles or equipment he/she needs or has to do the activities

h. inquire of others whether or not they need or have the articles/ equipment

i. offer to lend someone an article or piece of equipment

j. inquire if he/she can borrow an item from someone

k. state whether or not he/she enjoys an activity

l. give/answer/respond to commands

m. state/describe experiences/impressions/activities

n. inquire about other's experiences/impressions

o. make/respond to suggestions to do a particular activity

p. identify/name/describe places he/she visits

q. inquire about/state comparisons between Canadian and Japanese lifestyles

r. inquire about/state impressions of Canada

s. describe a memorable day in his/her life

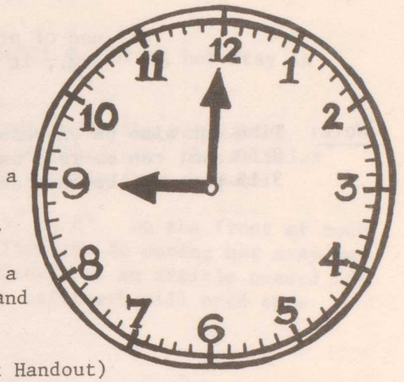
t. state/inquire about special days in Canada and Japan

u. inquire/state information about sports activities in Canada and Japan

Telling Time

Level: Basic Beg.

Objective: A student should be able to
a. identify/state time
b. inquire about the time



Aids: a. One set of 24 cards; each card has a clock face stamped on it. The hands of each clock point to the hour or half-hour position.

b. One set of 24 cards; each card has a clock face showing a different time in hours and minutes; e.g., 3:15 p.m., 8:50 a.m. (Aids are available in the resource file.)

c. A set of blank clock faces (Student Handout)

Idea A:

The students sit in a circle. Use the set of time cards that show the clock hands at the hour and half-hour positions. Shuffle the cards and place them face up on the floor. One student asks another student by name, "Do you have the time?" The student, answering, looks at the time cards displayed and calls out the one of his choice; e.g., "Yes, it's five o'clock." The other students quickly try to find that time card. The activity continues in this manner with the students taking turns asking the questions and calling on different classmates to answer.

Alternative:

Do the same activity again, except use the second set of time cards. Decide whether you will have the students use the prepositions "to/after" or "before/past" in relation to time statements.
e.g., 8:50 a.m. can be read as "ten to nine" or "ten before nine."
3:15 p.m. can be read as "fifteen after three" or "fifteen past three" or "quarter past three."

Idea B:

Choose one set of the time cards. Give each student a card from the set and ask him not to show the card to any one. Appoint one student 'IT'. Have 'IT' ask his classmates, "Do you know what time it is?" His classmates must guess the time by asking only yes/no questions until one student guesses the correct time; e.g., "Is it five o'clock?" 'IT' must listen carefully and respond by saying either "No, it isn't" or "Yes, it is." The student who guesses the correct time becomes 'IT'. The activity continues in this manner until every student has had a turn.

Teaching Points: a. numbers in relation to time

b. asking for the time using indirect questions
e.g., Do you have the time?

c. asking yes/no questions with verb 'be'
e.g., Is it five o'clock?

d. use of prepositions 'before', 'after', 'to', 'past'
e.g., It is five after nine.

Note: Time can also be expressed without the use of the prepositions; e.g.,
8:50 a.m. can be read as "eight-fifty"
3:15 p.m. can be read as "three-fifteen"

Expressing Personal Needs - Lotto Game

Level: Basic/Upper Beg.

Objective: A student should be able to
a. state selected activities she'll do during her stay in Vancouver
b. express what she wants to do
c. identify the articles she needs to do the activities
d. inquire of others whether or not they need the articles
e. inquire if they can borrow an article from someone

Aids: a. A class set of 15 lotto cards, each 5" by 8". On the front of each card is a picture of an activity the student will/might do during her stay in Vancouver. The back of each lotto card has a picture of an article needed for the activity; e.g., a student who wants to brush her teeth will need some toothpaste.



front
lotto card



back
article

The pictures for the Needs Lotto show:

A student	Article on the Back
i. brushing his teeth	toothpaste
ii. washing his hair	shampoo
iii. combing her hair	comb
iv. washing her face	face cloth
v. studying English	dictionary
vi. writing a postcard	pen
vii. mailing a letter	stamp
viii. going shopping	shopping bag
ix. going sightseeing	map
x. going for a walk in the rain	umbrella
xi. playing tennis	racquet
xii. taking a picture	film
xiii. drying his hair	towel
xiv. smoking	ashtray
xv. washing his dirty clothes	soap

b. A set of 15 playing cards, each with a picture of the articles described above. These cards match the pictures on the back of the lotto cards.

(All aids are available in the resource file. Pictures of the aids are on page 71-3.)

Preparatory Activity:

Have the students identify the activities and articles. Help the students group the articles into countable/uncountable; e.g., some soap, some toothpaste, some shampoo, a comb, a stamp, a map, an umbrella.

Idea A: (Basic Beg.)

The students sit in a circle. Each student selects a lotto card which she conceals from her classmates. Shuffle the 15 playing cards and place them face down in a pile. Students take turns being 'IT'. 'IT' picks up a card from the pile; e.g., soap, and holds it up for the class to see (or for the more advanced group, she does not let them see the picture and asks "Who needs some soap?") Students at the more basic level could say simply "soap". The student who has the corresponding picture on the back of her lotto card calls out, "I need some soap." and receives the playing card. That student then shows her classmates her lotto card of a student washing her face and says, "I want to wash my face. I need some soap."

The students continue taking turns until each student has the article she needs.

Idea B: (Upper Beg.)

Give each student one lotto card. Shuffle the 15 playing cards and deal one to each student. Students must not show their lotto card or playing card to anyone. Each student's task is two-fold: to acquire the article she needs and to inquire of others whether or not they need a particular article.

The students simultaneously move around the room asking different classmates if they need the article they have in their hand; e.g., if a student has a playing card that shows a stamp, she would ask, "Do you need a stamp?" The student who is asked, checks his lotto card and answers either "Yes, I do" or "No, I don't" or "No, I don't need a stamp." If the student's answer is "yes", she receives the playing card. The activity continues until each student has the article she needs. As a follow-up activity, have each student express what she wants to do and state the article she has.

Idea C: (Int.)

Have the students sit in a large circle. Before beginning the activity, elicit from students various ways of asking to borrow something and write these on the board; e.g., "Do you think I could borrow your pen?"' "May I borrow your pen?"' "Would you mind lending me your pen?", etc. To begin with,, give each

student one playing card with a picture of an article on it and one lotto card. Ask students to hold up their playing cards only so that everyone can see the article. The teacher begins by looking at her lotto card and finding the student who is holding the matching playing card. She asks that student if she can borrow the article; e.g., "May I borrow your comb? My hair is such a mess and I forgot my comb in my room." The student with the comb must decide whether or not to lend the comb and then make the appropriate reply. (Elicit from students various ways of saying yes and no politely). When the student with the comb has responded to the teacher's request, he then takes a turn. He asks another student if he can borrow the article that he needs to match his lotto card. Make sure students understand that asking to borrow something often involves not only a polite request to borrow the article but also an explanation of why one needs to borrow it. The activity continues in this manner until all students have had a turn asking to borrow the article that they need.

Teaching Points:

a. using verb 'want' to express desire
e.g., "I want to wash my face."

b. asking yes/no questions with 'need'
e.g., "Do you need some soap?"

c. asking 'who' questions with 'need'
e.g., "Who needs some soap?"

d. expressing a need
e.g., I need some soap.
I need a comb.
I need an ashtray.

e. identifying personal items
e.g., "This is a shopping bag."

f. asking permission to borrow something
e.g., May I borrow your comb?

g. stating an elaboration about why you need to borrow an article
e.g., My hair is a mess and I left my comb in the room.

Expressing Personal Needs Lotto Game

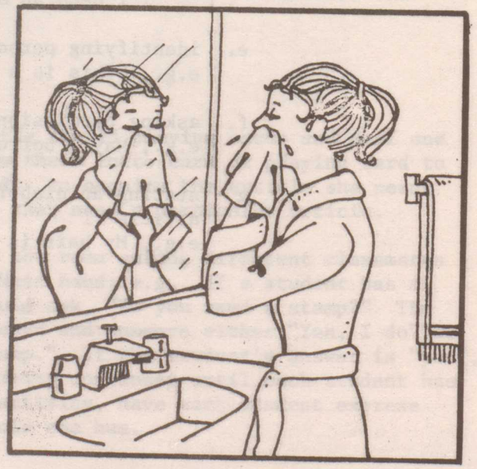


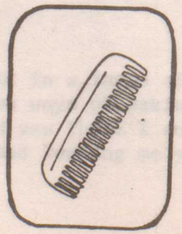


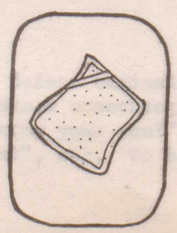








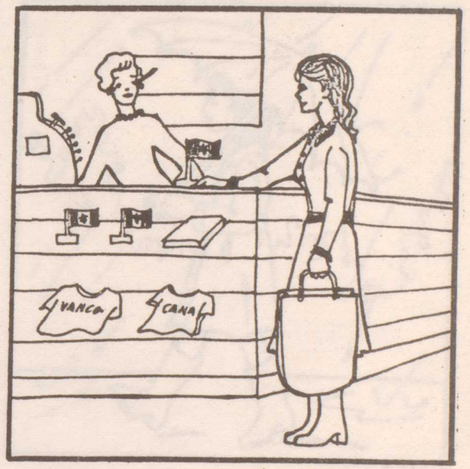


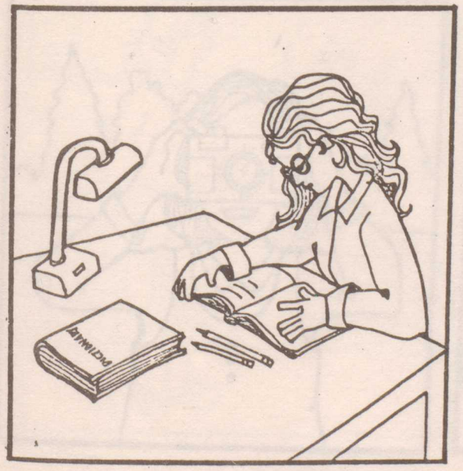








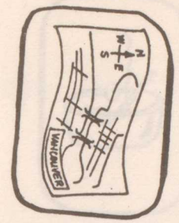






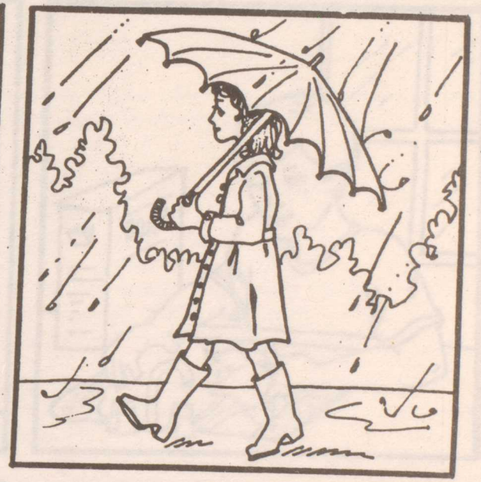




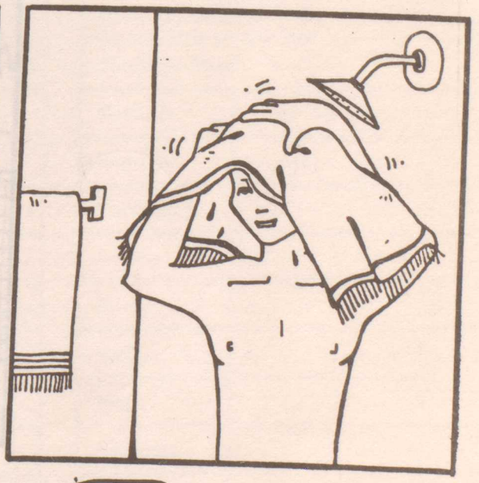

VANCOUVER

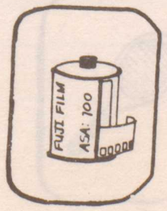



MAP OF
STANLEY
PARK





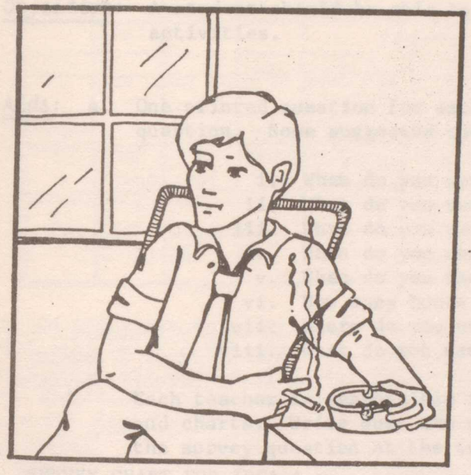



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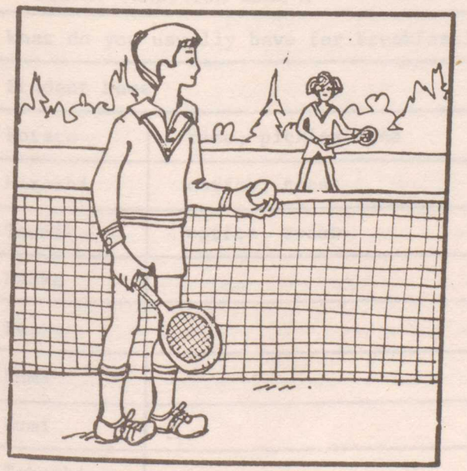





SOAP




SOAP







Taking A Survey - Daily Activities

Level: All

Objective: A student should be able to inquire/state information about daily activities.

Aids: a. One printed question for each student. Each student has a different question. Some suggested questions include:

i. When do you usually get up?
ii. What do you usually have for breakfast?
iii. What do you usually eat for lunch?
iv. When do you usually eat supper?
v. When do you usually go to bed?
vi. How many hours do you study English a week?
vii. Where do you usually go for a holiday?
viii. What do you usually do on Sundays?

Each teacher is responsible for making her own survey questions and charts. Write down the names of the students on the chart with the survey question at the top.

SURVEY CHART FOR IDEA A

What do you usually have for breakfast?	
Student Name	
Kotaro	rice, pickles, tea
Hiroshi	coffee, toast
Tsumiko	coffee, toast
Naoko	
Reiko	
Kumi	
Rumi	
Takeshi	
Koji	
Nori	

What do you usually do on Sundays?	
Student Name	
Kotaro	go to a movie
Hiroshi	watch t.v.
Tsumiko	
Naoko	
Reiko	
Kumi	
Rumi	
Takeshi	
Koji	
Nori	

b. For Idea C
Draw up a survey chart with 10 - 15 questions that focus on typical daily activities in Canadian and Japanese households. Each teacher should make her own survey charts.
Example:

QUESTION	JAPANESE		CANADIAN	
	I	II	I	II
1. Who usually takes out the garbage in your household?				
2. Who usually cooks the meals?				
3. Who usually does the laundry?				
4. Who usually pays the bills?				
5. Who usually manages the budget?				

c. For Idea D
A class set of survey questions focussing on weekly routines. Teachers should make their own charts. Leave at least 5 spaces blank at the bottom of the survey chart so that students can make up some of their own survey questions.

1. What days do you usually work?
2. What hours do you work each day?
3. What do you usually do on Saturday afternoon?
4. What do you usually do on Friday evening?
5. How do you usually get to work?
6. Which household chores do you do once a week?

Idea A: (Basic Beg.)

Give each student a different question; e.g., "What do you usually have for breakfast?" or "What do you usually do on Sundays?" The student moves around the room asking each of her classmates this question and writes the responses on her chart. The classmates answer by giving true information about their habitual activities in Japan. Each student asks her question of every other student. When each student has finished her survey, the class listens while each student take turns reporting the results of the survey; e.g., "Kotaro has rice, pickles and tea for breakfast. Hiroshi and Tsumiko have coffee and tea."

Idea B: (Upper Beg., Int.)

Draw up one chart with 8 to 10 questions that focus on the students' daily activities in Japan.

SURVEY QUESTIONS

	Partner's Answers	Partner's Answers
1. When do you usually get up?		
2. How many hours a week do you study English?		
3. How long does it take you to go from your home to school?		
4. What do you usually have for breakfast?		
5. What do you usually do in the evenings?		

Divide the class into pairs, facing one another. Give each student an identical chart. The students take turns asking each other about their activities and writing the information on the charts. The student being asked the questions should keep her chart face down while being questioned. When one pair has finished the activity, have them change partners and repeat the questions. The technique is described in detail in the Food Preference Chart, p. 120.

Idea C: (Upper Beg., Int.)

Put students in pairs. Give Student A a copy of the survey chart. Have him interview Student B and fill in the information under the column labeled "Japanese" I on the chart. Then, have Student B interview Student A and fill in A's answers under the column labeled "Japanese" II on the chart. When students have completed interviewing each other, discuss the results with the class. Explain that you would now like the students to find out about how household chores are delegated in Canadian families. Ask students to work in pairs and interview at least 2 Canadians, filling in the responses in the survey chart. Instruct them to bring the information to class the next day. During the next class, discuss the students' findings.

Ask students if they can make any generalizations about the similarities and differences between Japanese and Canadian households based on their "research".

Idea D: (Int.)

Give each student a set of survey questions which focus on weekly routines. Have the students sit in a circle. Ask them to interview you about your weekly routine. Ask them to record your answers on the survey chart. After they have finished asking the questions which you have made up, ask each student to write at least 3 more questions at the bottom of the chart to ask

you about your weekly routine. Have students ask the questions and record your responses. Next, have students get into pairs and, using the survey chart questions, ask each other about their weekly routines.

Alternative Activity

Make up questions that focus on the student's daily activities in Canada e.g., his sightseeing schedule, what he wants to do downtown, what time he has dinner with his host family, etc.

Follow-up Activity:

a. Have the students make up a list of questions to ask their host families or friends. They can share the information they've collected the following day.

b. Invite a Canadian student to class. Have the Japanese students ask the guest about his daily/weekly activities using the survey questions as a guide.

Teaching Points:

a. asking 'Wh' questions
e.g., When do you usually get up?

b. stating information about daily/weekly activities
e.g., Hiroshi has coffee and toast for breakfast.

Learning About Your Classmates' Activities

Level: Upper Beg./Int.

Objective: A student should be able to
a. inquire about other's daily activities
b. state/describe her activities
c. state what s/he wishes to do

Aids: a class set of questions that focus on students' past activities. Each teacher must make up her own questions. Base your questions on your knowledge of the students' activities.

Find Someone who	Name of Person
1. slept in on Sunday	
2. had cereal for breakfast today	
3. took a shower this morning	
4. went shopping yesterday	
5. went swimming during the week	
6. made a new friend this week	
7. used the telephone to call a friend	
8. bought a present	
9. went to bed after 11 p.m. last night	
10. watched T.V. last night	
11. wrote a letter to a friend in Japan this week	
12. bought lunch in the College cafeteria this week	

Give each student a copy of the questions.

b. (For Idea B) A class set of 10 - 15 questions focussing on what students like to do at particular times of the day. Teachers should make their own charts.

Example Questions:

QUESTION	RESPONSE
What do you like to do ...	I like to ...
1. ...on rainy Sunday afternoons?	
2. ...on Saturday night?	
3. ...after a long, difficult exam?	
4. ...when you are riding home on the train or subway?	
5. ...before you go to bed?	

Idea A: (Beg.)

The technique used is the same as the one described in Getting to Know Your Classmates, page 25. If you feel that the students would have difficulty generating the questions, write the full form of the questions; e.g., "Did you sleep in on Sunday?"

Follow-up Activity:

Have the students in small groups or as a class share the information they've collected.

a. Do a statistical survey for each question; e.g., find out how many students slept in on Sunday; how many students had cereal for breakfast, etc.

b. Have the students ask each other Wh questions based on their answers; e.g., one student might ask "Who slept in on Sunday?" Another student would answer according to the information on his sheet. "Reiko slept in on Sunday." Reiko is then asked why she slept in or how she felt when she woke up.

Idea B: (Int.)

Put students in pairs, with Student A facing Student B. Give Student A a questionnaire and instruct him to interview Student B about what he likes to do. Tell Student A to record Student B's responses on the chart. Next, give Student B a chart and have him interview Student A, recording the responses.

Teaching Points:

a. asking personal information with the past tense
e.g., Did you sleep in today?

b. asking Wh questions
e.g., Who slept in on Sunday?
What do you like to do on Saturday night?

c. asking what a person would like to do
e.g., "What would you like to do on a rainy day?"

d. stating personal information about himself and others
e.g., I like to sleep in.
Reiko likes to sleep in.

And Where Were You?

Level: Basic/Upper Beg.

Objective: A student should be able to
a. state where he was, who he was with and what he was doing
b. express whether or not he enjoyed himself
c. express opinions

Aids: a copy of the chart below for each student
(Teachers must make their own.)

Student Name _____

Time	Where were you?	Who were you with?	What were you doing?
1. Friday evening			
2. Saturday morning			
3. Saturday afternoon			
4. Saturday evening			
5. Sunday morning			
6. Sunday afternoon			
7. Monday morning			
8. Tuesday afternoon			
9. Wednesday evening			
10. Thursday evening			

Preparatory Activity:

Draw the chart on the blackboard. Appoint three students to record the information; one student for each question. Have one student or the teacher sit in the V.I.P. chair facing the class. Each student takes a turn asking the V.I.P. a Wh question; e.g., "Michiko, where were you Friday evening? Another student would ask "Who were you with?" and so forth. The three recorders write the V.I.P.'s responses on the board. When the chart is completed, have the students ask him further questions; e.g., What did the person with whom you went look like? Did you enjoy yourself?

Idea:

Divide the class into pairs, facing one another. Give each partner a chart. Have Parter B place her chart face down while Partner A questions her about her activities and records the information on the chart. When the chart is completed, have the students reverse roles.

When both charts are completed have each member of the pair find a new partner and explain what their previous partner did. The student who is listening to the explanation may ask questions for clarification.

Follow-Up Activity:

Have the students ask one another which activity they enjoyed the most and why.

Teaching Points: asking personal information questions with 'who', 'where', and 'what'
e.g., Where were you on Friday?
Who were you with?
What were you doing?

How Was Your Day?

Level: Int.

Objective: The student should be able to
a. state his impressions about an experience he has had
b. inquire about another's impression

Aids: None

Idea:

Write the following list of words on the board: breakfast, sleep, English class, day, contact assignment, tea party, lunch, bus trip, sightseeing tour. The teacher begins by asking various students questions about certain activities; e.g., "How was your day yesterday?", "How was your lunch today?", "How was your contact assignment yesterday afternoon?" Have the students answer, then illustrate how a further elaboration may take place; e.g.,

Teacher: How was your breakfast, Sakiko?
Sakiko: It wasn't very good, actually.
Teacher: Oh that's too bad; what did you have?
Sakiko: I had toast and jam, but the jam was stale and the toast was a little soggy.

Next, have the students practise asking and answering each other about the various experiences listed on the board or about any other experiences. Make sure that the students elaborate on their impressions.

Teaching Points: a. stating impressions/information about daily activities
e.g., I really enjoyed the tour. We saw Chinatown and U.B.C.

b. inquiring about daily activities using "Wh" questions
e.g., What did you have?
Where did you go?

Discussion Topics

Level: Upper Beg., Int.

Objective: A student should be able to
a. inquire about others' experiences and impressions
b. state/describe his experiences/impressions
c. state/inquire about his impressions of Canada
d. make comparisons between Canada and Japan

Aids: a. 10 to 15 topics; each topic is written on a separate card. Suggested topics: Host family, travel, school, sports, boyfriends/girlfriends, marriage, children, homes, food, festivals, hobbies, religion.

b. 15 comparison topics which will encourage students to make comparisons between Japan and Canada. Each topic is written on a separate card. Some topics are: Canadian baths and Japanese baths; a typical breakfast in Canada and a typical breakfast in Japan; public transportation in Vancouver and public transportation in your city.

(Each teacher must make up her own cards.)

Idea A:

Put the topics in a bag. Appoint one student to be the V.I.P. The V.I.P. picks a topic from the bag and shows it to the class. His classmates must then ask the V.I.P. questions on the topic. This activity can be done with the class as a whole or in small groups with a V.I.P. in each group. Make sure each student asks a question. When they've run out of questions to ask, appoint another V.I.P. and pick a new topic.

Idea B: (Int.)

The class nominates and elects the V.I.P. The V.I.P. picks a comparison topic from the bag and explains the differences and similarities between an item in Japan and the same item in Canada. The other students ask the V.I.P. as many questions as they can about the item in Japan and the item in Canada. If the V.I.P. cannot answer a question about the item in Canada, he must appoint a researcher to find out about that item from a Canadian student or host. The information gathered by the researcher can be discussed during the next class.

CONTACT:

Invite a guest to be the V.I.P. or have a guest join the students in asking questions of a student V.I.P.

Alternative Activity: Let each student decide his own topic.

Teaching Points: a. asking information on questions about a wide variety of topics

b. stating information on questions about a wide variety of topics

c. making comparisons using connectors like "but", "and", "however" to compare two topics
e.g., Canadian baths are shallow and rectangular but Japanese baths are deep and square.

Special Days

Level: Int.

Objective: A student should be able to
a. describe a memorable day in his life
b. state what he would do on an ideal day
c. state/inquire about special days in Canada and Japan

Aids: None

Idea A:

Ask the students to think about a day in their lives which they consider to have been very special. Have them answer the following types of questions about that day; "What were you wearing?; What was the weather like that day?; Who was with you?; How did you feel?" In groups, students share information about their special day. Each student describes his memorable day, explaining what happened, when, etc. Encourage students to question one another about the details of their memorable day. Each group must decide which of the people had the most interesting or outstanding "memorable day". One student from each group is then elected to tell the class about that person's day.

Idea B:

Write the following on the board; "If I could do anything I wanted to do today, I would . . . " Instruct the students to construct a timetable for an ideal day, describing the things they would do, what they would eat, where they would go, etc. Have students get into small groups and share their ideal days with one another.

Idea C:

Ask the students to write the name of one Japanese festival or holiday on a slip of paper. Mix up the papers and have each student choose one. Students must tell about that holiday, describing what they do on that day, what they eat, what they wear, when it occurs, why it occurs, how it makes them feel, etc. As a follow-up, give every two students the name of a Canadian holiday and instruct them to work in pairs and find out what Canadians do on that day. They must interview their host families or VCC students. Have students report about the holidays during the next class. Some possible holidays are: Valentine's Day, Halloween, New Years, Christmas, Thanksgiving, Easter Sunday, Canada Day, April Fools Day. Encourage students to question one another about the holidays.

Teaching Points:

a. stating information about a special/memorable day

b. inquiring about special or memorable days

c. describing wishes using "would"
e.g., If I could do anything I wanted today, I would sleep in till 10 a.m. Then I would have breakfast in bed.

Categorizing Sports Equipment

Level: Basic Beg.

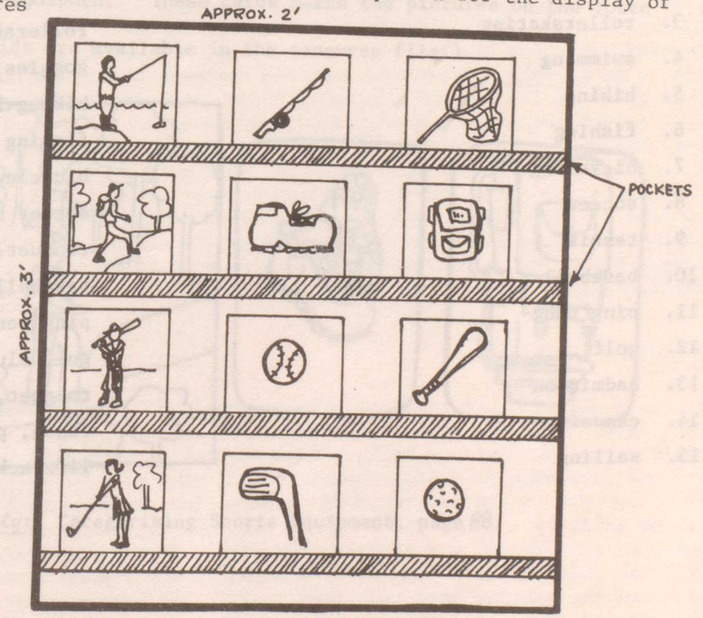
Objective: A student should be able to
a. name sports equipment required for various activities
b. express a need for pieces of equipment

Aids:

a. 15 pictures of people engaged in various sports activities; e.g., fishing, hiking, playing soccer.
Note: Some of these activities require the pattern "I want to go hiking" while others require the pattern "I want to play soccer."

b. 30 playing cards with pictures of sports equipment required to carry out the various activities; e.g., fishing rod, backpack, etc. There are 2 pieces of equipment provided for each activity. (see list following *Teaching Points.*)

c. a large display chart with pockets taped on for the display of pictures



(All aids are available in the resource file.)

Idea:

Scatter the playing cards with pictures of equipment face up on the floor. Place one of the 5" by 8" activity pictures (e.g., a man fishing) on the display chart on the left hand side. Say, "I want to go fishing. What do I need?" Any student names the needed equipment and everyone searches for it among the pictures on the floor; e.g., "You need a fishing rod." As the students find and name the needed equipment, display it to the right of the 5" by 8" card depicting the activity. There are two pieces of equipment for each activity card. If the students are unable to name any piece of equipment, provide the name, thus teaching the vocabulary in context. Have the students take turns placing an activity on the chart.

Teaching Points: a. expressing desire
e.g., I want to (go hiking). I want to (play soccer).

b. expressing need
e.g., You need (hiking boots). You need a (soccer ball).

SPORTS ACTIVITY	EQUIPMENT
1. volleyball	volleyball, net
2. camping	tent, sleeping bag
3. rollerskating	rollerskates, knee pads
4. swimming	goggles, flippers
5. hiking	hiking boots, backpack
6. fishing	fishing rod, fishing net
7. bicycling	bicycle, lock
8. soccer	soccer ball, soccer boots
9. tennis	racquet, tennis balls
10. baseball	baseball bat, baseball
11. ping pong	ping pong bats, ping pong ball
12. golf	golf clubs, golf balls
13. badminton	racquet, birds
14. canoeing	canoe, paddles
15. sailing	lifejacket, windbreaker

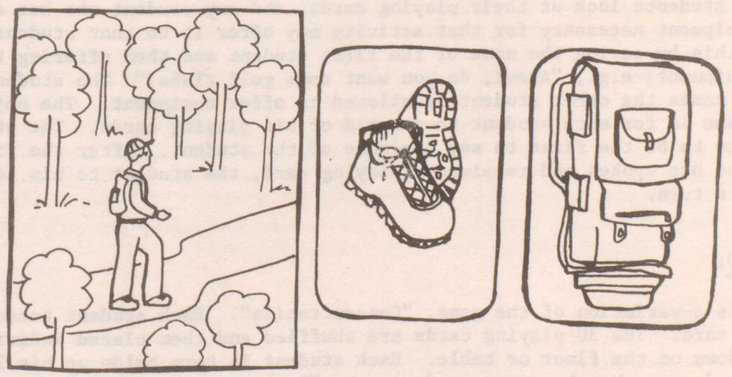
Sports Equipment Lotto

Level: Upper Beg., Int.

Objective: A student should be able to
a. name sports equipment and activities
b. express what one wants, needs or has
c. inquire of others whether or not they have the sports equipment needed for the activities

Aids: a. a class set of 15 lotto cards; each card is 5" by 8". On the front is a picture of a sports activity; e.g., hiking. On the back, the card is divided into two sections. Each section has a picture of a piece of sports equipment needed for the activity on the front; e.g., if hiking is on the front, on the back there are pictures of a backpack and hiking boots.
A list of the activities and equipment is on page 89.

b. a pack of 30 playing cards, each with a picture of a piece of sports equipment. These cards match the pictures on the lotto cards.
(All aids are available in the resource file.)



Preparatory Activity: Categorizing Sports Equipment, page 88.

Idea A:

The students sit in a circle. Each student selects a lotto card which he conceals from his classmates. Shuffle the 30 playing cards and place them face down in a pile. Students take turns being "It". "It" picks up a card from the

pile; e.g., backpack, and holds it up for the class to see (or for the more advanced group, he does not let them see the picture) and asks "Who has a backpack?" The student who has the corresponding picture on the back of his lotto card calls out, "I have a backpack." and receives the playing card.

The students continue taking turns until each student has filled his lotto card.

Idea B:

Give each student one lotto card. Deal out the 30 playing cards to the students. Each student looks at his lotto card and at the pictures of the equipment needed for this activity and moves around the room trying to get the pieces of equipment using this pattern; "Do you have a sleeping bag?" The student asked answers either "Yes, I do" or "No, I don't." If he has the requested card, he gives it to the student who has requested it. The first student to complete his lotto card is the winner.

Idea C:

Give each student one lotto card. He places it in front of him with the activity showing face up. (The equipment needed is face down and concealed from the other players.) Shuffle the pack of 30 cards and deal them out to the students. One student begins by saying, "I want to play golf." or "I want to go fishing", depending upon the activity shown on his card. The other students look at their playing cards, and any student who has a piece of equipment necessary for that activity may offer it to that student. He does this by saying the name of the first student and then offering the piece of equipment; e.g., "Akemi, do you want some golf clubs?" The student who first names the other student is allowed to offer equipment. The object of the game is for each student to get rid of his playing cards. The students compete to be the first to say the name of the student. After the first student has spoken and received a playing card, the student to his left takes a turn.

Idea D:

This is a variation of the game, "Concentration". Each student takes one lotto card. The 30 playing cards are shuffled and then placed individually face down on the floor or table. Each student in turn holds up his lotto card and says what he wants to do; e.g., "I want to play golf." He then turns over two of the playing cards looking for the equipment which he needs for the activity. If he turns over a piece of equipment needed, he says "I need some golf balls" and picks up the card. If he turns over a piece of equipment which he does not need, he says, "I don't need a tennis racquet" and turns the playing card face down again. The next student then takes his turn and the game continues until each student has the pieces of equipment needed for his activity. A student must try to remember where the cards needed for his activity were found so as to quickly get the two cards needed.

Teaching Points:

a. identifying and naming sports equipment and activities
   e.g., activity: hiking, golf
   equipment: hiking boots, golf clubs

b. stating possession or ownership
   e.g., I have a pair of hiking boots.

c. inquiring of other's possessions, needs, wants
   e.g., Who has a tennis racquet?
   Do you need a tennis racquet?
   Do you want some golf clubs?

d. stating one's wants, needs
   e.g., I want to play golf.
   I need some golf clubs.

Trading Sports Equipment Game

Level: Basic Beg.

Objective: A student should be able to
a. name sports equipment
b. express a need for a piece of sports equipment

Aids: a. 8 sports activity pictures

b. 16 playing cards with pictures of the sports equipment needed for the 8 activities - there are 2 pieces of equipment for each activity. (Select some of the Sports Lotto cards available in the resource file.)

Preparatory Activity: Categorizing Sports Equipment, page 88.

Idea:

Divide the class into two teams. Give each member of Team A a picture of a sports activity. Shuffle the playing cards and deal two to each player on Team B. Make sure that each student can name the activity card or the equipment cards he has received. Do not let members of Team A hear what Team B players have and vice versa. Give a signal and have the students on Team B call out the names of the pieces of equipment they have. This will be noisy as they try to drown each other out. Players on Team A must listen for the pieces of equipment the need for their activities. When a player on Team A hears his piece of equipment named, he approaches the player with that piece of equipment and says, "I need a tennis ball." The player on Team B then gives the piece of equipment saying, "Here you are." The winner is the player who first gets rid of all his equipment cards (Team B) or who first gets all the cards necessary for his activity (Team A). This activity is noisy but fun.

Teaching Points: a. names of sports activities and equipment

b. statements using the verb 'need'
e.g., I need a baseball.
I need some mitts.

c. plural vs. singular items
e.g., 'some' vs. 'a', 'an'

Sports, Sports, Sports

Level: Int.

Objective: The student should be able to
a. inquire about/state information about the sports scene in Canada and Japan

Aids: a class set of survey questions focussing on sports in Canada. Teachers should make their own.
Example:

Find out the following	Response
1. the most popular team sport in Canada	
2. the most popular sport in Canada done on an individual basis	
3. the best hockey team/football team	
4. the best hockey player/football player	
5. common sports that people participate in Vancouver	
6. the most popular Japanese sport that is played in Canada	
7. the highest salaried sport in Canada	
8. favorite sports in high school	

Idea A:

Ask as many guests as possible to come to class. Put students in small groups and have each group interview one guest about sports in Canada, recording their answers on the chart. When the interviewing is finished, have each group report to the class what their guest said. Generate as much discussion as possible about sports in Canada.

Idea B:

Again, put students in small groups and have one or two guests sit with each group. This time, the guests must interview the students about sports in Japan, using the same types of questions asked in the survey.

CONTACT: On the board list some common Canadian sports/games with which the students are likely unfamiliar. (e.g., Dodge Ball, Scrub, Lacrosse, Touch Football, Hide and Seek, etc.) Instruct each student to choose a different sport/game and ask his host family or a Canadian student to explain the sport to him. Have the students report to each other about the various sports during the next class.

Teaching Points: a. inquiring about the sports scene using 'Wh' questions
e.g., What is the most popular team sport in Canada?

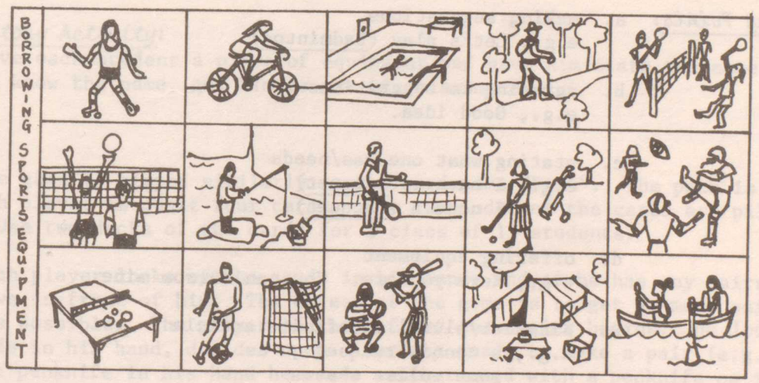
b. stating information about sports
e.g., The most popular sport in Japan is baseball.

Borrowing Sports Equipment

Level: Basic/Upper Beg.

Objective: A student should be able to
a. suggest a sports activity
b. respond affirmatively to such a suggestion
c. state what equipment he has/needs to borrow for that activity
d. offer equipment

Aids: a. a chart showing 15 pictures of activities or games: rollerskating, bicycling, swimming, hiking, volleyball, fishing, tennis, golf, ping pong, badminton, baseball, camping, soccer, sailing, canoeing.



b. a bean bag
c. 15 playing cards, each with a picture of a piece of equipment needed to carry out one of the activities. There is one playing card for each activity: a bicycle, a pair of flippers, a backpack, a volleyball, a fishing rod, a tennis racquet, some golf clubs, two ping pong bats, some soccer shoes, some running shoes, a tent, some rollerskates, a badminton racquet, a lifejacket, football.

(All aids are available in the resource file.)

Preparatory Activity: a. Categorizing Sports Equipment, p.88.

b. Have the students identify/name the activities and equipment. Get them to group sports pictures into those that take the verb "play" and those that take the verb "go".

Idea:

The students sit around the sports picture chart on the floor. Deal one playing card to each student. Have one student start by tossing the bean bag onto one of the sports pictures and making a suggestion to one of his classmates; e.g., if the bean bag lands on the badminton picture the student would say to his friend, "Akira, let's play badminton." or "Akira, why don't we play badminton." If the bean bag landed on the swimming picture, he would say "Akira, let's go swimming." Akira checks his hand to see if he has the piece of equipment needed to carry out that activity. If he does, he replies, "Good idea, I've got a badminton racquet." If he doesn't have the badminton racquet, he must say, "I don't have a racquet. I need to borrow one." His classmates then check to see if they have the appropriate card. The student who has the racquet card then offers it to Akira using the pattern. "Here you are. You can borrow mine."

The next player then tosses the bean bag and the same procedure is followed. The activity ends when all the playing cards have been offered.

Teaching Points:

a. making suggestions
   e.g., Let's play (badminton).

b. agreeing to suggestions
   e.g., Good idea.

c. stating what one has/needs
   e.g., I have a (racquet).
   I need a (racquet).

d. offering equipment
   e.g., Here you are. You can borrow mine.

e. singular/plural indefinite article
   e.g., a tennis racquet
   some roller skates

Camping Equipment Card Game

Level: All

Objective: A student should be able to
a. name camping equipment
b. inquire of others whether or not they have a particular piece of equipment
c. state what equipment he has/needs

Aids: A pack of 72 playing cards: there are four pictures of each of the 18 different pieces of camping equipment; e.g., a compass, frying pan, gas lantern, sleeping bag, tent, hiking boots, gas stove, penknife, fishing rod, cooler, fishing net, matches, axe, canteen, flashlight, backpack, bottle opener, mosquito repellent.

Preparatory Activity:

Give each student a piece of equipment and have him state the name. If he doesn't know the name, get him to ask his classmates.

Idea:

The game is played similarly to the card game "Fish". The pack is shuffled and each player is dealt four cards. The remainder of the cards are piled face down. Use two decks of the cards for a class of 15 students.

Rules:

Each player looks at the cards in his hands and, if he has any pairs, lays them down in front of him. The object of the game is to get as many pairs of cards as possible. The player to the left of the dealer begins. He looks at the cards in his hand, decides upon a card he needs to make a pair (e.g., if he has a penknife in his hand he needs another card with a penknife on it to make a pair) and then asks another student for the card he wants. He must always preface his question with the other student's name; e.g., "Takeshi, do you have a penknife?" If the student asked has the card requested he replies "Yes, I do" and gives it to the student asking. When the student receives the card requested he is allowed to ask again and may ask any student he wishes. At any time that a player runs out of cards he chooses two more from the pile. If the student asked does not have the card requested, he replies "No, I don't" and the student asking picks up one card from the pile. After the player asking has picked up a card from the pile his turn ends and the player to his left begins his turn. If the player picks up a match for the card which he requested, he is allowed to draw one more card. The game ends when all the cards are in pairs. The winner is the player with the most pairs.

Follow-Up Activity: Play the Camping Board Game, p. 100.

Teaching Points: a. naming of camping equipment

b. inquiring of another what he has
e.g., Do you have a sleeping bag?
Do you have some matches?

c. stating what equipment he has
e.g., Yes, I do.
No, I don't.

Camping Board Game

Level: Upper Beg./Int.

Objective: A student should be able to
a. identify/name camping items
b. inquire of others whether or not they want to buy a particular camping item
c. state whether or not she wants to buy the item
d. ask for change

Aids: a. 2' x 3' game board with pictures of camping equipment glued around the outer edge. See the diagram on page 102.

b. a pair of dice

c. 52 picture cards of 13 different pieces of camping equipment; each item is represented on 4 different cards. The picture cards match the equipment for sale on the board. Equipment included: a frying pan, fishing rod, pocket knife, knapsack, axe, box of matches, canteen, sleeping bag, pair of hiking boots, gas stove, flashlight, tent, and mosquito repellent

d. 4 Lotto Canada Cards

e. a token for each of the 6 or 7 players

f. a set of Monopoly money

(All aids are in the resource file)

Preparatory Activity: Camping Equipment Card Game, p. 98.

Idea:

Divide the class into 2 groups. Give each group a board game. Appoint one student in each group to be the banker. The banker should be a non-playing member. Give each player $125.00 and a token. The goal of the game is to collect 8 different pieces of camping equipment then get to the square with the picture of a bus to win the game.

How to Play: One player begins by throwing the pair of dice and counting the appropriate number of spaces clockwise around the board.

Buying Equipment: Each time a player lands on a square with an article of camping gear on it the banker asks, "Do you want to buy a/some (tent)?" The player must answer "Yes, I'd like to buy a/some (tent)." or "No, I don't want a/any (tent)." If the player wants it, he checks the listed price, pays the banker and receives the matching card. If necessary, the player asks for change.
Note: In order to prevent another player from achieving his goal a player could purchase the same article up to four times. He can only purchase one card each time he lands on a space but upon landing on the space a second, third or fourth time he could purchase the additional cards. There are only four cards to match each article for sale on the board so if an article is sold out the student can't buy it. Students can trade cards if they wish.

Lotto Canada: If a player lands on the space marked "Lotto Canada" he may purchase a "Lotto" ticket. This only gives the player a chance to win money. In order to win, he must land on the space which tells him he has won the lottery, then he may exchange the ticket for the prize money.

Passing Start: Each time a player passes start, he collects $50 from the banker.

Chance Squares: If a player lands on a chance square he must follow the directions; e.g., if he lands on the bus stop, the direction states that he must miss a turn. The game continues until one player collects all 8 items and reaches the 'finish' square.

Teaching Points:

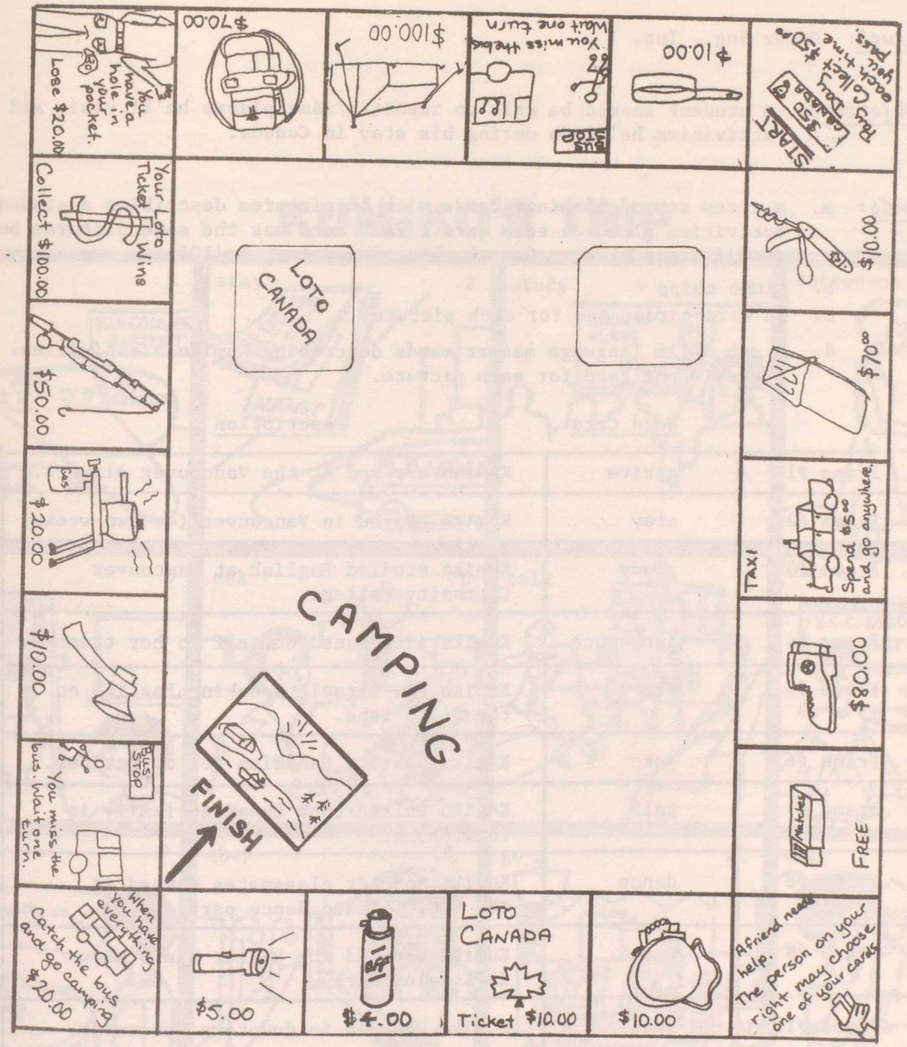
a. naming sports equipment
e.g., axe, tent, sleeping bag

b. asking yes/no questions with 'want'
e.g., Do you want to buy a tent?

c. statements about money/change
e.g., Here's $20
I'd like $5 back.

d. singular/plural indefinite articles
e.g., a flashlight
some hiking boots

Camping Board Game



Trip Bingo

Level: Upper Beg., Int.

Objective: A student should be able to identify/name places he'll visit and activities he'll do during his stay in Canada.

Aids: a. a class set of 15 bingo cards with 16 pictures describing a student's activities glued on each card. Each card has the same pictures but in different order. See the bingo card on page 104.

b. bingo chips

c. 16 word cards; one for each picture

d. a set of 16 language master cards describing Kumiko's activities. There is one card for each picture.

	Word Card	Description
Frame #1	arrive	Kumiko arrived at the Vancouver Airport.
Frame #2	stay	Kumiko stayed in Vancouver for two weeks.
Frame #3	study	Kumiko studied English at Vancouver Community College.
Frame #4	introduce	Kumiko introduced herself to her teacher.
Frame #5	see	Kumiko saw herself speaking English on the video tape.
Frame #6	ask	Kumiko asked a Canadian for directions.
Frame #7	talk	Kumiko talked to a Canadian family in their home.
Frame #8	dance	Kumiko and her classmates danced at the V.C.C. disco dance party.
Frame #9	watch	Kumiko watched the killer whale show in Stanley Park.
Frame #10	shop	Kumiko shopped in downtown Vancouver.
Frame #11	go	Kumiko went sightseeing around Vancouver.
Frame #12	take	Kumiko took many pictures in Vancouver.
Frame #13	receive	Kumiko received her certificate.
Frame #14	camp	Kumiko camped in Banff.
Frame #15	have	Kumiko and her classmates had a farewell party.
Frame #16	leave	Kumiko left Vancouver.

KUMIKO'S TRIP



Preparatory Activity: Travels of a Student, p. 106.

Idea A: (Listening Activity)

Give each student a bingo card. Shuffle the language master cards and put them through the machine in random order. Each student listens to the description, then finds the corresponding picture on his card and places a marker on it. If necessary, let the students listen to the card two or three times. The bingo game continues until one student has one line: vertical, horizontal or diagonal. When a student calls "Bingo" he is asked to describe each picture in each of his lines. After each picture has been described, the language master card pertaining to that picture is then put through the machine again to double check the answer.

Idea B:

Give each student a bingo card. Shuffle the word cards, give one to each student. The students take turns calling out the word on their card; e.g., "visit."

The students look at their set of pictures and try to find a picture which has that verb in it. When they find the picture, they call out the frame number, then look at the verb written at the top of each frame and try to make a sentence, using the past tense; e.g., "Picture #10" "Koji visited the Planetarium." The first student to give the correct response places a marker over his picture. The game continues in this manner until one student has a line of markers (as in bingo). The teacher or leader will find it necessary to go through the deck of cards more than once if no one has "bingo" in the first round.

Alternative Activity: Following the same procedure and rules, the students could focus on generating the questions; e.g., "Did Koji visit the Planetarium?" They could also describe Koji's trip using the "present continuous," e.g., "Koji is visiting the Planetarium."

Teaching Points:

a. identifying/naming daily activities
   e.g., shopping, sightseeing

b. describing daily activities using the "past tense"
   e.g., He visited the Planetarium.
   He saw Skana at the aquarium.

Travels of a Student

Level: Basic/Upper Beg.

Objective: A student should be able to name/describe activities she did/will do.

Aids: fourteen slides of the 1978 Senior program
The slides include pictures of a home visit, contact assignments, closing ceremony, sightseeing trip, etc.

(All aids are available in the resource file.)

Idea:

Use all the pictures or select only those pictures which you wish to discuss at one time; e.g., show only those pictures applicable to "yesterday", "today" and "tomorrow" in the students own itinerary.

Each student is responsible for describing one picture or slide; e.g., a shopping trip. If the student has done that particular activity or is planning on doing it, her classmates can ask her questions about the time, the place, what she bought, with whom she went, etc.

The pictures can also be used to announce and explain upcoming events to the students; e.g., closing ceremony.

Teaching Points:

a. verb tenses: present, past or future
   e.g., I went shopping yesterday.
   I am studying now.
   I'm going sightseeing tomorrow.

b. using time phrases
   e.g., yesterday, tomorrow, in the afternoon

c. trip vocabulary
   e.g., contact tasks, certificates

Travel Diary Game

Level: Upper Beg.

Objective: A student should be able to
a. identify/name her trip activities
b. describe her activities
c. state what activities she enjoyed or didn't enjoy
d. agree/disagree

Aids: a. one 2' x 3' game board. The board has 24 pictures that describe Keiko's summer trip to Vancouver and back to Japan. Each picture frame has key words that give a clue to what words to use. See the diagram of the board on pages 109-110.

b. 24 language master cards with the picture frame number and the script written on the back. There is one sentence for each picture on the board

c. a deck of 21 playing cards with a different day of the week on each one. There are 3 cards for Monday, three for Tuesday, etc.

d. a token for each player

e. a spinner divided into 4 sections and numbered 1 to 4

(All aids are available in the resource file.)
Note: Use two boards games for a class of 15

Preparatory Activity: (Listening Activity) Shuffle the language master cards so that they are not in chronological order. Play each card once or twice and have the students take turns determining which picture matches the utterance they hear. Have the student point to the picture. Her classmates are asked if they agree or disagree with the students' choice. If there is a disagreement, play the card again and ask the student to paraphrase or repeat what she heard. The activity continues in this manner until all the pictures have been matched with the language master cards.

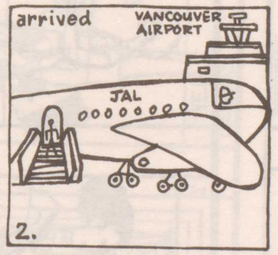
Idea A: (Listening Activity)
Shuffle the cards and play each one once. Each student listens and jots down the picture frame number she thinks matches the utterance. When all the cards have been played the students should have 24 different numbers. Have the students check to see if they have the same number twice or if one of the numbers is missing. Then, play the cards again before getting the students to compare answers.

Idea B:
The game board has been designed for a group of 7 or fewer players. For a class of 15, use two board games.

How to Play: Have each player place her marker on the "start" space. The first student spins the spinner and moves her marker the correct number of spaces. E.g., if the arrow points to number 2, she moves two spaces. She then picks up one of the playing cards that gives a day of the week, e.g., "Tuesday." Her task is to describe the action in the picture using the key words shown in each frame and on the playing card. The game should be played following either Rule A or Rule B.

Rule A: Each student must use the past tense form of the verb and the third person singular (Keiko's name) when describing the action; e.g., if the student lands on the picture below, she says, "Keiko arrived in Vancouver on Tuesday."

Rule B: Instead of focusing on the third person singular, the student could use the first person; e.g., "I arrived in Vancouver on Tuesday."



If the student responds using the cue word correctly she is allowed to stay in that space. If her response is incorrect or incomprehensible, the student repeats the correct form after the teacher or game monitor and moves her marker back to her previous position.
Each student follows the same procedure in turn. The first player to reach the "finish" space wins.

Follow-Up Activity:
Have each student state what activities she enjoyed the most or the least.

Teaching Points: a. describing activities using the "past tense" with adverbial phrases
e.g., Keiko arrived at Vancouver International Airport on Tuesday.

b. stating agreement/disagreement
e.g., That's right.
That's not right.

c. stating preference
e.g., I enjoyed the dance party the most.

Travel Diary Game

START

1. LEFT — NARITA, JAL
2. ARRIVED — VANCOUVER INTERN AIRPORT, JAL
3. STAYED — VANCOUVER
4. WENT — VANCOUVER COMMUNITY COLLEGE LANGARA CAMPUS
5. ATTENDED — WELCOME!, OPENING CEREMONY
6. MET — TEACHER
7. STUDIED — ENGLISH CLASS
8. SAW
9. ASKED — CONTACT ASSIGNMENT
10. TALKED — CANADIAN FAMILY
11. WENT — SIGHTSEEING BUS.
12. TOOK
13. VISITED — PLANETARIUM
14. SAW — KILLER WHALE, AQUARIUM
15. WENT — EATONS, EATONS
16. WENT
17. DANCED — V.C.C. DISCO DANCE P
18. RECEIVED — CERTIFICATE
19. RECEIVED — SUMMER ENGLISH LANGUAGE PROGRAM 1981 SENIOR PROGRAM
20. HAD — FAREWELL!
21. VISITED — TEACHER'S HOME
22. VISITED — ROCKIES
23. LEFT — YANCOUVER
24. RETURNED — NARITA, JAL

FINISH

Acknowledgements

1. Trading Sports Equipment Game - Patti Hinds

2. Camping Board Game - Dave Smith

3. Trip Bingo - Dave Smith

Food

A STUDENT SHOULD BE ABLE TO:

a. identify/state the names of common foods

b. ask for clarification of food names

c. inquire about/describe/compare the size, shape, colour, texture of various foods

d. inquire about/state food likes/dislikes

e. express agreement/disagreement of food likes/dislikes

f. express a preference for one food over another

g. state comparisons between different foods

h. state/inquire about foods eaten or ordered

i. inquire about/state whether or not one has eaten a particular North American food

j. request various food items

k. offer someone some food

l. accept/refuse food

m. express whether or not he/she wants a particular food

n. express/inquire about opinions about food

o. identify/name cooking ingredients/utensils

p. state/follow food preparation instructions

q. inquire about/state whether or not a food is available

r. request/give a recommendation for a restaurant

s. interrupt someone

t. inquire about/describe a sequence of actions related to eating

Identifying Food Items

Level: Basic/Upper Beg.

Objective: A student should be able to
a. identify/state the names of common fruits, vegetables, meats, etc.
b. ask for clarification of food names
c. express agreement/disagreement

Aids: a. a set of food pictures; there are approximately 100 in each set (Available in the resource file or order from Oregon Dairy Council 123 S.W. Hamilton, Portland, Oregon 97201.)

b. a pop bottle for *Idea B*. (Available in the resource file)

Idea A:
Scatter the pictures on a table. Have each student pick up one or two food items he knows and ask his classmates the name of each item, using the pattern, "What is it?" or "What are these?" The more advanced students could use the pattern, "What is it called?" or "What are they called?"

Idea B:
The students sit in a circle. Scatter the pictures face up in the centre of the circle. One students begins by picking up and displaying one picture while spinning the bottle. When the bottle stops, it will be pointing at another student. The student who spun the bottle asks the student at whom the bottle is pointing, "What is it?" or "What are they?" The student asked calls out the name of the food. His classmates agree or disagree; e.g., "That's right" or "That's not a (peach)" or "Those aren't (apples)." If the student's answer is incorrect, his classmates help him. The student who answered then picks up a food picture from the floor and takes his turn spinning the bottle. The activity continues until everyone has had a turn or all the food pictures have been identified.

Idea C:
Using the same pictures and the technique described above, have the students state likes/dislikes using the pattern "I like (apples)" or "I don't like (peaches)."

Follow-Up Activity: a. Have each student identify one item he hasn't eaten, using the pattern, "I have never eaten (avocado)".

b. Have the students identify which food items are common in Japan.

Teaching Points:

a. naming common food items
   e.g., That's a peach.
   That's an apple.

b. requesting clarification of fact/information
   e.g., What is it?
   What did you say it was?

c. stating agreement/disagreement
   e.g., That's right.
   That's not an apple.

Food Identification Board Game

Level: Basic/Upper Beg.

Objective: A student should be able to name foods.

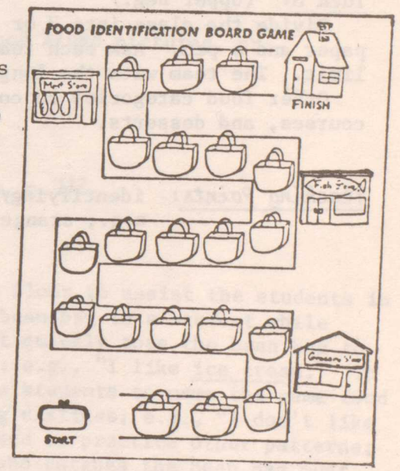
Aids: a. a spinner with numbers 1-4 on it

b. a 'board' for each participant. Each 'board' has 20 spaces on it.

c. food pictures (optional)

d. 2 tokens for each pair of students

(All aids available in resource file.)



Preparatory Activity: Identifying Food Items, page 112.
Describing Foods, p. 132.

Idea A: (Basic Beg.)

Divide the class into two teams. Give each student a copy of the board. Team A begins by spinning the spinner. If the spinner points to 1, the team must name one food; if the spinner points to 2, the team must name two foods, etc. When the foods are named the teacher prints the name of the foods on the blackboard and the members of team A print the names on their board; e.g., if the spinner points to 3, team A collectively names three foods - oranges, bananas, and steak - the instructor writes the 3 words on the blackboard and the students in team A copy the words in the first 3 spaces of their individual boards. If the instructor prefers, pictures can be drawn in the squares rather than words printed. Team B then takes a turn spinning the spinner and naming the corresponding number of foods. The instructor writes these words on the board and the members of team B copy them on the individual boards. The game continues until one team has filled in all its spaces. No food can be named twice.

The game can also be played with a set of 40 to 50 food pictures spread on the floor for all to see. Students must spin the spinner and then name the appropriate number of foods using only the foods pictured. As each food is named, remove that picture from the array of pictures.

Follow-Up Activity for Idea A: (Basic Beg.)
Put the students in pairs. Give each student a board and a token and give each pair of students a spinner and die. The game is played the same as above except that the students do not write on their boards but move the token the appropriate number of spaces; e.g., if a student spins 3, he moves his token 3 spaces if he is able to name 3 foods which he or his partner have not previously named. The first student to move around the board is the winner.

Idea B: (Upper Beg.)
Divide the class into 3 or 4 teams and give each team one piece of plain paper and a pen. Ask each team to list as many fruits as they can. Set a time limit. The team with the longest list wins.
Other food categories to consider are: vegetables, meats, appetizers, main courses, and desserts.

Teaching Points: identifying/naming foods
e.g., oranges, apples, steak

Stating Food Likes/Dislikes - A Bean Bag Activity

Level: Basic/Upper Beg.

Objective: A student should be able to
a. express food likes/dislikes
b. inquire about other's likes/dislikes

Aids: a. a bean bag

b. food pictures
(Oregon Dairy Council pictures, Food Bingo pictures, or other food pictures.)

(Available in the resource file)

Preparatory Activity: Identifying Food Items, p. 112.

Idea A:
Scatter the food pictures face up on the floor to assist the students in remembering the foods. Begin by tossing the bean bag to a student while saying, "I like cantaloupe." The student must quickly toss the bean bag to another student while stating a food he likes; e.g., "I like ice cream." To make the game more difficult, do not allow the students to name the same food twice. The game can also be played expressing dislikes; e.g., "I don't like asparagus." The same technique can also be used to practice other patterns; e.g., "Do you like cantaloupe?" The student who catches the bean bag must reply before he directs his question to another student.

Idea B:
The students sit/stand in a circle. Scatter the food pictures face up in the circle area. Begin by having one student toss the bean bag onto one of the pictures. That student then calls on one of his classmates by name only. The student must express whether or not he likes that particular food item, using the pattern "I like..." or "I don't like..." The activity continues with the student to the left of the student who tossed the bean bag taking his turn. The activity ends when everyone has had a turn expressing his likes/dislikes.

Alternative Activity: Have students ask each other about their likes/dislikes or food preferences.

Teaching Points: a. expressing likes/dislikes
e.g., I like cantaloupe.
I don't like yogurt.

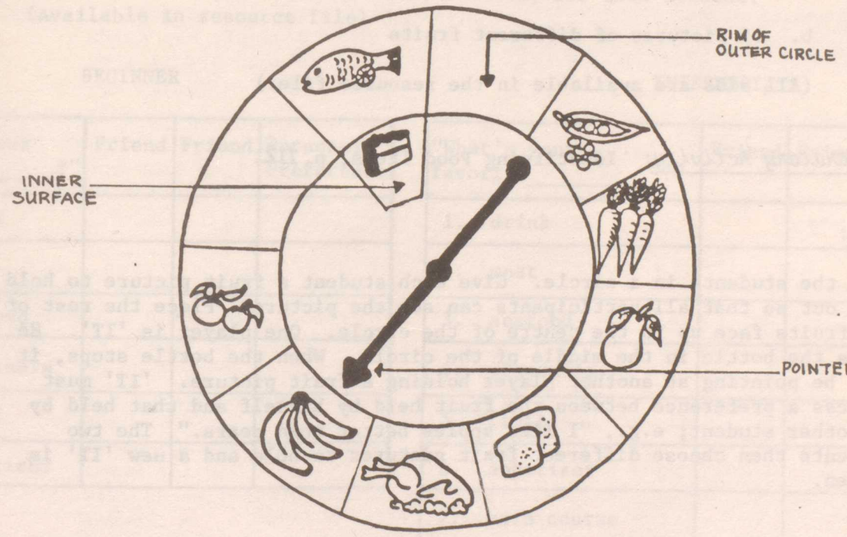
b. inquiring about likes/dislikes
e.g., Do you like cantaloupe?

Food Preference

Level: Basic/Upper Beg.

Objective: A student should be able to express preference for one food over another.

Aids: spinner (Available in the resource file.)



A "question and answer" spinner with pictures of food glued on the rim of the outer circle. Pictures of different foods are glued on the hidden surface of the inner circle. These pictures are seen in the window when the inner circle is spun.

Preparatory Activity: Identifying Food Items page 112.

Idea:

Note: This activity presumes a knowledge of the names of common foods. A student turns the inner circle to reveal a food picture in the window. He then spins the pointer (spinner). The student must then state a preference between the food in the window and the food on the outer rim which the pointer is pointing to. Students use the structure, "I like (cake) better than (bananas)."

Teaching Points: stating preference
e.g., I like (cake) better than (bananas).

Spin the Bottle

Level: Basic/Upper Beg.

Objective: A student should be able to
a. state a preference for one food over another
b. request food
c. offer a food to someone

Aids: a. an empty pop bottle

b. 15 pictures of different fruits

(All aids are available in the resource file.)

Preparatory Activity: Identifying Food Items, p. 112.

Idea:

Seat the students in a circle. Give each student a fruit picture to hold face out so that all participants can see the picture. Place the rest of the fruits face up in the centre of the circle. One player is 'IT'. He spins the bottle in the middle of the circle. When the bottle stops, it will be pointing at another player holding a fruit picture. 'IT' must express a preference between the fruit held by himself and that held by the other student; e.g., "I like apples better than pears." The two students then choose different fruit pictures to hold and a new 'IT' is chosen.

Alternative:

Using the same fruit pictures, have the player who spins the bottle state a fruit he would like to have, using the pattern "I would like some (grapes)". The player at whom the bottle is pointing must find that fruit item and give it to him, using the pattern "Here you are".

Teaching Points: a. naming fruits
e.g., It's a pear.

b. stating preference
e.g., I like apples better than pears.
I prefer apples to pears.

c. requesting food
e.g., "I would like some (apples)."

d. offering food
e.g., "Here you are."

Food Preference Chart

Level: All

Objective: A student should be able to
a. state/inquire about food preferences
b. compare other's food preferences with his own

Aids: A class set of preference charts; one copy for each student. (Available in resource file)

BEGINNER

"What's your favorite_____?"	Friend	Friend	Personal Preference
1. drink			
2. meat			
3. seafood			
4. vegetable			
5. fruit			
6. appetizer			

INTERMEDIATE

"What's your favorite_____?"	Friend	Friend	Personal Preference
1. drink			
2. meat			
3. seafood			
4. vegetable			
5. fruit			
6. appetizer			
7. main course			
8. dessert			
9. Sunday Breakfast			
10. midnight snack			
11. candy			
12. picnic food			
13. party food			
14. sandwich			
15. dairy product			

Idea:

Divide the class into pairs. Have Student A facing Student B. Give each student a preference chart. Ask one partner in the pair to turn her chart face down so she cannot read it. The other partner has her chart face up and asks her partner what her favorite foods are. She records the information in the first column of her chart. When she is finished asking all the questions, the students change roles and the activity is repeated, except this time the first student has her chart face down and the second student has her chart face up.

When both students have filled in the first column, have each student find a new partner and repeat the activity. This time the students fill in the second column.

When this is done, the students fill in their personal preferences in the third column.

Alternative Activity: Give each student one question and have each student conduct a survey of her classmates.

Follow-Up Activity: The students share the information they've collected; e.g., "My favorite dessert is ice cream. Keiko's favorite dessert is strawberries." Have the students check their charts and find one food item that both of them like. Get them to share this information using the pattern, "Keiko and I both like coke."

CONTACT: Give each student a chart and get them to ask their host families or friends about their favorite foods. The next day they could share the information in class.

Teaching Points:

a. stating preference
e.g., My favorite _____ is _____.

b. inquiring about others' preference
e.g., What's your favorite food?

c. making comparisons
e.g., My favorite food is steak, but Keiko's favorite food is pizza.

Have You Ever Eaten North American Foods? - A Survey.

Level: All

Objective: A student should be able to
a. inquire whether a classmate has ever eaten a particular food
b. state whether or not he has ever eaten certain North American foods

Aids: a. 15 pictures of North American foods. The foods should be ones which are commonly eaten in North America but which the students will likely have trouble identifying. The pictures included in the resource file are:

turkey	omelette
crepes	cranberry jelly
porridge	potato salad
asparagus	meat pie
pork chops	tuna salad
jello	wrapped weiners
fondu	pie
meat balls	

b. 15 survey charts; a different survey chart for each student. On each survey chart, list the students in your class. Leave a blank space above this list. Write a different question in the blank space on each survey chart; e.g., on one chart write, "Have you ever eaten turkey?" On another write, "Have you ever eaten jello?" The foods named on the survey chart should correspond with those foods available in the picture file (described in Aid (a.) above).

Have you ever eaten <u>turkey</u>?	
Naoko	
Hiroshi	
Kotaro	
Takeshi	
Toshimi	
Itsuko	
Kenji	
Akemi	
Emiko	
Yuki	
Miyeko	

Preparatory Activity:

Give each student one food picture from the file. Begin by asking the students to identify their food item; e.g., "Hiroko, do you know what that is?" Have the students identify their food items if they can. Ask them a number of questions about their food item; e.g., "When do people usually eat that?", "How it it made?", "What are the ingredients?", etc. Generate as much discussion as possible about the various foods. If the students do not know what a particular food is, instruct them to ask you questions about the food in order to find out what it is called, what the ingredients are, when it is eaten, etc.

Idea:

Lay the 15 food pictures face up on a table or on the floor. Give each student one survey chart with a question written at the top; e.g., one student may receive a chart with the question "Have you ever eaten turkey?" on it. Instruct the students to go to the food pictures and pick up the food item mentioned in their question. Next, have each student move around the room asking his question of the other students in the class and record the information on the survey chart. If a classmate does not know what a particular food item is, the questioner can show him the food picture. When the students have finished recording the information, have the class sit in a large circle and share the information.

Teaching Points:

a. naming foods
e.g., apple, banana, turkey

b. stating clarification of a food item name
e.g., This is not a turkey.

c. singular/plural demonstratives
e.g., This is a turkey.
These are pork chops.

d. inquiring about other's eating habits
using the present perfect
e.g., Have you ever eaten marshmallows?

e. describing foods
e.g., Oysters Rockefeller are baked oysters with spinach.

North American Food

Level: Int.

Objective: The student should be able to
a. inquire whether a North American food has ever been eaten by a classmate
b. state whether or not he has ever eaten certain North American foods

Aids: a. two different charts, A and B. Each chart has the question "Have you ever eaten..." at the top and a list of foods below. Two possible charts are shown below.

Have you ever eaten...	
1. pizza	
2. a taco	
3. a hot dog	
4. cheddar cheese	
5. popcorn	
6. peanut butter	
7. prunes	
8. meat loaf	
9. beets	
10. celery	

Have you ever eaten...	
1. coleslaw	
2. chili con carne	
3. yogurt	
4. asparagus	
5. a cheeseburger	
6. cantaloupe	
7. bacon	
8. turkey	
9. cottage cheese	
10. corn flakes	

b. pictures of all food items in list A and list B.

c. pictures of common food items not on lists A or B; e.g., ice cream

(Food pictures are available in resource file. Teacher must make her own charts.)

Preparatory Activity:

Discuss the food pictures and learn the vocabulary. Prepare the students for the interview activity by asking individual students whether or not they have ever eaten the common food items not on lists A or B; e.g., "Hiroshi, have you ever eaten ice cream?" Students practice answering "Yes, I have." or "No, I haven't." Have the students ask each other about some of the foods pictured.

Idea:

Put the students in pairs. Give one student list A and the other student list B. Let the students interview each other by asking alternating questions; e.g., "Have you ever eaten pizza?" The student asking the question then records the response on his chart. The student answering the question is not allowed to read his partner's chart; he must only listen to the question. The question can be repeated as many times as necessary.

When all the interviews are completed, have the students report some of the information to the class; e.g., "Yuki has never eaten asparagus or cantaloupe. She has eaten bacon and corn flakes." Let the other students seek further information if they are interested; e.g., "When did you eat it?" "Where did you eat it?" "How often do you eat it?" "Do you like it?"

Alternative:

Using either chart A or B, give each student the same chart. Have the students move around the room asking their classmates, "Have you ever eaten coleslaw?" When they find a classmate who has eaten that food item they write the classmate's name beside the food.

Follow-Up Activity:

Bring a Canadian student to class. Let the Japanese students question the Canadian about foods he has eaten. Include Japanese foods. The students can also inquire about likes; e.g., "Do you like cottage cheese?" (There are pictures of Japanese foods in the resource file.)

Teaching Points:
a. inquiring about another's eating habits
e.g., Have you ever eaten a taco?

b. stating information about North American foods items
e.g., Yes, I have.
No, I haven't.

Fruit and Vegetable Card Game

Level: Basic/Upper Beg.

Objective: A student should be able to
a. state names of common fruits/vegetables
b. inquire of others about availability of certain food items
c. verify whether or not the item is available

Aids: one pack of 60 playing cards containing 15 sets of fruit or vegetable pictures; there are 4 pictures of cherries, four pictures of carrots, etc. All the pictures are chosen so that they can be used with the word "some"; e.g., there are two apples on the card, not one.
Note: You will need two packs of playing cards for a class of 15.

(All aids are available in the resource file.)

Preparatory Activity:
Have the students identify the foods, then classify them into fruit or vegetable category.

Idea:
The game is played similarly to the card game Fish. The pack is shuffled and each student is dealt three cards. The remainder are piled face down on the table.

Rules:
Each player looks at the cards in his hands and if he has any pairs, lays them down in front of him. The object of the game is to get as many pairs of cards as possible. The player to the left of the dealer begins. He looks at the cards in his hand, decides upon a card he needs to make a pair and asks another student for it. (If he has one card with cherries on it in his hand, then he needs another card with cherries on it to make a pair.) He must always first give the other student's name, before asking his question; e.g., "Akemi, do you have some/any cherries?" If the student asked has the card requested he replies "Yes, I do" and gives it to the student asking. When the student receives the card he has requested, he is allowed to ask again and may ask any student he wishes. If the student asked does not have the card requested, he replies "No, I don't" and the student asking picks up one card from the pile. When the player asking has picked up a card from the pile his turn ends and the player to his left begins. If a player picks up a match for the card which he requested, he is allowed to draw one more card. At any time that a player runs out of cards, he chooses two more from the pile. If there are no cards left on the pile, the students still continue asking for a card. The game ends when all the cards are in pairs.

Alternative:
A similar card game is available using pictures of 21 different foods, all of which take the quantifier "some", e.g., cake, fish, corn, juice. There are 84

cards in all: 21 sets of four. The pictures on the cards are the same as those in the Give and Take Board Game (page), so that playing this card game would be a good pre-activity for the board game.

Teaching Points:

a. naming fruits and vegetables
e.g., apple, orange, banana

b. asking questions with 'have'
e.g., Do you have some/any (strawberries)?

c. verifying availability
e.g., Yes, I do.
No, I don't.

Fresh Fruit

Level: Beg.

Objective: A student should be able to

a. identify/name various fruits
b. request various fruits
c. follow/give directions concerning the preparation of fruit
d. offer/accept/refuse a piece of fruit
e. express like/dislike of various fruits
f. express preference/lack of preference
g. describe fruit as to colour, texture and taste
h. state comparisons between different fruits
i. express opinions

Note: The teacher would select from the activities below according to which of these objectives she chooses to meet.

Aids:

a. an assortment of fresh fruit, including B.C. seasonal fruit
b. a knife
c. cutting board
d. tray or plate
e. paper towels

(The teacher must supply everything.)

Idea A:

Seat the students in a circle on the floor and place an assortment of fruits in the centre. Elicit the names of the fruits by having the students ask each other "What's this called?" If necessary, supply a name if no student knows it. Have students take turns requesting a fruit by name or colour; e.g., "Please pass me the cantaloupe" or "Please give me a red fruit".

Idea B:

Have the students prepare one fruit at a time for sampling, following a simple instruction; e.g., "Noriko, please slice the peach." Pass the fruit around the group with the students repeating the instruction to each other and then following the instruction.

Idea C:

Have the students offer the fruit to each other; e.g., "Would you like some peach?" or "Have some peach". The student receiving the offer must reply "Yes, please" or "No, thank you."

Idea D:

Have the students state whether or not they like the fruit; e.g., "Do you like it?" "Yes, I do." "No, I don't." Have the students state whether or not another student likes the fruit; e.g., "Yuki likes cantaloupe." "Yuki doesn't like watermelon."

Idea E:

Have the students state and inquire about preferences; e.g., "Do you prefer peaches or apples?" "I like cantaloupe better than watermelon."

Idea F:

Have the students describe the fruit as to taste and texture; e.g., "The banana is sweet." The lemon is sour." "The apple is hard." "The banana is soft." "The peach is juicy."

Idea G:

Have one student describe a fruit; e.g., "This fruit is red on the outside. It is white on the inside. It is hard. It is juicy." The other students guess the fruit by expressing an opinion; e.g., "I think it's an apple" or "I'm sure it's an apple."

Idea H:

Have the students make comparisons about the fruit; e.g., "The peach is sweeter than the grapefruit."

Idea I:

Divide the class into small groups. Give each group a different fruit. Tell them to prepare a short talk on the fruit. This talk can be done at many levels and helps the teacher decide on the level of different students.

Alternative:

Bring cookies, cake or other food to share and discuss with class.

Teaching Points: N.B. In this activity, the issue of countable/non countable occurs again and again; e.g., some watermelon vs. a peach

a. naming fruits
   e.g., cantaloupe

b. describing fruit using descriptive adjectives pertaining to colour, texture, quality
   e.g., This peach is fresh and juicy.

c. giving instructions
   e.g., Noriko, please slice the peach.

d. making offers, accepting and refusing
   e.g., Would you like some cherries?
   Yes, please.
   No, thank you.

e. stating likes and dislikes
   e.g., Do you like it?

f. making requests
   e.g., Please pass the cantaloupe.

g. stating and inquiring about preferences
   e.g., Do you prefer peaches or apples?
   I like cantaloupe better than watermelon.

h. expressing comparisons
   e.g., The peach is sweeter than the grapefruit.

i. expressing opinions
   e.g., I think it's an apple.

What Did You Eat?

Level: All

Objective: A student should be able to
a. inquire/state information about meals eaten
b. state likes/dislikes

Aids: a large set of food pictures

(Aids are available in the resource file.)

Preparatory Activity: Identifying Food Items, p. 112.

Idea: (Basic/Upper Beg.)

Begin by showing pictures of foods that you actually had for breakfast or lunch or dinner (focus on one of these meals). Use the pattern, "I ate (bacon) for breakfast." Ask one student, "What did you eat for breakfast?" Have the student state the foods eaten while showing the appropriate pictures; e.g., "I ate cornflakes for breakfast." Have the students take turns asking each other what they ate or drank at various meals. Get them to indicate whether or not they liked the food.

Contact Task: (Int.)

Have three or four students ask different teaching assistants or members of the office staff in Room A236 what they ate for breakfast, lunch or dinner. They then report this information back to the class.

Teaching Points:
a. inquiring about meals
e.g., What did you eat for lunch?
Did you like your breakfast?

b. stating information about meals
e.g., I had a hot dog.
I ate some cornflakes.

c. identifying countables/non-countables
e.g., cornflakes vs a muffin

d. stating likes/dislikes
e.g., I like cornflakes a lot.
I don't like yogurt at all.

Describing Foods

Level: All

Objective: A student should be able to
a. describe the size, type, shape, colour of various food items
b. express likes/dislikes about food
c. inquire of others about their likes/dislikes

Aids: 23 playing cards, each with a different food item. The pictures are identical to the ones used in Food Bingo except they are in colour.

(All aids are available in the resource file.)

Preparatory Activity:
a. Play Identifying Food Items with these food pictures. See page 112 for technique.
b. Play the game described below, but have the teacher describe each food and the students just state the names. The second time, have the students do the describing and identifying.

Idea:

The students sit in a circle. Spread the pictures, face up, in the centre. Each student takes a turn describing one of the foods in terms of its size, shape, colour. The student must not point to the food. Her classmates listen to the description and identify the food, e.g., if the student says "It's a drink. It's white.", her classmates would call out "milk". No student is allowed to describe the same food twice. Continue the activity until each student has had a turn describing an item.

Follow-Up Activity:
a. Have the students express what foods they like/dislike and inquire of others about their preference; e.g., "I like milk." "What do you like?"
b. Play Food Description Bingo, page 133 .

Teaching Points:
a. naming foods
e.g., apple, orange, banana

b. describing common foods according to shape, colour, quality
e.g., This is a yellow fruit.

c. expressing likes/dislikes
e.g., I like milk.
I don't like pineapple.

d. inquiring about others' likes/dislikes
e.g., What do you like?

Food Description Bingo

Level: All

Objective: A student should be able to
a. describe food items according to their size, shape and colour
b. state information about food items
c. inquire about food items

Aids: a. 23 playing cards with a different food item on each one; e.g., fruits, vegetables, dairy products, etc.

b. 15 individual bingo cards with 9 sections on each card. Each card shows nine of the 23 food items.

c. bingo chips

(All aids are available in the resource file.)

Preparatory Activity: Describing Food, page 132.

Idea: (Upper Beg., Int.)

Give each student a bingo card and nine chips. Shuffle the playing cards and deal them out to the students. Each student should have one or more cards.

One student is appointed 'IT'. 'IT' must describe one of the foods she has in her hand without revealing the name of it; e.g., if 'IT' has a picture of some grapes, she might say:
"It is a fruit. It grows in bunches."
"We make wine from it."
Her classmates listen and try to determine which food item she is talking about. If 'IT' has difficulty describing the food item, have the classmates ask her yes/no questions. Once the food item has been identified, the students who have the corresponding picture on their cards place a chip on that section. Let the students take turns being 'IT'.

The game continues until one student has all nine sections covered or until all the students have finished.

Alternative: (Basic Beg.)

Play bingo using the same aids but have 'IT' give the name of the food rather than a description.

Teaching Points: a. describing food
e.g., "It is a yellow vegetable that grows on a stalk."
"It is a small round purple fruit."

b. stating information about food
e.g., It is a fruit.

c. inquiring about food items
e.g., Is it a fruit?
Where does it grow?



Requesting Food

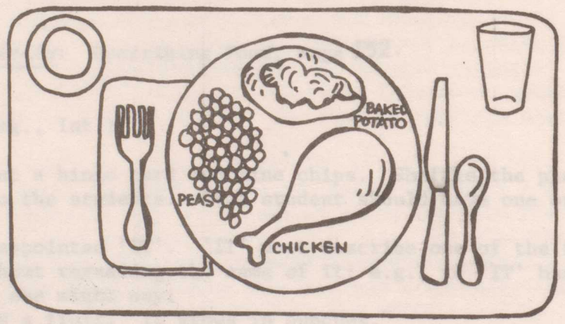
Level: Basic/Upper Beg.

Objective: A student should be able to
a. identify/state common foods eaten for lunch or dinner
b. request food
c. offer food

Aids: a. 15 place mats with a glass, serviette, cutlery and two plates drawn on each mat. On the plates are drawn pictures of servings of food, each labelled. Each placemat has different lunch or dinner foods pictured.

b. approximately 60 coloured food pictures which correspond to the foods depicted on the plates. (Food pictures are from Oregon Dairy Council)

(All aids are availabe in the resource file.)



Preparatory Activity: Identifying Food, p.112. Use the foods depicted on the place mats.

Idea A: (Basic Beg.)
The students sit in a circle. Each student is given a "place mat" as described above. The coloured foods are dealt out at random. The leader begins by displaying her place mat and saying "I would like some (peas), please." The student holding the coloured picture of peas hands it to the leader. She says "Certainly" or "Here you are", as she hands it over. The leader places the acquired food on the corresponding black and white picture on her plate. Each student follows the same sequence modelled by the leader, asking for one food each turn. The activity continues until all the plates are filled.

Idea B: (Upper Beg., Int.)
This activity is not as controlled as Idea A. Divide the class into two groups: the customers and the waiters. Give each customer a placemat. Hold the remaining placemats in reserve. Scatter all the food pictures face up on the table. Each waiter approaches a customer and takes his order. The waiter says, "Are you ready to order?"or "May I take your order?" The customer consults his menu (the placemat) and tells the waiter what he wants for lunch or dinner. The waiter must then look for the foods ordered and bring them to the customer. If the waiter can't remember all the food items, he may return and ask for clarification. The activity continues until every customer has received his order. Each customer then describes what he had.

Do the activity again except have the students change roles and distribute the placemats held in reserve.

Teaching Points: a. naming common foods
e.g., chicken, peas, corn

b. requesting food
e.g., I'd like some peas.

c. offering food
e.g., Here you are.

Give and Take Board Game

Level: Upper Beg., Int.

Objective: A student should be able to
- a. identify and name food items
- b. state food preferences
- c. offer food to another person
- d. accept/refuse food items
- e. state food preference
- f. state personal information about himself

Aids: two board games each consisting of

a. a board with 56 spaces squared off around the outer edge. Forty-two spaces have pictures of food glued randomly on them. (21 different pictures, each represented twice.) The remaining 14 spaces are marked with 'question marks'. Each corner space is marked with a 'question mark' and the word 'start'.

b. 42 playing cards with food pictures, identical to the ones on the board. There are 2 cards for each of the 21 food pictures; e.g., the picture of a piece of cheese appears on two different playing cards.

c. one token for each player. There should be a maximum of 8 players per game.

d. a die

e. two different sets of question cards. The teacher chooses which set she wants to use. Each set of questions has been recorded on language master cards

Set A: Upper Beg.
There are 14 question cards that focus on personal information;
e.g., How are you?
How do you like Canada?
How many brothers/sisters do you have?
When do you return to Japan?

Set B: Int.
There are 16 question cards. Each question card asks the students either to name foods or state a food preference;
e.g., Name two fruits.
Name a fruit that grows in bunches.
Which food do you prefer, watermelon or grapes?

See the diagram on page 140.
(All aids available in the resource file.)

Preparatory Activities: Information Cue Cards, p. 1.
Preference Chart, p. 120.
Describing Food Items, p. 132.
Food Description Bingo, p. 133.

Idea:
Divide the class into two groups. Give each group a board game. Choose Set A or B question cards. Deal the 42 playing cards out to the students. Each student has a token which is placed on any one of the starting spaces. The first player throws the die, announces the count, and moves the appropriate number of spaces clockwise around the board. If he lands on a food or drink space any student holding a corresponding playing card addresses the player by name and offers him the food or drink; e.g., "Akira, would you like some watermelon?" The player responds affirmatively; e.g., "Yes, please." and the student making the offer gives the card to the player who puts it face down on the table in front of him. If the player lands on a question mark he chooses a question card from the center of the board, puts the card through the language master and responds with true information about himself or with information about foods, depending upon the set of question cards used. The leader, as necessary, helps the student in making the appropriate responses.

The object of the gave is to get rid of all one's cards. The game ends when one player has given away all his cards.

Points to remember:
- a. If more than one student offers the player the food, then the first student to make the question gives his card away.
- b. If a player lands on a food or a drink space and both playing cards for that food item have already been laid down, then one of the students who gave away the card should say, "I'm sorry, I don't have any more."

Alternative A (Int.)
The game is played in the same manner. However, the players have the option of refusing the offered food if they wish.
e.g., "No, thank you."
"No, thank you. I've had enough."

If he refuses the food, the player offering it puts the card face down on the table in front of him. The game ends when one player is rid of all his cards, whether they were accepted or refused by another player.

Alternative B (Int.)
Use Set B of the question cards. The game is played as described above with the additional requirement that the student accepting the food must make an appropriate comment about that food; e.g., if he is accepting a picture of a piece of watermelon he might say, "It looks so delicious. Is it from your garden?"

Teaching Points:

a. identifying food items
e.g., It's a grape.

b. stating food preferences
e.g., I prefer grapes.

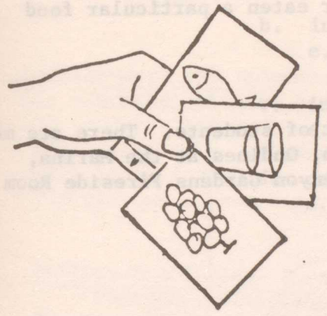
c. offering food
e.g., Would you like a/some _____?

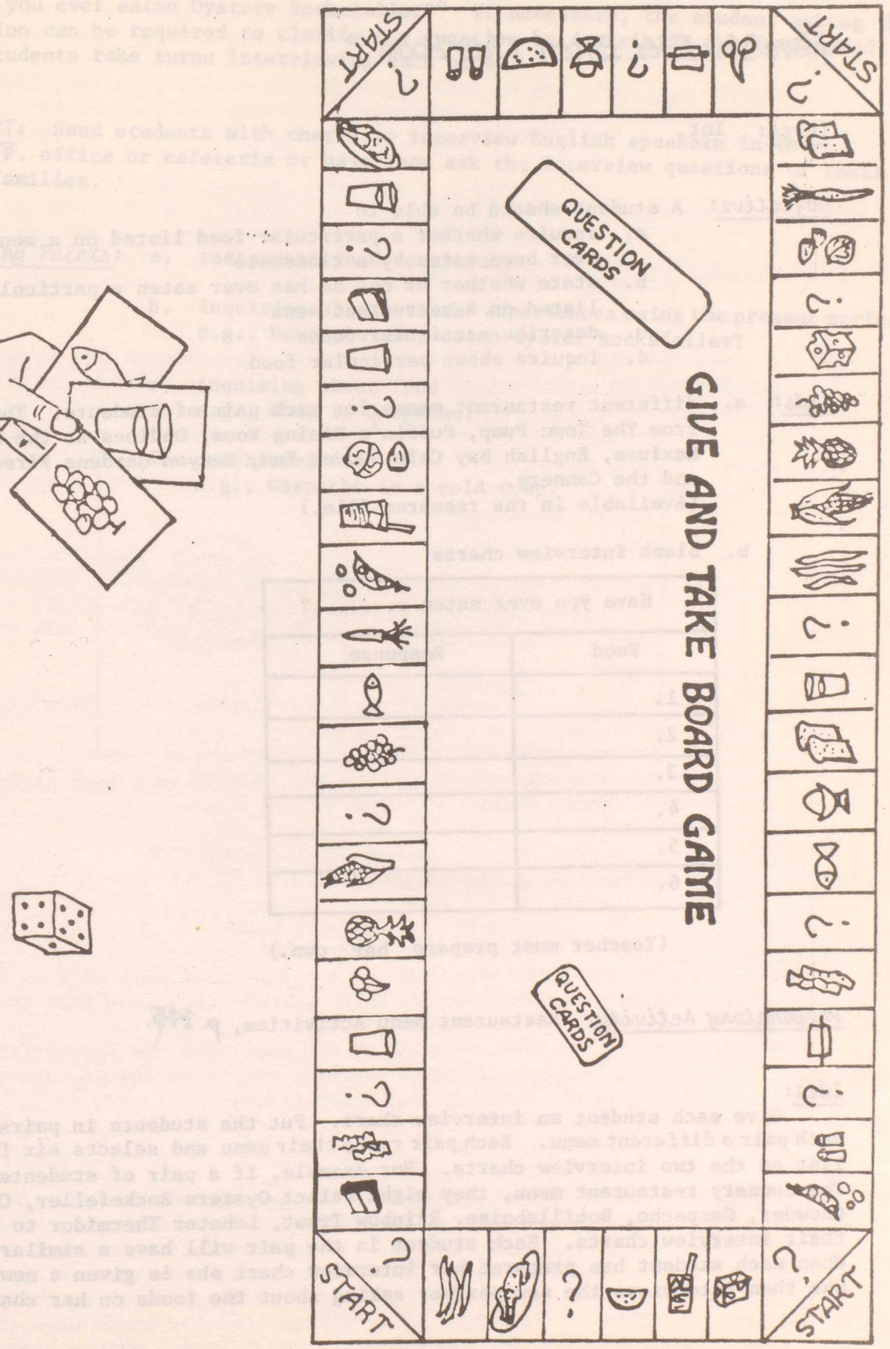
d. refusing offers
e.g., No thank. I've had enough.

e. accepting offers
e.g., Yes, please.

f. commenting about food
e.g., It's delicious.

g. state personal information
e.g., I have 6 brothers.





Have You Ever Eaten This Food?

Level: Int.

Objective: A student should be able to
- a. inquire whether a particular food listed on a menu has ever been eaten by a classmate
- b. state whether or not he has ever eaten a particular food listed on a restaurant menu
- c. describe particular foods
- d. inquire about particular food

Aids: a. different restaurant menus for each pair of students. There are menus from The Town Pump, Puffin's Dining Room, Ondines at the Marina, Maxines, English Bay Cafe, Dover Inn, Canyon Gardens Fireside Room and the Cannery.
(Available in the resource file.)

b. blank interview charts

Have you ever eaten .....?	
Food	Response
1.	
2.	
3.	
4.	
5.	
6.	

(Teacher must prepare her own.)

Preparatory Activity: Restaurant Menu Activities, p. 145.

Idea:

Give each student an interview chart. Put the students in pairs and give each pair a different menu. Each pair reads their menu and selects six foods to list on the two interview charts. For example, if a pair of students were given The Cannery restaurant menu, they might select Oysters Rockefeller, Clam Chowder, Gazpacho, Bouillabaise, Rainbow Trout, Lobster Thermidor to list on their interview charts. Each student in the pair will have a similar chart. When each student has prepared her interview chart she is given a new partner. She then interviews the new partner asking about the foods on her chart; e.g., "Have you ever eaten Oysters Rockefeller?" If necessary, the student asking the question can be required to clarify the question by describing the food named. The students take turns interviewing each other.

CONTACT: Send students with charts to interview English speakers in the S.E.L.P. office or cafeteria or have them ask the interview questions of their host families.

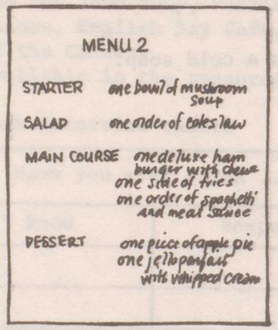
Teaching Points:
- a. restaurant food vocabulary
- b. inquiring about others' experiences using the present perfect
  e.g., Have you ever eaten Oyster Rockefeller?
- c. inquiring about food
  e.g., What is Gazpacho?
- d. describing food
  e.g., Gazpacho is a cold soup.

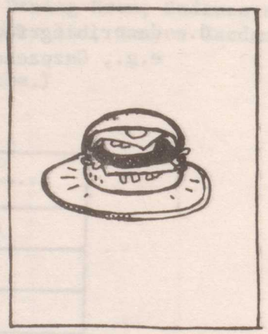
Restaurant Ordering

Level: Int.

Objective: A student should able to
a. name/identify food items
b. request food in a restaurant
c. state which foods she has ordered

Aids: a. six different menus and corresponding pictures of each item individually mounted on construction paper. Each menu has been designed for two people.





b. a set of language master cards. The name of each food picture has been recorded on the cards.
c. 2 language masters

(All aids are available in the resource file.)

Preparatory Activity:

Scatter the pictures for each menu on a table. The name of each food item has been recorded on a language master card. Divide the class into two groups and give each group half of the cards.

Each group must then listen and match the name with the appropriate food picture. When each group has finished matching the cards and pictures, have them name and describe the foods to the other group.

Idea:

Divide the class into two groups: 10 of the students are customers and the remaining 5 students are waitresses (waiters). Give each pair of customers one menu. Scatter the food pictures face up on the table. Instruct each waitress to take the order of one pair of customers. The waitress approaches the customers and asks each one what he would like to order using the pattern, "May I take your order?" Each pair of customers consults their menu and asks for the food items listed using the pattern, "May I have a deluxe hamburger

with cheese?" or "May we have two bowls of mushroom soup?" When the customers have received all the food items requested, they must arrange them in the order they will eat them.

Each pair of students must then describe to the class what they are having. We suggest one student to be responsible for describing the appetizers, on - the main course, etc. Some of the patterns they might use:

"We are having (mushroom soup for a starter)."
"We are having (a deluxe hamburger and spaghetti with meat sauce for the main course)."
"We are having (one piece of apple pie and one bowl of pears for dessert)."

Alternative Activity:

Scatter all the food pictures on the floor. As in the idea above, 10 students are customers and the remaining 5 are waiters. Each waiter approaches only one pair of customers and takes their order. The waiter then looks for the foods ordered and brings them to his pair of customers. The customers then describe what they are eating as in the idea above.

Follow-Up Activity:

Photocopy simple menus from Vancouver Gastronomic. (available in Resource File) Give one menu to each pair of students. Have them describe what they are going to eat.

Teaching Points:

a. identifying food items
e.g., hamburger, spaghetti, fries

b. ordering food
e.g., May we have two bowls of soup?

c. stating foods ordered
e.g., We are having fried shrimp for an appetizer.

d. offering food
e.g., May I take your order?

Restaurant Menu Activities

Level: Int.

Objective: A student should be able to
a. inquire about food/restaurants
b. state what he wants to have for dinner
c. state what he's ordered for dinner
d. recommend a food item
e. suggest/invite someone out for dinner
f. accept/refuse an invitation
g. make reservations in a restaurant
h. ask for directions to the restaurant

Aids: 8 copies of 1 menu

(Available in the resource file.)

Preparatory Activity: Restaurant Ordering Game, p. 143.

Idea:
Put the students in pairs. Give each pair a menu.

A. Students read menu and select one item they do not know. They ask classmates or teacher about this item; e.g., "Can you tell me what scallops are?'

B. Students select another item they do not know and go to Room A236 and ask staff member about item; e.g., "Excuse me, can you tell me what romaine is?" They can ask people in the cafeteria if you prefer.

C. Students ask a number of staff members, Langara students, general public, host families, "Have you ever been to _____?" If they find someone who has been there they ask whether they liked it, what they ate,etc.

D. Give each pair of students a different amount of money to spend, e.g., $15.00 per person. Have each student select what he will eat (partners cannot each select the same food) given the amount of money. The student must leave enough money for a tip. The students then describe what they have ordered and say why they ordered those foods.

E. Students role play conversations between waiter and diner or between diner and diner, in which different foods are recommended; e.g., "If I were you, I'd try the Alaska King Crab."

F. Students role play invitations/suggestions/acceptances/refusals between friends; e.g., "Can you come to the Canyon Gardens on Friday?" Let's go to _____ on Friday." These role plays include stating location, giving hours of restaurant, inquiring about entertainment, credit cards, etc. These can be done by using one-sided conversations. (see page 148 for an example)

G. Students role play asking if reservations are necessary, then making reservations.

H. Students phone the bus information and ask how to reach _____.

I. Students use the yellow pages to locate ethnic restaurants, neighborhood restaurants, etc.

Teaching Points: These are almost unlimited; some possible teaching points are:

a. inquiring about a food using direct and indirect questions
e.g., What is romaine?
Can you tell me what scallops are.

b. inquiring about a restaurant using the present perfect tense
e.g., Have you ever been to _____?

c. stating wants
e.g., I'm going to have scallops.

d. describing food ordered
e.g., I ordered a chef's salad.

e. recommending food
e.g., If I were you, I'd have the crab.

f. inviting
e.g., Let's go to MacDonald's.

g. refusing invitations
e.g., I'm sorry, but I can't go now.

h. accepting invitations
e.g., I'd love to.

i. making reservations in a restaurant
e.g., I'd like to make a reservation for Friday night.

j. asking for directions
e.g., Can you tell me how to get to Cambie and 49th.

Most Memorable Meal

Level: Int.

Objective: A student should be able to
a. state foods eaten
b. describe the circumstances surrounding a particular meal

Aids: none

Preparatory Activity: Restaurant Ordering, p. 143.

Idea:
Discuss, in class, memorable meals eaten by class members. Elicit the menu, place and circumstances of the meal, etc. Then have each student ask a staff member in A236, a Langara student or a member of the host family about their most memorable meal; e.g.,"What was your most memorable meal?" "What did you eat?" "Where were you?" "Who was with you?" "Why was the meal special?" Students then report back to the class on the answers received.

Follow-Up Activity:
Have each student plan a hypothetical meal, stating the foods to be eaten, whom he wishes to be with and where he wishes to eat the meal.

Teaching Points: a. naming foods

b. various functions such as stating, inquiring, interrupting

One-sided Conversations

Level: Int.

Objective: A student should be able to predict parts of a conversation on the basis of semantic and linquistic cues.

Aids: a. Make up 5 or 6 restaurant conversations. Record one side of the conversation on language master cards. Number the cards to show the sequence. (Teachers must make up their own.)
example:
Situation: two friends in a restaurant
1. Friend A: "How was the main course?" (recorded)
2. Friend B: BLANK CARD
3. Friend A: "Neither did I. The cheesecake was delicious." (recorded)
4. Friend B: BLANK CARD
5. Friend A: "but fattening." (recorded)

Note: Avoid yes/no questions as students often reply with one word answers.

b. language masters

(All aids are available in the resource file.)

Idea:
Divide the class into small groups. The number of groups will depend on the number of language masters available. Give each group a different conversation. Hold the remaining sets in reserve. Have them listen to the conversation then have one student in the group record on the blank language master cards what the other person would say. The teacher moves from group to group and checks the group's responses. If a group finishes early, give them one of the conversations held in reserve.

Follow-Up Activity:
Have each group play back the conversations to the class and discuss the responses. Get them to brainstorm other possible replies.

Following a Recipe

Level: All

Objective: A student should be able to
a. identify/name ingredients
b. state/follow recipe directions

Aids: a. Use your favorite recipe or choose one of the two provided here

b. All the ingredients/utensils required for the recipe - provided by the teacher

c. Record the directions on language master cards. Number the cards so that the students follow the correct sequence. If a language master is not available, write the directions on cards.

BRAN MUFFINS

1½ cup all-purpose flour
2½ tsp. baking powder
½ tsp. baking soda
½ tsp. salt
1 3/4 cup natural bran
½ cup raisins
¼ cup shortening
½ cup brown sugar
¼ cup molasses
2 eggs
1 cup milk
½ tsp. nutmeg
1 tsp. cinnamon

Sift together flour, baking powder, baking soda and salt into bowl or onto waxed paper. Stir in bran and raisins. In separate bowl, cream together shortening and brown sugar. Beat in molasses, eggs and milk. Add dry ingredients and stir only until ingredients are combined. Thoroughly grease 16 medium muffin cups. Fill cups 2/3 full with batter. Bake in a 425° oven for approximately 15 to 20 minutes or until done. Yields approximately 16 muffins.

BLUEBERRY MUFFINS

1 3/4 cup all-purpose flour
2 tbsp. granulated sugar
2½ tsp. baking powder
½ tsp. salt
1 well-beaten egg

½ cup milk
½ cup salad oil
1 cup berries
3 tbsp. sugar

Sift dry ingredients. Make hole and pour in egg, milk and oil. Mix berries with 3 tablespoons sugar and blend in. Bake at 400° for 25 minutes.

Preparatory Acitivty: a. Have the students identify/name the ingredients and utensils as one student calls out the list of ingredients

b. Make arrangements with Mr. Pond, the Langara Food Services Manager, at least 2 days in advance to use the oven.

Idea:
Put the ingredients on a table. Have the students take turns putting the direction cards through the language master and giving directions to another student. Discusss or mime directions they don't understand. Elicit as much vocabulary and discussion from the students as possible; e.g., talk about the ingredients, the utensils. Bake the muffins for coffee break.

Alternative Activity: Instead of using the language master, have each student read a direction to the group.

Teaching Points: a. giving directions
e.g., Mix the ingredients together.
Beat the eggs.

b. naming utensils and ingredients
e.g., It's baking powder.
It's a spatula.

Mystery Recipe

Level: All

Objective: A student should be able to
a. name cooking ingredients
b. inquire about/state cooking directions
c. offer/accept/refuse food

Aids: a. Food prepared by the instructor prior to class. The best foods are ones with unusual ingredients such as Pineapple-Zucchini Bread. See p. 152 for recipe.

b. a shopping bag with all the ingredients in it

Idea:

Bring the previously prepared food to class. Share it with the students and have the students offer it to each other; e.g., "Would you like some bread?" Be sure that you do not name the mystery ingredients when offering the food. Place the shopping bag in front of the class. Ask the students to guess the ingredients. Depending upon their level, they can guess by using a single word ("pineapple"), by stating an opinion ("I think there's pineapple in the bread.") or by asking a yes/no question ("Is there pineapple in the bread?") If they guess an ingredient correctly bring it out of the bag and display it. As you near the bottom of the bag you can give hints as to the number of ingredients remaining.

Have the students determine and write down the recipe for the food. They must ask "How much" and "How many" questions to determine the amounts of the various ingredients. Encourage them to suggest the method of combining the ingredients but be prepared to supply the information.

Contact:

Have interested students phone Edith Adams at the Vancouver Sun and ask for a copy of the recipe to be mailed to them.

Follow-Up Activity:

Use this recipe for Following a Recipe, p. 149.

Teaching Points: a. naming ingredients
e.g., pineapple

b. cooking vocabulary
e.g., beat, stir, separate, etc.

c. offering/accepting/refusing food
e.g., Would you like some bread?
Yes, please.
No, thank you.

d. expressing opinions
e.g., I think there's pineapple in it.

e. asking yes/no questions
e.g., Is there pineapple in it?

f. asking 'How much' and 'How many' questions
e.g., How much flour is there?
How many eggs are there?

PINEAPPLE ZUCCHINI BREAD

3 medium eggs
1 3/4 cups sugar
1 cup salad oil
2 teaspoons vanilla
1 3/4 cup grated unpeeled raw zucchini
1 (10 ounce) can crushed pineapple, well-drained
3 cups sifted all-purpose flour
1 teaspoon salt
1 teaspoon soda
1/4 teaspoon baking powder
1 1/2 teaspoons cinnamon
3/4 teaspoons nutmeg
1 cup chopped nuts

Directions:

1. Beat eggs.
2. Add sugar.
3. Beat eggs and sugar together.
4. Add oil, vanilla, zucchini and pineapple.
5. Stir everything together.
6. In another bowl, mix flour, salt, soda and baking powder.
7. Mix wet ingredients with dry ingredients.
8. Put batter in 2 greased pans (9" x 5" x 3").
9. Bake at 350° for 50 minutes.
10. Remove from pan and cool.
11. Chill before slicing.

Food Mimes

Level: All

Objective: A student should be able to
a. name common foods
b. inquire about/describe a sequence of actions related to eating
c. state opinion about an action

Aids: a list of 16 eating and cooking mimes; each on a separate card

1. You have a banana on your plate. Pick it up and peel it.
2. You have an orange on your plate. Pick it up and peel it.
3. You have a hamburger on your plate. Open it and squeeze ketchup on it.
4. Pick up your napkin. Open it and spread it on your lap.
5. You have a loaf of bread. Pick up a knife and slice the bread.
6. You have a roll on your plate. Cut it open and put butter on it.
7. Your soup is very hot. Taste it then blow on it.
8. You have a steak on your plate. Pick up a knife and cut a piece off. Eat the piece of steak.
9. You have a cup of coffee on the table. Pick it up and drink some. Show it's very hot.
10. You have a boiled egg on your plate. Crack it on the table and peel it.
11. You have finished dinner. You want to leave. Get the waiter's attention and ask for the bill.
12. You are in a restaurant. Put your elbows on the table. Show that the table is sticky.
13. You are in a restaurant. There is a bottle of wine on the table. Offer a glass to your friend.
14. You have finished your coffee and you want some more. Get the waiter's attention and ask for more.
15. You drop your fork on the floor. Get the waiter's attention and ask for another fork.

16. You have ordered a flaming dessert. Watch the waiter prepare it at your table.

(All aids are available in the resource file.)

Idea:
Give each student one mime card. One student mimes a sequence of actions for the class. His classmates must then guess what he's doing by asking only yes/no questions. If there is more than one action, have the student mime the sequence of actions the first time, then each action separately. Continue in this manner until all students have had a turn.

Alternative A:
Have the students describe the sequence of actions in the third person; e.g., mime card #1 - "She picked up a banana and peeled it."

Alternative B:
Instead of having the students ask yes/no questions to determine the actions, have the students state opinions; e.g., "I think you are cutting a steak."

Alternative C:
Instead of using mime cards, begin by miming a food or restaurant situation yourself. Have the students guess the action. Have the students take turns thinking up and miming situations themselves. Have the other students describe or guess the action(s) being mimed.

Teaching Points:
a. identifying common foods
e.g., It's a banana.

b. naming action words related to eating
e.g., break, cut, slice, squeeze, spread, etc.

c. inquiring about activities
e.g., Are you peeling a banana?

d. describing a sequence of actions using the past tense
e.g., She picked up a banana and peeled it.

e. stating opinions
e.g., I think you're peeling a banana.

GOING OUT FOR DINNER - USEFUL EXPRESSIONS

(Ordering a meal in a restaurant.)

Waitress to Customer:

1. Are you ready to order?
   Would you like to order now?
   Can I take your order now?

2. Would you like a cocktail?
   Can I get you something from the bar?

3. How would you like your steak?
   What kind of dressing would you like?
   What would you like on your baked potato?
   We have ...
   Yes, it's homemade.

4. How is everything?
   Is everything alright?

5. Anything else?
   Is that all?

6. Pay at the cashier.
   Pay me.

Customer to Waitress:

1. I'd like...
   I'll have...

2. What's the Special today?
   What's the Soup of the Day?
   What kind of _____ do you have?
   What do you have for dessert?
   What comes with it?

3. Could I have the check, please?
   Do you take Chargex?

Questions about Food

1. Is the _____ fresh? frozen?
   homemade? Canned?

2. Could I have more coffee, please?
   _____ instead of _____?
   the Low Cal Plate without the toast?
   some (ketchup) for the (fries)?

3. How is the _____ cooked?

Acknowledgements

Food Preference - Wendie Hermanson

Fresh Fruit - Wendie Hermanson

Give and Take Board Game - Wendie Hermanson

Requesting Food - Wendie Hermanson

Shopping

A STUDENT SHOULD BE ABLE TO:

a. name English numerals

b. identify/state prices

c. identify/name Canadian bills/coins

d. compare value of bills/coins

e. inquire about/state amount of money one has

f. inquire about/state the price and tax of an item

g. verify the cost of an item

h. identify/name/describe articles of clothing

i. identify/name colours of articles of clothing

j. identify/name items he/she wants to buy

k. state whether or not he/she wishes to buy an item

l. inquire about/state whether or not an article is available

m. ask for/give advice about the advisability of buying an item

n. state like/dislike of an article of clothing

o. state agreement/disagreement about choice of an item

p. identify/name departments in a store

q. inquire about/state the location of a department

r. give directions to others for locating an item

s. offer assistance to someone

t. state consumer information

Spin the Bottle - Prices

Level: Beg., Upper Beg.

Objective: A student should be able to identify and state prices written on cards.

Aids: a. one set of 20 playing cards each with a different price recorded. Some of the cards show the price in cents, some in dollars and some in dollars and cents; e.g., $.89, 41¢, $3.00, $4.78, $9.99

b. an empty pop bottle

(All aids are available in the resource file.)

Preparatory Activity:

Make a set of 20 playing cards. Write prices in cents only. Following the procedure described below, have the students practise giving prices.

Idea:

The students sit in a circle. Shuffle the set of playing cards and place them face down in a deck in the circle. Have one student begin by spinning the bottle in the centre of the circle. When the bottle stops it will be pointing at another student. The student who spun the bottle picks up a card from the deck and asks the student at whom the bottle is pointing to give the price; e.g., if $1.49 is written on the card, the player could say either "one dollar and forty-nine cents" or "one forty-nine". The student who states the price then spins the bottle. The activity continues until all the cards have been picked up. Since there are many ways of saying a price, focus on one pattern for beginner levels; e.g., "one dollar and forty-nine cents". Other students should be encouraged to use alternate ways.

Teaching Points: a. different ways of writing prices
e.g., $.89 or 89¢

b. stating prices
e.g., nine dollars and ninety-eight cents
nine ninety-eight

Giving the Next Price

Level: Basic/Upper Beg.

Objective: A student should be able to identify/state prices.

Aids: a bean bag (Available in the resource file)

Preparatory Activity:
Review dollars and cents. The activity described below could be done using only prices which are less than one dollar. Spin the Bottle - Prices, page 157.

Idea:
Have the students sit in a circle. One student begins by stating a price and throwing the bean bag to one of his classmates. The student who catches the bean bag must say the next price in sequence; e.g., if the first student says "a dollar seventy-six" the student who received the bean bag must respond "a dollar seventy-seven". The student who answers must use the same pattern as the first student; e.g., if the first student uses the pattern "one seventy-six", the student must say "one seventy-seven". The student with the bean bag then says any price he wishes; e.g., "four dollars and thirty-seven cents" and throws the bean bag to another classmate who says the next price in sequence. The activity continues until each student has had a turn stating a price. Use only one pattern for beginning groups; more advanced groups can use more than one pattern.

Follow-Up Activity:
Have one student work at the board; the other students work at their seats. Each student takes a turn stating a price. The other students write down the amount given in numerical form. Students and teacher check the written answers by referring to the answer written by the student working at the board to see if they agree or disagree with it.

Teaching Points:
a. stating numerical sequence
e.g., seventy-six, seventy-seven

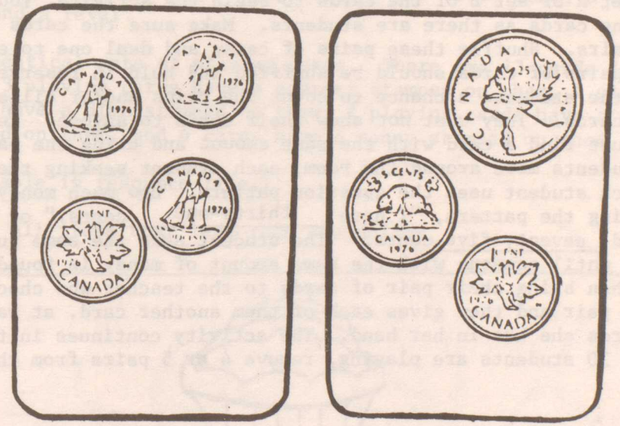
b. stating prices
e.g., one dollar and seventy-six cents
a dollar seventy-six
one seventy-six

How Much Money Do You Have?

Level: Basic/Upper Beg.

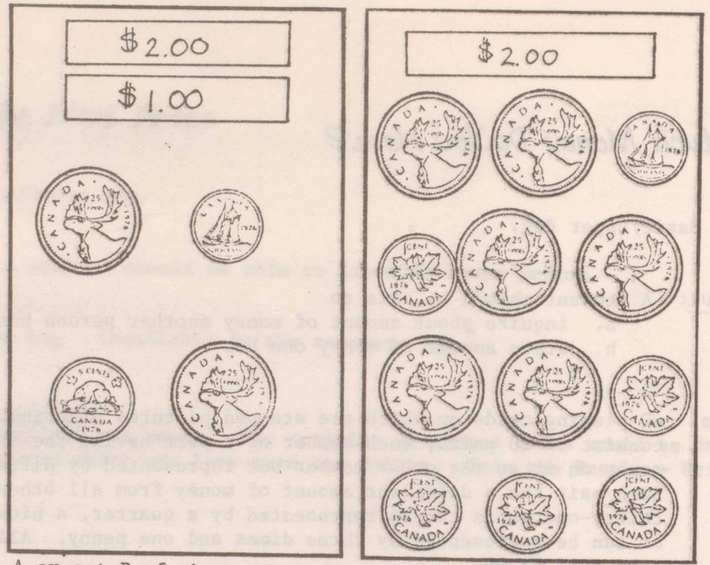
Objective: A student should be able to
a. inquire about amount of money another person has
b. state amount of money one has

Aids: a. 40 playing cards on which are stamped pictures of coins. The cards consist of 20 pairs, each member of a pair having the same amount of money on it as the other member but represented by different coins. Each pair has a different amount of money from all other pairs; e.g., thirty-one cents can be represented by a quarter, a nickel and a penny or can be represented by three dimes and one penny. All amounts are less than $1.00.



b. 40 playing cards on which are shown amounts of money between $1.00 and $10.00. There are 20 pairs of cards. Each pair has the same amount of money but the amount is represented by different bills and coins; e.g., $3.65 is shown on one card as a two dollar bill and coins, 2 quarters, a dime and a nickel. On the other card it is shown as 6 quarters, a two dollar bill, a dime and 5 pennies.

(Available in resource file.)



Idea: Use set A or set B of the cards to begin the activity. You will need as many playing cards as there are students. Make sure the cards that you use are matching pairs. Shuffle these pairs of cards and deal one to each student. The remaining pairs of cards should be shuffled and held in reserve by the teacher.

Give the students a chance to count the coins and/or bills silently on their own cards. They must not show their cards to anyone. Tell each student that she must find a card with the same amount and bring the pair to the teacher. All the students move around the room, each student seeking the card which matches her's. Each student uses the question pattern, "How much money do you have?" and replies using the pattern, "I have thirty-one cents." or "I have three dollars and seventy-five cents." The student asks the same question of different classmates until someone with the same amount of money is found. These two students then bring their pair of cards to the teacher who checks that they are a matching pair and then gives each of them another card, at random, from the reserve cards she has in her hand. The activity continues in this manner. If fewer than 10 students are playing, remove 4 or 5 pairs from the pack of reserved cards.

Teaching Points:

a. asking 'how much' questions
   e.g., How much money do you have?

b. identifying and adding different coins/bills

c. stating amount of money
   e.g., I have thirty-one cents.

How Much Does It Cost?

Level: Basic/Upper Beg.

Objective: A student should be able to ask for/state a price

Preparatory Activity: Have the students identify the items.

Aids:

a. 12 5" x 8" cards. On the front of each card is a picture of an item costing less than one dollar and on the back of each card is stamped the coinage needed to buy that item; e.g., on one card there is a picture of a sundae and on the back are stamped two quarters, a dime and a nickel. Other items pictured include a postcard, a chocolate bar, a stamp, a pen, a hamburger, a popsicle, a package of gum, a bag of popcorn, an ice cream cone, a bottle of pop, and a revel.

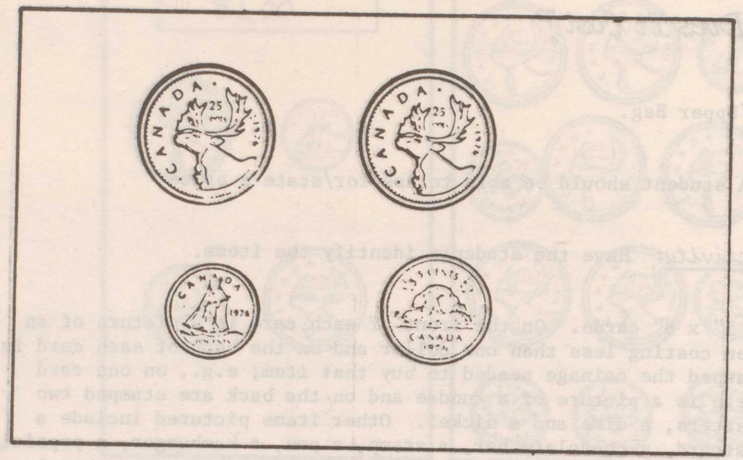
b. two identical sets of playing cards. There are 13 cards in each set: 3 playing cards have a quarter stamped on them, 4 playing cards have a dime stamped on them, 2 playing cards have a nickel stamped on them, and 4 cards have a penny stamped on them.

(Available in resource file.)

Note: All items cost less than one dollar.



FRONT



BACK



Preparatory Activity: How Much Money Do You Have? p. 159.

Idea A:

Divide the class into two teams. Give each team a set of 13 playing cards. The students take turns being leader. The leader holds up one of the 5" x 8" cards so that the class can see the picture on the front but cannot see the coins stamped on the back. The class asks in chorus "How much does it cost?" The leader adds up the coinage on the back of the card and replies with the amount; e.g., "sixty-five cents". The two teams quickly try to put together that amount of money using the playing cards with the coins stamped on them. When they think they have the correct amount they show it to the leader who must decide whether or not it is the correct amount. A point can be awarded to the team which first shows the correct amount of money.

A student from the other team now takes a turn being leader and shows the class a different picture. The activity continues with the leader being chosen from one team and then the other until each student has had a turn being the leader.

(All aids are available in the resource file.)

Idea B:

This activity can also be played with plural items that cost less than one dollar. All the items take the pattern "How much do they cost?" The set includes pictures of: potato chips, cheezies, french fries, postcards, pennants, chocolates, cookies, hot dogs, envelopes, stamps, lifesavers, chiclets. The playing cards are identical to those used above.

(Aids available in the resource file.)

Preparatory Activity: (for Idea C) Giving the Next Price, p. 158.
How Much Money Do You have? p. 159.

Idea C:

The activity can be played with items that cost more than a dollar but less than ten dollars. All the items in the set are singular: a Canada badge, a T-shirt, a record, an English book, a Canadian pin, a totem pole, a necklace, a roll of film, a box of chocolates,an Eskimo doll, a key chain, a bracelet, a belt, a hat.

The playing cards are identical to the ones described in Idea A except that 2 one dollar bills, 1 two dollar bill and 1 five dollar bill have been added to each set.

(Aids available in the resource file.)

Alternative Activity:

Prepare your own cards using catalogue or other pictures. Choose items that the students can be expected to buy.

Teaching Points: a. stating numbers

b. stating prices
e.g., three dollars and fifty cents
three and half dollars
three, fifty

c. asking 'How much' questions
e.g., How much does it cost?
How much do they cost?

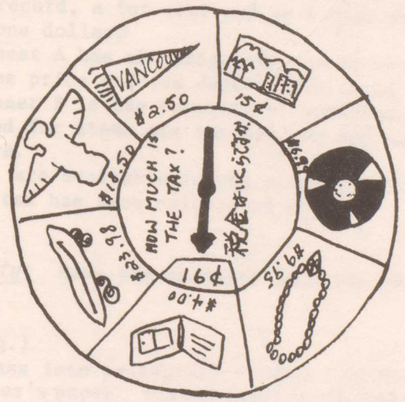
Computing Tax

Level: Basic/Upper Beg.

Objective: A student should be able to inquire about/state the tax on an item.

Aids: a "question and answer" spinner with pictures of priced items glued around the outer rim. Directly below each item, on the surface concealed by the inner circle, is written the correct sales tax for each item. This amount can be revealed by turning the inner circle so that the window reveals the tax opposite the item.

(All aids are available in the resource file.)



Preparatory Activity:

There is no sales tax in Japan so the teacher will need to ensure that the students understand the concept. In the past, many students have been confused by our sales tax. In Japanese the word is "zeikin". Before you play the game, give the students some practice computing the tax on various amounts.

Idea:

Students sit in a circle on the floor. The leader spins the hand on the spinner, and when it points to an item, asks, "How much is the tax?" Everyone silently computes the tax and the leader selects one student to reply; e.g., "It's (16¢)." The leader might ask if everyone agrees and the group attempts to reach a concensus. The leader then checks to see what the correct answer is by turning the inner circle to reveal the tax amount below the item. The students take turns being the leader.

Teaching Points: a. asking questions about tax
e.g., "How much is the tax?"

b. stating the tax of an item
e.g., "It's (16¢)." or "(16¢)."

Finding Out the Price and Tax

Level: All

Objective: A student should be able to
a. identify items he wants to buy
b. inquire of others about the availability/cost of an item
c. verify the total cost of the item

Aids: a class set of worksheets 'A' and 'B'
(Copies of the worksheets are on pages 169-70)
Worksheets 'A' and 'B' have the same ten pictures of items that students are likely to purchase: leather wallet, a maple leaf pin, a Canada T-shirt, a necklace, a totem pole, a leather belt, a leather jacket, a record, a fur coat and an Indian sweater. Each item costs more than one dollar.

Worksheet A has the price and tax recorded for items one through five and the price and tax deleted for items six through ten.

Worksheet B is the opposite of worksheet A and has the price and tax recorded for items six through ten and deleted for items one through five.

(Class sets are available in the student hand-out file.)
Note: the tax has been calculated at 6%.

Preparatory Activity: Have the students identify the items on the worksheets.

Idea A: (Basic Beg.)

Divide the class into pairs, with Student A facing Student B so each student cannot see his partner's paper. Give one partner Worksheet A and the other partner Worksheet B. The student with Worksheet A begins by asking his partner the cost of one of the items numbered six through ten; e.g., "How much does the totem pole cost?" His partner checks the information on his sheet and replies "It costs $13.99." The student with Worksheet A records the information on his paper in the allotted space and then asks, "How much is the tax?" Student B has the information on his sheet and replies, "Eighty-four cents." Student A then asks his partner "What is the total cost?" and student B replies, "14.83." To successfully complete the task, the student who asked the questions must listen carefully. He may ask his partner to repeat the information, but cannot look at his partner's worksheet. After student A has recorded the information on his sheet, the student with worksheet B asks for the price of one of the items numbered one through five; e.g., "How much does the leather wallet cost?" He records the information on his sheet and asks, "How much is the tax?" then "What is the total cost?" The information is recorded after each question. The activity continues in this manner with each partner asking questions alternately and recording the information. At the end of the activity they should have identical worksheets.

Idea B: (Upper Beg., Int.)
The activity follows the same procedure described in Idea A except the partners don't ask each other the question, "What is the total cost?" Once the partner has asked about price and tax of an item and recorded the information, he adds the two figures together to get the total. He must then verify the total cost by checking his sum against his partner's using the pattern, "Is the total cost ($14.83)?" For example, the student who recorded the price and tax of the totem pole would add $13.99 and 84¢ tax to get a total of $14.83. If the total is incorrect, the student must ask his partner to repeat the information or asks further questions for clarification. If the total is correct, his partner takes his turn.

Telephone Contact (Int.): Have the students in pairs use the YELLOW PAGES to locate the names, addresses and telephone numbers of stores that might sell mink jackets, Canadian totem poles, Indian sweaters, leather jackets etc. Give the students the name of the HEADING to look under; e.g., mink jackets would be found under Furs, totems poles under Gift Shops, etc. Have each pair of students be responsible for a different item. When the students have found the names of two stores, have them call the stores and ask if they sell that particular item. Get them to ask for the price range. The students then compare the price range at each store and report the information to the class.

Teaching Points:

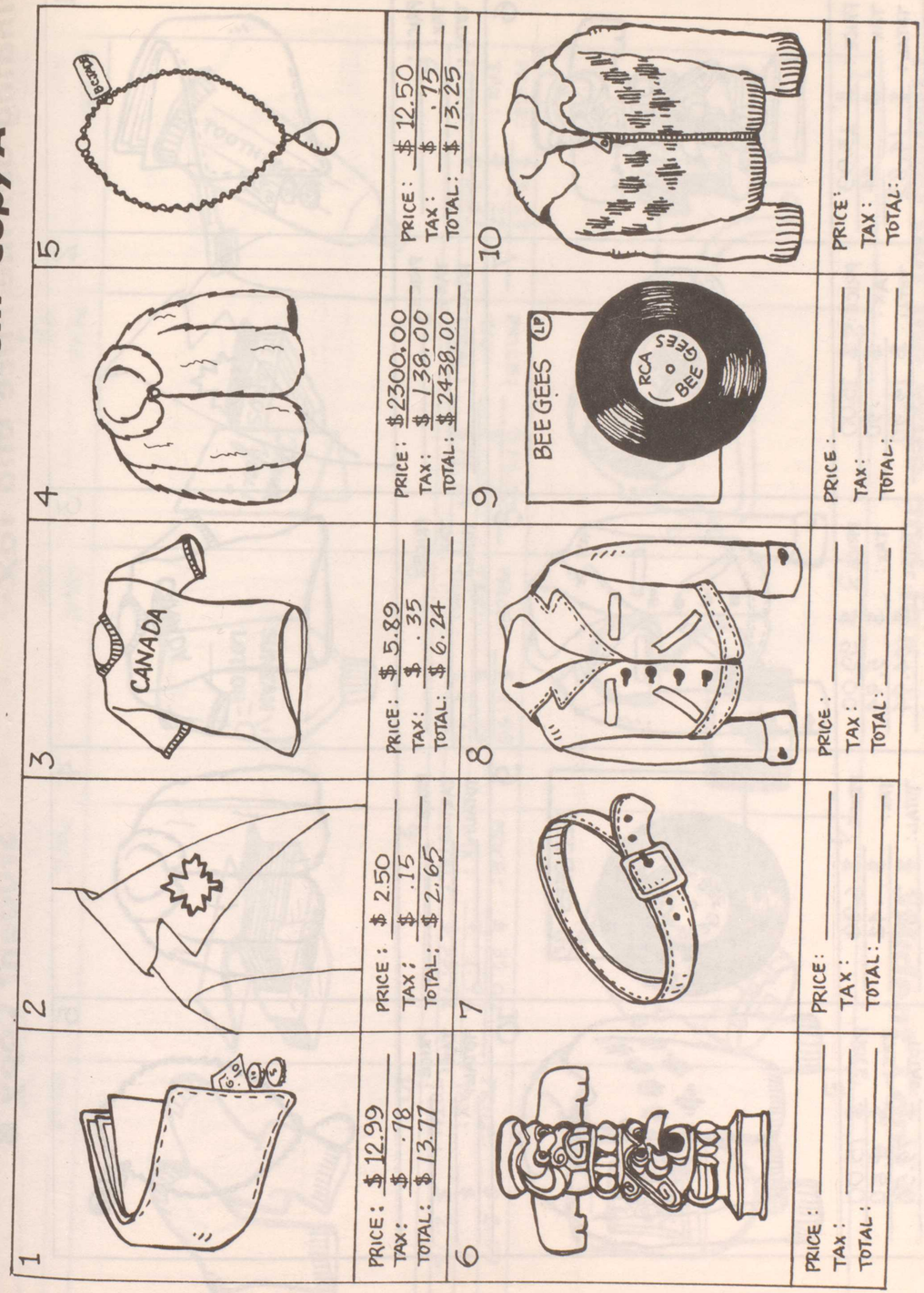
a. asking 'how much' question with the verb 'to be'
e.g., How much is the (leather wallet)?
How much is the tax?

b. stating prices
e.g., thirteen ninety-nine
thirteen dollars and ninety-nine cents

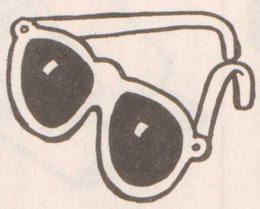
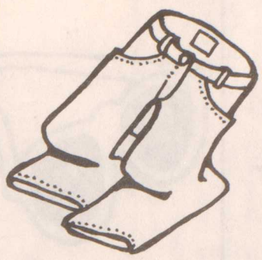
c. inquiring about the availability and cost of an item
e.g., Do you sell Indian sweaters?
Is the total $14.83 ?

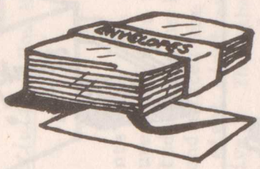
Finding out the Price and Tax

Student Copy A

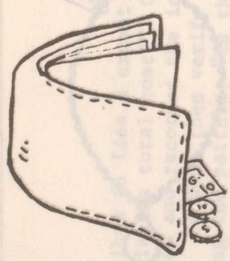
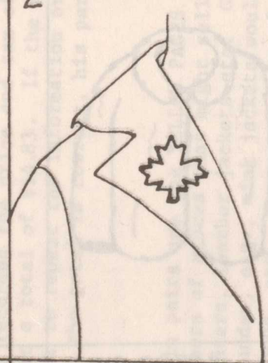
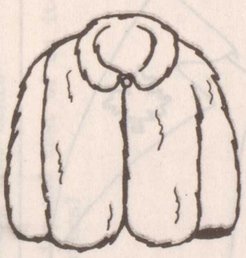


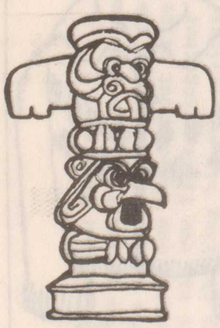
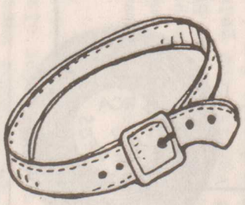
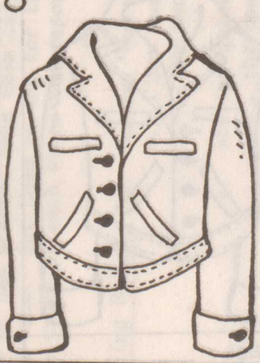
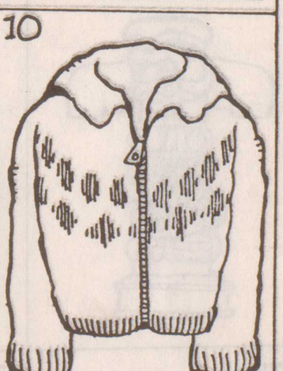
Finding out the Price and Tax — Student Copy A

1	2	3	4	5
				
PRICE: $ 3.59 TAX: $ .22 TOTAL: $ 3.81	PRICE: $ 14.00 TAX: $ .84 TOTAL: $ 14.84	PRICE: $ 2.98 TAX: $ .18 TOTAL: $ 3.16	PRICE: $ 32.00 TAX: $ 1.92 TOTAL: $ 33.92	PRICE: $ 2.59 TAX: $ .16 TOTAL: $ 2.75

6	7	8	9	10
				
PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:

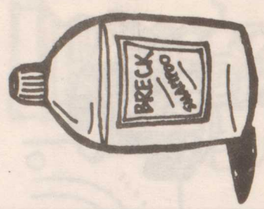
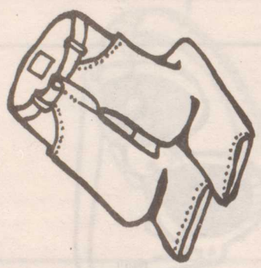
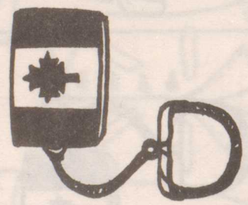
Finding out the Price and Tax — Student Copy B

1	2	3	4	5
				
PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:	PRICE: TAX: TOTAL:

6	7	8	9	10
				
PRICE: $ 13.99 TAX: $ .84 TOTAL: $ 14.83	PRICE: $ 15.00 TAX: $ .90 TOTAL: $ 15.90	PRICE: $ 99.00 TAX: $ 5.94 TOTAL: $ 104.94	PRICE: $ 6.99 TAX: $ .42 TOTAL: $ 7.41	PRICE: $ 75.00 TAX: $ 4.50 TOTAL: $ 79.50

Finding out the Price and Tax

Student Copy B

5  PRICE: _____ TAX: _____ TOTAL: _____	10  PRICE: $3.99 TAX: $.24 TOTAL: $3.23	
4  PRICE: _____ TAX: _____ TOTAL: _____	9  PRICE: $.95 TAX: $.06 TOTAL: $1.01	
3  PRICE: _____ TAX: _____ TOTAL: _____	8  PRICE: $3.59 TAX: $.22 TOTAL: $3.81	
2  PRICE: _____ TAX: _____ TOTAL: _____	7  PRICE: $2.39 TAX: $.14 TOTAL: $2.53	
1  PRICE: $1.35 TAX: $.08 TOTAL: $1.43	6 	

Buying Camping/Sports Equipment

Level: Basic/Upper Beg.

Objective: A student should be able to
- a. identify/name camping/sports equipment
- b. state the price, the tax and the total of each item
- c. identify values of Canadian coins/bills

Aids:
- a. one set of 16 camping/sports equipment pictures: a baseball bat, a baseball, a canteen, a baseball mitt, a tennis racquet, a fishing rod, a flashlight, a compass, a backpack, a lantern, a fishing net, a pen knife, a bicycle, a sleeping bag, a tent, a frying pan. Each piece of equipment has the price, the tax and the total amount on the back.
- b. Set A has 25 playing cards; 3 playing cards have a quarter stamped on them, 4 playing cards have a dime, 2 playing cards have a nickel and 4 cards have a penny. In addition, 4 playing cards have a dollar on them, 2 playing cards show a two dollar bill, 1 playing card shows a five dollar bill, 2 cards show a ten dollar bill and 3 cards show a twenty dollar bill.
- c. Set B has 12 playing cards; each card has a bill stamped on it. There are 4 one dollar bills, 2 two dollar bills, 1 five dollar bill, 2 ten dollar bills and 3 twenty dollar bills.

(All aids are available in the resource file.)

Preparatory Activity: How Much Money Do You Have? p. 159.

Idea A:

The students sit in a circle. Give each student one camping/sports equipment picture. Scatter the playing cards face up in the center of the circle. One student begins by holding up her equipment picture (e.g., a baseball bat) and states the price, the tax and the total using the pattern "The bat costs eight ninety-nine. The tax is thirty-six cents. The total is nine, thirty-five." The other students must listen carefully and work together to find the exact amount of money on the playing cards. When the students think they have the exact amount, they total the playing cards and show them to the student who stated the price. If necessary, the teacher may assist. If the total amount is incorrect, have the student state the price again and the classmates total the amount shown on the playing cards on the blackboard. The activity continues until each student has had a turn stating the price of a piece of equipment.

Idea B: Making Change

Divide the class into two teams. Give Team A eight camping/sports equipment pictures and Set A of the playing cards with the coins and bills stamped on them. Give Team B playing cards from Set B with only the bills shown on them. Each team places their playing cards face up on the floor. Each member of Team A holds a picture of a piece of equipment. Students on Team B take turns asking the appropriate person on Team A the price of the piece of equipment; e.g., "Naoko, how much is the bat?" The student asked reads the price, the tax and the total on the back of the card and replies, "The bat costs eight ninety-nine. The tax is thirty-six. The total is nine, thirty-five." The players on Team B then give Team A the appropriate number of bills; in this case $10. The players on Team A then decide on the correct amount of change and give it to Team B saying "Here's your change." Team B must then decide whether or not they have been given the correct change. An advanced group can be expected to say "That's too much" or "That's not enough" or "Thank you". After each player on Team A has had a turn stating the price of a piece of equipment, give the remaining picture cards and Set A of the playing cards to Team B. Give the bill cards to Team A and do the activity again.

Teaching Points:

a. naming camping/sports equipment

b. stating prices, tax
e.g., eight dollars and ninety-nine cents
eight, ninety-nine

c. identifying value of coins/bills

d. expressing satisfaction/dissatisfaction
e.g., That's too much.
That's not enough.
Thank you.

Clothing Card Game

Level: Basic/Upper Beg.

Objective: A student should be able to
a. identify/name articles of clothing and accessories
b. inquire about/state whether or not an article of clothing or accessory is available
c. state colour, design of articles of clothing

Aids:

a. 19 "books" of singular clothing and accessory items. Each "book" consists of 4 identical cards. The singular articles depicted are: T-shirt, suit, hat, blouse, skirt, dress, sweater, jacket, dressing gown, coat, bathing suit, belt, scarf, necklace, ring, purse, wallet, watch, umbrella.

b. 11 "books" of plural clothing and accessory items. Each "book" consists of 4 identical cards. The plural articles depicted are: pants, shoes, socks, pyjamas, slippers, underwear, buttons, gloves, glasses, boots, shorts.

c. a set of large pictures of the clothing and accessory items for preparatory activity
(All available in resource file.)

Preparatory Activity: Use the large pictures to establish the necessary vocabulary. Use the technique described in Identifying Food, p. 112.

Idea:

Use the singular or plural items to play the game. (An advanced group can mix the two sets.) The game is played like Fish; the rules are described in Fruit and Vegetable Card Game, p. 126.

Follow-Up Activity:

There is a pack of 80 cards consisting of 40 pairs of clothing and accessory items. The pictures have been clipped from catalogues. Each pair has identical clothing items and differs from every other pair. Sometimes the difference is one of colour; e.g., there is a pair of red pants and a pair of blue pants. Play the game as described in Fruit and Vegetable Card Game, p. 126. Students must ask for clothing by colour and type; e.g., "Naoko, do you have a blue hat?" There are both singular and plural items in the pack of cards.

Teaching Points:

a. naming clothing/accessory items
e.g., shorts, hat, purse

b. inquiring about the availability of an article of clothing
e.g., Do you have a hat?

c. identifying singular/plural indefinite articles
e.g., some pants
a hat

d. stating colour, design of articles of clothing
e.g., red pair of pants
brown leather gloves

e. verifying availability/non-availability
e.g., Yes, I do.
No, I don't.

Wardrobe Game

Level: Int.

Objective: A student should be able to
a. identify/name articles of clothing
b. describe them as to colour, style, material, etc.

Aids: a. 75 playing cards; 5 cards for each player. Each of these playing cards has a picture of an article of clothing on it. These articles of clothing are of five kinds:
1. shoes
2. pants/skirts/shorts
3. blouse/shirt
4. outerwear
5. accessories (belt/scarf/gloves etc.)

These five articles of clothing have been selected so that they constitute a co-ordinated outfit; e.g., a pair of shorts is not put with a pair of winter boots. Pictures from catalogues have been used to make these cards.

b. 15 wardrobe lists, one for each student. These lists correspond to the articles of clothing pictured on the playing cards. Each list has a brief description of five articles of clothing, one article from each of the five categories above.

a pair of brown hiking boots	a pair of red, high heeled shoes
a pair of grey and white work socks	a blue A-line skirt
a pair of red and blue shorts	a white embroidered blouse
a blue "Lee" T-shirt	a brown and white necklace
a brown leather vest	a beige poncho

(Available in resource file.)

Preparatory Activity: Clothing Card Game, page 173.
Fashion Show, page 177.

a. Ask the students to describe the clothing which they and their classmates are wearing

b. Select twenty of the 75 pictures of clothing that you think the students may have difficulty identifying. Scatter these pictures face up on the floor or table. Have the students pick up one clothing item they don't know and ask another classmate to identify it. When each item has been identified, scatter the items on the floor again and describe each one. As you describe each picture, instruct the students to listen carefully to the description, then find the corresponding picture card. When the item has been identified, have a student try to describe it in his own words before you remove the picture card from the display. Continue in this manner until all the items have been described.

Idea:

Give each student a wardrobe list. The corresponding playing cards are shuffled and dealt out, five to each student. The object of the game is for each student to acquire all the articles of clothing listed on his wardrobe list. Each student moves around the room asking other students for articles on her list; e.g., "Do you have a pair of grey and white work socks?" If the student being asked has that article of clothing, he must give the card to the student who asks. As he gives the card he says, "Yes, I do." If he does not have that article of clothing he replies, "No, I don't."

The activity continues until each student has gathered all the items of clothing listed on his wardrobe card. Each student must then describe to the class the clothing which he has collected. If the student has gathered an incorrect item of clothing, it will become evident during this follow-up activity. The playing card can then be given to the correct student.

Teaching Points:

a. describing clothing according to colours, styles, materials, etc.
e.g., a white embroidered blouse

b. inquiring whether or not someone has an article
e.g., Do you have a brown leather vest?

c. verifying availability/non-availability
e.g., No, I don't.
Yes, I do.

Fashion Show

Level: Beg./Upper Beg.

Objective: A student should be able to name items of clothing and accessories and describe them.

Aids: Clothing of different varities; e.g., sporting and occupational clothing, evening clothing, everyday clothing. There should be accessories such as hats, shawls, canes, etc.
(Teacher must supply clothes and accessories.)

Preparatory Activity: Have the students identify/name the items of clothing and accessories, then discuss each article according to the colour, the design and the kind of material.

Idea:

Have the students choose clothes to wear and accessories to carry or wear. They then dress-up and take turns acting as commentator, describing the clothes the others are wearing; e.g., "(Miyoko) is wearing a red shawl and a purple hat," or at a more advanced level, "Miyoko is wearing a beautiful red shawl with flowers. It is made of velvet." The fashion show is an excellent activity to videotape.

Alternative Activity:

After the students have put on the various articles of clothing, they are put in pairs and must describe each other's clothing; e.g., "You are wearing a red cape." Depending upon the level of the class, the students could either be required to continue the activity by changing partners and describing the clothing of the new partner, or they could be required to describe their partner's clothing to the group; e.g., "She is wearing a green apron."

Teaching Points:

a. naming items of clothing and accessories
e.g., shorts, blouse

b. naming colours, design
e.g., green, flowered, nylon

c. describing what a person is wearing
e.g., She is wearing a red cape.
She is wearing a beautiful green hat.

My Favorite Clothing

Level: Int.

Objective: A student should be able to
a. describe her favorite or least favorite articles of clothing
b. express a like/dislike for a particular article of clothing
c. state who gave the article to her, why it was so special, etc.

Aids: None

Preparatory Activity: Wardrobe Game, p. 175.
Appoint a student to be the V.I.P. Have the class ask the V.I.P. her favorite article of clothing following the procedure described below. This preparatory activity will prepare the students to do it in pairs.

Idea:
Put the students in pairs. Ask each student to recall her favorite article of clothing; e.g., a pink silk dress she owned when she was 5 years old. Each person describes a favorite article of clothing to her partner. She must provide relevant information about the article, such as how old she was, who gave it to her, why is was so special, etc. After a short time have each person describe to the whole class her partner's favorite garment.

Follow-Up Activity: Ask students to describe an item of clothing which they disliked.

Teaching Points:
a. naming clothing vocabulary
b. describing clothing items
e.g., green leather jacket
c. stating information about clothing
e.g., My grandmother gave it to me.
d. stating likes/dislikes
e.g., I loved that dress
I hated my green jacket.
e. giving reasons
e.g., because...

Expressing Dissatisfaction About Clothing

Level: All

Objective: A student should be able to
a. identify/name articles of clothing
b. state what is wrong with an article of clothing

Aids: various articles of clothing brought by instructor
e.g., The instructor could bring 8 different blouses

Idea:
Have students try on the different articles of clothing and state what is wrong; e.g., "This blouse is too small" or "The sleeves are too long". They can also express like/dislike, preference, etc. using the clothing. The clothes can also be used as props for role plays.

Teaching Points:
a. naming clothing vocabulary
e.g., sleeves, blouse
b. stating satisfaction/dissatisfaction
e.g., The sleeves are too long.
c. stating likes/dislikes
e.g., I don't like pink.
d. stating preference
e.g., I'd rather have a smaller collar.

Buying the Best You Can Afford

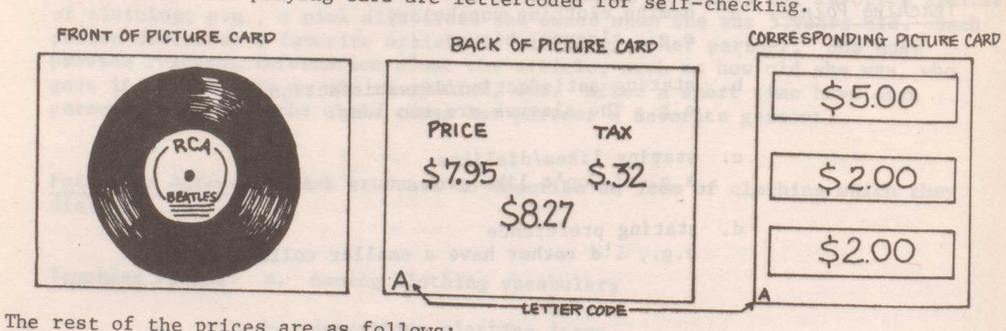
Level: Upper Beg., Int.

Objective: A student should be able to
a. inquire/give information about the cost (including amount of tax) of an item
b. give advice

Aids: a. 8 mounted 5" x 8" pictures of records with the price and tax indicated on the back. No two pictures are the same.

b. 8 mounted 5" x 8" pictures of sunglasses with the price and tax indicated on the back. No two pictures are the same.

c. a playing card for each record and each pair of sunglasses; e.g., for any particular record or pair of sunglasses there is a corresponding playing card which has drawn on it bills and coins which amount to just a little more than the total price of the item. The picture card and playing card are lettercoded for self-checking.



The rest of the prices are as follows:

Record

Letter Code	Price	4% Tax	Total	Playing Card
B	$ 1.98	8¢	$ 2.06	$ 3.00
C	$ 3.98	16¢	$ 4.14	$ 5.00
D	$ 4.98	20¢	$ 5.18	$ 6.00
E	$ 5.98	24¢	$ 6.22	$ 7.00
F	$ 6.99	28¢	$ 7.27	$ 8.00
G	$ 9.95	40¢	$10.35	$11.00
H	$11.95	48¢	$12.43	$13.00

Sunglasses

Letter Code	Price	4% Tax	Total	Playing Card
I	$ 9.50	38¢	$ 9.88	$10.00
J	$40.00	$1.60	$41.60	$42.00
K	$ 3.98	16¢	$ 4.14	$ 5.00
L	$ 5.95	24¢	$ 6.19	$ 7.00
M	$14.29	57¢	$14.86	$15.00
N	$ 8.59	34¢	$ 8.93	$ 9.00
O	$23.49	94¢	$24.43	$27.00
P	$ 1.98	8¢	$ 2.06	$ 3.00

(All aids are available in the resource file.)

Preparatory Activity: Finding Out the Price and Tax, page 167.

Idea:

Divide the class into two groups, the 'salespersons' and the 'buyers.' Give each salesperson a picture of a record. Give the corresponding playing cards, in random order, to the buyers. Each buyer must buy a record that is the most expensive one he can buy with the money he has on his playing card. The buyers approach the salespersons and ask the price of the record which each salesperson is holding.

E.g., Buyer: How much does it cost?
Salesperson: (consults the back of the card) It's $7.95 and with tax, it comes to $8.27.

The buyer then compares this amount to what he has in his hand and decides if he has enough money to buy the record. If he has enough money, he says, "Thank you, I might buy it. I may come back later." If he hasn't enough money, he disregards that record and continues to the next salesperson. He should say, "Thank you, I think I'll keep looking." When he thinks he has found the particular record, he gives his money to the salesperson and the salesperson checks the letter code in the corner of the playing card and the record card. If the letters do not match, the salesperson says, "Perhaps you should look for a different record." The game continues until everyone has bought the best record he can afford. (Once the first couple of records are eliminated, the activity will finish quickly.)

The activity is then repeated. This time the buyers become the salespersons and vice versa. The salespersons are given pictures of sunglasses instead of records. The buyers have the playing cards with money amounts corresponding to the prices of the sunglasses. The same procedure described above is followed.

Note: The teacher must choose the number of cards that matches exactly the number of students playing. Make sure the playing cards are the matching ones. (Check the letter code.)

Alternative Activity:

Similar cards are available for leather coats and fur coats, and for totem poles and rings.

Teaching Points:

a. inquiring about the price of an item
e.g., How much is that record?
How much are those sunglasses?

b. singular and plural demonstrative pronouns
e.g., that record, those sunglasses

c. giving advice
e.g., Perhaps you should look for a different record.

d. stating the price of an item
e.g., It's $7.95.

e. stating intention or lack of intention to buy an item
e.g., Thanks. I'll come back later.
I think I'll keep looking.

Shopping List Game

Level: All

Objective: A student should be able to
a. identify and name articles
b. state a desire to buy an article
c. inquire about/state the price of an article
d. state articles bought
e. offer assistance to a person

Aids: a. 16 shopping lists - no two shopping lists are identical. Each shopping list has 4 items on it. Each item is bought at a different store.

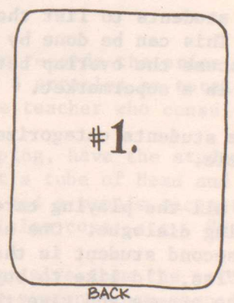
SHOPPING LIST #1	Price	Tax	Cost
1. a tube of Head and Shoulders shampoo	____	___	____
2. an Indian sweater	____	___	____
3. a package of envelopes	____	___	____
4. a tennis racquet	____	___	____
TOTAL COST	____		

SHOPPING LIST #1	Price	Tax	Cost
1. 3 airmail stamps	____	___	____
2. a leather jacket	____	___	____
3. a pair of hiking boots	____	___	____
4. a key chain	____	___	____
TOTAL COST	____		

b. 60 playing cards; each with a picture of one of the items depicted on the shopping lists. On the back there is a number code which indicates which store sells the item.



FRONT



BACK

c. 7 price lists. The price lists are for different departments/stores. Each store has a name. These are :
1. Miller's Drug Store (Post Office)

2. Vancouver Souvenir Shop
3. Central Stationery Store
4. Super Sporting Goods Store
5. Ronnie's Record Store
6. Handsome Harry's Men's Wear Store
7. Supermarket

Each item listed has price, tax, (where applicable) and total.

RECORD STORE	Price	Tax	Cost
1. a Grease record	12.49	.75	13.24
2. an Elton John record	5.99	.36	6.35
3. a Saturday Night Fever record	9.95	.60	10.55
4. a John Denver record	4.49	.27	4.76
5. a Bee Gees record	10.45	.62	11.07
6. a Beatles record	6.99	.42	7.41
7. a Linda Ronstadt record	5.49	.39	5.88

d. a master list of the total cost of the 4 items on each shopping list; e.g., The total for shopping list #1 is $127.15.

(All available in resource file.)

Preparatory Activities: How Much Does It Cost? p. 161.
Finding Out the Price and Tax, p. 159.

a. Elicit from the students the names of all the items pictured on the playing cards. Elicit or teach the unit nouns; e.g., tube, copy, carton, etc.

b. Ask the students to list the articles they would expect to find in the various stores. This can be done by the class or in small groups. Be sure to allow for and discuss the overlap between stores; e.g., one might find gum in a drug store and in a supermarket.

c. Have the students categorize the playing cards according to the store selling the article.

d. Scatter all the playing cards face up on the floor. Have students practise a shopping dialogue. One student is the clerk and begins "May I help you?" The second student is the customer and names one of the items depicted saying "Yes, I'd like to buy 3 airmail stamps." The first student must then find the stamps and give them to the "customer" saying "Here you are."

e. Leave the playing cards face up on a table. Put the students in pairs. Give one student in each pair a shopping list. The other student is the clerk. The two students practise the dialogue in (d.) The student with the shopping list does not allow the other student to read it; the clerk must find the appropriate playing cards and give them to the customer. Reverse roles and repeat with a different shopping list.

Idea:

Select 7 students to be storekeepers. Assign each storekeeper a different area of the room for his store. Give each of the 7 a different price list. Quickly sort the playing cards by using the numbers on the back; e.g., give the Drug Store/Post Office clerk the cards with #1 on the back.

Give a different shopping list to each of the remaining students. They are the "customers." Hold the other 8 lists in reserve. Each "customer" must approach the different store clerks and try to "buy" the articles on his list. If the clerk sells the articles requested, the following (or similar) dialogue might occur:

Clerk: May I help you?

Customer: Yes please. I want to buy a tube of Head and Shoulders shampoo.

Clerk: Here you are. (Handing over the appropriate playing card)

Customer: How much does it cost?

Clerk: Two thirty plus fourteen cents tax. That's two forty-four.

Customer: Thank you.

If the clerk does not sell the article requested, the following (or similar) dialogue might occur:

Clerk: May I help you?

Customer: Yes please. I want to buy a tube of Head and Shoulders shampoo.

Clerk: I'm sorry we don't have any.

Customer: Thank you very much.

After buying an article, the customer records the price on his shopping list. When the customer has "bought" all 4 articles he totals up the cost of the 4 items and checks this total with the teacher who consults the master list to see if the total is correct.

When all customers are finished shopping, have the students state the articles they have bought, e.g., "I bought a tube of Head and Shoulders shampoo, an Indian sweater, a package of envelopes and a tennis racquet." Have the other students inquire how much the various articles cost; e.g., "How much did the package of envelopes cost?"

After this, appoint 7 new salesclerks; give them the price list and the appropriate playing cards. Give the other students new shopping lists from the ones held in reserve. (In a class of 15, one student will need to be a customer twice.) Do the activity again.

CONTACT: Put the students in pairs. Ask each pair to choose one article to inquire about; e.g., hiking boots. Each student is to individually ask 2 English speaking contacts (office staff, Langara students, host families, etc) to recommend a place to buy the article; e.g., "Where's the best place to buy hiking boots?" The partners then discuss the replies received and report back to the class.

Teaching Points:

a. naming articles to be bought using unit nouns
   e.g., a tube of shampoo
   a copy of Time magazine

b. offering assistance
   e.g., May I help you?

c. stating desire using 'want'
   e.g., I want to buy 3 airmail stamps.

d. stating articles bought
   e.g., I bought a Time magazine.

e. inquire about/state the price
   e.g., How much does it cost?
   It's three forty-five.

Shopping Board Game

Level: Upper Beg., Int.

Objective: A student should be able to

a. identify/name various items
b. state whether or not he wants to buy an article
c. identify/name Canadian coins/bills
d. agree/disagree with an amount of change
e. give/follow directions

Aids:

a. Shopping board (see following page for diagram) The board has 44 squares including 4 'start' squares. It has pictures of articles that students might buy during their shopping trip. It also has 4 'bus' squares, 3 squares indicating money found, 1 square indicating money lost, and 3 problem squares which cause the player to skip a turn.

b. $200 in bills for each student. Each student receives five $20 bills, eight $10 bills, two $5 bills, three $2 bills, four $1 bills.

c. Money for the banker/storekeeper. This consists of bills and coins.

d. two dice

e. a token for each player

f. 4 identical playing cards for each of the items depicted on the board; e.g., there are four pictures of a jade necklace.

g. 16 bus 'tickets'
   (All aids are available in resource file)

Note: You will need 2 boards for a class of 15.

Preparatory Activity: Preparatory Activities described in Shopping List Game, p.183.
Buying Sports Equipment, p.171.

Idea:

The game is based on Monopoly. Appoint one student to be banker. The banker is given all the playing cards to sell. The object of the game is to collect 4 different articles and a bus 'ticket'.

Each player puts his token on the nearest starting point. Students take turns tossing the dice and moving the indicated number of spaces, clockwise around the board.

Buying an Item:

a. If a student lands on a 'shopping' square, he must decide whether or not he wishes to buy the item pictured. If he does, he says "I want to buy a jade necklace" and gives a sufficient number of bills to the banker; e.g., one $10 bill and three $2 bills. The banker returns the correct change while saying

"Here is your change" and then gives the corresponding playing card to the student while saying "Here's your necklace". The student then has the opportunity to agree or disagree with the amount of change given.

If a student does not want to buy the item depicted he says "I don't want to buy a jade necklace" and the next student takes a turn.

Problems Squares: If a student lands on a 'problem' square he skips his next turn.

Bus Squares: If a student lands on a 'bus' square he buys a ticket if he wishes. He may buy more than one ticket to use for subsequent trading.

Money Squares: If a student lands on a 'money lost' square, he gives the stated amount of money to the banker. If he lands on a 'money found' square, he receives the money from the banker.

Bank Square: Each time a player passes the 'bank' square, he collects $50 from the banker.

The game continues until one student has "bought" four articles and a bus 'ticket'.

Note: There are 124 playing cards corresponding to the items to be bought. This may be too many for the banker to handle. Divide the playing cards by discussing what kind of store sells each item. Make one student responsible for selling the items in one particular store. Some suggested stores are drug, souvenir, record, food, clothing, sporting goods and stationery. If you prefer, slip the playing cards under the edge of the board beneath the corresponding item. Make different students responsible for selling items from different sections of the board. Instructors are strongly advised to borrow this game overnight so that they can try it with family or friends before attempting to use it in class.

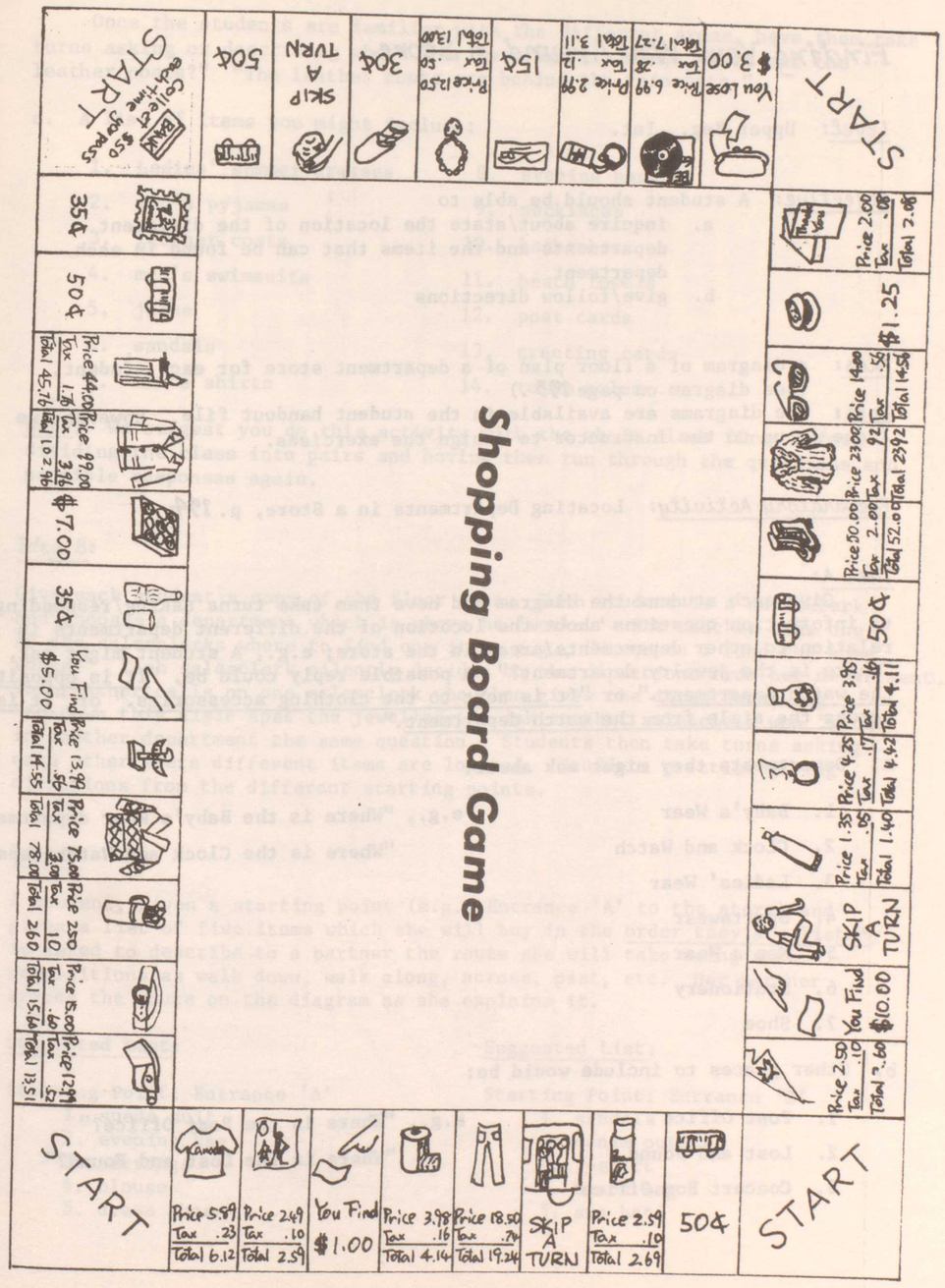
Teaching Points:

a. names of articles to be bought
e.g., necklace, record, sweater

b. expressing desire
e.g., I want to buy some popcorn.
I don't want to buy a hot dog.

c. countable/noncountable indefinite articles
e.g., some popcorn
a hot dog

d. agreeing/disagreeing with an amount of change received
e.g., I don't think that's right.



Finding Your Way Around a Store

Level: Upper Beg., Int.

Objective: A student should be able to
a. inquire about/state the location of the different departments and the items that can be found in each department
b. give/follow directions

Aids: a diagram of a floor plan of a department store for each student. (See diagram on page 193.)
Note: The diagrams are available in the student handout file. However, we leave it up to the instructor to design the exercises.

Preparatory Activity: Locating Departments in a Store, p. 194.

Idea A:

Give each student the diagram and have them take turns asking/responding to information questions about the location of the different departments in relation to other departments/areas in the store; e.g., A student might ask, "Where is the jewelry department?" A possible reply could be, "It is opposite the watch department." or "It is next to the clothing accessories." or "It is across the aisle from the watch department."

a. Departments they might ask about:

1. Baby's Wear
2. Clock and Watch
3. Ladies' Wear
4. Sportswear
5. Men's Wear
6. Stationery
7. Shoe

e.g., "Where is the Baby's Wear department?"
"Where is the Clock and Watch department?"

b. Other places to include would be:

1. Post Office
2. Lost and Found
3. Concert Box Office

e.g., "Where is the Post Office?"
"Where is the Lost and Found?"

Once the students are familiar with the different areas, have them take turns asking or describing where the items are located; "Where are the leather coats?" "The leather coats are behind the raincoats."

c. A list of items you might include:

1. Ladies' summer dresses
2. men's pyjamas
3. leather coats
4. men's swimsuits
5. jeans
6. sandals
7. men's shirts
8. evening bags
9. necklaces
10. bathrobes
11. beach towels
12. post cards
13. greeting cards
14. totem poles

Note: We suggest you do this activity with the whole class first before dividing the class into pairs and having them run through the questions and possible responses again.

Idea B:

Give each student a copy of the floor plan. Each student is a salesclerk and chooses a department which is where he 'works.' The teacher asks one of the salesclerks where to find one item; e.g., "Where do I find the knee socks?" Each salesclerk silently decides on the directions from her department. The teacher calls on one salesclerk who then gives the directions; e.g., "Go down this aisle apst the jewellery." Ask another salesclerk who 'works' in another department the same question. Students then take turns asking each other where different items are located. Students practise giving directions from the different starting points.

Idea C:

A student, given a starting point (e.g., Entrance 'A' to the store) and given a list of five items which she will buy in the order they are listed, is asked to describe to a partner the route she will take using such prepositions as walk down, walk along, across, past, etc. Her partner traces the route on the diagram as she explains it.

Suggested List:

Starting Point: Entrance 'A'
1. suede suit
2. evening bag
3. earrings
4. blouse
5. dress shoes

Suggested List:

Starting Point: Entrance 'B'
1. sandals
2. denim outfit
3. T-shirt
4. beach bag
5. sun hat

Teaching Points:

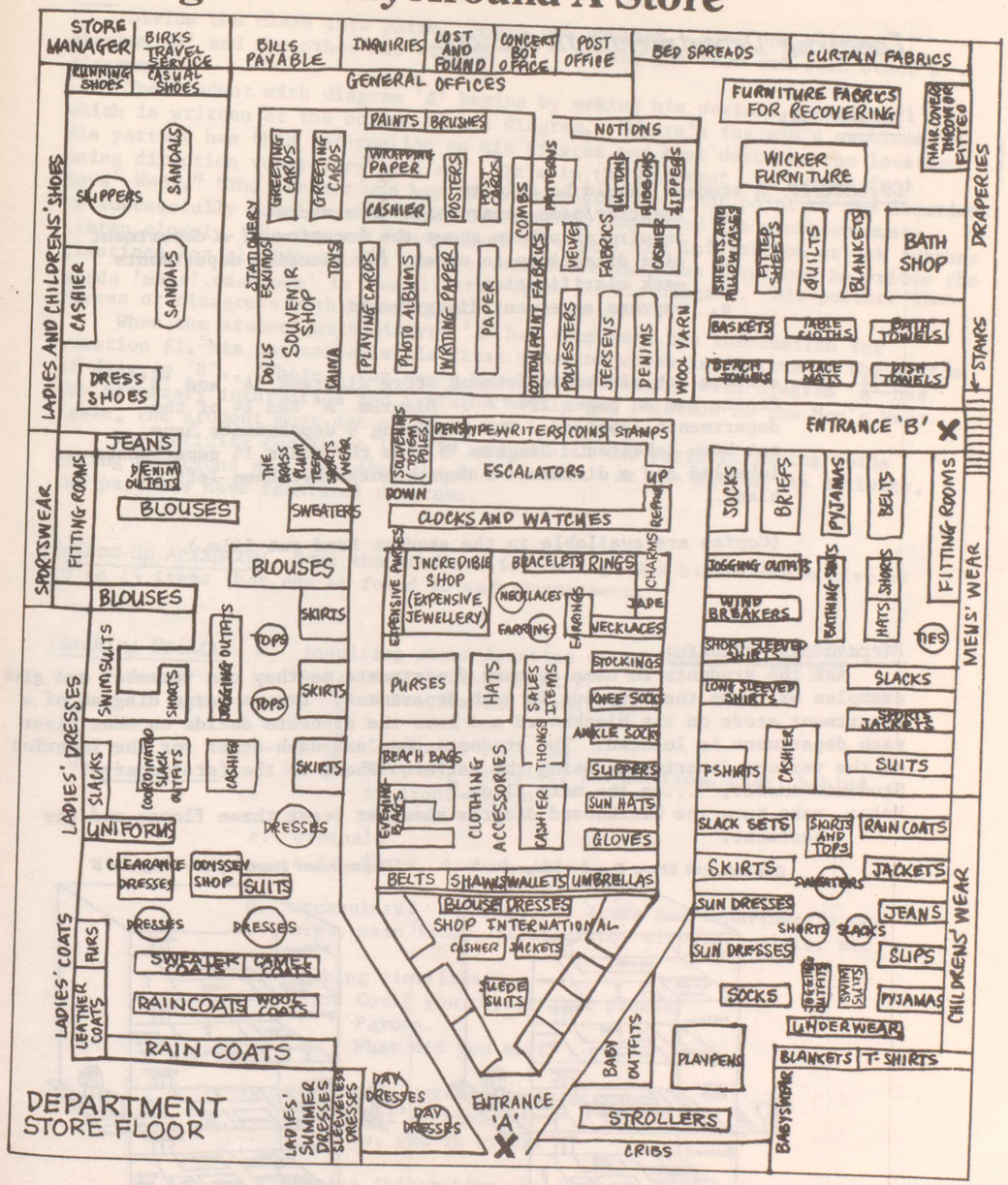
a. giving a sequence of directions using ordering words
e.g., First, go down this aisle. Then, turn right at the clocks.

b. prepositions of location
e.g., across from, next to, beside, behind

c. inquiring about the location of a place using 'Where' questions
e.g., Where are the girls' clothes?

d. stating information about what items can be bought in various departments in a store
e.g., You can buy cards, writing paper and pens in the stationery department.

Finding Your Way Around A Store



Locating Departments in a Store

Level: All

Objective: A student should be able to
- a. identify/name departments in a store
- b. inquire of others about the location of a department
- c. give directions to others for locating departments
- d. seek clarification
- e. express agreement/disagreement

Aids: a. a class set of the department store diagrams 'A' and 'B'. Copies are on pages 196-7 . Diagram 'A' has 14 of the departments labelled. The remaining 9 departments have not been labelled. Diagram 'B' has the other 14 departments labelled and a different 9 departments have been left blank.

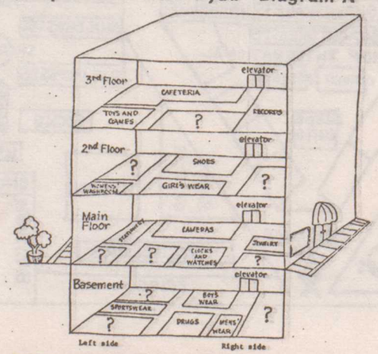
(Copies are available in the student hand-out file.)

Preparatory Activity:

Ask the students to name as many departments as they can remember and give examples of items they can buy in each department. Draw a large diagram of a department store on the blackboard and have the students decide on what floor each department is located. The students then ask each other for the location of the various departments using the pattern "Where is the (stationery)?" Students answer, "...on the main floor."

Note: make sure the blackboard diagram shows at least three floors and the basement.

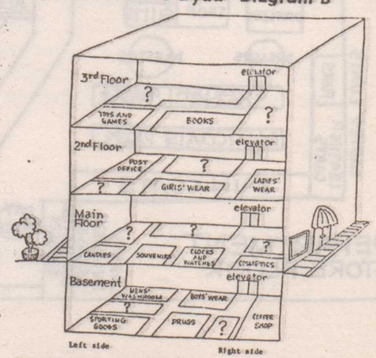
Department Store Dyad - Diagram A



Find out the following information

1. Where's the mens' washroom?
2. Where's the coffee shop?
3. Where's the ladies' wear?
4. Where's the post office?
5. Where are the souvenirs?
6. Where are the cosmetics?
7. Where are the books?
8. Where are the sporting goods?
9. Where are the candies?

Department Store Dyad - Diagram B



Find out the following information

1. Where's the mens' wear?
2. Where's the sportswear?
3. Where's the womens' washroom?
4. Where's the cafeteria?
5. Where's the stationery?
6. Where's the jewelry?
7. Where are the shoes?
8. Where are the records?
9. Where are the cameras?

Idea:

Divide the class into pairs, facing one another. Give one partner diagram 'A' and the other one diagram 'B'. Do not let them see each other's diagram.

The student with diagram 'A' begins by asking his partner question #1 which is written at the bottom of his diagram. "Where's the men's washroom?" His partner has this information on his diagram and must describe the location using direction vocabulary such as: "It's in the basement ... across from Boys' Wear." The partner who has the information must not point to the location. To successfully complete the task, the student who asked the question must listen closely. He may ask his partner to repeat the information or ask further questions for clarification. When he has determined the location, he writes the words 'mens' washroom' in the allotted space on his diagram. His partner then agrees or disagrees with his choice.

When the student with diagram 'A' has completed the information for question #1, his partner asks his first question which is written at the bottom of diagram 'B'. "Where's the Men's Wear?" The student with diagram 'A' has the necessary information and explains orally the location of the Men's Wear. Again, the student must not point to the location.

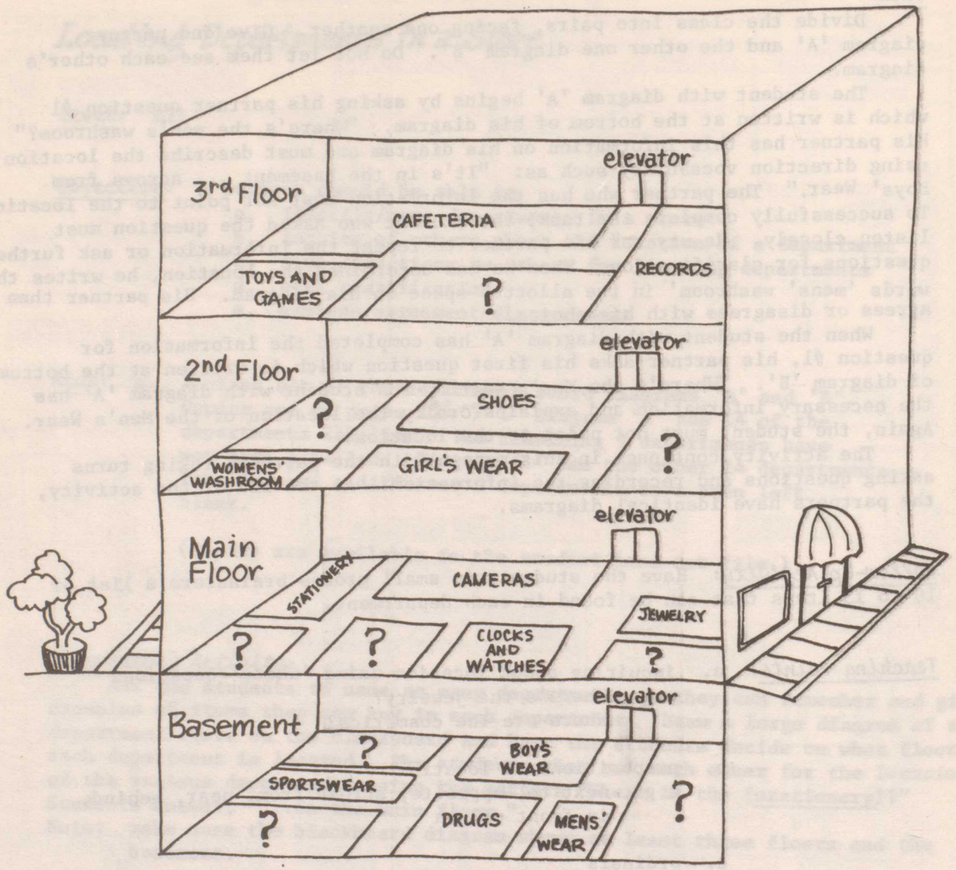
The activity continues in this manner with the partners taking turns asking questions and recording the information. At the end of the activity, the partners have identical diagrams.

Follow-Up Activity: Have the students in small groups brainstorm a list of 10 to 15 items that can be found in each department.

Teaching Points:

- a. inquiring about location using 'where' questions
  e.g., Where's the jewelry?
  Where are the cosmetics?
- b. prepositions of location
  e.g., next to, opposite, across from, near, behind, in front of, on
- c. ordinals
  e.g., first, second, third
- d. vocabulary: common store items and department names
  e.g., main floor, first, floor elevator, aisle, etc.
- e. seeking clarification
  e.g., Could you repeat that please?
  Pardon.
  What did you say?
- f. expressing agreement/disagreement
  e.g., That's right
  No, you're wrong.
- g. stating information about the location of a place
  e.g., The washroom is beside the girls' wear.

Department Store Dyad - Diagram A

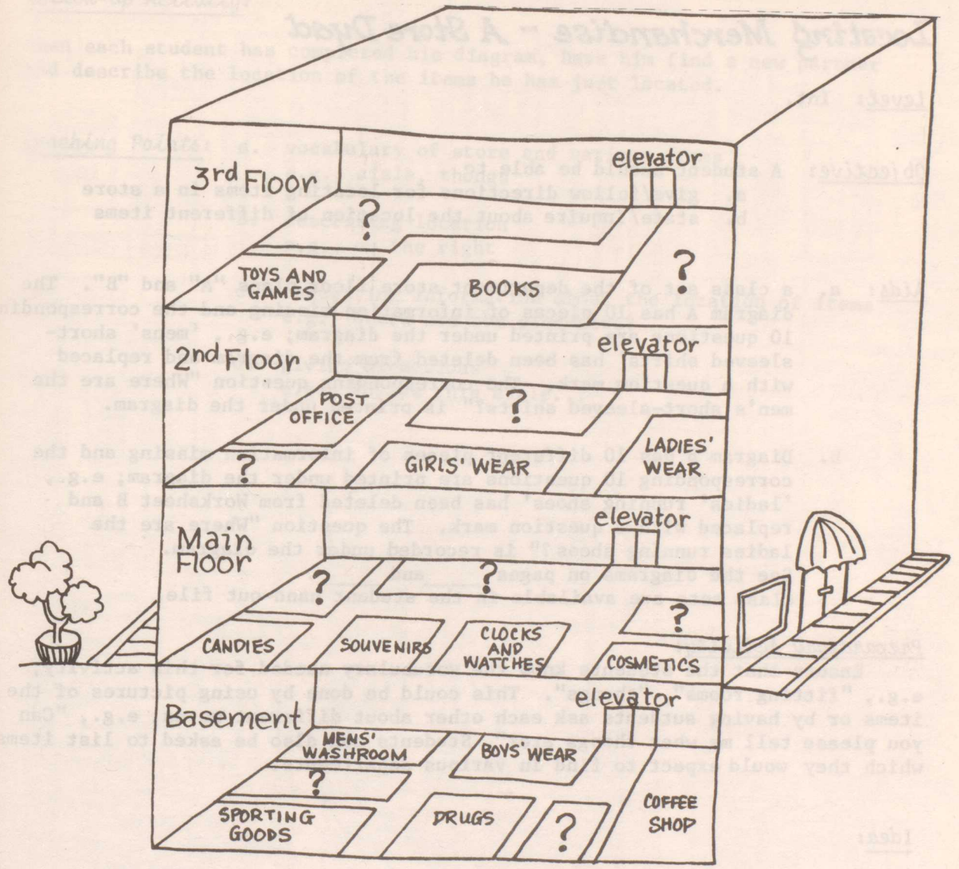


Left side Right side

Find out the following information

1. Where's the mens' washroom?
2. Where's the coffee shop?
3. Where's the ladies' wear?
4. Where's the post office?
5. Where are the souvenirs?
6. Where are the cosmetics?
7. Where are the books?
8. Where are the sporting goods?
9. Where are the candies?

Department Store Dyad - Diagram B



Left side Right side

Find out the following information

1. Where's the mens' wear?
2. Where's the sportswear?
3. Where's the womens' washroom?
4. Where's the cafeteria?
5. Where's the stationery?
6. Where's the jewelry?
7. Where are the shoes?
8. Where are the records?
9. Where are the cameras?

Locating Merchandise - A Store Dyad

Level: Int.

Objective: A student should be able to
a. give/follow directions for locating items in a store
b. state/inquire about the location of different items

Aids: a. a class set of the department store floor plans "A" and "B". The diagram A has 10 pieces of information missing and the corresponding 10 questions are printed under the diagram; e.g., 'mens' short-sleeved shirts' has been deleted from the diagram and replaced with a question mark. The corresponding question "Where are the men's short-sleeved shirts?" is printed under the diagram.

b. Diagram B has 10 different pieces of information missing and the corresponding 10 questions are printed under the diagram; e.g., 'ladies' running shoes' has been deleted from Worksheet B and replaced with a question mark. The question "Where are the ladies running shoes?" is recorded under the diagram.
See the diagrams on pages _____ and _____.
Class sets are available in the student hand-out file.

Preparatory Activity:
Ensure that the students know the vocabulary needed for this activity; e.g., "fitting rooms", "thongs". This could be done by using pictures of the items or by having sutdents ask each other about different words; e.g., "Can you please tell me what thongs are?" Students can also be asked to list items which they would expect to find in various departments.

Idea:

Put the students in pairs. Give one student in each pair Diagram A and give the other student in each pair Diagram B. Point out entrances A and B on the diagrams. The students take turns asking questions concerning the location of various items. Student A begins by asking, "Where are the mens' short-sleeved shirts?" Student B consults his diagram and gives the location of the shirts beginning at either entrance A or B; e.g., "Start at entrance B. Go down the aisle to the socks, turn left. The short-sleeved shirts are between the windbreakers and long-sleeved shirts." Student A then writes in the location of the mens' short-sleeved shirts.

When this has been done, Student B then asks the next question; "Where are the ladies' running shoes?" Student A gives the information and Student B records the information. The activity continues in this manner with the students taking turns asking questions. At the end of the activity, their diagrams should be identical.

Follow-Up Activity:

When each student has completed his diagram, have him find a new partner and describe the location of the items he has just located.

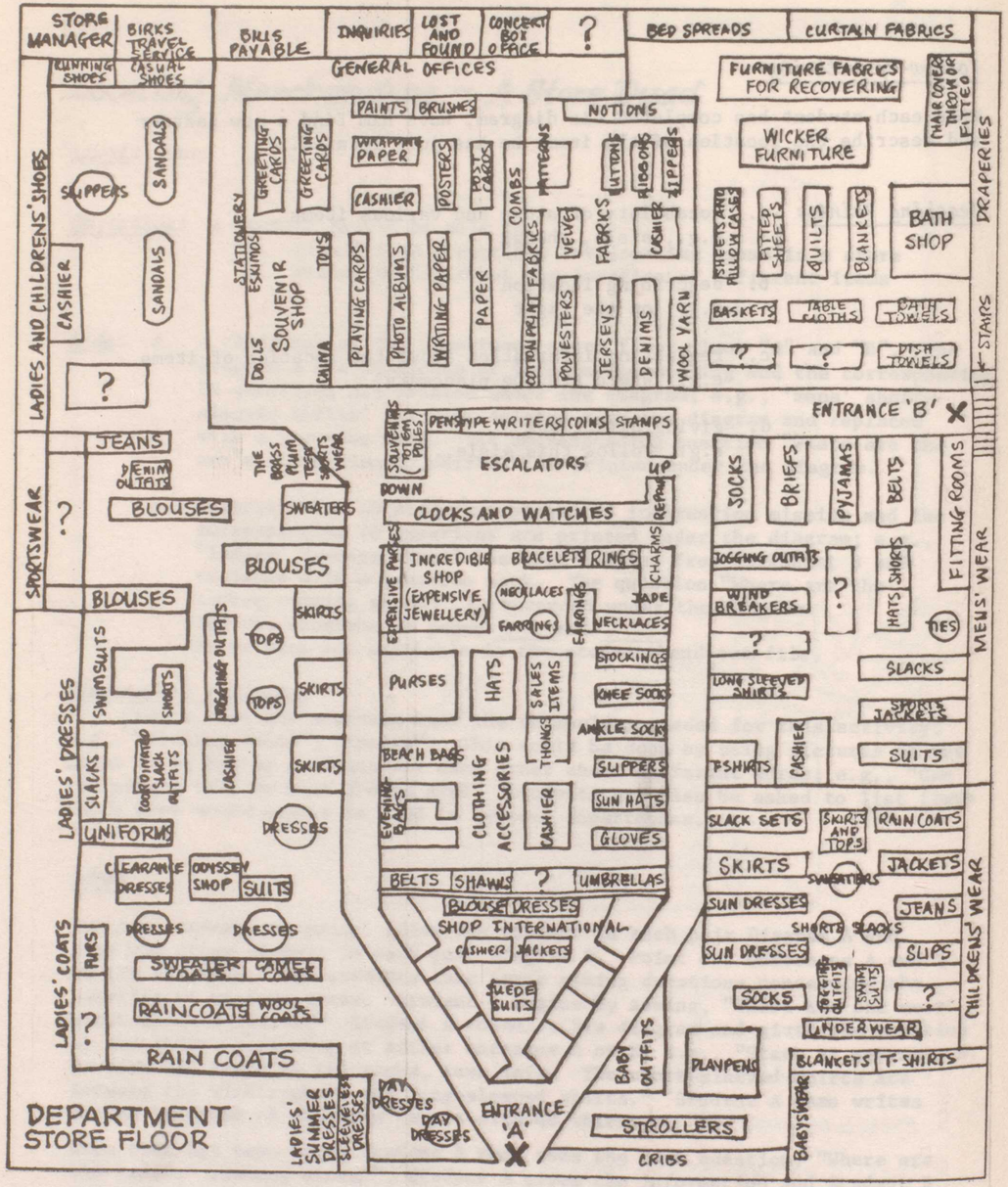
Teaching Points: a. vocabulary of store and various items
e.g., aisle, thongs

b. describing location
e.g., on the right

c. requesting information about the location of items
e.g., Where are the placemats?

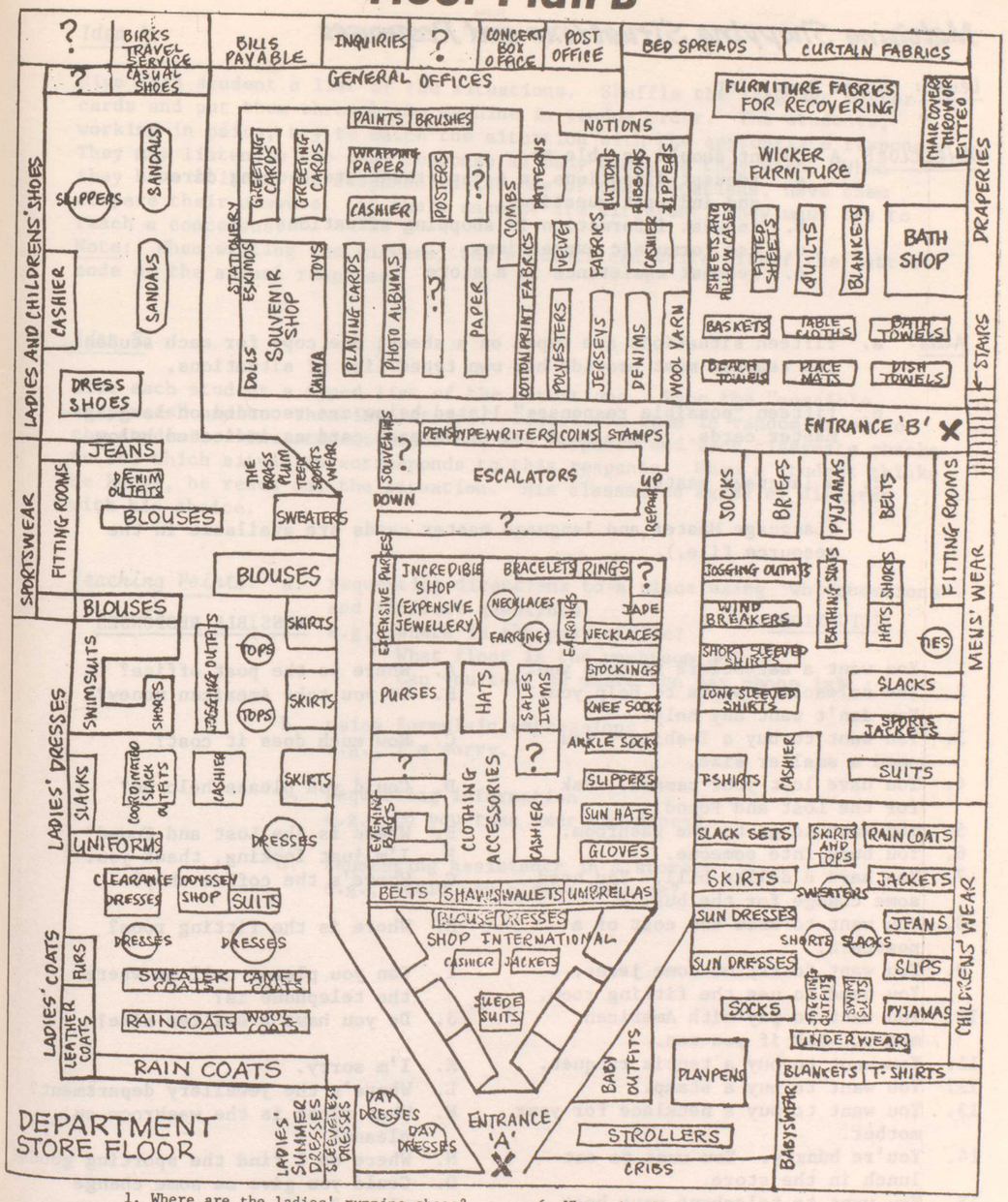
d. giving directions
e.g., Follow this aisle...

Floor Plan A



1. Where are the mens' short-sleeved shirts?
2. Where are the sportswear fitting rooms?
3. Where are the place mats?
4. Where is the post office?
5. Where are the ladies' leather coats?
6. Where are the wallets?
7. Where are the childrens' pyjamas?
8. Where are the ladies' dress shoes?
9. Where are the beach towels?
10. Where are the mens' bathing suits?

Floor Plan B



1. Where are the ladies' running shoes?
2. Where are the clocks and watches?
3. Where are the charms?
4. Where are the post cards?
5. Where is the store manager?
6. Where is the lost and found?
7. Where are the beach bags?
8. Where is the writing paper?
9. Where are the totem poles?
10. Where are the thongs?

Matching Shopping Situations and Responses

Level: Upper Beg., Int.

Objective: A student should be able to
- a. request directions in a department store using direct and indirect questions
- b. request information in shopping situations
- c. use formulaic expressions
- d. request assistance in a store

Aids:
- a. fifteen situations are typed on a sheet; one copy for each student. The teacher must provide her own typed list of situations.
- b. fifteen "possible responses" listed below are recorded on language-master cards. There is a letter on each card as indicated below.
- c. a language master

(Language Master and language master cards are available in the resource file.)

SITUATIONS	POSSIBLE RESPONSES
1. You want a salesclerk to help you.	A. Where is the post office?
2. The salesclerk wants to help you. You don't want any help.	B. Do you take American money?
3. You want to buy a T-shirt. You need a smaller size.	C. How much does it cost?
4. You have lost your camera. Ask for the Lost and Found.	D. Could you please help me?
5. You want to go to the washroom.	E. Where is the Lost and Found?
6. You bump into someone.	F. I'm just looking, thank you.
7. You have a dollar bill. You need some change for the bus.	G. Where's the coffee shop?
8. You want to know the cost of a postcard.	H. Where is the fitting room?
9. You want to try on some jeans. You need to use the fitting room.	I. Can you please tell me where the telephone is?
10. You want to pay with American money. Ask if you can.	J. Do you have a smaller size?
11. You want to buy a tennis racquet.	K. I'm sorry.
12. You want to buy a stamp.	L. Where's the jewellery department?
13. You want to buy a necklace for your mother.	M. What floor is the washroom on, please?
14. You're hungry. You want to eat lunch in the store.	N. Where do I find the sporting goods?
15. You want to telephone your host family.	O. Could you give me some change please?

Idea A:

Give each student a list of the situations. Shuffle the language master cards and put them through the machine in random order. The students, working in pairs, try to match the situation with the appropriate response. They may listen to the oral response as many times as they wish. When they have written the response beside one of the situations, have them compare their answers. If their answers are different, they must try to reach a concensus.

Note: When writing the answers, the students can write either the letter code or the actual response.

Idea B:

Give each student a typed list of the situations. Type the "possible responses" and cut them into strips. Distribute them in random order to the students. One student reads out his response and each classmate checks to see which situation corresponds to this response. When a student thinks he knows, he reads out the situation. His classmates agree or disagree with his choice.

Teaching Points:
- a. requesting directions to a place using 'wh' questions and indirect questions
  e.g., Where is the post office?
  What floor is the washroom on?
  Can you tell me where the pay phone is?
- b. using formulaic expressions
  e.g., I'm sorry.
- c. requesting information
  e.g., Do you take American money?
- d. requesting assistance in a store
  e.g., Could you please help me?

Consumer Infotel

Level: Int.

Objective: A student should be able to state consumer information to help someone choose or buy something.

Aids: a. telephone number of Consumer Infotel operated by Consumer & Corporate Affairs Canada. In Vancouver; call 263-2811.

b. the letter, number, and title of tapes which are relevant to the student's needs and interests. Some to consider:

C8	What's all this talk about nutrition
C61	How to complain
C62	Your rights as a Consumer
C63	How to comparison shop
C64	How to get help
C65	How to read the labels
C67	How to shop for quality
C150	Advertising
C120	How to read the cleaning instructions
C122	How to buy clothing that lasts
C123	How to buy shoes
C125	How to buy soap
C126	How to buy shampoo
C117	How to buy jewellery
C130	How to choose fishing gear
C131	How to choose skis and skiing equipment
C133	How to choose golfing equipment
C134	How to choose skates and hockey equipment.

Note: Because the list is subject to additions and deletions check out each tape before you assign the students the tasks.

Idea:

Have some or all of the students call the Infotel number and give the letter number, and title of a tape of their choice. The student then listens to the 2-5 minute tape. If a student wishes to hear the tape a second time, he phones again. Have the students report back the information to the class.

Alternative Activity:

Assign two students the same tape number and have them compare notes before they report back to the class.

Teaching Points: stating information about consumer affairs

Making T.V. Commercials

1. a. Have the students view four or five different commercials that are on videotape in the A.V. library. Get them to listen to each commercial several times and try to pick up the key words that sell the product; e.g., the commercial for DIAL soap says "Try Dial. It's clean and refreshing. It makes you feel alive." Other commercials on tape to consider are MJB coffee, Aim toothpaste, Wonder Bar, Kool-Aid, Tame and Pond's cold cream.

   b. Make up one-sided conversations recommending the products and record them on language master cards. Base the conversations on the video-taped commercials.

   c. The following day bring in various products and have the student make up their own commercials. Video-tape the students' commercials.

Additional Shopping Ideas

1. Have the students role play various shopping situations; e.g., breaking a ketchup bottle in the supermarket, returning a faulty item, etc.

2. Have the students "investigate" fur coats. This could include learning names of fur bearing animals, inviting a Green Peace spokesman to class, phoning fur storage companies to learn about storage, comparing prices in various fur stores, conducting survey among Canadians (Have you ever owned a fur coat? Would you like to own a fur coat? Why? Why not?) and phoning the Better Business Bureau to check on the reputation of the various stores.

3. Have the students attempt to solve a problem. For example, Yuki wants to buy a leather jacket. She has $200 for spending in Canada. She sees a leather jacket she loves for $195. She sees another one which is not as attractive or becoming for $150. She wants very much to buy the more expensive one but this means she won't have any money to buy presents for her family. In fact, she will have to borrow money from her friend Mizue to pay the tax on the fur coat. What should Yuki do? Divide the class into small groups and have them discuss this (or other) problem and attempt to arrive at some solution.

4. Have the students prepare 2 minute talks on what Canadian visitors to Japan should buy to take home to Canada. Invite a Canadian student to class to hear these suggestions.

5. Prepare one-sided dialogues in shopping situations. See p. 46 for technique.

Walking Through the Yellow Pages

Level: Int.

Objective: A student should be able to
a. state/inquire about shopping/entertainment information in the Yellow Pages
b. state a desire to buy an item
c. inquire about the cost and availability of an item

Aids: a. a class set of Yellow Pages, one for each student or each pair of students. A class set of Yellow Pages is in the resource library.

b. a set of task sheets; one for each student (Idea B)

(Prepared by teacher)

Preparatory Activity: The Shopping List Game, p. 183.

Idea:

Have the students in pairs or small groups make up a shopping list of some of the items they want to buy in Vancouver and/or some of the things they want to do. Write the following HEADINGS found in the Yellow Pages on the blackboard. Leave space underneath each heading to write the names of items, etc.

1. Amusement places
2. Antiques
3. Art Galleries
4. Art Dealers
5. Books
6. Boutiques
7. Candy Shops
8. Coin Dealers
9. Department Stores
10. Discotheques
11. Florists
12. Fur Business-Retail
13. Gift Shops
14. Hotels
15. Jewellers--Retail
16. Ladies Ready-To-Wear--Retail
17. Leather
18. Records
19. Restaurants
20. Shopping Centers
21. Shoes
22. Stamps for Collectors
23. Theatres
24. Ticket Agencies
25. Travel Agencies and Bureaus

When the students have made up a list of things they want to do/buy, have them write the names of the items/activities under the appropriate Headings. If the students are not sure which Heading to choose, have them ask another student or the teacher for advice. When the class list is completed, go over the items with the class. Talk about the quality of the article, the price range, etc.

Assign each student one heading, have her locate the name, the address and the telephone number of two places which might sell the item or offer the service requested. The students then call up the two places and ask for information; e.g., if a student is calling a retail store, she might ask if the

store sells that particular item and what the price range is. If a student wants to find out about entertainment in Vancouver, she might ask the hours of operation, the entrance fees, reservations, etc.

The students could call during class time or during their free time and share the information with the class on the following day.

Idea B: (Int.)

Based on the list of things the students want to buy or do, prepare individual task sheets to give to the students the following day in class or as homework. Each student will need the Yellow Pages to do the tasks.

Example of a Task Sheet

Heading: Leather

1. You want a leather jacket made to measure. Find a store in Gastown that does custom orders.

Store name: _____
Address: _____
Telephone: _____

Heading: Florists

2. You want to buy some flowers for your host family or friends. Find a florist close to your home.

Store name: _____
Address: _____
Telephone: _____

Heading: Restaurants

3. You would like some sushi and sashimi for lunch. Find a Japanese restaurant in the Royal Centre Mall.

Name: _____
Address: _____
Telephone: _____

4. You would like to go to a restaurant that specializes in seafood. Find one in the downtown area.

Name: _____
Address: _____
Telephone: _____

Heading: Records

5. You want to buy a Bee Gee's record as a present. Find a record store in Richmond.

Name: _____
Address: _____
Telephone: _____

Heading: Discotheques

6. You want to go disco dancing. Find a disco in the downtown area that has live music.

Name: _____
Address: _____
Telephone: _____

Follow-Up Activity:

When each student has completed her task sheet, post them on the bulletin board for other students to read or make up a pamphlet of places to go for shopping or entertainment.

Teaching Points:

a. alphabetical ordering

b. classifying items/activities
e.g., For entertainment you would look under the headings Amusement Places or Theatres.

c. stating a desire to buy an item
e.g., I want to buy a record.

d. inquiring about shopping information
e.g., Where can I find information about Cowichan sweaters?

e. inquiring about the cost or availablility of an item
e.g., Do you sell totem poles?
What is the price range?

SHOPPING

Customer speaking to Clerk

1. I'm looking for . . . .
2. I want to buy . . . . .
3. I want something dressy.
   casual
   inexpensive
4. Do you have something in a knit?
   cotton?
   wool?
   orange?
5. I don't like the sleeves.
   collar
   neckline
   stripes
6. I don't care for checks.
   the fabric
   the style
   embroidery
7. It's too expensive.
   casual
   dressy
   elaborate
   plain
   long
   short
   small
   large
8. Can I try it on?
   charge it?
   write a cheque?
   pay a deposit?
   wash it in the machine?
   have a discount?
9. That's attractive.
   pretty
   smart
   sharp
10. I'll take it.
    buy it
    think it over
11. Will you gift wrap it?
    deliver it?
    accept a travellers' cheque?
    lay it away for me?
12. If it doesn't fit, can I get a refund?
    If he doesn't like it, can I exchange it?

Clerk speaking to a Customer

1. How about a long skirt?
   halter dress?
   nice tie?
   striped dress shirt?
   an embroidered jacket?

2. Would you like something in yellow?
   a knit
   a sport shirt

3. Would you like to try it on?
   Why don't you try it on?

4. This a lovely _____.
   a smart _____.
   an attractive _____.
   the latest style.
   very fashionable right now.

5. It suits you.
   It looks nice on you.
   That's a good fit.
   We can alter it for you.

6. It has to be dry-cleaned.
   It is machine washable.
   You should wash it by hand in lukewarm water.
   Don't put it in the dryer.
   It might shrink a little.
   It is pre-shrunk.

7. Take it to the cashier.
   There's no return on sale merchandise.
   Will that be cash or chargex?

8. We don't give refunds but we do give credits.

Acknowledgements

How Much Money Do You Have? - Wendie Hermanson

Expressing Dissatisfaction About Clothing - Wendie Hermanson

Buying the Best You Can Afford - Wendie Hermanson

Shopping Board Game - based on Dave Smith's Camping Board Game

One-Sided Dialogue - Wendie Hermanson

Possible Problems

A STUDENT SHOULD BE ABLE TO:

a. identify/name parts of the body

b. identify/state information about common ailments, diseases, health problems

c. state which part of the body hurts

d. suggest how to remedy an ailment

e. state/describe symptoms

f. inquire about a symptom

g. describe/inquire about the appearance of someone

h. report a missing item

i. state/inquire about a lost or misplaced item

j. describe a lost or misplaced item

k. affirm/deny having seen a particular item

l. ask for clarification of an item

m. give/follow directions to a place

n. inquire about/state the location of a lost or misplaced item

o. give/follow directions for finding an article

p. state/inquire about the host family's address/telephone number

q. describe his feelings and emotions

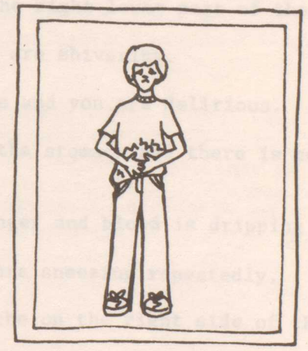
Common Ailments

Level: Basic Beg.

Objective: A student should be able to
a. state which part of his body hurts
b. inquire of others about their ailments
c. suggest how to remedy the ailment

Aids: A set of 15 cards illustrating the part of the body that hurts:
e.g., pictures showing a person with

1. a headache
2. a toothache
3. a stomachache
4. a runny nose
5. a cough
6. a sprained arm
7. a broken leg
8. a sore eye
9. a nosebleed
10. a cut finger
11. a sore throat
12. a backache
13. a fever
14. an earache
15. a sore foot



(Available in the resource file)

Idea:

Distribute the picture cards to the students. One student goes to the front of the class and has her classmates guess what part of her body hurts. Her classmates ask yes/no questions until someone guesses the correct answer; e.g.,

Does your head hurt?	or	Do you have a headache?
Does your ear ache?	or	Do you have an earache?
Is your leg broken?	or	Do you have a broken leg?
Do you have a cough?		

Alternative Idea:

Each student mimes an ailment (as shown on her card). The other students state what is wrong with that student then advise her what she should do or what medicine to take in order to get well again.

Teaching Points: a. inquiring about ailment; using auxiliary 'do', 'does' vs 'is'
e.g., Does your head hurt?
Do you have a cough?
Is your leg broken?

b. stating illness using verb 'to have'
e.g., She has a fever.
I have a fever.

c. giving advice using 'should'
e.g., You should take some aspirin and lie down.

Miming An Ailment

Level: Int.

Objective: A student should be able to
a. inquire of others about symptom of ailments
b. state/describe symptoms

Aids: A set of cards with different directions written on each; e.g.,

1. You have tiny red spots all over your body and they are very itchy.
2. You have a sharp pain in the right lower part of the abdomen.
3. You feel very cold and you are shivering.
4. You have a high temperature and you are delirious.
5. You have a severe pain in the stomach and there is cold sweat on your forehead.
6. You accidently cut your finger and blood is dripping from it.
7. You have a runny nose and are sneezing repeatedly.
8. You have a splitting headache on the right side of the head.
9. You have a sore throat and it hurts when you swallow.
10. You are panting and there is a wheezing sound when you breathe.
11. You have a cramp in the right leg.
12. Your muscles and joints are aching.
13. Your eyes are red and watery and you cannot see things clearly.
14. You have a sprained ankle and walk with a limp.
15. You have a toothache.

(Available in the resource file)

Preparatory Activity: Common Ailments, p. 214 .

Idea:

Give each student one of the cards. Have the students read the instructions on their cards to themselves. Choose one student (Student A) to go to th e front of the class and mime the symptoms on the card. The other students must ask yes/no questions in order to determine what symptoms Student A is suffering from. For example, if the directions says "You have a sharp pain in the right lower part of the abdomen", Student A may clutch his abdomen and groan and writhe in pain. Other students might ask him the following questions:

Are you hungry?
Do you have a stomachache?
Is the pain on the left side?
Is it on the right side?
Is it in the lower part?

When a student correctly identifies the symptom, he must give a full description of the symptom to the class. When this is done, another student goes to the front and mimes his symptoms. The activity continues in this manner until each student has had a turn.

Teaching Points:

a. asking yes/no questions with 'be'/'do'
   e.g., Is the pain on the left side?
   Do you have a backache?

b. describing symptoms
   e.g., He has a pain in the right leg.

Finding the Host Family's Telephone Number

Level: All

Objective: A student should be able to
a. state her host family's telephone number and address listed in the local directory
b. state what time she'll be home
c. inquire how to get to someone's home

Aids: several copies of the B.C. telephone directory

(Available in the resource file)

Idea:

Ask each student to write his/her host family's full name on the blackboard or have the students in pairs ask each other this information, then the partner writes the information on the blackboard. Working together as a class, have the students put the names in alphabetical order. When the names have been ordered, give each pair of students a telephone directory. The students' task is to find the families' names and telephone numbers in the directory. We suggest you do this as a class in order to familiarize the students with our local directory. If a student has difficulty, have her focus on finding her host family's name and number.

HOST FAMILY CONTACT: Have each student phone her host family and tell them what time she'll be home.

TEA AND TALK PARTY CONTACT: Following the same procedure described above, have the students find the TEA AND TALK PARTY hosts' addresses and telephone numbers in the directory then have them call their host, introduce themselves and ask for directions to the host's home from Langara Campus.

Teaching Points:

a. review of street and telephone numbers

b. alphabetical ordering of names

c. asking for directions using "Wh" questions and indirect speech
   e.g., Where is the bank?
   Can you tell me how to get to your house from Langara?

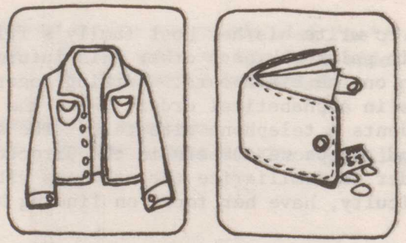
d. using formulaic expressions
   e.g., Hello, my name is Reiko.

Finding Something You've Lost!

Level: Basic/Upper Beg.

Objective: A student should be able to
a. inquire about a lost or misplaced article
b. give/follow directions for finding an article
c. affirm/deny having seen a lost article

Aids: 16 pairs of playing cards. Each pair consists of two identical pictures. The pictures are of articles which students might be expected to lose or misplace, e.g., jacket, wallet, camera, key, purse, shopping bag, student notebook, sweater, dictionary, map of Vancouver, comb, sunglasses, watch, brush, ring, pen.
(All aids are available in the resource file.)



Idea:

Divide the class into two groups. Select 8 pairs of cards. Hold the remaining pairs in reserve. Eight cards are given to group A and the matching eight cards are given to group B. Group A leaves the classroom. While group A is out of the classroom each student in Group B hides her card wherever she wishes in the classroom or if she wishes outside the room. Have the students turn the cards face-down so that others cannot see the pictures. When this has been done, group A re-enters the room. Each student in group A is holding a card which she does not let the others see. Each student in group A asks individual students in group B about the card in her hand; e.g., "Have you seen my (camera)?" If the student asked did not hide that particular card, she replies, "No, I haven't." If the student asked hid that particular card, she replies, "Yes, I have," and gives its location; e.g., "It's in the corner behind Naoko's purse."Student A then goes to the place mentioned and finds her card. After each student in group A has found her card, the activity is repeated with the other eight pairs of cards. This time the roles are reversed and group B goes out of the room while group A hides the cards.

Teaching Points: a. describing the location of an item
e.g., It's in the corner.

b. inquiring about a misplaced item
e.g., "Have you seen my camera?"

Inquiring At the Lost and Found

Level: Upper Beg., Int.

Objective: A student should be able to
a. inquire about a lost or misplaced item
b. describe an item in detail

Aids: Choose one or two of the following sets for the activity:
a. 16 pictures showing 8 different kinds of cameras
b. 16 pictures showing 8 different kinds of purses
c. 16 pictures showing 8 different kinds of rings

Note: In each set, there are 8 pairs of pictures: in each pair, one picture is mounted on 5" X 7" yellow paper and the other is mounted on purple paper.

(All aids will likely be available in the resource file.)

Preparatory Activity:

a. Lost and Found Situations, page 222.

b. Choose 4 pictures of cameras, 4 pictures of purses and 4 pictures of rings. Arrange these in a line along the ledge of the board so all of the students can see them. Above each picture, write a number so that the pictures are numbered from 1 - 12. Next, have each student number a blank sheet of paper from 1 - 8. Then describe any 8 of the pictures. The students must listen to the descriptions and write the number of the picture which you described on their papers. For Intermediate students, make the descriptions sophisticated so that they are appropriate. After the students have identified the pictures, check them to make sure they have identified them correctly.

Idea:

Divide the class into two groups: one group represents the customers and the other group represents the clerks working in the Lost and Found office of a store. Take the set of camera pictures and give the yellow cards to the customers. Give the purple cards to the clerks. No student is allowed to show her card to anyone. Each customer holding a yellow card is told that she has lost the item shown in the picture and must find it. The customer approaches the different Lost and Found clerks and describes the item she's lost; e.g., if a student has lost her camera, she approaches one of the Lost and Found clerks and states what she's lost, the make, the size, etc. The Lost and Found clerk looks at the picture she's holding to determine whether or not she has the camera. If she has it, she says, "Yes, I have it." and gives the student the matching card. If she doesn't have it, she says, "I'm sorry. I haven't seen it." The activity continues until each student has found the matching card.

Alternative:

The students change roles and go through the activity again, except this time they use the set of purse or ring pictures.

Follow-Up Activity:

Have the students inquire where the Langara Lost and Found office is, the hours of operation, etc.

Teaching Points:

a. order of adjectives
e.g., black pocket-size camera

b. using descriptive terms
e.g., colours, styles, types, makes, etc.

c. inquiring about/stating a loss
e.g., Have you seen my camera?
I've lost my ring.

Lost and Found Situations

Level: Basic/Upper Beg.

Objective: A student should be able to
a. state what item he has lost
b. describe an item he has lost
c. ask for clarification

Aids: personal items that the students are wearing or have with them
e.g., watches, jewellery, eyeglasses, jackets, cameras, books, purses, etc.

Idea:
Take items of clothing or objects that the students have brought to class and put them in a LOST AND FOUND BOX. Select one student to be "It" and another student to be the clerk in the Lost and Found Office. "It" must state which item she's lost and describe the colour, shape, size, etc. The clerk listens to the description then determines which item in the box matches that particular description. When she is sure, she returns the item to "It". If she's not sure, she may ask "It" for clarification. The activity continues with each pair of students roleplaying the situation. Each student should have an item in the box.

Preparatory Activity: Inquiring at the Lost and Found, page 220.

Teaching Points:

a. naming clothing and personal possessions
e.g., watch, necklace, camera

b. stating colours/shapes/sizes
e.g., round, red, blue

c. stating what one lost
e.g., "I lost my sweater."
"It is red."

Describing a Person's Appearance

Level: Upper Beg., Int.

Objective: A student should be able to inquire about/describe the appearance of someone.

Aids: miscellaneous large coloured pictures of people

(One set is available in resource file.)

Preparatory Activity:
Spread the pictures out on the floor for all to see. Elicit descriptions of the people depicted; these can be simple or complex depending upon the level of the students.

Idea A:
With the pictures on the floor, have a student describe one of the people depicted. The others must listen and decide which person is being described. When they think they know they point to the picture. The students take turns describing one of the people.

Idea B:
With the pictures spread on the floor have one student mentally select a person depicted in one of the pictures. The others must ask questions to determine which person has been selected; e.g., "Is he young?" "Does she have blond hair?" Students take turns being questioned about their choice of person.

Follow-Up Activities:
Ask students to describe members of their host families. For fun, have one student draw a picture of this person based on the description.

Teaching Points: a. describing people; use of adjectives
e.g., tall, old, good looking

b. asking questions about a person's appearance
e.g., Does he have blue eyes?
Is he short?

Lost

Level: Int.

Objective: A student should be able to describe someone's appearance.

Aids: a. 20 individual picture cards of different people. No two pictures are identical.

b. a set of word cards listing facial features
e.g., nose, eyes, moustache, wart, glasses, etc.

c. a chart on which the 20 different people are depicted; one copy for each student.
(All aids available in the resource file)

Preparatory Activity: Shuffle the word cards and place them face down in a pile. Give each student a chart. Elicit descriptions of the people on the chart by having each student select a word card and make a statement using that word; e.g., if a student selects the word "moustache" he might say "Steve Powers has a moustache." Continue until the students have used all the word cards to make statements.

Idea:
Divide the class into 3 groups. Give each student a chart. Shuffle the individual picture cards and give each group 5 or 6 of the cards. Make sure the cards are face down so the students cannot see them. Appoint one student in each group to be the policeman. The policeman selects one card from the pile and conceals it from the other students. The students try to find out who the missing person is by asking the policeman yes/no questions about the person's appearance; e.g., "Is the person a male?""Does the person wear glasses?" The policeman answers only "yes" or "no". When a student thinks he knows the missing person he calls out the person's name. The student who gives the correct answer becomes the policeman and selects another picture card from the pile. The activity continues with the students take turns being the policeman.

Follow-Up Activity:
a. Describe one of the teachers or a staff member in the Summer English Language Program and give his/her name; e.g., "She has long straight light brown hair and bright blue eyes. She is fairly tall. Her name is MaryAnn Hager." The person described must be working that day at Langara. The students must look for the person described during coffee break and when they think they have found the right person ask, "Are you (MaryAnn Hager)?" If possible, speak to the person you are going to identify before 9 a.m.
b. Have the students describe the members of their host family.

Teaching Points: a. order of adjectives
e.g., short, brown

b. describing appearance
e.g., He has a moustache.

c. asking simple present yes/no questions
e.g., Does he have a broad nose?

Health Info-Telephone Tape Library

Level: Int.

Objective: A student should be able to
a. state the name/number of a tape to which he wants to listen
b. state information about disease, health problems, etc.

Aids: A class set of Health Info-Telephone Tape Library brochures.
Each brochure lists the number and the title of 194 tapes.
(Brochures are available in the resource file.)

Some topics the students might be interested in learning about are: First Aid, the Teen Years, Parents, Marriage, Alcohol, Life Situations, Safety, Women, Men, Physical Fitness, Smoking, Sports, and Nutrition.
There are 8 to 20 tapes under each topic heading; e.g., Life Situations has the following:

5. How To Be Happy
13. Teaching Respect for Authority
31. Money and Marriage
43. Avoiding Divorce
57. Who To Marry
69. Worry--What To Do About It
135. Suicide Signals
185. Moods and Moodiness-What To Do.

The Tape Library is open from 10 a.m. to 9 p.m., Sunday through Friday.
Telephone: 263-2811.

Idea: Have some or all the students call the Tape Library and give the number and the title of one tape of their choice. The student listens to the tape and makes any notes he wishes. If the student wishes to hear the tape a second time, he phones again. Have the students in small groups report back the information to the class.
This listening activity is excellent to prepare the students to go camping or to learn about our culture since some of the tapes focus on child raising, rebellious teenagers, etc.

Alternative: Assign two students the same tape and have them compare notes before they report back to the class.

Teaching Points: giving/following instructions/procedures

Other Teaching Suggestions

1. It is imperative that students not leave personal items in the classroom at any time. In the past summers a few students have had their purses, cameras and bags stolen from the classroom during coffeebreak. Most of the items were not recovered. To get this point across to the students, leave your purse or another valuable item in the Summer English Language Office and return to class after coffeebreak and report to the students that your purse is missing. Make sure you show surprise. Have the students help you find your purse.

   Assign one pair of students the task of going to the Lost and Found to inquire about your purse. Have another pair of students inquire at the General Office and another pair at the Summer English Language Office. Hopefully one of the students will return with the missing item.

2. Other roleplay situations to consider are:

   a. falling asleep on the bus and going past your destination

   b. getting separated from your class on a Contact Assignment

   c. leaving a parcel in one of the stores or on the bus

   d. falling ill in one of the stores and needing a nurse's assistance

   e. getting lost on the way to the coffee party

Acknowledgements

1. Lost and Found Situations - Jan Laylin

2. Missing Person's Bureau - Dave Smith

Orientation to Vancouver

A STUDENT SHOULD BE ABLE TO:

a. give/inquire about directions to various points of interest using cardinal points, block numbers, left/right directions, street/place names

b. identify and name streets, buildings, points of interest in Vancouver

c. state/describe/inquire about the locations of various businesses and points of interest

d. ask for clarification of directions

e. state/verify information about the points of interest

f. inquire about/state desire to visit various points of interest

g. make/respond to suggestions to visit various points of interest

h. state/inquire about tourist information/hotel information

i. express agreement/disagreement about information

j. state/inquire about how to get to a destination by bus

Maze Game

Level: All

Objective: A student should be able to follow/give a sequence of directions using cardinal points, block numbers and/or left/right directions.

Aids: a. maze grid for each student, see p.230.
(Teachers make their own direction cards)

b. direction cards made by the teacher/students. The directions can be as simple or as complex as you wish; e.g., the directions can be restricted to cardinal points/block numbers or include cardinal points, block numbers and left/right directions. The direction steps should be numbered.

Examples of Direction Cards:

Easy
1. Find the 'start' positon.
2. Go north 2 blocks.
3. Go west 4 blocks.
4. Go north 1 block.
5. Go west 3 blocks.
6. Go north 1 block.

More Difficult
1. Find the 'start' position.
2. Go north 3 blocks.
3. Turn left and go 3 blocks.
4. Turn south and go 2 blocks.
5. Turn right and go 4 blocks.
6. Turn right and go 3 blocks.

Preparatory Activity: (Basic/Upper Beg.)

Go over the cardinal points by having the students point to the north/south/east/west sides of the maze grid. Point out that the squares represent buildings and that each square is one block in length. Have the students count the number of blocks running in a north/south direction and east/west direction. This activity will familiarize the students with the block counting system.

For directions that involve cardinal points, block numbers and left/right directions, have the students first pace out the direction using the floor as a grid, then work on the maze grid.

Note: To determine which way is left or right, the student must take into account the direction he's facing at the moment he has completed the previous direction step.

Idea A: (Basic/Upper Beg.)

Make up a set of direction cards that have six or more direction steps and focus on cardinal points/block numbers. Give a maze grid and one direction card to each pair of students. Have one student give the directions orally and his partner mark the route on his grid. Have the students change roles and repeat the activity using the same or a different set of directions. The students

then take turns describing the route; e.g., "First I went north three blocks, then I turned left and went east four blocks..."

Idea B: (Upper Beg., Int.)

Do the same activity except make up direction cards that focus on left/right directions as well as cardinal points/block numbers. Give one student of each pair the directions to read and the other student the grid to trace the route. When the route has been mapped, have the students change roles and do the directions again.

1. Go north two blocks.
2. Turn left and go two blocks.
3. Go south two blocks.
4. Go west two blocks.
5. Turn right and go two blocks.
6. Go west two blocks.
7. Turn left and go one block.
8. Turn right and go one block.
9. Go north three blocks.

Follow-Up Activity:

Have the students (in pairs or small groups) make up directions on language master cards and give them to another group to follow.

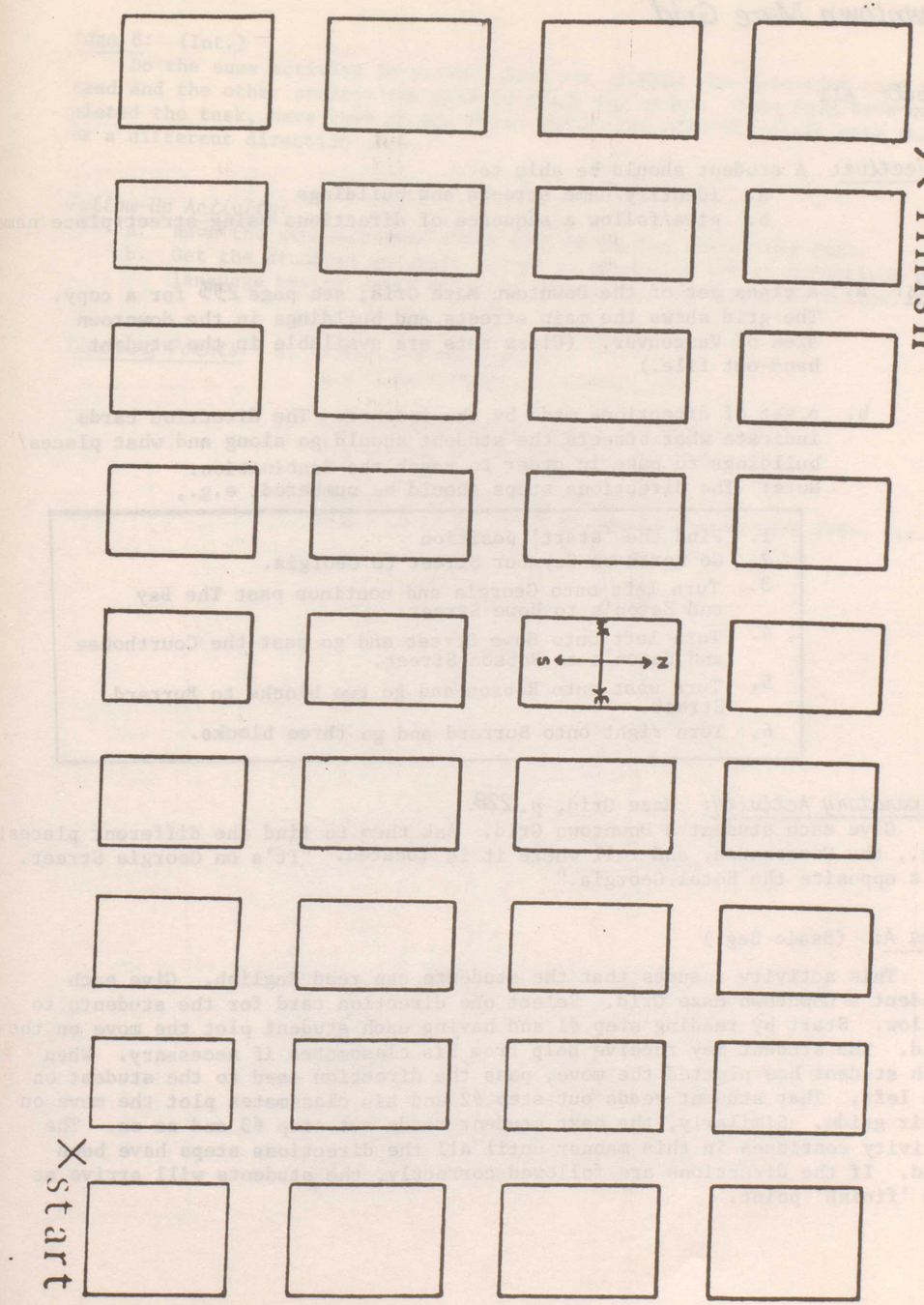
Teaching Points:

a. direction vocabulary
e.g., north, south, east, west, one block, two blocks, turn left/turn right

b. giving directions
e.g., Go north two blocks.
Turn left and go three blocks.

c. giving a sequence of directions
e.g., First go north to Georgia; then turn right.

MAZE GRID



Downtown Maze Grid

Level: All

Objective: A student should be able to
a. identify/name streets and buildings
b. give/follow a sequence of directions using street/place names

Aids: a. a class set of the Downtown Maze Grid; see page 233 for a copy. The grid shows the main streets and buildings in the downtown area of Vancouver. (Class sets are available in the student hand-out file.)

b. a set of directions made by the teacher. The direction cards indicate what streets the student should go along and what places/buildings to pass in order to reach the destination.
Note: The directions steps should be numbered; e.g.,

1. Find the 'start' position
2. Go north on Seymour Street to Georgia.
3. Turn left onto Georgia and continue past The Bay and Eaton's to Howe Street.
4. Turn left onto Howe Street and go past the Courthouse and Eaton's to Robson Street.
5. Turn west onto Robson and go two blocks to Burrard Street.
6. Turn right onto Burrard and go three blocks.

Preparatory Activity: Maze Grid, p. 228.
Give each student a Downtown Grid. Ask them to find the different places; e.g., the Courthouse, and tell where it is located. "It's on Georgia Street. It's opposite the Hotel Georgia."

Idea A: (Basic Beg.)

This activity assumes that the students can read English. Give each student a Downtown Maze Grid. Select one direction card for the students to follow. Start by reading step #1 and having each student plot the move on the grid. The student may receive help from his classmates if necessary. When each student has plotted the move, pass the direction card to the student on the left. That student reads out step #2 and his classmates plot the move on their grids. Similarly, the next student reads out step #3 and so on. The activity continues in this manner until all the directions steps have been read. If the directions are followed correctly, the students will arrive at the 'finish' point.

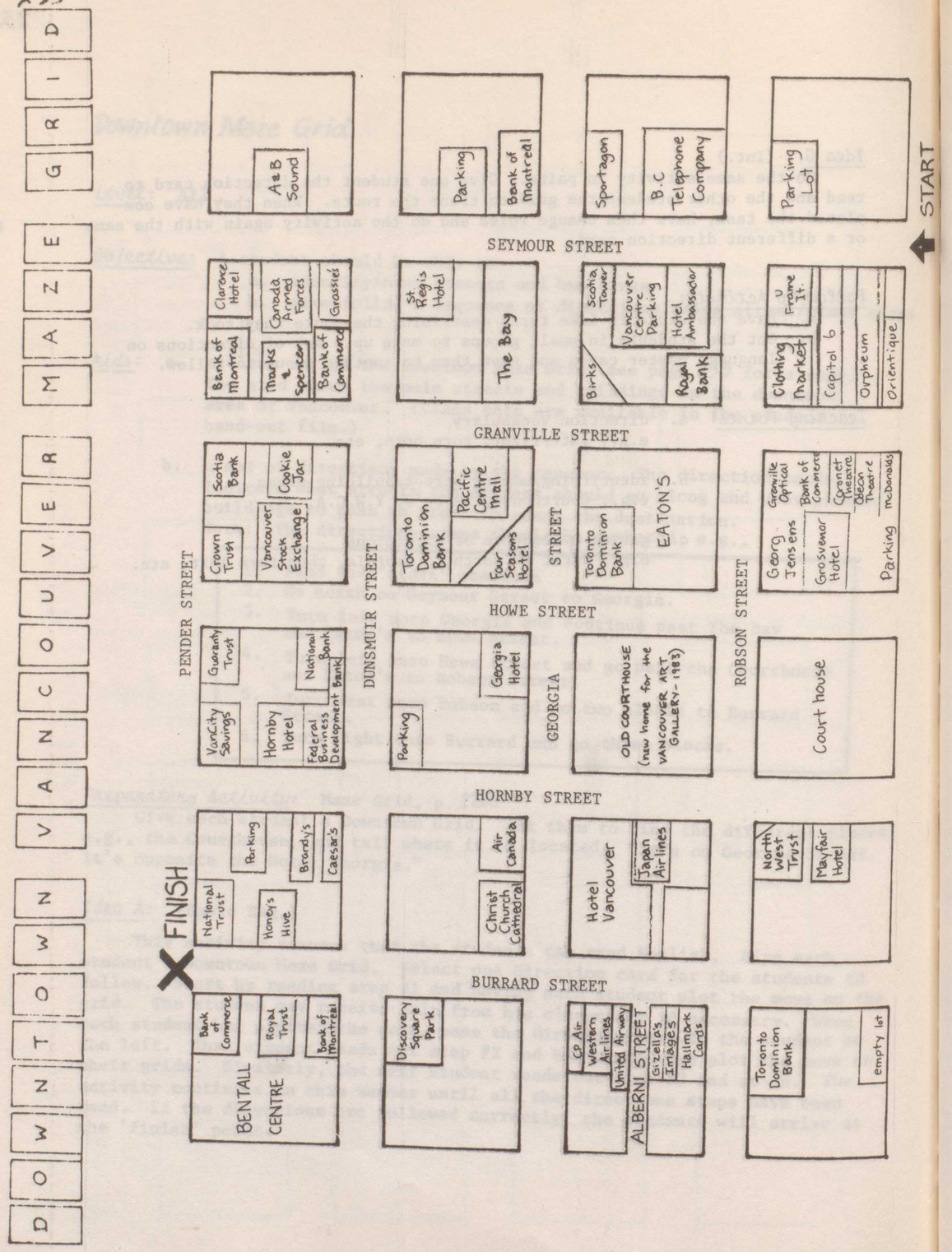
Idea B: (Int.)
Do the same activity in pairs. Give one student the direction card to read and the other student the grid to trace the route. When they have completed the task, have them change roles and do the activity again with the same or a different direction card.

Follow-Up Activity:
a. Have the students take turns describing the route they took.
b. Get the students in small groups to make up a set of directions on language master cards and give them to another group to follow.

Teaching Points: a. direction vocabulary
e.g., left/right, turn onto, etc.

b. identifying/naming street/building names
e.g., Courthouse, Eaton's, Y.W.C.A.

c. giving a sequence of directions
e.g., first go north to Georgia, then turn left, etc.



Downtown Vancouver Map Dyad

Level: Int.

Objective: A student should be able to
- a. state/describe the locations of the various businesses/ landmarks in the downtown area
- b. give directions to a certain location
- c. inquire about the locations of certain businesses or landmarks
- d. ask for clarification of directions

Aids: a. a class set of Downtown Vancouver maps marked with the names of various businesses/landmarks. See pages 236 and 237. Copy 'A' of the map contains different information from copy 'B'; e.g., the Courthouse and Holt Renfrew have been marked on copy 'A' but deleted on copy 'B'. Similarly The Bay and the Hotel Vancouver have been marked on copy 'B' and deleted on copy 'A'. Each landmark or business that has been deleted on the map has been replaced with a question mark.

b. a list of questions to ask is written on each map. The questions on copy 'A' are different from those on copy 'B'.

Preparatory Activity:

One way to review directions before the students do the map dyad is to give the students Downtown Vancouver maps and have them take turns describing to the class the locations of the following places: Gila Fashions, Vancouver Public Library, King's Castle Hotel, Vancouver Centre Cinemas 1 and 2, YWCA Woolworths, Air Canada and MacDonald's Prescription Limited.
Note: The places mentioned above are on both copy 'A' and copy 'B' and are not included in the list of written questions.

Idea:

The activity follows the same procedure as described in the Vancouver Map Dyad on page 238. The students work in pairs, taking turns asking questions and recording the information. If they successfully complete the tasks, the students should have identical maps.

Follow-Up Activity:
- a. Have each pair of students compare their maps with another pair. If there is disagreement have them ask a third party.
- b. Say the names of various businesses and have the students predict what kind of goods those businesses sell.

c. Have the students in pairs record statements/questions of spatial relationships on language master cards and give them to another pair to check; e.g., "The Hyatt Regency is next to the Royal Centre Mall on Burrard Street."

d. Take them downtown and give them CONTACT tasks based on the information they want/need to know about the retail outlets.

e. Do "Walking Through the Yellow Pages", p before you take them downtown.

Teaching Points:

a. asking information questions with 'where'
e.g., Where is The Bay?

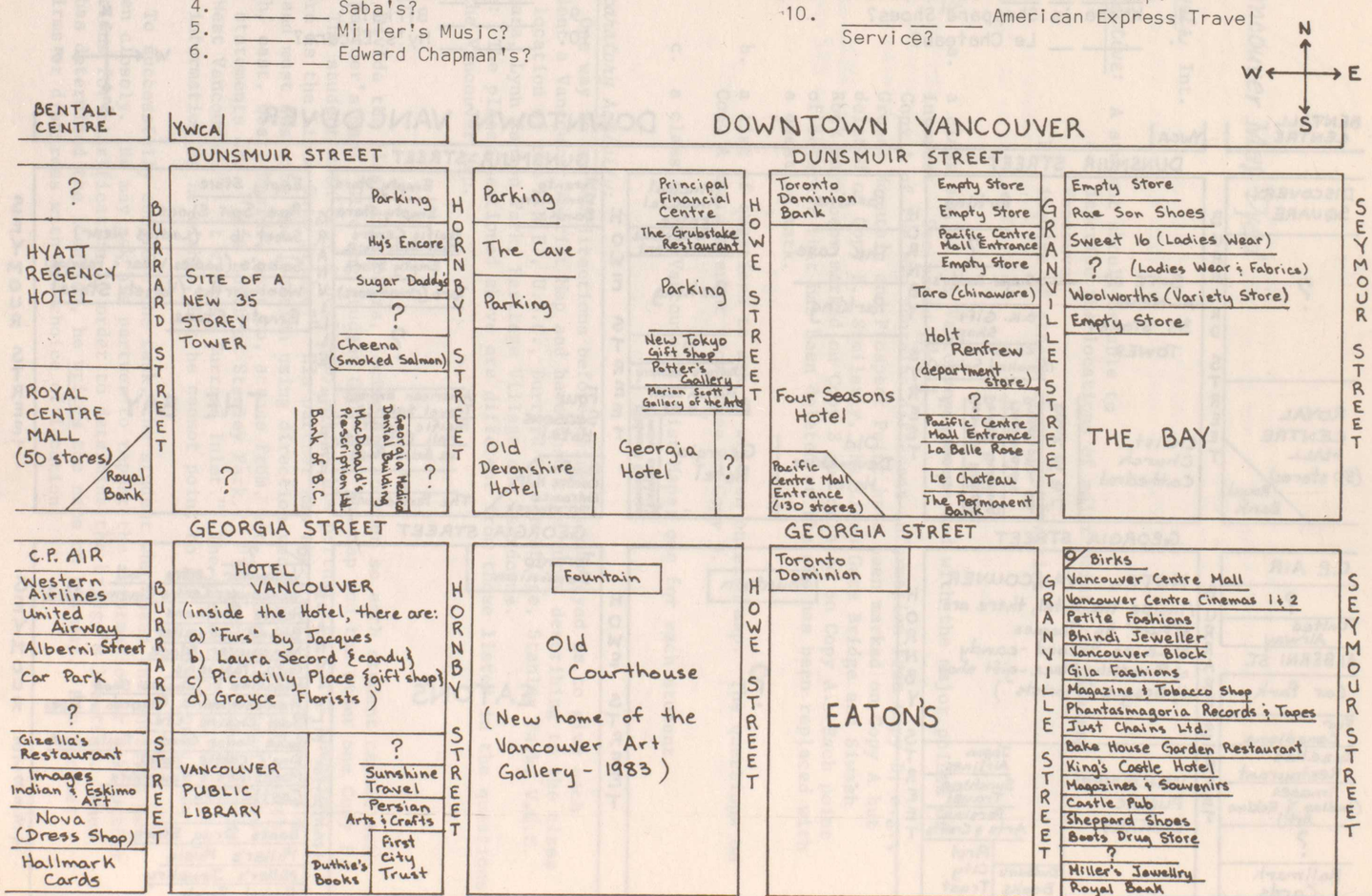
b. describing locations
e.g., prepositions: next to, across from, beside, on

c. asking for clarification
e.g., What did you say?

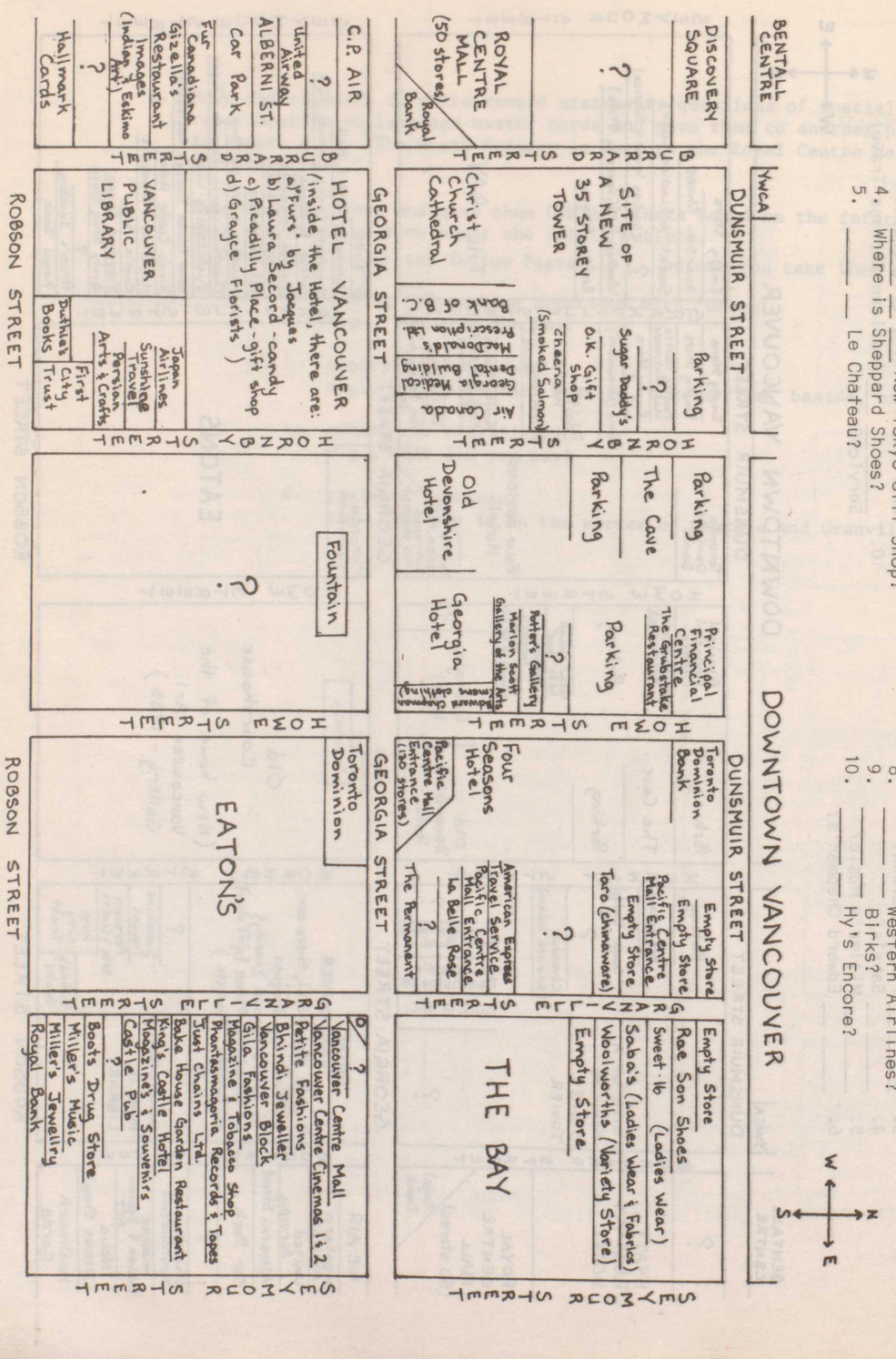
d. giving directions
e.g., The Bay is on the corner of Georgia and Granville.

DOWNTOWN VANCOUVER MAP — Student A's Copy

1. Where is Discovery Square?
2. _____ __ Japan Airlines?
3. _____ __ Fur Canadiana?
4. _____ __ Saba's?
5. _____ __ Miller's Music?
6. _____ __ Edward Chapman's?
7. Where is Christ Church Cathedral?
8. _____ __ Air Canada?
9. Where is the O.K. Gift Shop?
10. _____ __ ___ American Express Travel Service?



DOWNTOWN VANCOUVER MAP — Student B's Copy



1. Where is the Hyatt Regency Hotel?
2. ____ ____ Old Courthouse?
3. ____ ____ New Tokyo Gift Shop?
4. Where is Sheppard Shoes?
5. ____ ____ Le Chateau?
6. Where is Holt Renfrew?
7. ____ ____ Nova Dress Shop?
8. ____ ____ Western Airlines?
9. ____ ____ Birks?
10. ____ ____ Hy's Encore?

Vancouver Map Dyad

Level: Int.

Objective: A student should be able to
a. describe the locations of major points of interest in Vancouver
b. inquire of others about the location

Aids: a. a class set of the Vancouver maps marked with the major points of interest. See pages 240-1.
Copy A of the map contains different information from Copy B; e.g., Grouse Mountain and Prospect Point have been marked on Copy A but deleted on Copy B. Similarly, the Lions Gate Bridge and Siwash Rock have been marked on Copy B and deleted on Copy A. Each point of interest that has been deleted on the map has been replaced with a question mark.

b. a list of questions to ask is written on each map. The questions on Copy A are different from those on Copy B.

c. a class set of Vancouver Tourist Maps; one for each student

Preparatory Activity:
One way to review directions before doing the map dyad is to give each student a Vancouver Tourist Map and have them take turns describing to the class the location of the P.N.E., U.B.C., Burrard Street Bridge, Stanley Park, V.C.C. Langara, Lynn Canyon Park, Heritage Village and Lansdowne.
Note: The places mentioned above are different from those listed in the questions on the Vancouver Map.

Idea:
Divide the class into pairs, facing one another so each student cannot see his partner's map. Give one student Copy A of the map and the other one Copy B.
The student with Copy A begins by asking his partner the first question: "Where is the Lions Gate Bridge?" His partner has the location marked on his map and must describe the location using direction vocabulary such as: north, south, east, west, beside, next to, across from, etc. The partner would make such statements as: "It's north of Stanley Park." "It connects Stanley Park and West Vancouver." "It crosses Burrard Inlet." The partner can give as much information as he wishes, but he cannot point to the location on either map.
To successfully complete the task, the student who asked the question must listen closely. He may ask his partner to repeat the information or ask further questions for clarification in order to determine the bridge's location. When he has determined the location, he writes the name on his map. His partner confirms or disagrees with his choice of location.

Note: It is important that each student write the names on his map.
The students then change roles and the student with Copy B asks his first question: "Where is Grouse Mountain located?" His partner answers according to the information on his map. The activity continues with each student asking questions alternately until all the question marks have been replaced with the names of the places. If they successfully complete the tasks, the students should have identical maps.

Follow-Up Activity:

a. Using a language master machine, each student makes statements of spatial relationships about the places; e.g., "Grouse Mountain is at the top of the Capilano Road in North Vancouver."

b. Have the students locate the major points of interest on the Tourist Map of Vancouver and match the postcard pictures in "Orientation to Vancouver Attractions" with the names of the points of interest.

c. Have the students do "Mystery Trips" to the various attractions before they do "Orientation to Vancouver Attractions". See pages 242 and 243 for further details.

Teaching Points:

a. asking information questions
e.g., Where is Grouse Mountain?

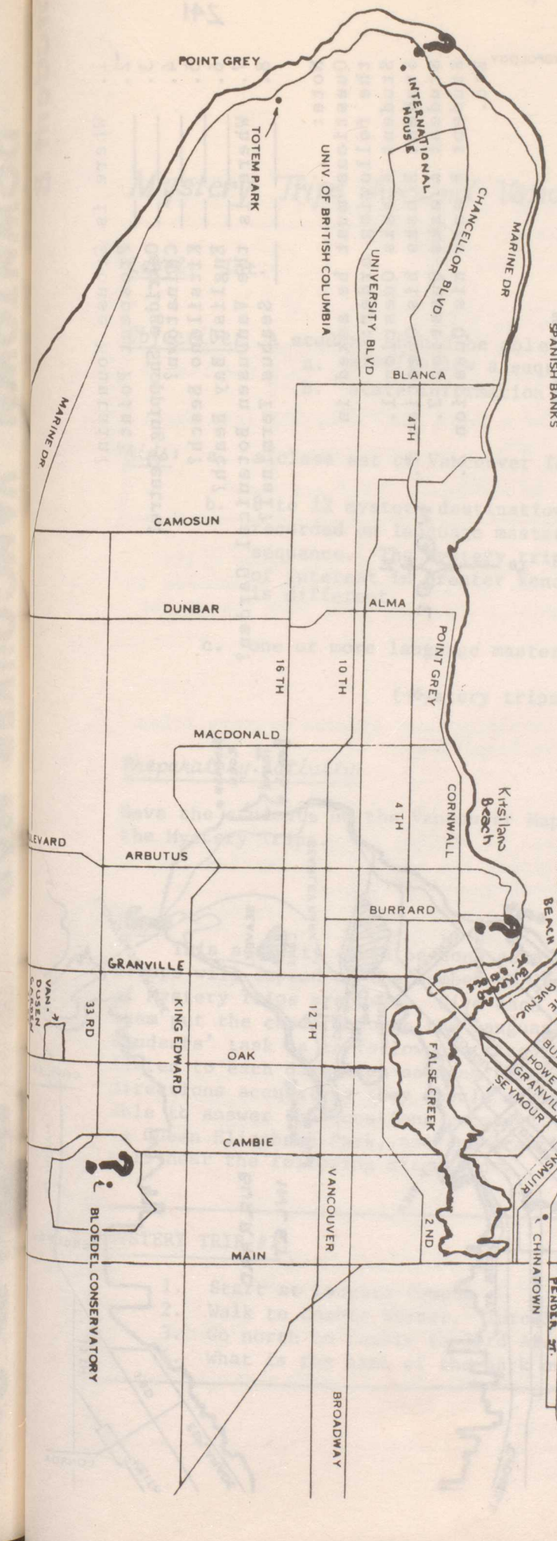
b. direction vocabulary
e.g., north, south, east, west

c. describing the location, prepositions: beside, near, opposite
e.g., Grouse Mountain is beside Capilano Road in North Vancouver.

VANCOUVER MAP DYAD
Student A

1. Where is the Lions Gate Bridge?
2. Where is Capilano Suspension Bridge?
3. ____ ____ Siwash Rock?
4. ____ ____ Gastown?
5. ____ ____ Queen Elizabeth Park?
6. Where is the Planetarium?
7. ____ ____ Museum of Anthropology?
8. ____ ____ Zoo?

Note:
Questions must be asked in the following order:
Student A asks Question 1.
Student B asks his Question 1.
Student A asks Question 2.
Student B asks his Question 2.
Etc.

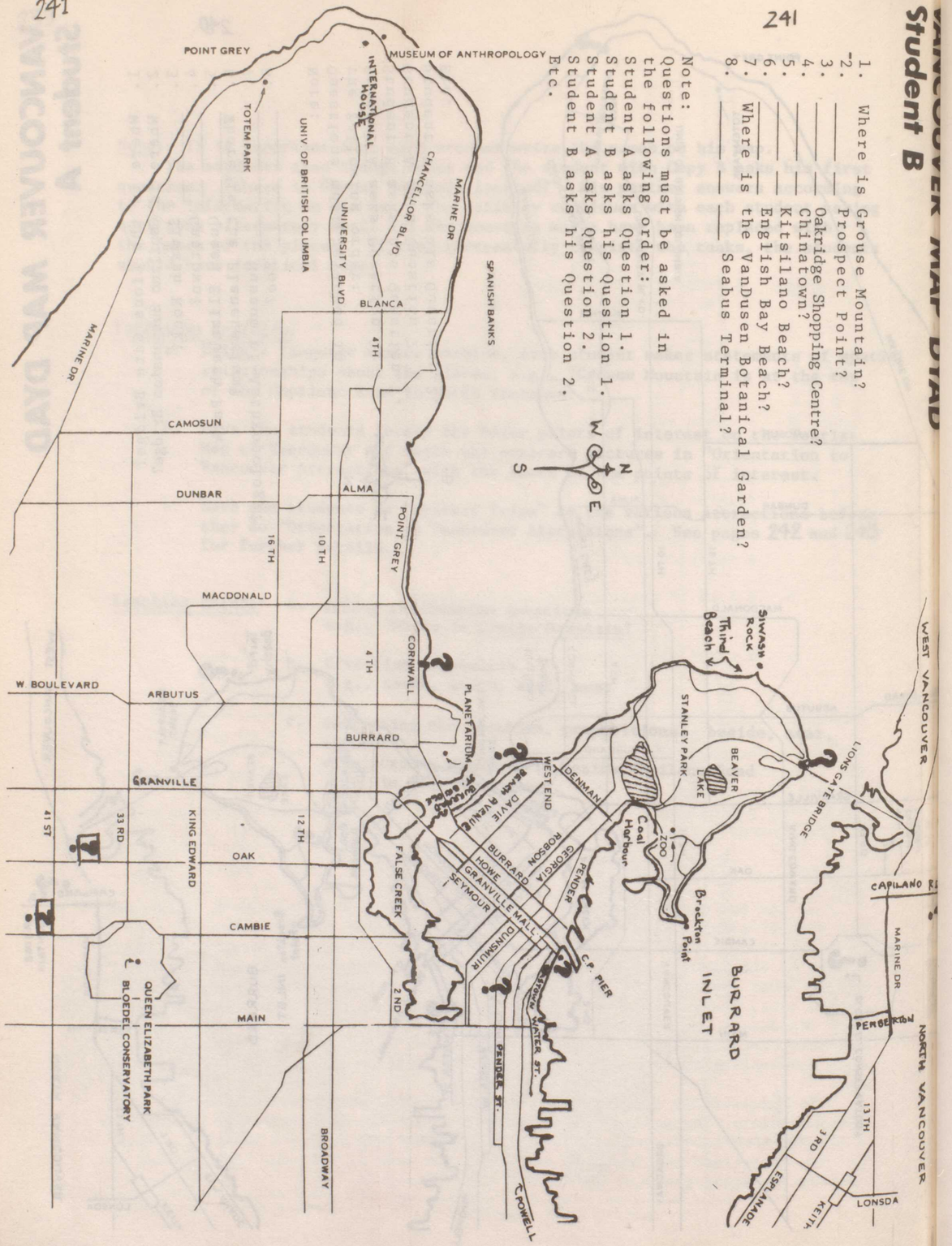


VANCOUVER MAP DYAD
Student B

241

1. Where is Grouse Mountain?
2. ____ Prospect Point?
3. ____ Oakridge Shopping Centre?
4. ____ Chinatown?
5. ____ Kitsilano Beach?
6. ____ English Bay Beach?
7. Where is the VanDusen Botanical Garden?
8. ____ Seabus Terminal?

Note:
Questions must be asked in the following order:
Student A asks Question 1.
Student B asks his Question 1.
Student B asks his Question 1.
Student A asks Question 2.
Student A asks Question 2.
Student B asks his Question 2.
Etc.



Mystery Trips Around Vancouver

Level: Int.

Objective: A student should be able to
a. give/follow a sequence of directions to reach a destination
b. state information about the destination

Aids: a. a class set of Vancouver Tourist Maps; one map for each student

b. 8 to 12 mystery destination trips. The directions for each trip are recorded on language master cards and numbered to show the correct sequence. The mystery trips take the students to the various points of interest in Greater Vancouver. The starting point of each trip is different.

c. one or more language masters

(Mystery trips are available in the resource file)

Preparatory Activity:

Have the students do the Vancouver Map Dyad, page 238, before they do the Mystery Trips.

Idea:

This activity could be done as a class or in small groups. The number of groups will depend on the number of language masters available and the number of Mystery Trips prepared. Give each group a different Mystery Trip. Have them put the cards through the language master in the sequence indicated. The students' task is to follow or trace the directions on their maps. They may listen to each direction as many times as they wish. If they follow the directions accurately they should arrive at the mystery destination and be able to answer the questions recorded; e.g., if one of the mystery destinations is Queen Elizabeth Park, and the starting point is Langara campus, the students will hear the following directions:

MYSTERY TRIP #1:

1. Start at Langara Campus
2. Walk to Cambie Street. Turn North.
3. Go north on Cambie to 33rd Avenue.
4. What is the name of the park on your right?

If the mystery destination is Capilano Canyon Park, the students will hear:

MYSTERY TRIP #2:

1. Start at Langara Campus.
2. Go west along 49th Avenue to Granville Street.
3. Turn North on Granville & continue until you reach Georgia Street.
4. Turn left onto Georgia Street & follow the Main Road over the Lion's Gate Bridge.
5. Turn right onto Marine Drive & make a quick left onto Capilano Road.
6. Go north on Capilano Road to the Park.
7. What is the name of the park?
8. There are three main attractions in the area. What are they?

When they reach their destination, have each member of the group write down the mystery trip number, the name of the destination and the responses to any questions asked. Give them another mystery trip and have them repeat the activity.

Alternative Activity:

If there are no language masters available, prepare printed mystery trips and have one student in each group read the directions.

Follow-Up Activity:

a. Each group of students must explain to another group the route they took to reach one of the destinations, the name of the destination, and pass along any information they know about the place.
b. Each group makes up its own mystery trip and puts the directions on the language master cards for another group to follow.
c. Use the mystery trips as an oral dictation the following day.
d. The mystery trips prepare the students for "Orientation to Vancouver Attractions."

Mystery Trips Around B.C.

Following the same procedure described above, make up mystery trips to different places in B.C.; e.g., a mystery trip to Banff National Park.

MYSTERY TRIP

1. Start at Vancouver.
2. Take Highway #1 to Hope.
3. Follow Highway #1 north to Cache Creek, then east to Kamloops.
4. Continue east past Shuswap Lake and Sicamous to Revelstoke.
5. What are the names of the two parks near Revelstoke?
6. Continue over the Rogers Pass through Golden to the town of Field.
7. In what national park is Field located?
8. Follow Highway #1 to the nearest town that has a population between 2,500 and 5,000. What is the name of the town?
9. In what national park is it located?

Teaching Points:

a. giving a sequence of directions using indicators for chronological order
e.g., Start at Cambie and 49th.
Then turn north.

b. stating directions
cardinal points: north, south, east, west

c. describing the location and/or route
prepositions: along, next, in, onto

d. stating information about a place
e.g., The name of the park is Queen Elizabeth.

Bus Information

Level: All

Objective: A student should be able to
a. inquire how to get to a destination
b. give/follow directions to a destination

Aids: a. sample sketches showing bus routes, see page 246.
Each instructor must make up her own.

b. battery operated telephones
(available in resource file)

c. access to actual telephones
(pay phones on first floor, Langara)

Idea:

Select a place in Vancouver; e.g., Stanley Park, and ask the student how to get there by bus. Elicit the names and numbers of buses to take, where to transfer and where to get off. If the students cannot supply complete and accurate information have them ask you for the information; e.g., "What bus do I catch?" "Where do I transfer?" Repeat the exchange if necessary. The students then reconstruct the set of instructions and the teacher or a student draws a sketch on the board to depict the route. (See accompanying sample sketches.) The more able students repeat the directions while the less able students re-trace the route on the board. This gives the students practice in comprehending and following the instructions.

Select other places in the Vancouver area and repeat the activity.

CONTACT and Follow-Up Activity:

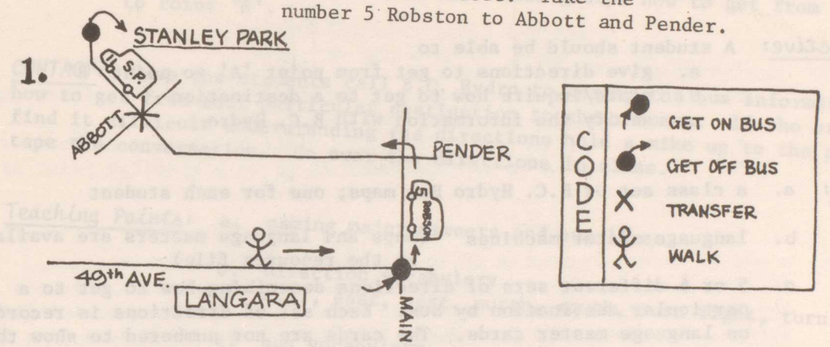
a. Have the students choose places they would like to know how to get to. Provide practice in asking the questions in class, remembering to include their present location; e.g., "I'm at (Langara). How do I get (The Centennial Museum)?" Also work on ways of asking to have information repeated; e.g., "Could you repeat that, please?" Then have the more advanced students phone the B.C. Hydro Transit Information, 324-3211, and come back prepared to tell the others how to get to the various places by bus. We suggest you place the calls during classtime.

b. Have the students who didn't do the telephone contact assignment pair up with a student who did and ask for the directions. Use the battery-operated telephones for this role play.

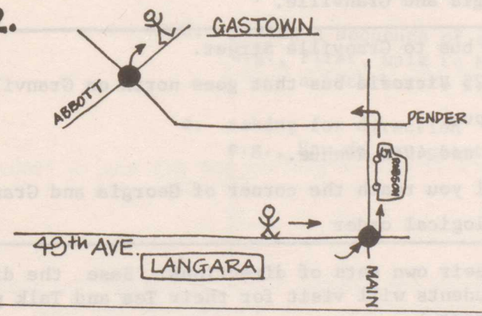
Teaching Points: a. asking for directions
e.g., What bus do I take?
How do I get to (Gastown)?
Where do I transfer?

b. giving directions
e.g., Walk to Main Street. Take the number 5 Robston to Abbott and Pender.

1.

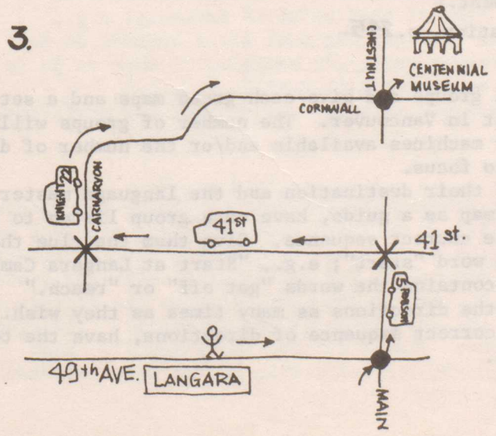


2.



1. WALK TO MAIN
2. TAKE NUMBER 5 ROBSON TO ABBOTT AND PENDER
3. GET OFF BUS. WALK TO GASTOWN.

3.



1. WALK TO MAIN
2. TAKE NUMBER 5 ROBSON TO 41ST
3. TRANSFER TO 41ST GOING WEST
4. TRANSFER AT CARNARVON TO NUMBER 22 KNIGHT.
5. GET OFF AT CORNWALL & CHESTNUT. WALK NORTH TO THE CENTENNIAL MUSEUM.

Do You Know How to Get to Your Destination?

Level: Upper Beg., Int.

Objective: A student should be able to
a. give directions to get from point 'A' to point 'B'
b. state/inquire how to get to a destination
c. verify the information with B.C. Hydro

Aids: a. a class set of B.C. Hydro Bus maps; one for each student

b. language master machines (maps and language masters are available in the resource file)

c. 5 or 6 different sets of directions describing how to get to a particular destination by bus. Each set of directions is recorded on language master cards. The cards are not numbered to show the correct sequence; e.g., one set of directions explains how to get from Langara to Georgia and Granville.

> Take the 49th Avenue bus to Granville Street.
>
> Transfer to the No. 25 Victoria bus that goes north on Granville.
>
> Start at Langara Campus.
>
> Get off at Granville and 49th Avenue.
>
> Stay on the bus until you reach the corner of Georgia and Granville.
>
> Note: not in chronological order

(Teachers must make their own sets of directions. Base the directions on the places the students will visit for their Tea and Talk party or their Contact Assignment.)

Preparatory Activity: Bus Information, p. 245.

Idea:

Divide the class into small groups and give each group maps and a set of directions to a point of interest in Vancouver. The number of groups will depend on the number of language master machines available and/or the number of different destinations on which you wish to focus.

Give each group the name of their destination and the language master cards in random order. Using the bus map as a guide, have each group listen to the directions cards to determine the correct sequence. Give them the clue that the first directions begins with the word "start"; e.g., "Start at Langara Campus." The last direction card usually contains the words "get off" or "reach."

The students may listen to the directions as many times as they wish. When each group thinks they have the correct sequence of directions, have the teacher or another group check the order.

Follow-Up Activities:

1. When the groups have determined the correct order, have them draw a map of the route they'll take. This map will be helpful if they go to downtown Vancouver for contact tasks.
2. Have each group explain to the other groups how to get from Point 'A' to Point 'B'.

CONTACT: Have the students call B.C. Hydro to verify the bus information or ask how to get from that particular destination to their homes. If the students find it difficult understanding the directions hold a mike up to the phone and tape the conversation. Go over the directions in class.

Teaching Points: a. naming major streets and bus lines

b. direction vocabulary
e.g., east, west, north, south, turn right, turn left

c. bus vocabulary
e.g., get on/get off, transfer

d. giving a sequence of directions
e.g., First, walk to Main Street. Then, take a 49th bus to Broadway.

e. asking for direction
e.g., How do you get to Stanley Park?

Identifying Points of Interest

Level: Basic Beg.

Objective: A student should be able to
a. identify/name some points of interest which she will see when sightseeing in the Vancouver area
b. express/inquire about desire to visit the points of interest
c. state whether or not she wants to go to a specific point of interest

Aids: a. a set of mounted pictures of 16 different points of interest: Stanley Park, Capilano Suspension Bridge, the Planetarium, Eaton's the Totem Poles, Gastown, Kitsilano Beach, the Aquarium, Lions' Gate Bridge, Chinatown, the Zoo, Queen Elizabeth Park, the Museum of Anthropology, the Seabus, the Harbour Centre Tower and the P.N.E.

b. a bean bag

(All aids are available in the resource file.)

Preparatory Activity:
Discuss the pictures. Give each student a picture and ask him to remember the name of that point of interest.

Idea A:
Scatter the 16 pictures face up on the floor. Begin by having one student toss the bean bag onto a picture of his choice. The student who has been assigned that picture calls out the name of that point of interest; e.g., "Stanley Park". The student who tossed the bean bag must state whether or not she wants to visit that point of interest using the pattern, "I want to go to (Stanley Park)" or "I don't want to go to (Stanley Park)".
Each student takes a turn tossing the bean bag and stating her preference.

Idea B:
Each student is responsible for remembering the name of one of the points of interest. Scatter the pictures face up on the floor. Have the students stand some distance away. One student begins by tossing the bean bag onto a picture of her choice. The student who is responsible for that picture asks the student if she wants to visit that place; e.g., if the bean bag lands on the picture of the Aquarium, the student asks, "Do you want to go to the Aquarium?" The student who tossed the bean bag replies either, "Yes, I do" or "No, I don't". Each student takes a turn tossing the bean bag and responding to the other student's inquiry.

Teaching Points: a. identifying/naming points of interest
e.g., This is Stanley Park.

b. expressing a desire/preference
e.g., I want to go to (Chinatown).
I don't want to go to the (zoo).

c. inquiring of other's desires
e.g., Do you want to go to (Chinatown)?

Orientation to Vancouver Attractions

Level: Upper Beg., Int.

Objective: A student should be able to
- a. identify/name local tourist attractions/points of interest
- b. ask others for information about each attraction
  e.g., the location, the cost, etc.
- c. state information about the attraction
- d. make/respond to suggestions

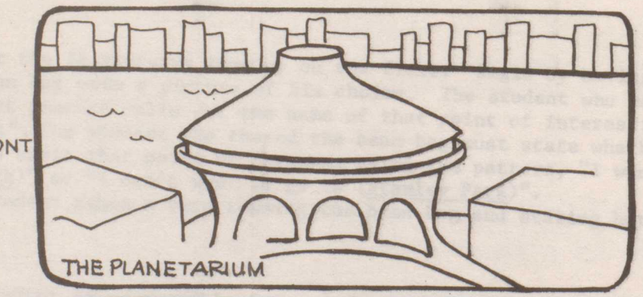
Aids: a. 19 post cards of local attractions mounted on 5" x 8" cards. The back of each card contains information about the attraction; e.g., the location, the hours, the cost, and what one can see/do there. The set of post cards includes pictures of Stanley Park, the Zoo, the Aquarium, the Planetarium, the Museum of Anthropology, the Totem Poles, Grouse Mountain, Queen Elizabeth Park, Chinatown, Gastown, Capilano Suspension Bridge, Eaton's, Horseshoe Bay, Seymour Mountain, English Bay, Lions Gate Bridge, Royal Hudson Train, VanDusen Gardens and Bloedel Conservatory.

b. a class set of Vancouver Tourist maps

c. a bean bag for the follow-up activity

(all aids are in the resource file)

FRONT



BACK

What is it? MacMillan Planetarium

Where is it? next to the Kitsilano Beach

How much does it cost to see the show? $2.50

When can I see the show? Tuesday - Sunday at 2:30, 8:00
No shows on Mondays

What can I see? the planetarium shows about planets and stars

What can I do? eat at the Planetarium Restaurant

When is the buffet open? Tuesday - Sunday: 9:30 - 11:00 a.m. 11:30 - 2:30 p.m.
Not open on Mondays 5:00 - 7:00 p.m.

Preparatory Activity: Vancouver Map Dyad, p. 238.
Mystery Trip, p. 242.
Identifying Points of Interest, p. 249.

Assign each student one picture and give him information printed on the back. Clarify any points he does not understand.

Idea A:

This activity assumes that the students can read English. Give each student one postcard. One student begins by displaying his picture for the class to see. His classmates ask him information questions about the attraction; e.g., "What is it?" "Where is it located?" "How much does it cost?" "What can I see there?" "What can I do there?"

The student who has the postcard and information must answer each question. If a classmate asks a question the student cannot answer due to lack of information about the attraction, have that classmate make note of the question. The classmate can jot down the question or record it on a language master card. The students then find the answers to these questions as part of their telephone contact tasks.

Alternative:

Divide the class into pairs and have one student be the clerk in a tourist office and the other student the tourist. Each clerk has a picture of one of the attractions. The tourist must ask him about the attraction using the questions above as a guide. The tourist jots down or records on language master cards the questions the clerk cannot answer.

CONTACT: Give each student a telephone contact task. Have them phone the various points of interest and verify the information given on the back of the postcards or ask further information about the attraction. Have the students who hesitate to speak on the phone listen to one of the taped messages. See Telephone Contacts, p. 254 for further details. When each student has completed his task, have him share the information with his classmates.

Follow-Up Activity:

The students sit in a circle. Scatter the post cards face up in the centre. One student begins by throwing the bean bag onto a picture of his choice and making a suggestion to one of his classmates using the pattern, "Takeshi, let's go to the zoo." The student prefaces his question with his classmate's name. His classmate responds saying, "Good idea. I want to see (the bears)" or "Thanks, but I don't want to go."

The activity continues until each student has made/responded to a suggestion. Remember, if the student responds affirmatively to the suggestion, he must state one thing he can see or do there.

Alternative:

Have the students invite one another, using the pattern "Would you like to go to (the zoo)?"

Teaching Points:

a. identifying/naming local points of interest
e.g., Grouse Mountain

b. requesting information using Wh questions
e.g., What is it?
Where is it?
What can I see there?
What time does it open?

c. stating information about an attraction
e.g., It is the zoo.
It is in Stanley Park.
You can see the bears.

d. making suggestions with "Let's..."
e.g., Let's go to (the zoo).

e. responding to suggestions
e.g., Good idea.
Thanks, but...

Telephone Contact - Finding Out About Vancouver's Points of Interest

Level: Upper Beg., Int.

Objective: A student should be able to
a. use formulaic expressions on the telephone
b. state/inquire about a point of interest
e.g., the location, the hours, etc.

Aids: a. a class set of telephone directories; one for each student or pair of students (available in the resource library)

b. a set of task sheets; one for each student
(Teachers must make up their own)

SOME TASK EXAMPLES:

1. Vancouver Public Aquarium - tel. no. _____
location _____
hours _____
entrance fee _____
special prices/children/students? _____

2. The Bloedel Conservatory - tel. no. _____
location _____
hours _____
entrance fee _____

3. Museum of Anthropology - University of British Columbia
tel. no. _____
hours _____
entrance fee _____
location _____
special student rate _____

4. VanDusen Botanical Garden - tel. no. _____
location _____
hours _____
entrance fee _____

Preparatory Activity: a. Orientation of Vancouver Attractions, p. 251.
b. List the 7 or 8 points of interest on the blackboard and have the students put them in alphabetical order.

Idea:

Divide the class into pairs and give each pair a telephone directory and two task sheets. Have the students look up the telephone numbers and addresses of the points of interest and record the information on the task sheets. Have each pair of students check their information with another pair.

Give each student a telephone contact task. Have them choose one of the points of interest they want to visit and phone the place for information; e.g., they could phone Van Dusen Botanical Garden and ask what hours it is open, how much the entrance fee is, etc.

Have the students who hesitate to speak on the phone listen to one of the taped messages. Encourage them to listen to the tape several times. Some places that have taped messages are: the Museum of Anthropology (228-3825), the Planetarium (736-3656), the Centennial Museum (736-7736) and the Aquarium (682-1118). The Bloedel Conservatory and Capilano Suspension Bridge do not have taped messages.

When each student has completed his task, have her record the information on her task sheet and then share it with the class.

Alternative:

Have the students call the sports center or other points of interest they want to visit; e.g., the Vancouver Aquatic Centres, B.C. Sports Hall of Fame, Playland, and find out the hours, the entrance fee, etc.

Teaching Points: a. formulaic expressions
e.g., opening and closing a conversation

b. stating/inquiring about information
e.g., I'd like some information about (_____)
What hours are you open?

c. asking indirect questions
e.g., Can you please tell me when the museum is open?

Vancouver Bingo

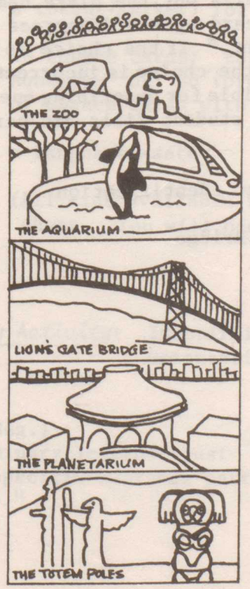
Level: All

Objective: A student should be able to
a. identify/name some of the points of interest which she will see when sightseeing in the Vancouver area.
b. express agreement/disagreement about the names of the points of interest.

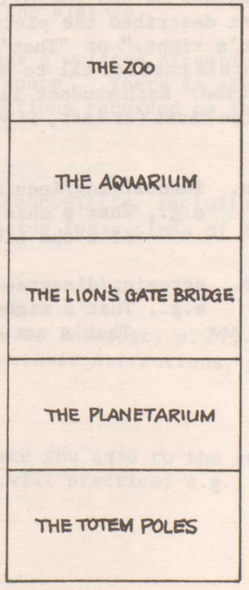
Aids: a. mounted picture postcards of 14 different points of interest: Capilano Suspension Bridge, the Planetarium, Eaton's, the Totem Poles, the Lions, Gastown, Kitsilano Beach, the Aquarium, Lions Gate Bridge, Chinatown, the Zoo, Queen Elizabeth Park and Grouse Mountain Sky Ride, Royal Hudson train.

b. 15 individual bingo cards with 5 sections on each card. Each card shows 5 different points of interest in different combinations.

Some sets of bingo cards contain pictures which correspond to the points of interest on the post cards.



Some sets of bingo cards have words instead of pictures.



c. tokens to be placed on bingo cards.

(All aids are available in the resource file.)

Preparatory Activity: Identifying Points of Interest, p. 249.
Orientation to Vancouver Attractions, p. 251.

Idea A: (Basic/Upper Beg.)

Each student receives a bingo card as described previously. The picture postcards are put face down. Each student, in turn, selects a card from the pile, displays it for the others to see, and asks the question, "What's this?" The students assist each other in identifying the picture; e.g., "It's the Lion's Gate Bridge." The student with the corresponding picture or place name on her card places a token in that section. Game ends when first (or last, if you wish) student fills her card.

Idea B: (Int.)

Each student receives a bingo card with the pictures drawn on it. The place name is also written on each picture. Each student selects a picture postcard and conceals it from his classmates. One student begins by describing the people/things he sees in the picture; e.g., if a student selects the picture of "aquarium" he might say to his classmates "Fish" "Water" "Skana". His classmates listen to the description and check their cards to see if they have the corresponding picture.

If a student thinks he has the picture he calls out the place name. The student who has just described the picture postcard agrees/disagrees with the choice saying "That's right." or "That's not right." If the choice is correct, the student displays his card for all to see. If the choice is incorrect, he repeats the description. Each student is responsible for describing one picture. The game ends when the first (or last, if you wish) student fills his cards.

Teaching Points:

a. identifying/inquiring about identification
e.g., What's this?
It's the Lions Gate Bridge

b. agreeing/disagreeing
e.g., That's right.
That's not right.

Vancouver Board Game

Level: All

Objective: A student should be able to
a. identify/name local points of interest
b. state where he wants to go
c. state what he can do/see at the points of interest

Aids: a. one 2' x 3' board for each group of six or fewer players. Each board has 16 postcards of local points of interest that the student will probably see on his sightseeing tour of the city. A list of the points of interest are on the next page. The postcards are glued on the board in random order. However, those postcard names that take the article "the" before them have been grouped together; e.g., I want to go to the Planetarium.
I want to go to the Aquarium.
I want to go to the Totem Poles.

See diagram on p. 261.

b. a spinner divided into 4 sections. One section is labelled 'chance'; the other three sections are numbered 1 to 3.

c. a token (marker) for each of the players

d. 18 chance cards: Each card has a written direction; e.g., "Go to the Aquarium" or "Go forward one space". There is also an identical set of chance cards with the directions recorded on language master cards.

e. a language master

(All aids available in the resource file, including the master answer sheet. You will need two boards for a class of 15.)

Preparatory Activity: Identifying Points of Interest, p. 249.
Orientation to Vancouver Attractions, p. 251.

Idea A: (Beg.)

Preliminary Instructions: Demonstrate the game to the students and tell them what specific sentence pattern they will practice; e.g., "I want to go to (Chinatown)."

How to Play: Divide the class into 2 or 3 groups and give each group a board. Have each player place his token on the 'start' space. The first student spins the spinner and moves his token the correct number of spaces; e.g., if the spinner points to #2 he moves two spaces, looks at the picture on the board, identifies the place and states that he wants to go there using the pattern, "I want to go to (Chinatown)." If the response is correct, he stays in that space. If it is incorrect, he repeats the correct sentence pattern (given by the teacher or game monitor) and goes back to his previous position.

If the spinner points to 'chance' the student picks up a chance card and hands it to the game monitor who reads out the direction; e.g., if the card says, "Go to English Bay", the student listens then moves his token to that picture and says the sentence pattern, "I want to go to English Bay." Each player follows the same procedure in turn. The first player to reach the 'finish' space wins.

The game can be easily monitored by the teacher or a group leader who does not play the game. The monitor is given a list of the postcard names which are identified by a number on the board. In the attached diagram the letters represent:

A. Stanley Park
B. Chinatown
C. Gassy Jack
D. Capilano Suspension Bridge
E. Seymour Mountain
F. Queen Elizabeth Park
G. Horseshoe Bay
H. Grouse Mountain
I. English Bay
J. (the) Capilano Suspension Bridge
K. (the) Lion's Gate Bridge
L. Eaton's
M. (the) Aquarium
N. (the) Museum of Anthropology
O. (the) Totem Poles
P. (the) Zoo

Note: Game boards can be highly successful tools for reinforcing many different patterns. Following the rules described above, the game could be adapted to focus on one of the following patterns:

a. I want to go to (Stanley Park).
   I want to go to the (zoo).
b. I want to see (Grouse Mountain).
   I want to see the (Aquarium).
c. Do you want to see _____?
   Do you want to visit _____?
   Do you want to go to _____?
d. I went to _____ yesterday.
   I went to the _____ yesterday.
e. I've not yet seen _____ but I hope to soon.

Preparatory Activity: Orientation to Vancouver, p. 251.
The students must be familiar with the points of interest and what they can see or do there in order to play the game described in *Idea B*.

Idea B: (Int.)

Divide the class into groups of six or fewer players and give each group a game board and a marker for each player. The game is played following the same procedure and rules described in *Idea A*, except each player will name the place and describe one or two things that he can do or see there; e.g., if he lands on the postcard of Grouse Mountain he says, "This is Grouse Mountain. You can ski in winter and hike in summer."

The teacher or game leader monitors the responses by checking what the student has said against the information given on the back of "Orientation to Vancouver Attractions" or the master list.

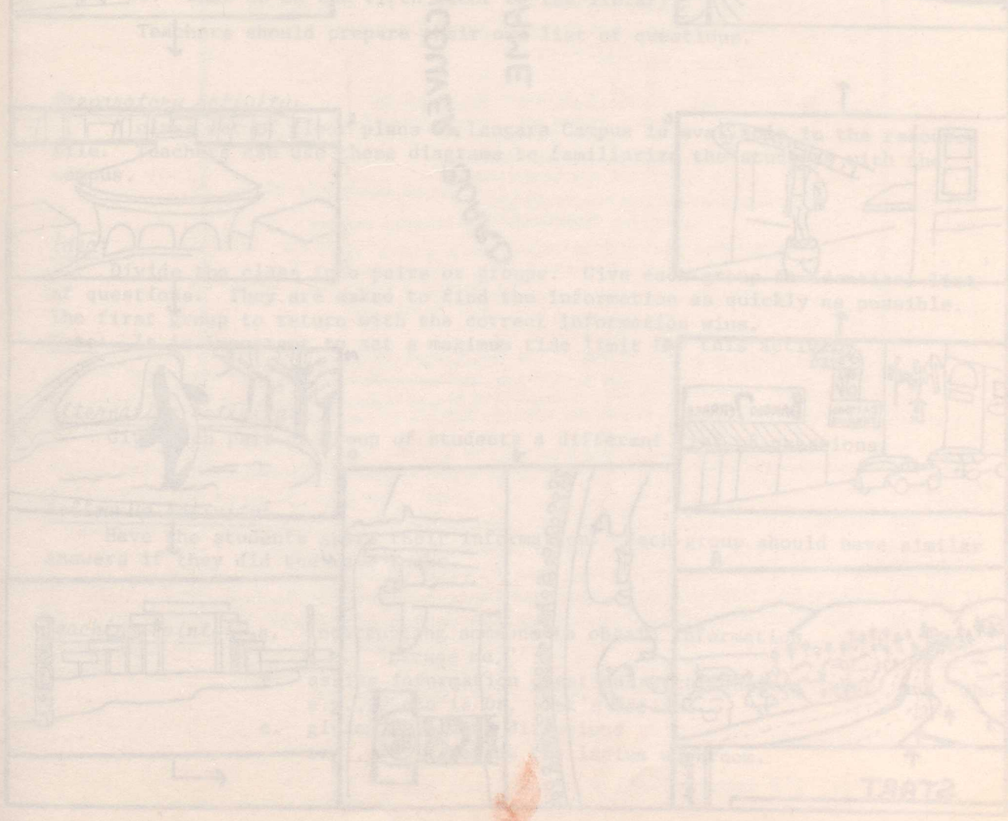
Teaching Points:

a. identifying points of interest

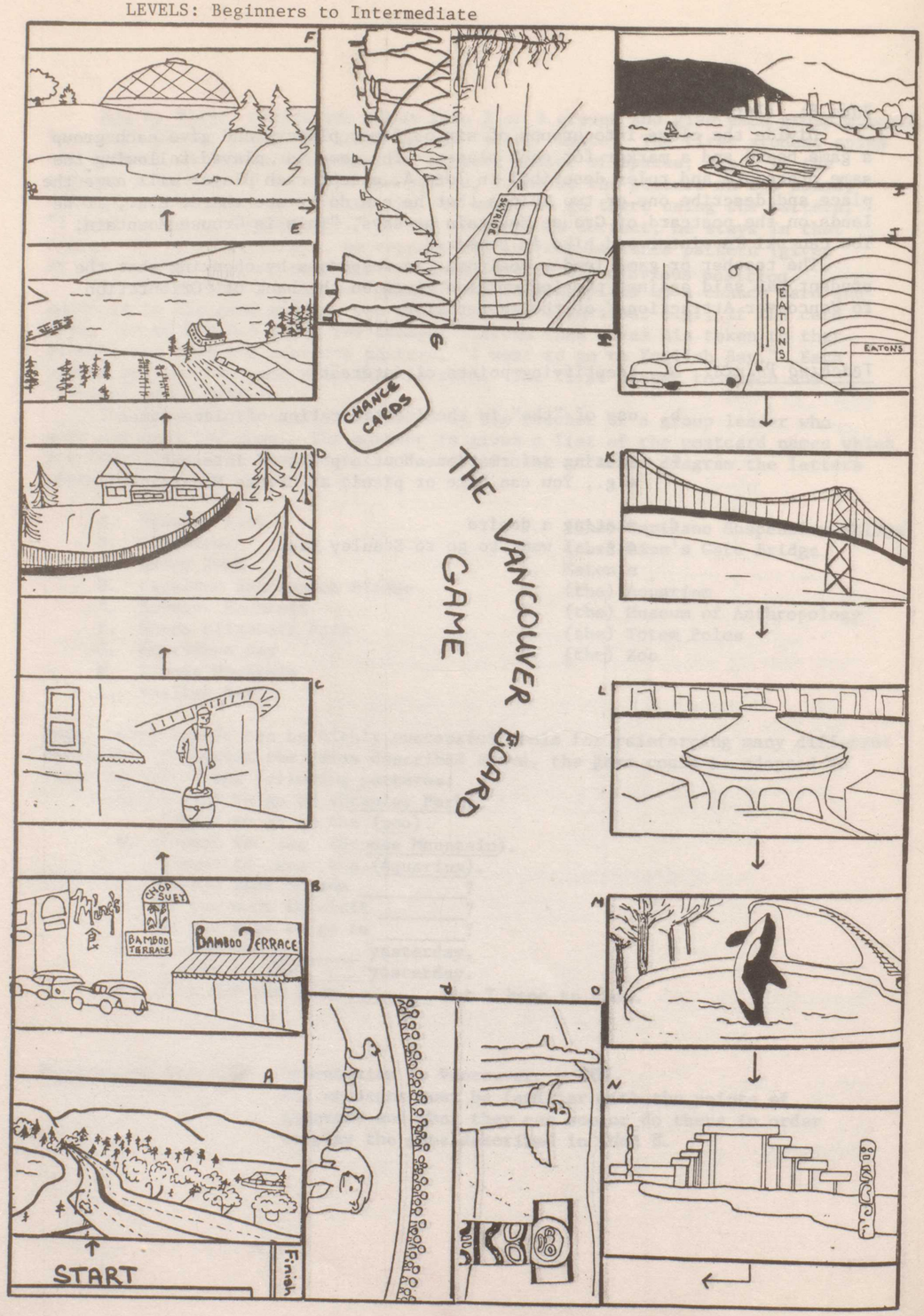
b. use of "the" in the identification of place names

c. stating information about a point of interest
   e.g., You can hike or picnic at Grouse Mountain.

d. stating a desire
   e.g., I want to go to Stanley Park.



LEVELS: Beginners to Intermediate



Contact: Learning About Langara Campus

Level: Upper Beg., Int.

Objective: A student should be able to inquire/state information about Langara Campus and its personnel.

Aids: a set of questions for each pair or group of students. The questions may be asked in any order.

1. What is the name of the switchboard operator?
2. Where is Dr. Fast's office?
3. Who is the head librarian in the campus library?
4. Where is the Student Council office? Write down the office number.
5. Where is the Lost and Found?
6. What are the hours of the student cafeteria?
7. What is the telephone number of the Summer English Language Program office?
8. Where can you buy stamps on campus?
9. Where is the faculty parking lot?
10. What is on the fifth floor of the library?

Teachers should prepare their own list of questions.

Preparatory Activity:

A class set of floor plans of Langara Campus is available in the resource file. Teachers can use these diagrams to familiarize the students with the campus.

Idea:

Divide the class into pairs or groups. Give each group an identical list of questions. They are asked to find the information as quickly as possible. The first group to return with the correct information wins.
Note: It is important to set a maximum time limit for this activity.

Alternative Activity:

Give each pair or group of students a different list of questions.

Follow-Up Activity:

Have the students share their information. Each group should have similar answers if they did the same tasks.

Teaching Points:

a. interrupting someone to obtain information
   e.g., "Excuse me."
b. asking information questions with 'where', 'what' and 'who'
   e.g., Where is Dr. Fast's office?
c. giving/following directions
   e.g., It is beside the ladies washroom.

Finding Hotel Accommodation

Level: Int.

Objective: A student should be able to
a. identify/name some of the major hostels and hotels in Vancouver
b. state/inquire about the room rates, service charges, recreation facilities, etc.
c. express a preference for accommodation

Aids: a set of 10 different pictures of local hostels and hotels. The pictures include: The Hotel Vancouver, Plaza International Hotel, Hotel Georgia, Bayshore Inn, Sheraton Landmark, the Four Season, the Sylvia Hotel, YWCA, the YMCA and the Canadian Youth Hostel.

The back of each picture contains information about the hotel; e.g., the location, the cost of a single/double room, etc.

Hotel:	Bayshore Inn
Address:	1601 West Georgia - near Stanley Park
Phone:	682-3377
Daily Room Rates:	with a single bed - from $72-98 with a double bed - from $89-113
The Room:	a. has colour television b. has air conditioning
Conveniences:	a. 24 hour room service b. has laundry and dry cleaning service
Restaurants:	a. dine at Trader Vics b. eat at the Terrace Garden Room
Recreation:	a. swim in the outdoor pool b. charter a boat c. rent a plane
Entertainment:	a. listen to the pianist in the Marine Lounge b. have a drink in the Captain Vancouver Lounge c. order a drink from the poolside bar service d. take the free bus service to Hotel Vancouver
Reservations:	are recommended

Idea:

The format is similiar to the one described in "Orientation to Vancouver Attractions". Select 5 students to be the hotel receptionists. Give each receptionist one picture and assign her an area of the room to represent the hotel at which she works. Hold the remaining pictures in reserve.

Have the remaining students be the prospective guests. The guests, in pairs, move around from hotel to hotel, inquiring about the hotel accommodation, facilities, etc. in order to determine in which place they want to stay. Some of the statements/questions the guests might generate are:

Stating need:

1. I'd like to make a reservation for _____.
2. Do you have any rooms available next weekend?
3. Could I reserve a room for Saturday night?
4. I'd like some information about _____.
5. I'd like a room with 2 double beds and a rollaway.
   single with bath.
   queen-sized bed.

Questions:

1. How much is a single/double room?
2. How much is a room with bath?
3. Do you have a weekend package?
   have weekly rates?
   have cooking facilities?
   have laundry facilities?
   have room service?
   accept VISA?
4. Does the hotel have a pool?
   recreation facilities?
   a restaurant/coffee shop?
   a cabaret/discotheque?
   free parking?
   a safe?
   a beauty salon?
5. Does the room have coloured T.V.?
   air conditioning?
6. Does the room have a view?
   a telephone?
7. Do you want a deposit?
8. What time can I check in?
   is check out?

Each pair of guests must visit at least 3 of the 5 hotels. They may write down any pertinent information they wish to remember. When they've collected the data, they must decide at which hotel they'll book reservations and state why.

The guests share their choice with the class. Have the students change roles and repeat the activity. Give each new hotel receptionist one of the picture cards held in reserve. Have the prospective guests inquire about the accommodations.

CONTACT: Have each student verify the information for a particular hotel by phoning the hotel and asking any three of the above questions.

Teaching Points:

a. inquiring about accommodations
e.g., How much is the daily rate for a double room?

b. stating information about accommodations
e.g., All the rooms have colour T.V.

c. inquiring about facilities/rates; active/passive voice in statements and questions
e.g., (active) Does the room rate include the service charge?
(passive) Is the service charge included in the rate?
(active) There is room service.
(passive) Room service is provided.

d. stating preference
e.g., We prefer to stay at the _____.

e. stating a reason
e.g., I prefer the Bayshore Inn because it is near Stanley Park.

Talking About Places to Visit

Level: Upper Beg., Int.

Objective: A student should be able to
a. state a desire to visit a place
b. state reasons for his choice of place

Aids: 20 large coloured pictures of different places in Canada. Some are pictures of urban areas, some are lakes, etc.

(Pictures are available in the resource file.)

Idea:

Display the pictures. Have each student select one picture of a place she would like to visit. She must be prepared to say why she would like to visit there. Students then take turns showing the picture chosen and giving the reason for that choice; e.g., "I would like to visit here because I like hiking." or "I would like to visit here because I love night life and disco dancing."

Teaching Points:

a. stating a desire
e.g., I would like to visit . . .

b. stating reasons
e.g., . . . because I like hiking.

Acknowledgements

Maze Grid - Diane MacDicken who worked on the program in 1977

Contact: Learning About Langara Campus - Nick Collins who has been teaching on the program for the past four years

Telephone Contact - based on an idea by Donna McGee who is an ESL instructor at King Edward Campus

Living With A Canadian Family

A STUDENT SHOULD BE ABLE TO:

a. identify/name kitchen utensils and dishes

b. give/follow directions for placing cutlery and other utensils

c. identify/name household chores

d. inquire about/state information about household chores

e. describe/inquire about a household task

f. describe an embarrassing situation

g. make/respond to an apology in an embarrassing situation

h. make/respond to suggestions in an embarrassing situation

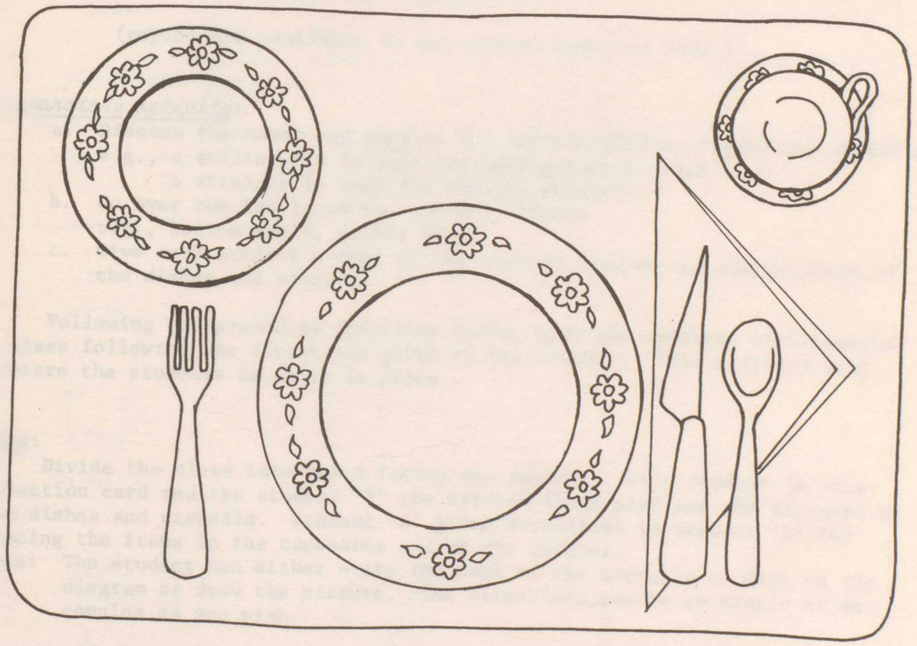
Setting a Table

Level: All

Objective: A student should be able to give/follow directions for setting a table.

Aids: one or more place settings, e.g., knife, fork, spoon,napkin, dinner plate, cup and saucer, salad bowl, and bread and butter plate

(Two place settings are available)



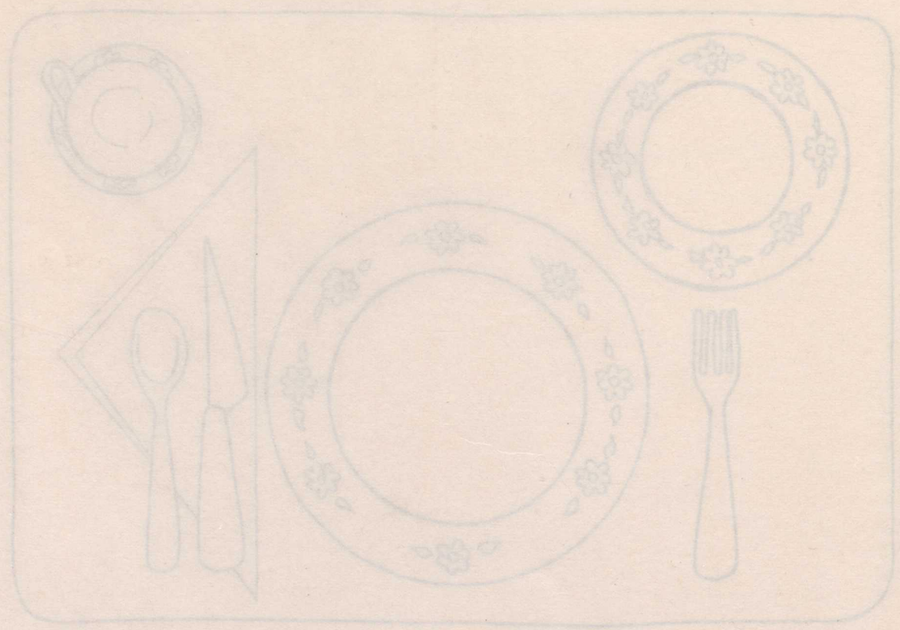
Idea:

Have one student arrange a plate setting so the class cannot see it. Give another student some cutlery and dishes and have him make a replica of the first place setting by following the first student's directions. If either student has difficulty giving directions, have their classmates help them.

Follow-Up Activity: Divide the class into small groups. Appoint one student in each group to give directions for setting a table. The other students in the group draw a setting on a blank piece of paper. When they've completed the task, have the students compare their settings.

Teaching Points: a. giving and following directions
e.g., Put the fork on the left hand side near the edge of the mat.

b. describing the location using prepositions
e.g., beside, next to, above, below, etc.



Following Directions In The Kitchen

Level: Upper Beg., Int.

Objective: A student should be able to
a. identify/name kitchen utensils and dishes
b. give/follow directions for putting the items in the cupboards

Aids: a. a set of identical direction cards; one for each pair of students (teachers must prepare their own direction cards)

b. a copy of the kitchen diagram and pictures of dishes and utensils for each student. See pages 272-3.

(copies are available in the student hand-out file.)

Preparatory Activity:
a. Discuss the names and uses of the various kitchen dishes and utensils
e.g., a rolling pin is used for making pastry dough
a strainer is used for rinsing vegetables
b. Go over the labels on the kitchen diagram
e.g., bottom shelf, middle shelf
c. Give each student a copy of the kitchen diagram and the pictures of the dishes and utensils

Following the procedure described below, have the students work together as a class following the directions given by the teacher. This activity will prepare the students to do it in pairs.

Idea:

Divide the class into pairs facing one another. Give student 'A' the direction card and the student 'B' the kitchen floor plan and the pictures of the dishes and utensils. Student 'A' gives directions to student 'B' for placing the items in the cupboards and on the counter.

Note: The student can either write the name of the utensils or dish on the diagram or draw the picture. The directions can be as simple or as complex as you wish.

An example of a direction card at the Intermediate level would be:

1. Put six glasses on the bottom shelf above the toaster.
2. Put the muffin tin in the sink.
3. Put two cups and saucers on the middle shelf above the toaster.
4. Put the sugar bowl and cream jug on the first shelf above the mixer.

5. Put the teapot on the middle shelf above the mixmaster.
6. Put the rolling pin and flour sifter on the counter between the toaster and mixer.
7. Put the spatula beside the mixer.
8. Put four dinner plates on the middle shelf above the rolling pin and flour sifter.
9. Put two cookie sheets in the cupboard, directly below the mixer.
10. Put the frying pan and roaster in the cupboard next to the cookie sheets.

When the student has completed her diagram, she changes roles with her partner and the activity is repeated. The students then compare their diagrams. They should be identical. If not, have them check the direction card and try to reach a concensus.

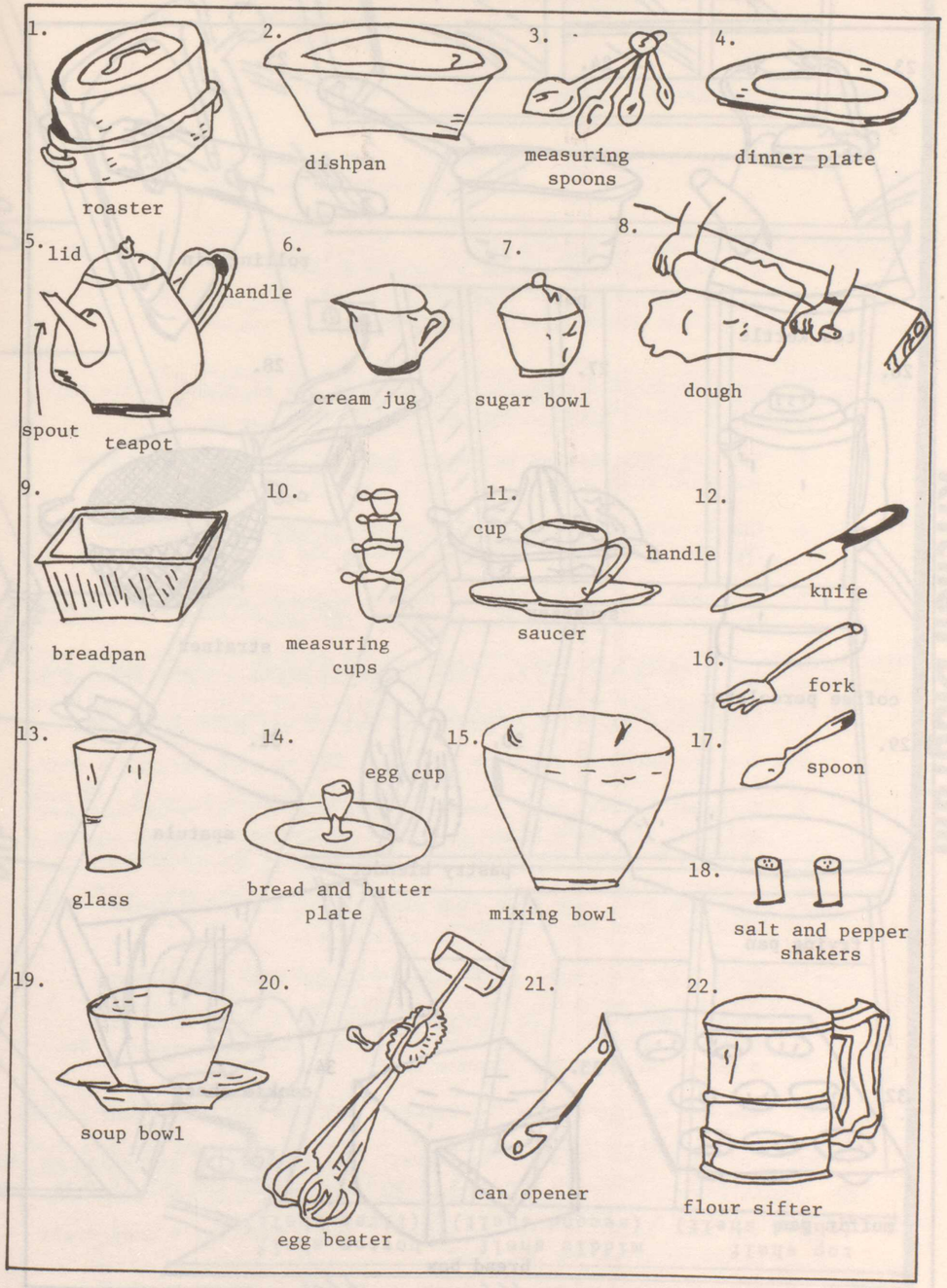
Alternative Activity: Put the directions on language master cards.

Teaching Points: a. identifying/naming kitchen items/utensils

b. following a sequence of directions
e.g., Put the spatula beside the mixer

c. describing the location of an item
e.g., prepositions: besides, next to, above, etc.

Kitchen Dishes & Utensils



Kitchen Dishes & Utensils

23. tea kettle

24. pot

25. rolling pin

26. coffee percolator

27. squeezer

28. strainer

29. frying pan

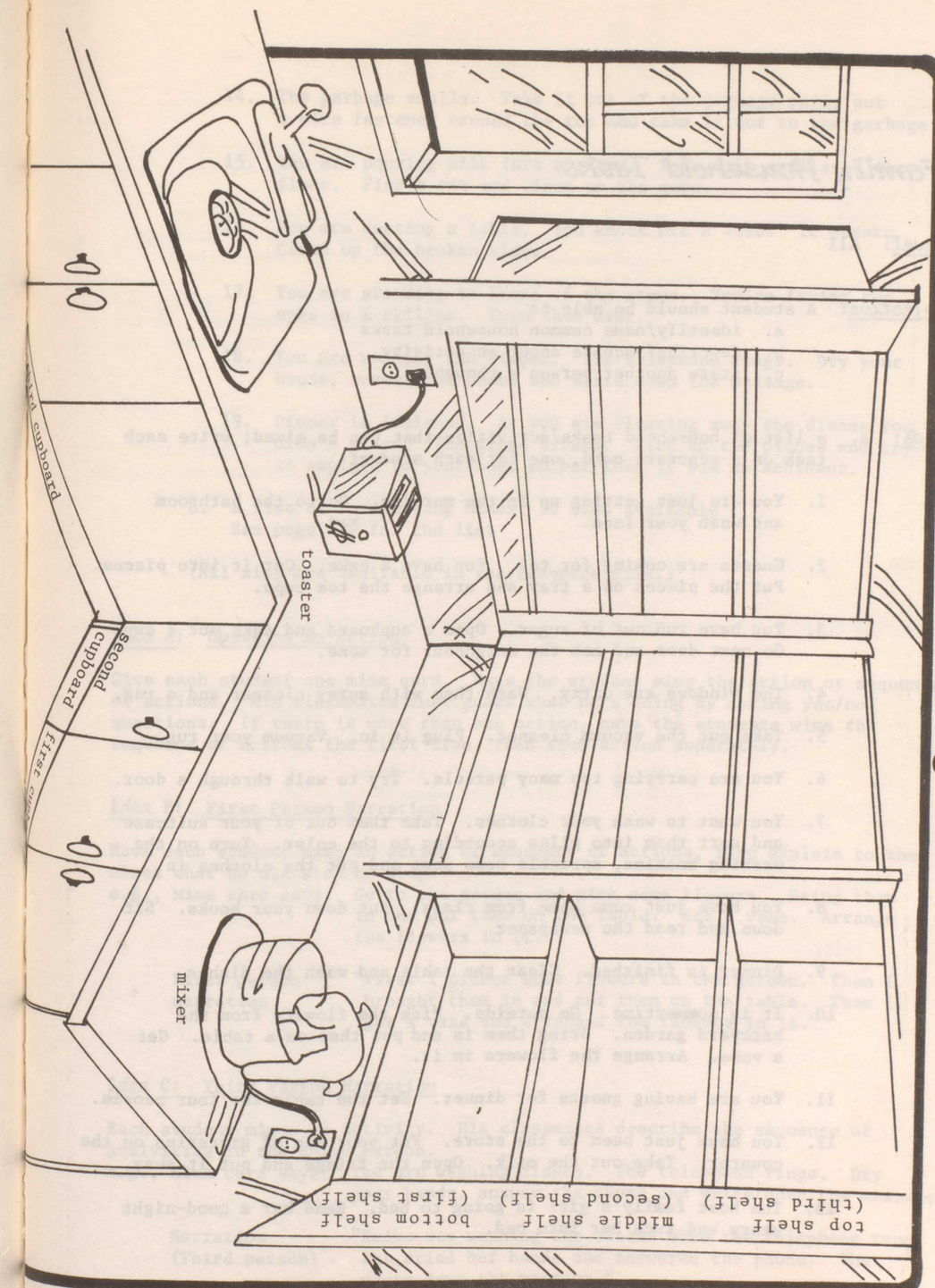
30. pastry blender

31. spatula

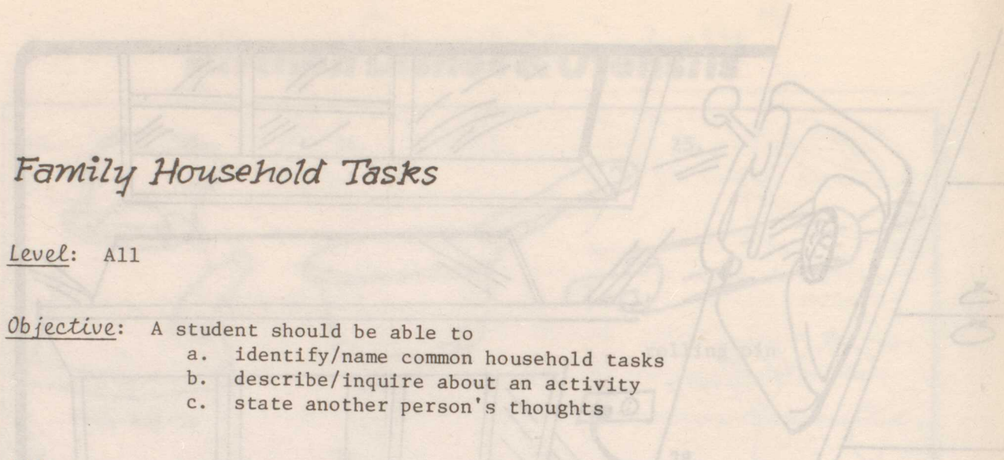
32. muffin pan

33. bread box

34. cookie sheet



Kitchen Diagram



Family Household Tasks

Level: All

Objective: A student should be able to
a. identify/name common household tasks
b. describe/inquire about an activity
c. state another person's thoughts

Aids: a. a list of household tasks/activities that can be mimed; write each task on a separate card, one for each student

1. You are just getting up in the morning. Go to the bathroom and wash your face.
2. Guests are coming for tea. You have a cake. Cut it into pieces. Put the pieces on a tray and arrange the tea cups.
3. You have run out of sugar. Open a cupboard and take out a cup. Go next door and ask the neighbour for some.
4. The windows are dirty. Wash them with spray cleaner and a rag.
5. Take out the vacuum cleaner. Plug it in. Vacuum your rug.
6. You are carrying too many parcels. Try to walk through a door.
7. You want to wash your clothes. Take them out of your suitcase and sort them into piles according to the color. Turn on the washing machine, sprinkle some soap and put the clothes in.
8. You have just come home from class. Put down your books. Sit down and read the newspaper.
9. Dinner is finished. Clear the table and wash the dishes.
10. It is summertime. Go outside. Pick the flowers from the backyard garden. Bring them in and put them on a table. Get a vase. Arrange the flowers in it.
11. You are having guests for dinner. Set the table for four people.
12. You have just been to the store. Put your bag of groceries on the counter. Take out the milk. Open the fridge and put it away.
13. The host family's girl is going to bed. Read her a good-night story and tuck her into bed.

14. The garbage smells. Take it out of the garbage pail, put a wire fastener around the top and take it out to the garbage.
15. You are pouring milk into a glass. Some milk spills on the floor. Find a rag and clean up the mess.
16. You are dusting a table. You knock off a vase. It breaks. Clean up the broken glass.
17. You are standing in front of the stove. You're frying two eggs in a skillet. Turn them over.
18. You are washing the dishes. The telephone rings. Dry your hands, answer the phone and write down the message.
19. Dinner is finished. As you are clearing away the dishes you drop a glass. The glass breaks. Pick up the pieces and try to explain to your host mother that it was an accident.

b. a list of food/eating mimes; is also available
See page 153 for the list

(All aids are available in the resource file.)

Idea A: Guessing an Action

Give each student one mime card. Have the student mime the action or sequence of actions. His classmates must guess what he's doing by asking yes/no questions. If there is more than one action, have the students mime the sequence of actions the first time, then each action separately.

Idea B: First Person Narration

Have each student mime an action or sequence of actions, then explain to the class what he did step by step.
e.g., Mime card says: Go to the garden and pick some flowers. Bring them in and put them on the table. Get a vase. Arrange the flowers in it.

First person narration: "First I picked some flowers in the garden. Then I brought them in and put them on the table. Then I got a vase and arranged the flowers in it."

Idea C: Third Person Narration

Each student mimes an activity. His classmates describe the sequence of activities in the third person.
e.g., Mime card says: You are washing dishes. The telephone rings. Dry your hands, answer the phone and write down the message.

Narration (Third person): "Keiko was washing the dishes when the telephone rang. She dried her hands and answered the phone. She wrote down the message."

Idea D: Inner Voice

Divide the class into pairs and give each pair of students one mime card. One student in the pair mimes the sequence of actions while his partner speaks his thoughts.

e.g., Mime card says: Dinner is finished. As you are clearing away the dishes you drop a glass. The glass breaks. Pick up the pieces and try to explain to your host mother that it was an accident.

Inner Voice : "Well, it's my turn to clear the table tonight. Oh no, I just dropped a glass! What will my host mother say. Oh. I'm sorry. I broke one of your glasses. I'll pay for it."

Alternative: a. Find out from the students what household tasks each family member does, then make up mime cards based on this information. See "Who Does The Chores In Your Family", p. 9G for more mime ideas.

b. Have the students think up their own mime situations.

Teaching Points: a. naming common household tasks/activities
e.g., vacuuming, washing dishes, taking out the garbage

b. describing a sequence of actions using the past tense
e.g., She cleared the table, broke a glass and cleaned it up.

c. inquiring about someone's actions
e.g., Are you picking flowers?
Are you washing the windows?

Who Does The Chores In Your Family?

Level: Upper Beg., Int.

Objective: A student should be able to inquire/state information about family member's tasks.

Aids: a different survey question for each student. The questions focus on family roles. Each teacher must make up her own survey charts?

1. Who clears the table in your family?	
Name	Response
1.	
2.	
3.	
4.	
5.	
6.	

Other questions included in the survey:

2. Who takes the clothes to the cleaner in your family?
3. Who makes the medical and dental appointments in your family?
4. Who cleans the stove in your family?
5. Who pays the bills in your family?
6. Who makes the plans for family entertainment in your family?
7. Who takes out the garbage in your family?
8. Who cleans the bathroom in your family?
9. Who disciplines the children in your family?
10. Who writes to the relatives in your family?
11. Who looks after the pets in your family?
12. Who vacuums in your family?
13. Who makes the dinner in your family?
14. Who washes and dries the dishes in your family?
15. Who makes breakfast in your family?
16. Who gets up first in the morning in your family?
17. Who washes the windows in your family?
18. Who irons the clothes in your family?
19. Who washes the clothes in your family?
20. Who shops for the groceries in your family?

Idea A:

Give each student one survey question; e.g., "Who pays the bills in your family?" Each student moves around the room asking each of her classmates the survey question and writes the students' names and the responses on her chart. The classmates answer by giving true information about their family's activities in Japan. Each student asks her question of at least six other students. When the survey chart is completed, the students take turns reporting the results; e.g., "Four persons said that their mother paid the bills, and two people said that their father paids the bills."

Idea B: CONTACT

Give each student a chart with one survey question or draw up a chart with 8 to 10 of the questions and have the students ask various people around the campus or members of their host family. When they are asking for information from someone else, they should explain that they are taking a survey for their English class.

Idea C: CONTACT

Invite several Canadian students or friends to class and have the Japanese students ask the guests the survey questions.

Follow-Up Activity:

Have the students compare the responses of the Japanese students and the Canadian students.

Teaching Points:

a. asking information questions with 'Who'
e.g., Who does the dishes in your family?

b. reporting information using reported speech
e.g., Five persons said that their mothers paid/pay the bills.

Roleplays - Living With A Canadian Family

Level: All

Role plays are one effective way of getting the students to provide their own words or expressions to convey a message. Role plays not only increase spontaneity and encourage creative interaction, they also clarify concepts, give the students an opportunity to make use of information they already possess, and develop insights into human relationships by providing a channel in which feelings can be expressed under the guise of make-believe.

By spontaneity, I mean that the students are encourage to use creatively the language they are learning regardless of the number of errors they make or the number of times they may attempt to say something. The most important goal is getting the message across.

The following suggestions focus on situations the students might encounter during their stay in Vancouver. We leave it up to each teacher to decide which situations best serve the students' needs and which activities best prepare them to role play the situations.

Living with a Canadian Family (a set of the roleplays is in the resource file.)

1. Your host mother asks you what you want for breakfast. You are hungry but you do not want to be rude. Be polite when you tell her.

2. You want to do your laundry. Your host mother offers to do it but you do not want to trouble her. Insist that you do it yourself.

3. You have a cold and a cough. You want to buy some medicine. Ask your host mother's advice.

4. It is 11 p.m. You are talking with your host family in the living room. You are very tired and want to go to bed. Excuse yourself.

5. You are having dinner with your family. Talk about your day. Ask the family about their day.

6. Your host mother asks you to set the table. Ask her where the cutlery is kept, then ask her how to set the table.

7. Your friend and you are discussing your first impressions of your host family.

8. Your host mother is preparing dinner. Ask her what she is preparing. Offer to help. She suggests several things you can do.

9. Your host family wants to know how you spend your leisure time in Japan. Discuss it.

10. You want to invite your host family out for dinner. You don't know a good restaurant. Ask the family's adivce.

11. You are going to be a little late for dinner. Call your host mother and tell her not to wait for you.

12. Your host family offers to take you to the zoo. You have already made other plans. Refuse her offer.

13. You are homesick. You want to call your parents in Tokyo. Explain the problem to your host father and ask him if you can make a long distance phone call. Do not forget to offer to pay for it.

14. You are at home with your host family. You get a call from a nice Canadian fellow you met that day. He wants to take you out. You want to go out with him, but you don't know if the host family will approve. Ask them.

Embarrassing Situations

Level: Int.

Objective: A student should be able to
- a. describe an embarrassing situation
- b. make/respond to an apology
- c. make/respond to suggestions to rectify the situation

Aids: a. a list of embarrassing situations
(teachers should prepare their own list of situations based on their knowledge of the problems the students are having with their host families)

b. a list of useful expressions to use in such situations
e.g., Apologies
"I don't know what to say."
"I'm really embarrassed."
e.g., Positive Responses
"Don't worry about it."
"Everyone makes mistakes."
e.g., Negative Responses
"Try no to let it happen again."
"You should try to be more careful."

Idea:
Have one of the students (or another native speaker) act out the following situation with you while the others watch and note the expressions used.

> You are taking a bath at your host family's place. You turn on the water and fill the tub then sit on the bathroom floor and wash yourself, pouring water from the tub over yourself. Since there is no floor drain, the water seeps out the door onto the hallway carpet. Your host mother discovers the mess. Act out the situation and show how you are going to rectify it.

Elicit from the class useful expressions to use in such a situation. Jot them down on the board. Divide the class into pairs and give each pair an embarrassing situation to role play for the class. Give them approximately 10 minutes to prepare. While each pair of students is acting out their embarrassing situation, have the class jot down the expressions used.

Teaching Points: a. making/responding to apologies
e.g., "I'm sorry."
"This is so embarrassing."

b. making/responding to suggestions
e.g., "Why don't I mop up the mess?"
"That would be fine."
"Don't worrry about it."

c. describing an embarrassing situation
e.g., Yesterday, an awful thing happened . . .

Acknowledgements

Setting a Table - Sylvia Inman

Embarrassing Situations - Jan Laylin

B.C. Pictorial Stories

A STUDENT SHOULD BE ABLE TO:

a. inquire about/state information about an historical event/ character of B.C.

b. describe an historical event/character

c. identify/name animals commonly featured on totem poles

B.C. Pictorial Stories

Level: All

During the past five years, we have been gathering data about British Columbia's history--collecting information about well-known personalities, significiant events and native peoples. This information has been synthesized and put into narrative form, with sequential illustrations for use in the ESL classroom.

These stories have been effective in stimulating interest in B.C.'s history and culture. They provide interesting listening comprehension and reading material in the content area. They also provide stimulating bases for role play situations and dialogues which generate creative expression and improvisation. Furthermore, they give the visitor to Canada a glimpse of some historical places and tourist attractions which they may visit.

We made an effort to control structures when writing the stories. However, we are more liberal with the introduction of new vocabulary than most ESL texts because the pictures help clarify the concepts and terminology. Most stories have both a simplified version and a complex version. The simplified version is geared to the Beginner levels. Hence, it introduces simple sentence patterns and the present or past tense verb forms. The complex version is geared to Intermediate levels and includes time clauses, conditionals and a wider range of verb forms.

The pictures play an important role in giving meaning to the language. They are mounted on 8½" x 11" bristol board, large enough for classroom use. The story script is on the back of each frame. This allows the teacher to structure a listening comprehension activity in which the students recall details, give a facsimile of what was presented or interpret an action based on the visual representation rather than on the written word. To give you an idea of some of the stories we developed we've attached sketches of the pictures and typed in the story script.

Instructors interested in using the stories will find large colored pictures of the following stories available in the resource file. The Senior Program has the complex and simplified versions of "Billy Barker" and "Gassy Jack"; it also has complex versions of "The Bride Ships", "Elizabeth Harrison", "A Brave Woman", "The Great Fire of Vancouver", and "The Twin Sisters".

SUGGESTED USES

1. To begin with, the story can be presented as a listening comprehension activity. The teacher tells the entire story once or twice. As she tells the story, she holds up the appropriate picture frame to illustrate the narration. Unfamiliar words and/or key expressions can be written on the board beside or above each frame.

Next, the teacher tests the students' comprehension by asking questions about each frame. We suggest you ask both yes/no questions and 'wh' questions so that students with different levels of ability can participate.

2. The ensuing suggestions focus on listening and speaking skills. They provide opportunities for the students to create language as they seek to function in language-demanding situations. While some of the activities are more controlled than others, they all involve active participation on the part of the students and require them to combine and recombine information.

A. PARAPHRASING

1. Each student is given one picture frame and is asked to retell that part of the story in his own words using key words or expressions as a guide. The pictures are numbered on the back so that the story can be told in sequence.

2. An alternative is to have each student prepare two or three questions about the picture to ask his classmates. The weaker students could prepare yes/no questions while the more advanced students could prepare 'wh' questions.

B. SEQUENCING

1. We suggest that the teacher record one sentence for each picture on language master cards. The students listen to the cards which are in sequence and find the matching pictures which are scrambled.

2. A summary of each story could be recorded on language master cards. The cards are then distributed in random order to pairs or small groups of students who are asked to listen to each card to determine the correct sequence. Students are not allowed to write anything down. Once they have sequenced the cards they check their answers by referring to the numbers written on the back of the card. This activity generates a lot of discussion amongst students when there isn't complete agreement.

(Note: the teacher must make her own cards.)

C. ROLE-PLAY

The role plays have been designed to encourage the students to relive the character's life, putting their own feelings and words in action. The focus is on natural communication and on the message being conveyed, not on correct structures. The dialogues, therefore, are not memorized. Assign roles and allow students approximately ten minutes to prepare the role play. It is helpful to have a few simple props. The students may enjoy suggestion situations for role plays. A few suggestions are listed on the next page.

The Bride Ships

1. Setting: aboard a bride ship headed for Victoria
   Characters: two young British orphan girls
   Situation: one girl is lonely and frightened and the other is confident and optimistic

2. Setting: a saloon in Victoria
   Characters: two prospectors - one young and poor, the other older and richer
   Situation: A bride ship is due in port any day and the two men are anticipating its arrival and discussing what kind of woman they hope to marry.

GASSY JACK (simplified version)

1



This is Jack Deighton.

2



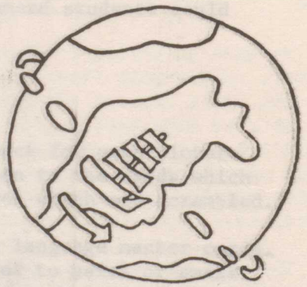
He was born in England i..
1830.

3



He became a sailor and,

4



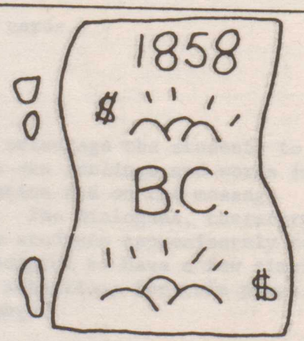
he travelled all over the world.

5



People called him "Gassy Jack" because he liked to talk and talk.

6



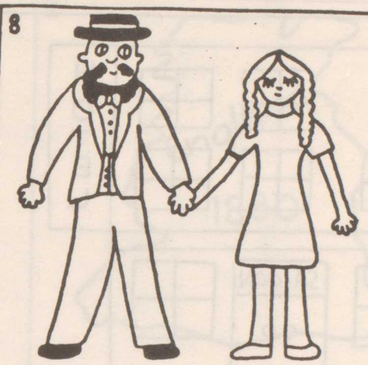
In 1858, Jack came to B. C. to look for gold.

7



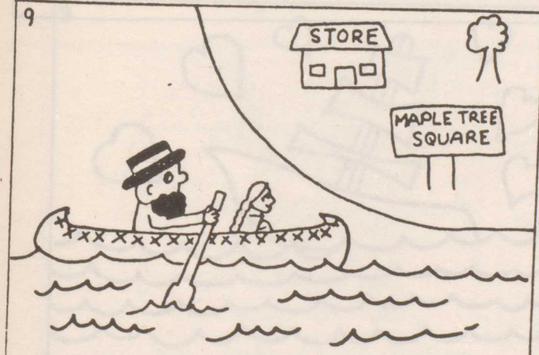
He didn't find any,

8



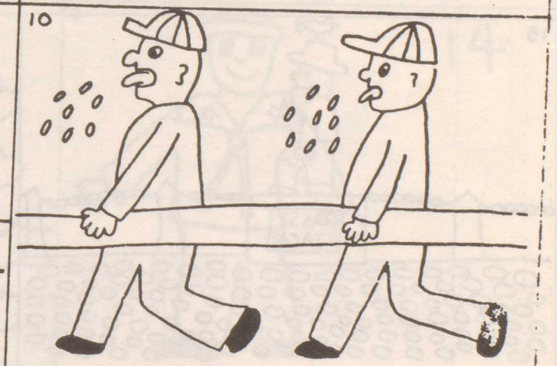
but he found a wife.

9



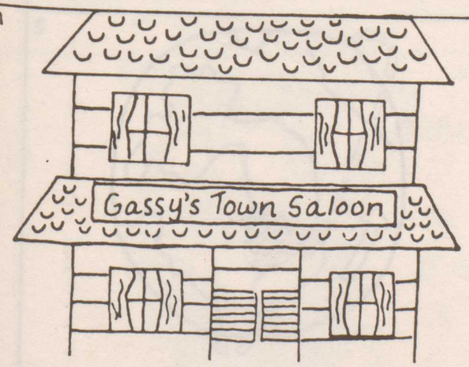
In 1867, Jack and his wife went to Maple Tree Square.

10



Many thirsty lumber-mill workers lived there.

11



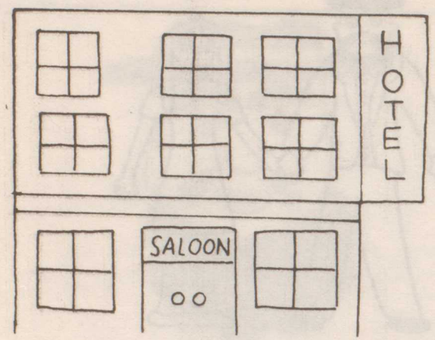
They helped Jack build a saloon. At first they called the saloon Gassy's Town, but they soon changed the name to "Gastown".

12



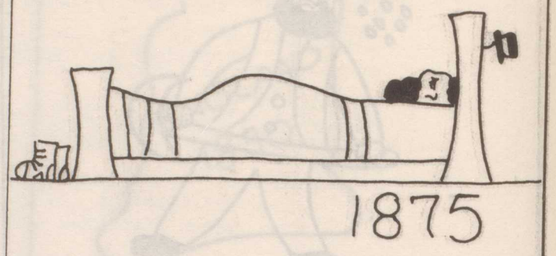
This was the beginning of Vancouver.
(people who lived in the area said they lived in Gastown.)

13



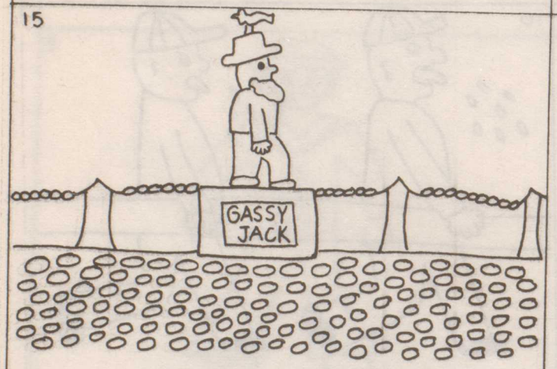
Gassy Jack built a hotel in Gastown, too.

14



In 1875, he became very sick, and died.

15



Now, there is a statue of Gassy Jack in Gastown, in Vancouver.

"GASSY JACK" COMPLEX VERSION

1



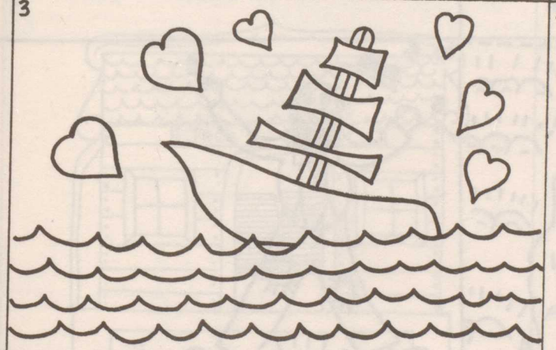
This is Jack Deighton.

2



Jack was born in England in 1830.

3



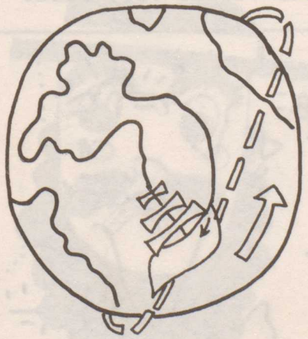
He loved the sea.

4



When he was 14 years old he became a sailor. . .

5



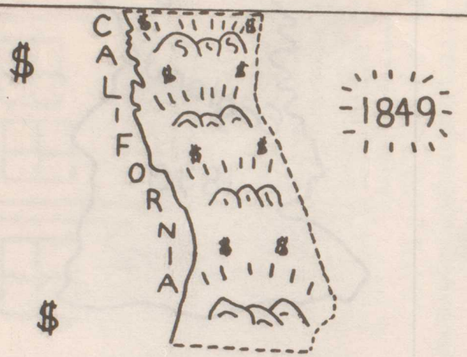
. . . and travelled all over the world.

6



His nickname was "Gassy Jack" because he liked to talk and talk.

7



In 1849 gold was found in California.

8



Jack was very poor so . . .

9



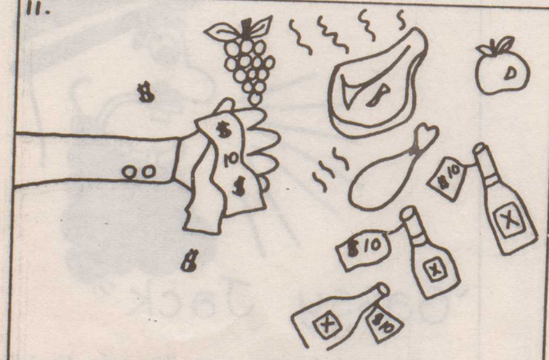
. . . in 1853, he went to California to look for gold.

10.



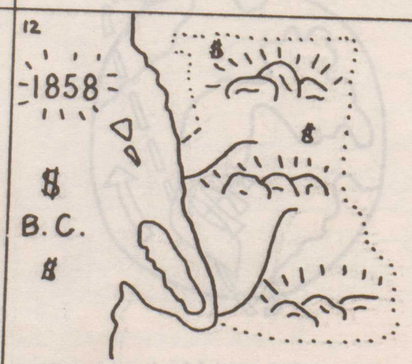
He found a beautiful nugget and became very rich.

11.



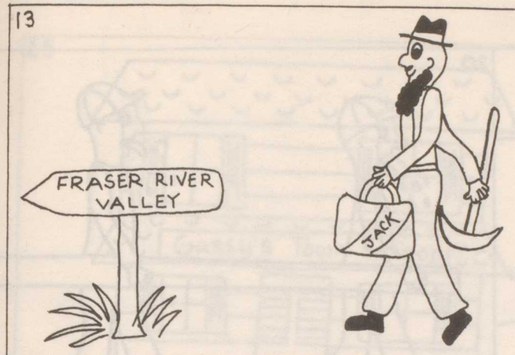
But Jack spent all his money on food and whiskey and soon he became poor again.

12



In 1858, gold was found in British Columbia.

13



Jack came to the Fraser River Valley to look for gold.

14



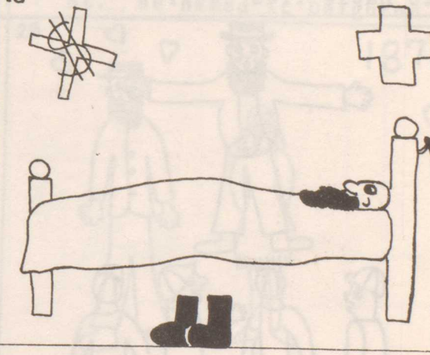
He had no luck so he went to New Westminster . . .

15



. . . and opened up a saloon.

16



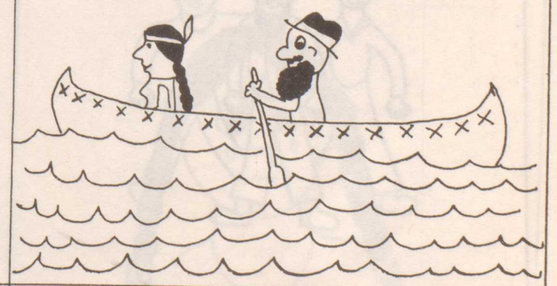
But after 3 years, his saloon went bankrupt. Jack was broke and his health was bad.

17



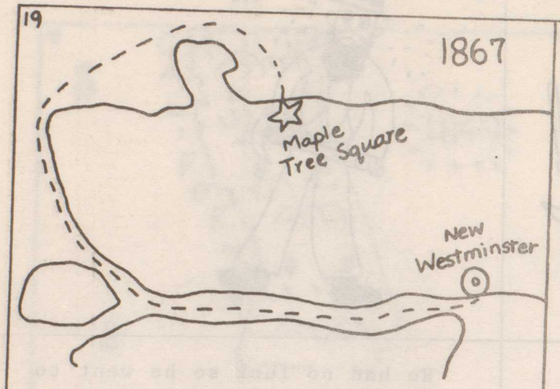
He was very unhappy.

18



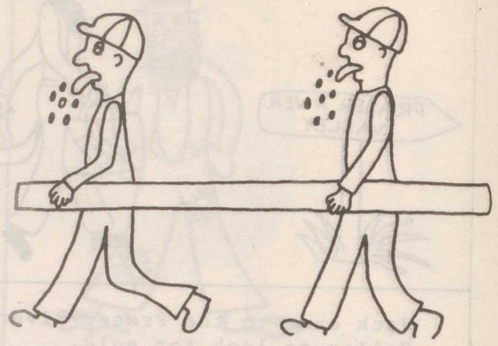
On September 29th,1867, Jack and his Squamish Indian wife left New Westminster.

19



They paddled a canoe up the Fraser River, down the Burrard Inlet to Maple Tree Square.

20



At Maple Tree Square there was a lumber mill and many thirsty millworkers.

21



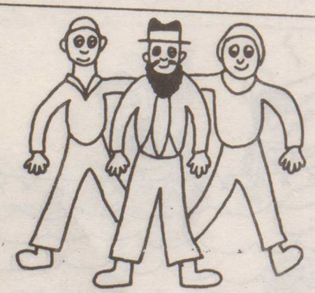
Jack told the millworkers he wanted to open up a saloon. They were very happy.

22



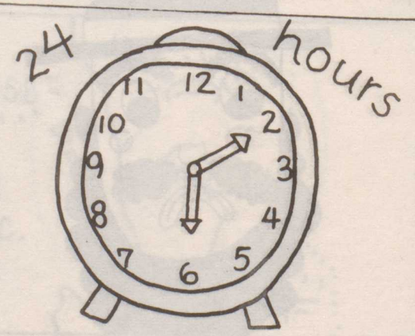
He had no money so he asked for help.

23



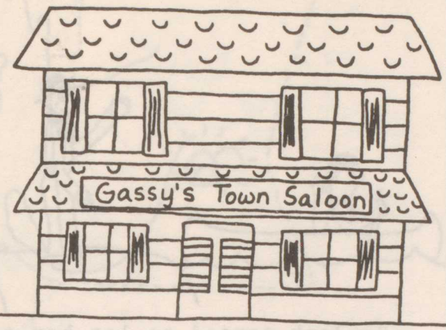
The millworkers liked Jack. They wanted a saloon.

24



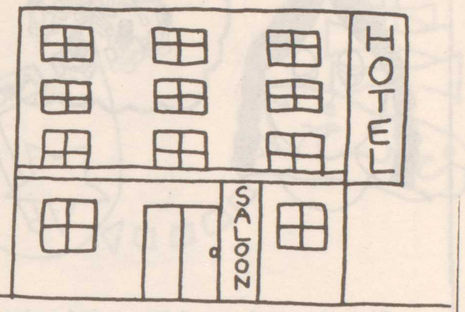
So in 24 hours . . .

25



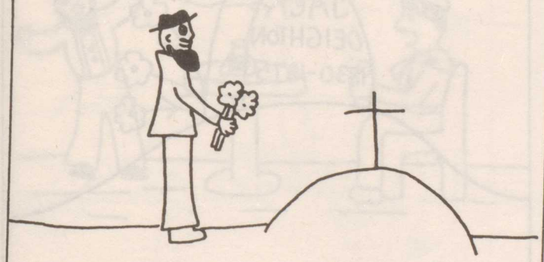
. . . they built a saloon for Jack. They named it "Gassy's Town". Soon it became "Gastown".

26



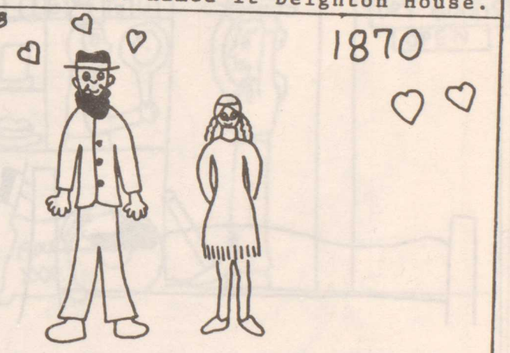
A few years later Jack built a big hotel and saloon on the corner of Carrall and Water St. He named it Deighton House.

27



Then his wife died . . .

28



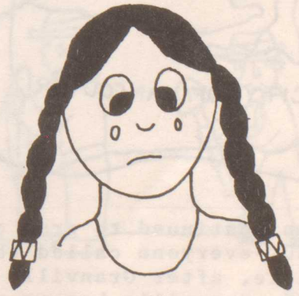
... and in 1870 he married her niece, Madeline. Jack was 40 and Madeline was 12.

29



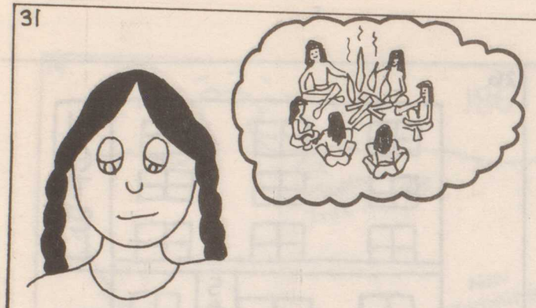
In 1871, they had a son. Jack was a good husband and father...

30



... but Madeline was not happy at Deighton House. It was too noisy.

31



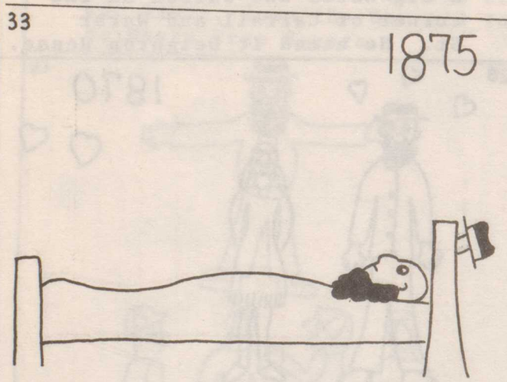
She wanted to live with the Indians.

32



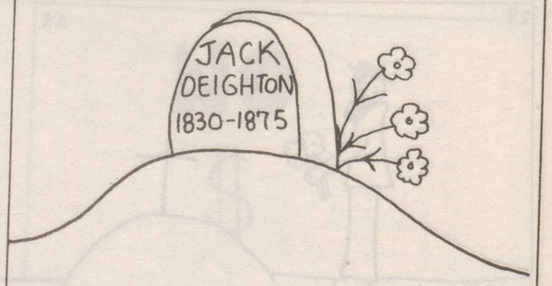
So Jack agreed to let her go back to Squamish, and he promised to support her and their son.

33



In 1875, Jack became sick again and on May 29 . . . .

34



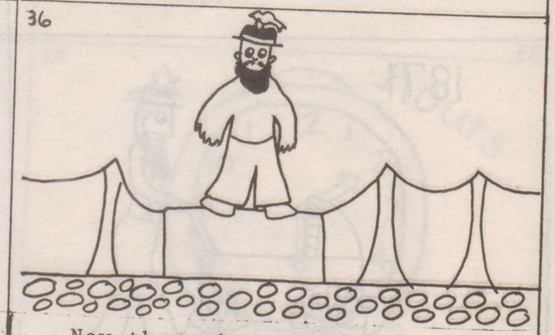
. . . he died. He was 44 years old.

35



Gastown continued to grow quickly. By 1880, everyone called the town Granville, after Granville Street. In 1886, Granville became a city and its name was changed to Vancouver in honour of Captain George Vancouver.

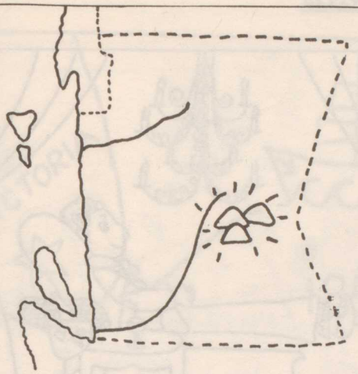
36



Now there is a statue of Gassy Jack in Gastown on the corner of Carrall and Water Street. He stands up high, admiring his beautiful city. But he is tired. He wants to sit down in his saloon with his friends and a bottle of whiskey.

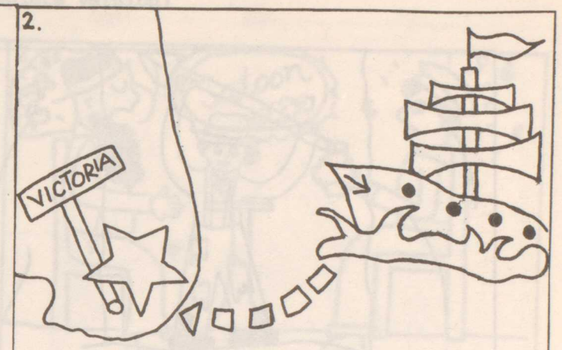
BILLY BARKER (simplified version)

1.



In 1858, gold was found in B. C.

2.



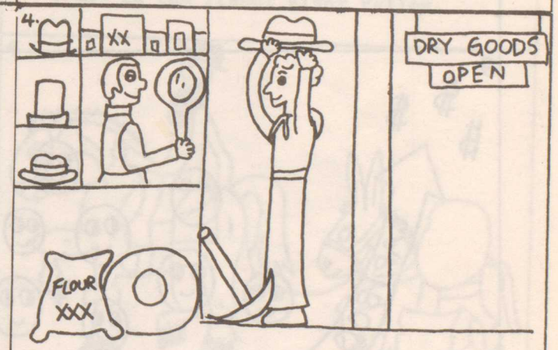
That same year, Billy Barker, a sailor, came to Victoria.

3



He heard about the gold, and decided to be a prospector. (Next picture also)

4

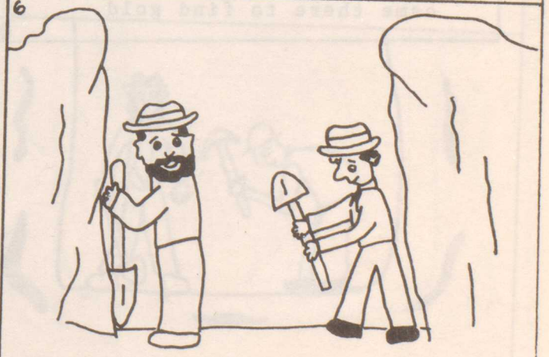


5.



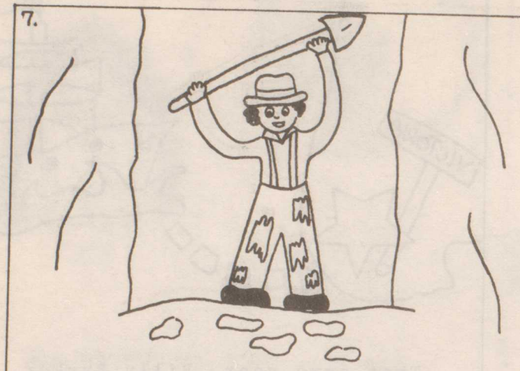
He went to the Cariboo.

6



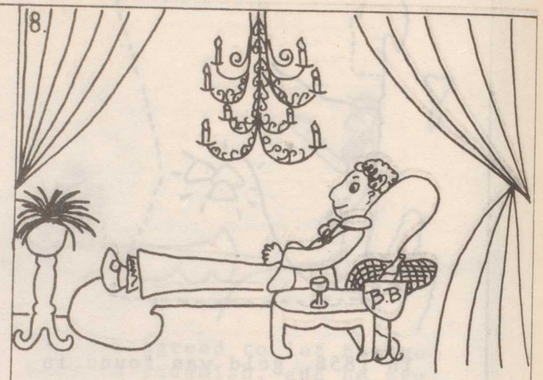
He worked hard and in 1862 he got lucky.

7.



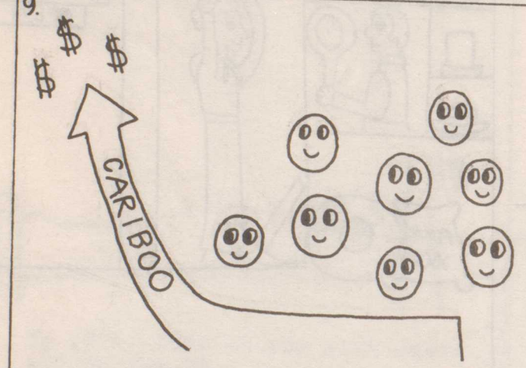
He found nuggets as big as eggs!

8.



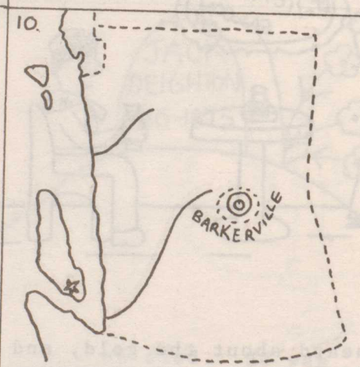
He became very rich.

9.



Soon, thousands of people came there to find gold.

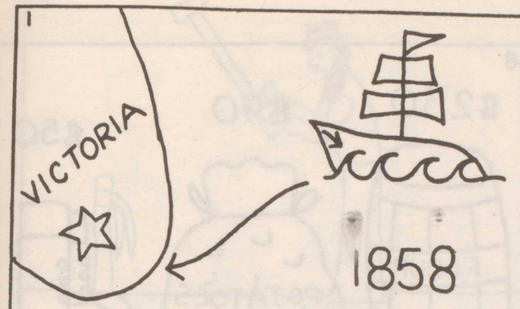
10.



They built a town and called it "Barkerville".

Billy Barker (complete version)

1



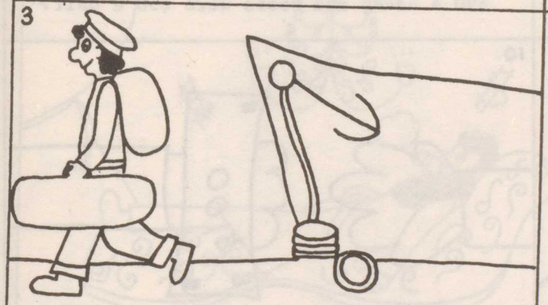
In 1858 Billy Barker, an English sailor, arrived in Victoria by ship.

2



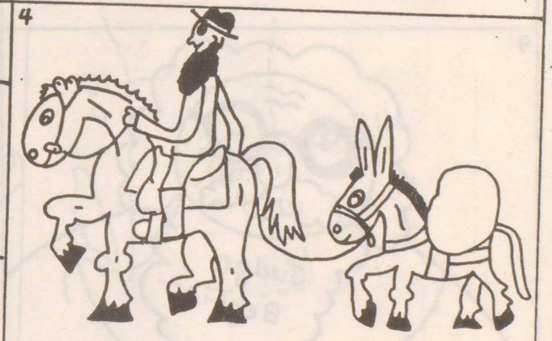
He spent many hours in saloons drinking whiskey and talking to prospectors. They told him that gold had just been found in the Fraser River Valley.

3



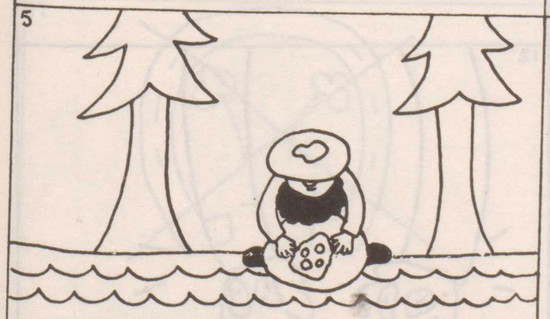
Billy got gold fever. So one dark night he left his ship and went to the Valley to look for gold.

4



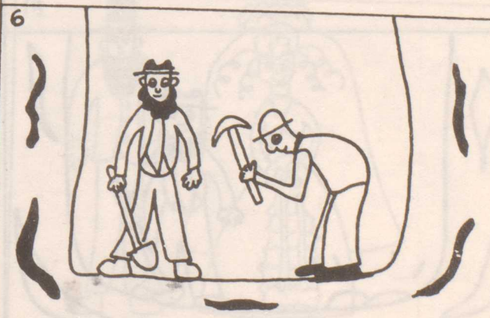
After a few years he decided to go further north, to the Cariboo area.

5



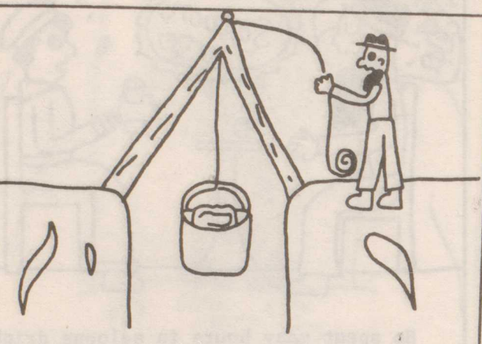
Most of the prospectors there were panning for gold in the streams.

6



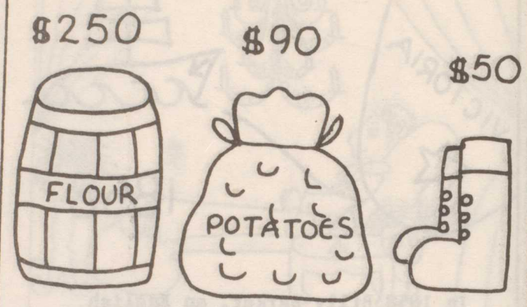
One day Billy had an idea. He thought there might be gold underground. So in 1862 he and six friends built a shafthouse down into the ground.

7



Day after day they hauled up buckets of gravel. No gold!

8



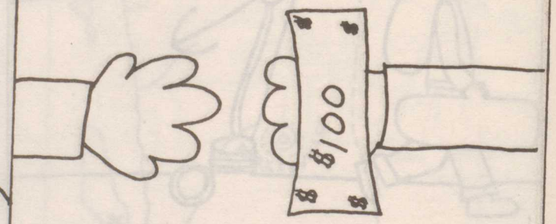
Soon they ran out of money. The cost of living in the Cariboo was very high. Flour was $250 a barrel, potatoes were $90 a sack, and boots were $50 a pair.

9



Then a man named Judge Begbie heard about Billy and his friends.

10



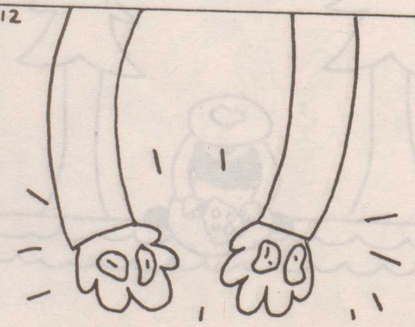
He liked their idea, so he gave them $100 to continue their prospecting.

11



One day Billy was at the bottom of the shafthouse about 40 feet down. Suddenly he saw the gleam of gold!

12



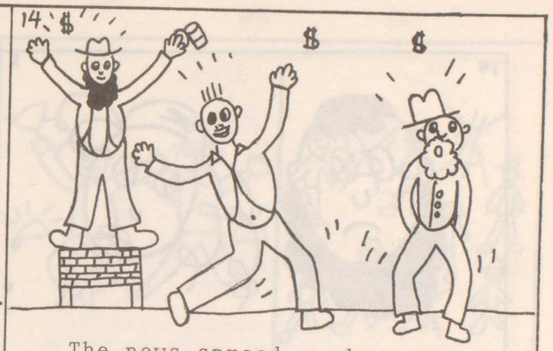
He reached down and picked up some gold nuggets as big as eggs!

13



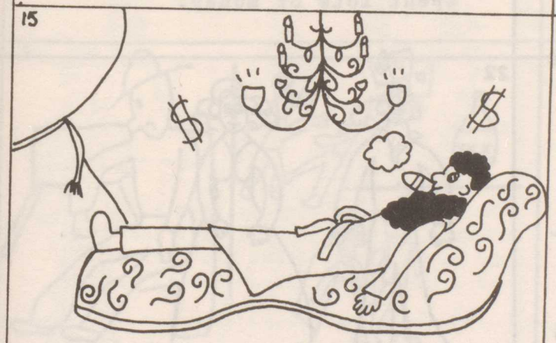
They staked their claim.

14



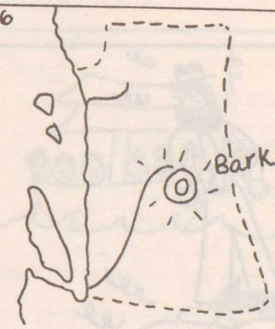
The news spread, and people came from everywhere to celebrate! The celebration lasted for three days until the saloons ran out of whiskey.

15



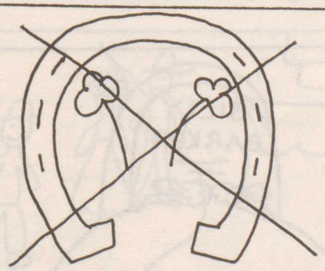
Billy and his six friends became rich. Their gold was worth $6,000,000!

16



Soon thousands of prospectors were there and the town grew. They named it Barkerville, after Billy.

17



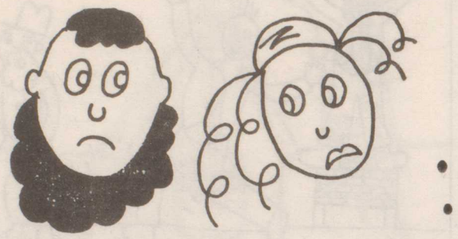
Then Billy's luck turned bad.

18



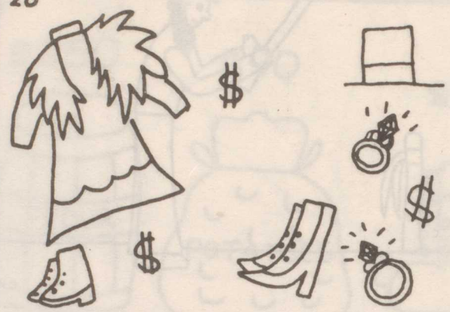
During the winter 1862-63 he went back to Victoria and married Elizabeth Collier, an English widow.

19



They went back to the Cariboo, but they were not very happy together.

20



Both Billy and Elizabeth spent lots of money.

21



Billy never found more gold.

22



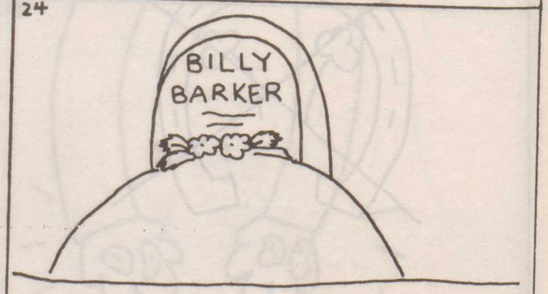
Elizabeth was interested in younger, more handsome men.

23



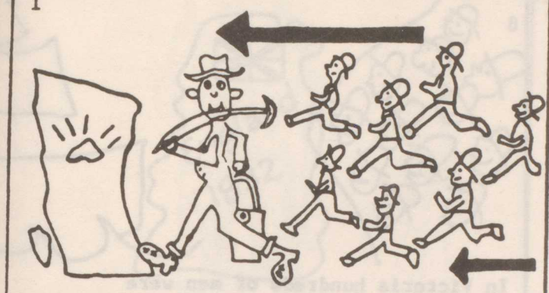
By 1886, Billy was broke again, and Elizabeth left him.

24



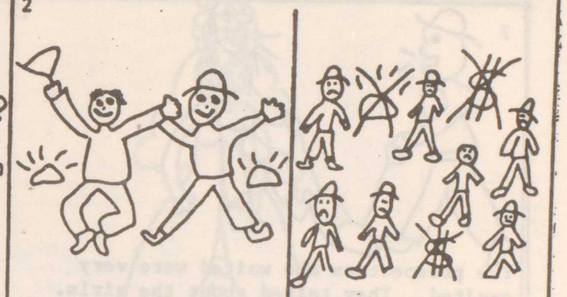
Finally he went back to Victoria and in 1894 he died, a poor and lonely man.

1



In the 1850's gold was discovered in B.C. Thousands of men came from the east to look for gold. These men were called prospectors.

2



A few found gold. They became rich. They felt happy.

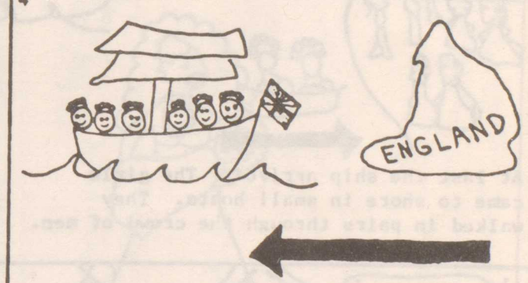
Many did not find gold. They felt disappointed.

3



The prospectors were very lonely. There were 6,000 men and only 3 or 4? were married. The men drank, gambled and fought.

4



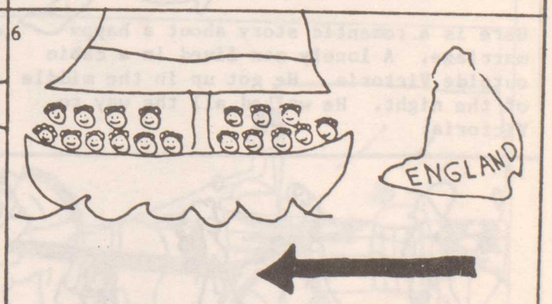
The government in England sent 20 young girls to B.C. to become brides. The girls were orphans. In 1862 a bride ship set sail from England.

5



In Victoria they all became brides. They all married prospectors. The prospectors liked the plan.

6



Two months later the government sent 60 more young women to Victoria. They were very young, 12 to 18 years old.

ELIZABETH HARRISON

1.



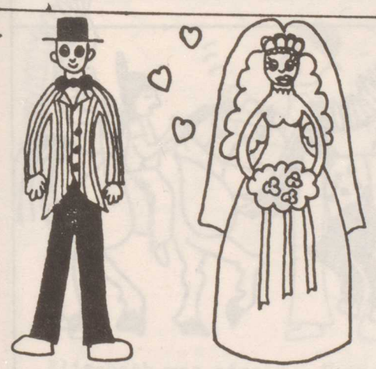
Elizabeth was born in England in 1832.

2.



She was a beautiful girl with long golden hair.

3.



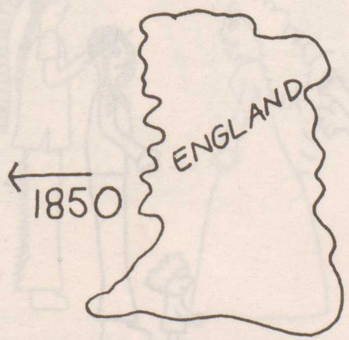
When she was 15 years old, she married Eli Harrison.

4.



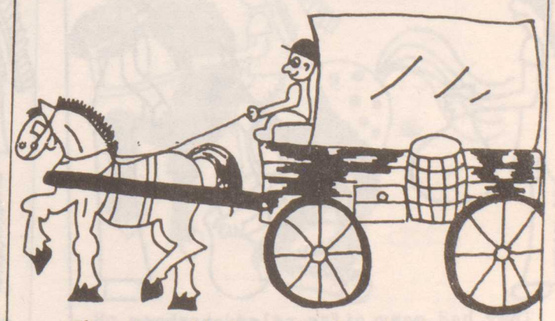
Soon they had a son with beautiful curly blonde hair.

5.



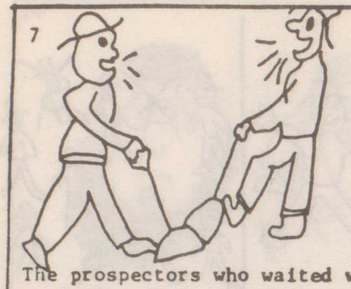
In 1850 they decided to go to North America to start a new life.

6.



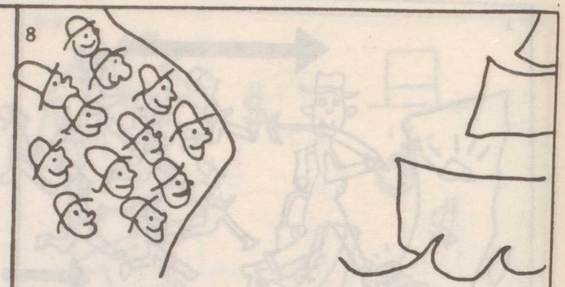
They travelled across Canada in a covered wagon. It took them one month to reach the West.

7



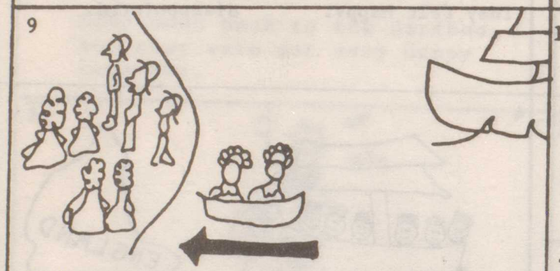
The prospectors who waited were very excited. They talked about the girls. Would they be pretty? Who would be the lucky men to marry them?

8



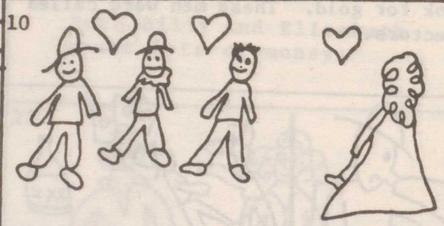
In Victoria hundreds of men were waiting on the shore.

9



At last the ship arrived. The girls came to shore in small boats. They walked in pairs through the crowd of men.

10



There were many men and only a few women. Each girl could pick the man she wanted. Sometimes the marriage was a happy one. Sometimes it was not.

11



Here is a romantic story about a happy marriage. A lonely man lived in a cabin outside Victoria. He got up in the middle of the night. He walked all the way to Victoria.

12



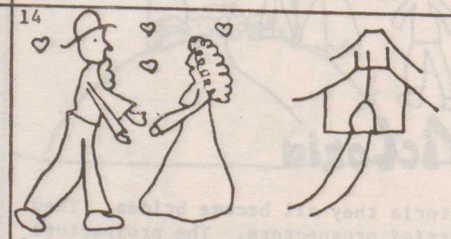
He arrived there very early, just as the sun was rising. He waited for the ship.

13



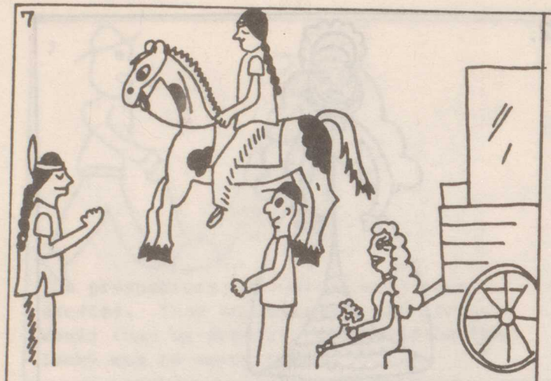
The girls arrived. He gazed at each one as they passed by. Many passed.

14



Suddenly he stepped forward. He took one girl by the hand. She liked him too. They were married three days later and had a happy marriage.

7



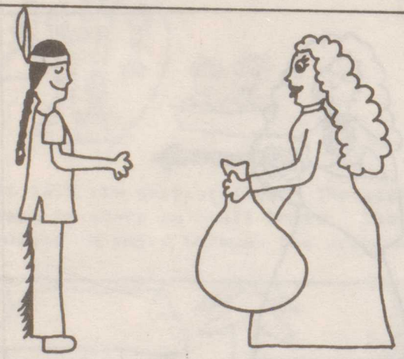
One evening while they were camping near a river, a band of Indians came to ask for food.

8



The Indians were surprised to see her long-shining-gold hair.

9



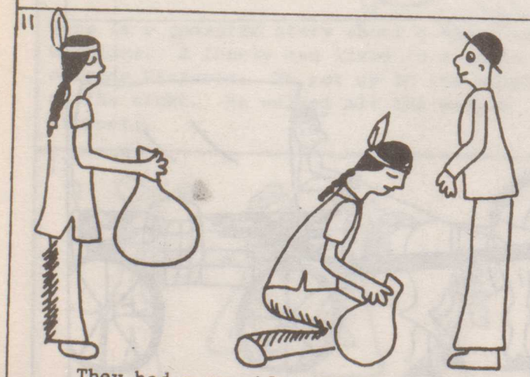
Elizabeth wasn't afraid. She gave them lots of food to eat and then they left.

10



The next morning, the band of Indians returned to the camp with their chief.

11



They had many gifts piled on their horses. Two of the Indians laid the gifts at Eli's feet.

12



Through sign language they said they wanted to buy Elizabeth and the child.

13



The young chief took the baby in his arms. He touched his soft golden hair.

14



He tossed the baby in the air. The baby laughed and tried to catch at the feathers in the Indian's hair.

15



Elizabeth was afraid. Using hand gestures, Eli told the Chief that his wife and child were not for sale.

16



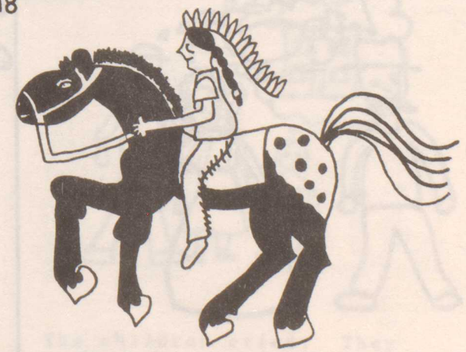
The chief was very disappointed. He gave the baby back to his mother.

17



Then he picked up his gift of a necklace and placed it around her neck.

18



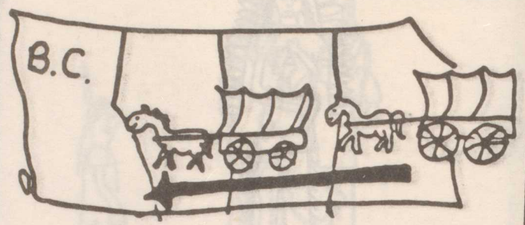
He mounted his horse and left.

1.



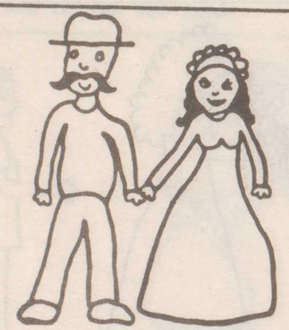
In 1858, gold was discovered in B. C. Many men came to look for gold.

2.



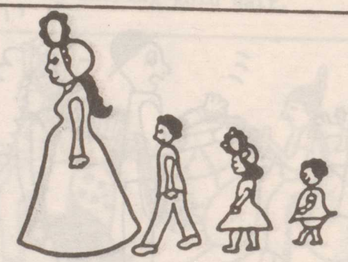
In 1862, 175 men left Manitoba to travel to B. C. They wanted to find gold.

3.



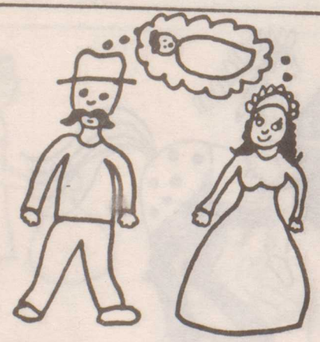
One woman travelled with them. She wanted to go with her husband. Her name was Catherine Schubert. She was 17 years old.

4



She took her 3 children with her. They were very young. Catherine Schubert was also pregnant. She was expecting a baby in 4 months.

5



Only her husband knew that she was pregnant. The other men did not know. It was a secret.

6



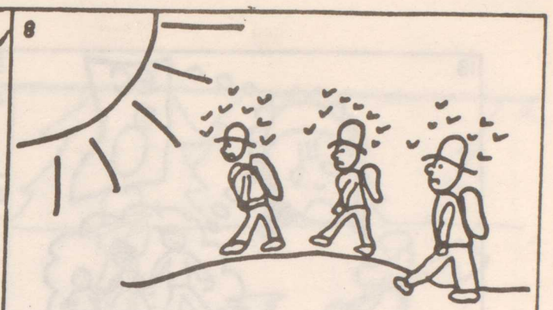
They travelled for 4 months. It was a very difficult journey.

7



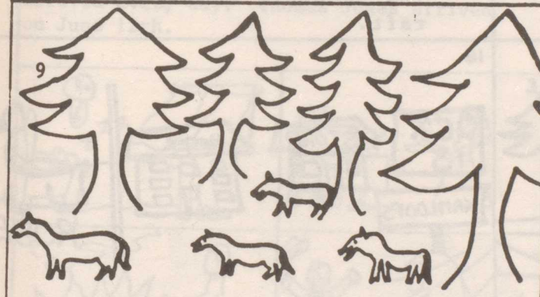
Sometimes it rained.

8



Sometimes it was very hot. There were many insects.

9



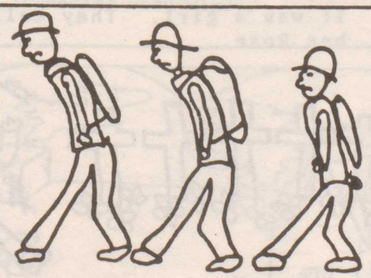
Wolves followed them.

10



They were afraid that the Indians would kill them.

11



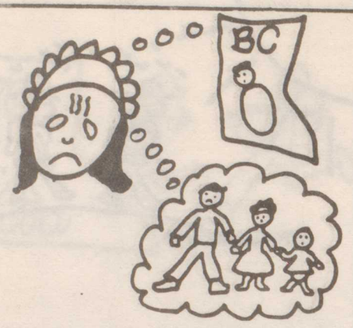
They had no food. They were hungry and exhausted.

12



The children cried. They wanted to go home.

13



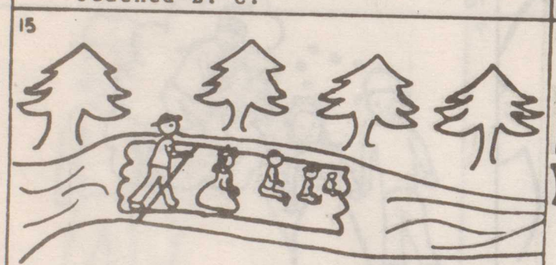
Catherine Schubert was worried. She was worried about the children. She was worried that the baby would be born before they reached B. C.

14



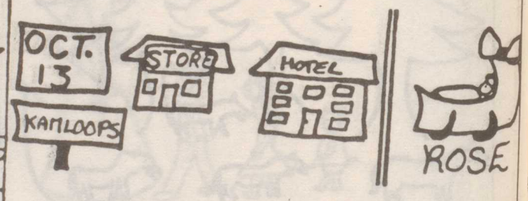
Catherine wanted to reach Kamloops quickly. She did not want to walk anymore. The Schubert family made a raft.

15



They travelled down the river on the raft. They were very, very hungry.

16



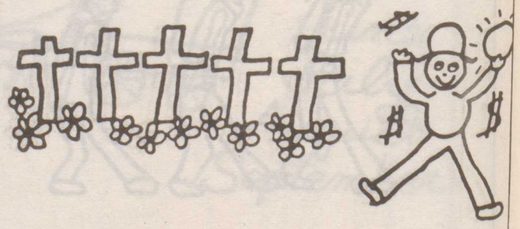
They reached Kamloops on October 13th. A few hours later the baby was born. It was a girl. They called her Rose.

17



The men were very surprised. They had not guessed her secret.

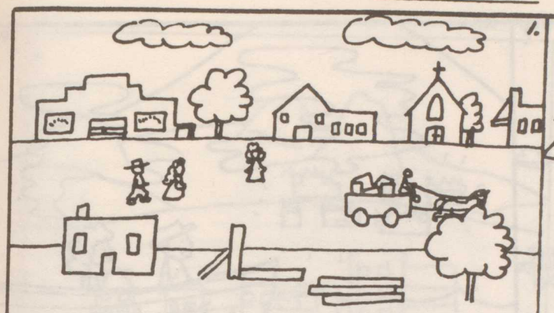
18



Six men died during the trip. Only one man found gold and became rich.

THE GREAT FIRE

1.



In 1886, Vancouver was a new town. There were rows of newly built houses and stores. The town was growing fast. New people arrived every day. Thomas Jones arrived on June 12th.

2.



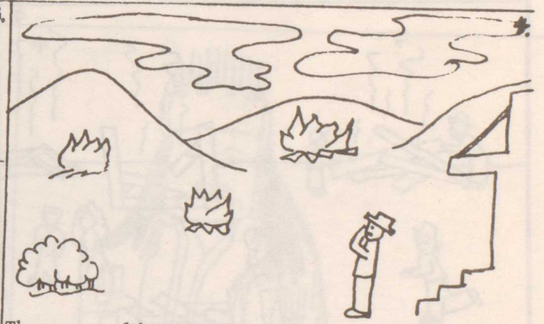
Logging was an important industry. Near the town, Thomas saw loggers cutting down huge trees. Many small trees and brush lay around.

3.



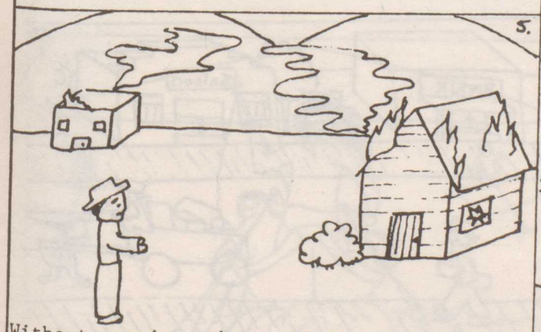
It was Sunday and Thomas slept late. He had breakfast in his hotel, and then went for a walk. Men were still burning brush. About 2 p.m. it became very windy.

4.



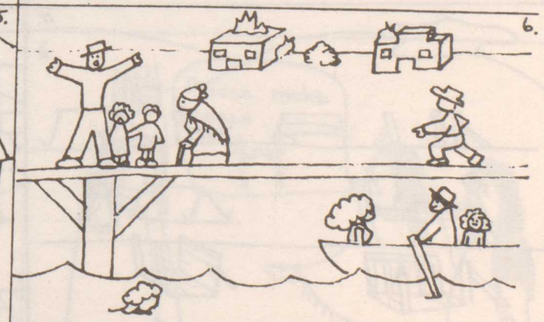
Thomas could see small fires outside the town. He could smell the smoke in the air. C.P.R. workers were burning brush. They wanted to clear the land to build a railway terminus.

5.

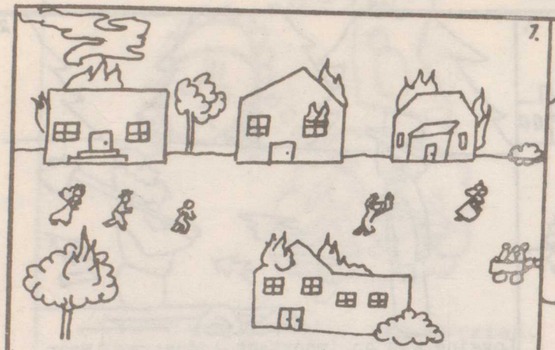


Without warning, the small fires spread to the town. Thomas saw a house burst into flames. The fire spread quickly to other houses because they were made of wood.

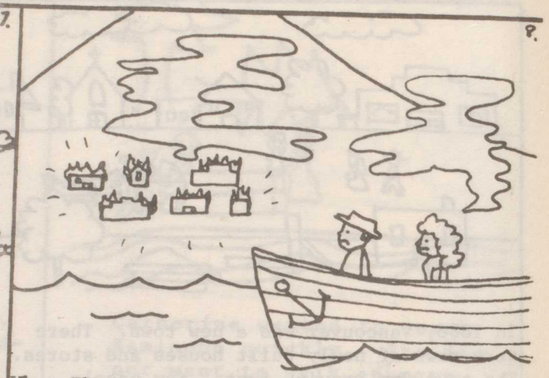
6.



Thomas ran to the waterfront. People were crowding into boats. Some people were swimming to a ship in the harbour. Thomas helped an old woman and two children into a boat.



Thomas could hear other people shouting and screaming in the town. Everyone was trying to escape.



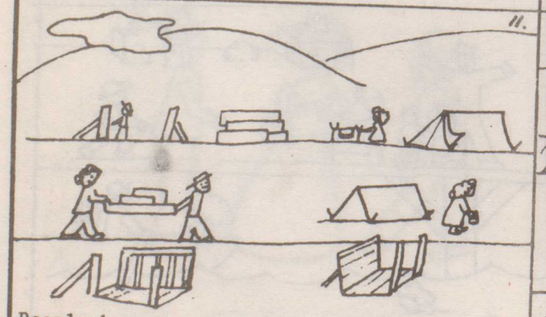
When Thomas reached the ship, the whole town was in flames. Within 45 minutes everything was destroyed.



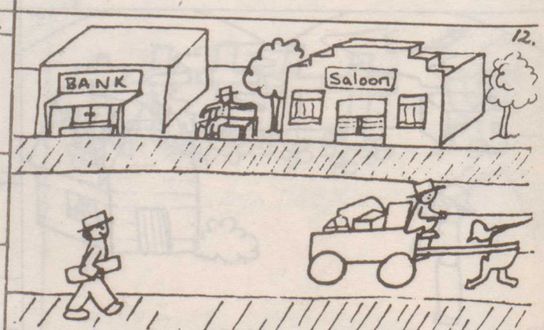
Thomas returned to shore. Men, women, and children stared. Some men were already searching for the bodies.



Twenty bodies were found. But nobody knows how many people really died.

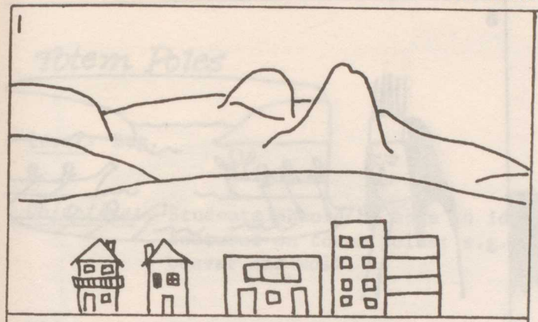


People began to work immediately to rebuild the town. They had to live in tents. The government gave money to help the people rebuild their town. Thomas admired the courage of these pioneers.

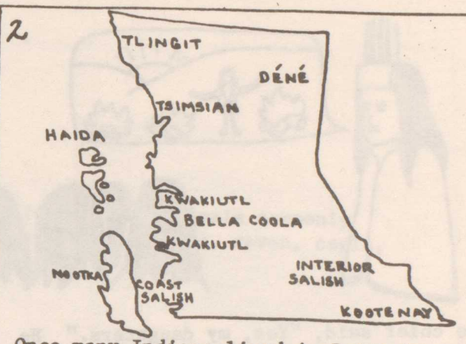


Within six months Vancouver was again a prosperous town. Thomas, in his new job, was a part of this infant city. He would never forget the "Great Fire" that destroyed Vancouver.

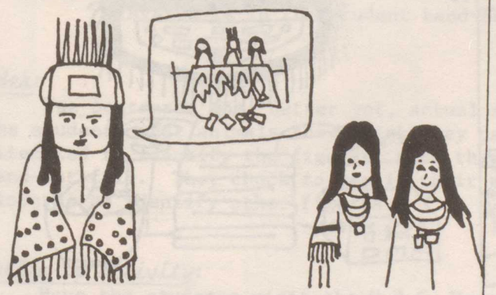
THE TWIN SISTERS



Near Vancouver there are two mountains. They are the Twin Sisters. The Indians have a story about them.



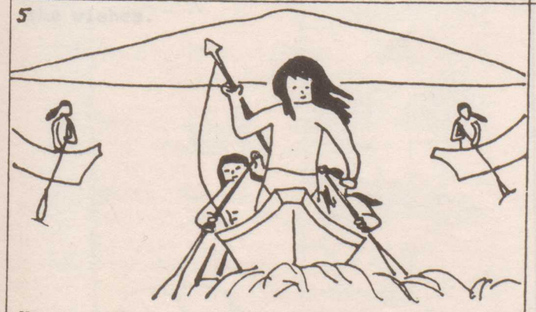
Once many Indians lived in British Columbia. When an Indian girl grew up there was a special party for her.



One chief had two beautiful daughters. One day he said to them, "You are women now. We will have a party." He wanted a big party. He wanted everyone to come.



The chief had one problem.

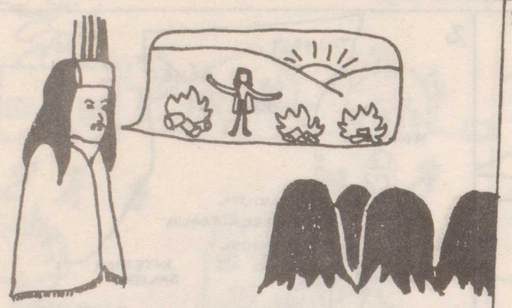


He was at war with the Northern Indians. There were many war canoes along the coast.



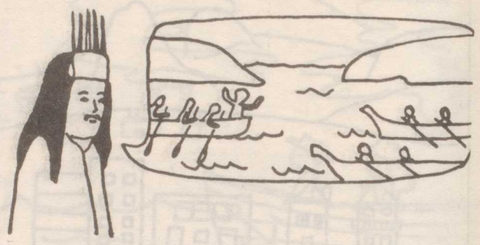
Before the party his daughters came to see him. They said,"Father, please do us a favour. Invite the Northern Indians to our party and make peace with them.

7



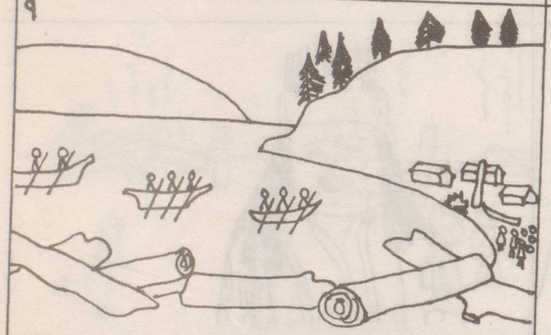
The chief said, "Yes, my daughters." He told his men to build fires to welcome everyone.

8



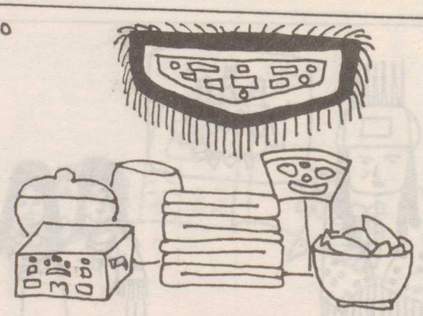
"Go in your canoes and greet them. Ask them to come to our party," the chief said to his men.

9



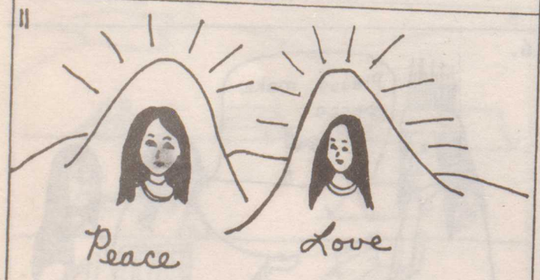
All the Indians came to the party and made peace.

10



The Northern Indians brought fish, meat, and blankets for the chief. It was a good party. Everyone was happy.

11



God was happy and said, "I will make these girls live forever." They became two beautiful mountains. One is Peace. The other is Love.

Totem Poles

Level: Beg.

Objective: Students should be able to identify and name animals commonly featured on totem poles; e.g., bear, killer whale, raven, eagle, beaver and wolf.

Aids: a. picture postcards of totem poles

b. pictures of the animals

c. class sets of drawing of the six animal figures (see the following page)

(Available in the student hand-out file)

Idea:

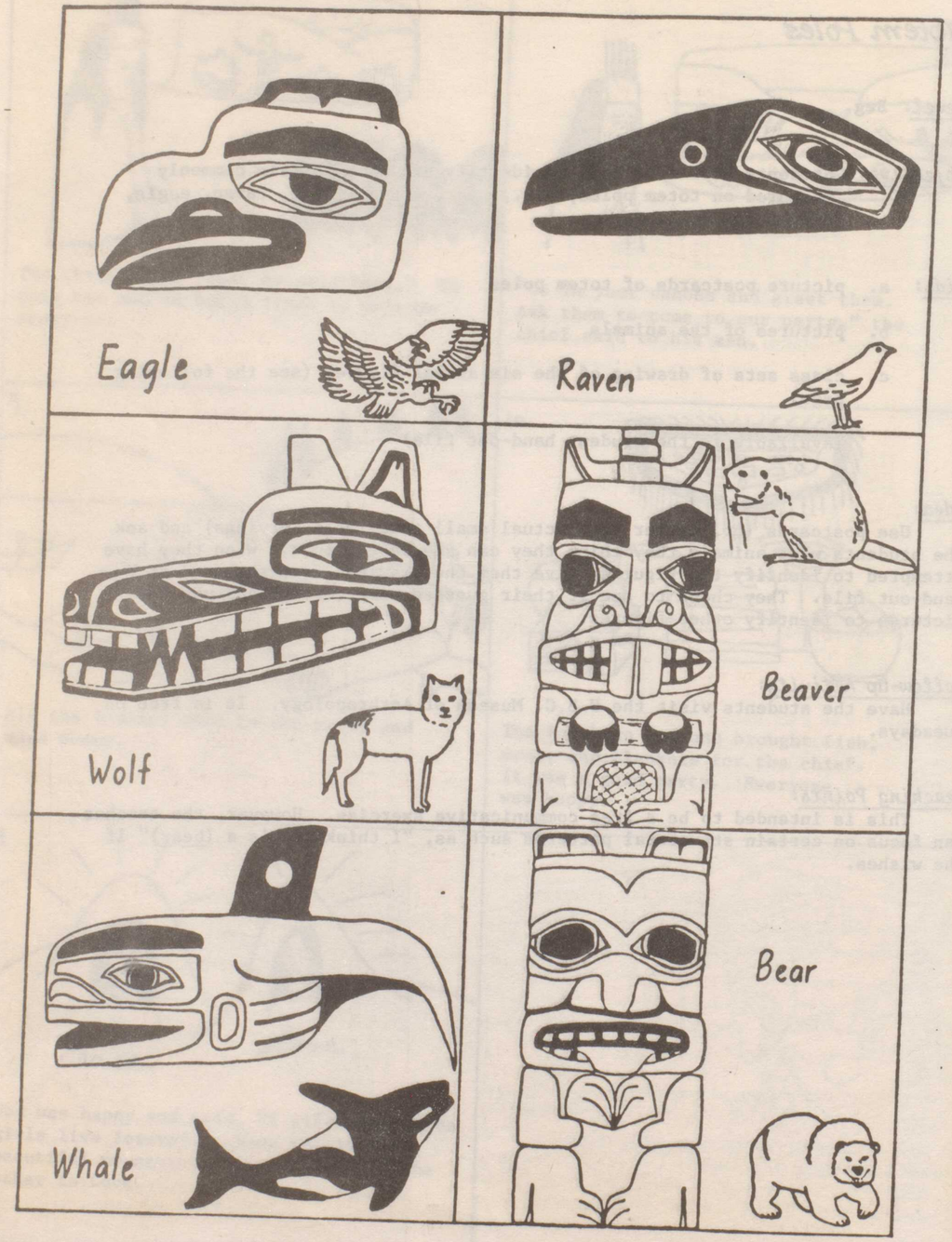
Use postcards (or, better yet, actual small totem pole carvings) and ask the students what animals they think they can see on the pole. When they have attempted to identify the figures, give them the drawings from the student hand-out file. They check to see if their guesses were correct and use the pictures to identify other figures.

Follow-Up Activity:

Have the students visit the U.B.C. Museum of Anthropology. It is free on Tuesdays.

Teaching Points:

This is intended to be a free communicative exercise. However, the teacher can focus on certain structural patterns such as, "I think that's a (bear)" if she wishes.



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USEFUL MATERIALS/PICTURES FROM WHICH TO MAKE THE VISUAL AIDS

BY AUTHOR

1. Hodes, M. *We Learn to Classify: Spirit Duplicating Book.* Paoli: The Instructo Corp.*

2. Lippke, Barbara. (1974) *Language Making Action Stickers.* Salt Lake City, Utah: Word Making Productions, 70 West Louise Avenue.

3. Monroe, M. and Schiller, A. (1975) *My Pictionary.* Glenview, Illinois: Scott, Foresman and Co.

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8. White, Betty. *Lots of Things You'll Never Have to Make Again: Spirit Duplicating Masters.* Paoli: The Instructo Corp.*

BY TITLE

1. *Blank Playing Cards.* Canada: Moyer Vico Ltd., 25 Milvan Drive, Weston, Ontario, M91 121.*

2. *Coloured Food Pictures from the National Dairy Council.* Rosemont, Illinois: 6300 North River Road, 60018.

3. *Golden Book of Animal Stamps.* Gold Stamp Books.*

4. *Language Making Action Cards.* 70 West Louise Avenue, Salt Lake City, Utah: Word Making Productions.*

5. *Coin Stampers.**

6. *Seals: Fruit.* Ontario: Dennison Mfg. Co.*

7. *Spinners: Write 'n Wipe.* Chicago: Little Kenny Inc.*

8. *What We Do Day By Day.* (1976) Rosemont, Illinois, 60018, National Dairy Council.

9. *Word Making Picture Stickers.* (1975) Salt Lake City: Word Making Productions.*

10. *500 Words to Grow On.* (1973) New York: Random House.

*Materials available at The Teachers' Store, 4480 Halifax Street, Burnaby.