

MODULE 1

Introductions



Achieving Goal:
English
communication

8. Reflection

7. Fire Evacuation
Route

6. Accomplishing Goals

Making Progress:
Step by step
implementation (use) of
English

5. How to Learn English

4. Clear and Unclear Sounds

3. English is Hard

2. Getting to Know Each Other

Getting Started:
Learning English for
better communication

1. Welcome & Meet the Instructor

Module One

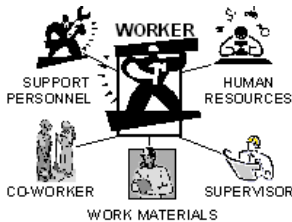


Focus 1: Preparation

Language Objectives

- to be welcomed into the learning environment
- to be introduced to the instructor
- to predict before listening
- to listen and show understanding during a 'speech'

Communication Network Objectives



Essential Skills Objectives

- Oral Communication
- Working with Others

Materials

- coloured name cards
- **Listening Worksheet** for each learner

Time: 20 minutes

Welcome & Meet the Instructor

Note to the Instructor

- Have the room prepared with a semi-circular arrangement of tables.
- Have binders and dividers on the tables for the learners.
- Also have baskets of pens, pencils and coloured markers etc.

Instructions:

1. As the learners come in, hand out the name cards and demonstrate how they are set up on the table in front of them. Be sure to have one for yourself on your desk.

Note to the Instructor

*Introduce the module to the learners by projecting the title page **SLIDE** and explain the progression of foci you will be doing together in order to achieve the goal of talking about **introductions**.*

2. Introduce yourself in the following manner.
 - a) Hand out the **Listening Worksheet**.

Note to the Instructor

Prepare a worksheet with your picture and appropriate questions to introduce yourself.

- b) Ask them to predict (guess) what might be true about the instructor by circling their choice with a pencil. Read the statements and give time for them to discuss and mark their sheets.
- c) Talk about yourself speaking to the items on the listening sheet.
- d) Ask the learners to circle what they hear you say in pen.

Listening Worksheet



a. Circle in pencil what you expect to hear.

Her name is:

a. Joyce
Goertzen

b. Gail
Tiessen

c. Brenda
Regier

She lives in:

a. Winnipeg

b. Steinbach

c. Kleefeld

She has taught English for :

a. 20 years

b. 10 years

c. 30 years

She has learned ____ languages.

a. 5

b. 2

c. 6

She has lived in ____ different countries.

a. 7

b. 4

c. 10

She has taught language courses in Steinbach for ____ years.

a. 20

b. 5

c. 15

b. Circle in pen what you actually hear.

Module One

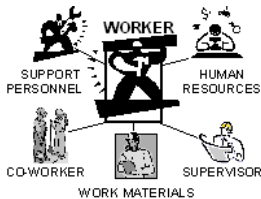


Focus 2: Vocabulary-Names; Intro. Phrases; Ordinals

Language Objectives

- to learn each other's names
- to introduce someone informally
- to use sequencing phrases
- to use relational phrases
- to question and answer about work related information
- to report on an interview
- to ask and answer questions about routines

Communication Network Objectives



Essential Skills Objectives

- Numeracy
- Oral Communication
- Working with Others

Materials

- **Introducing Phrases SLIDE**
- Copies of SLIDE for the learner's notebook
- **Questionnaire** worksheet for learners
- **Find Someone Who** (on the reverse side of the Questionnaire)

Time: 60 minutes

Getting to Know Each Other

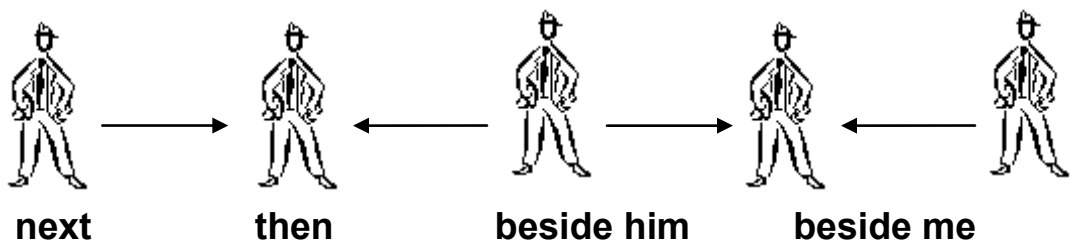
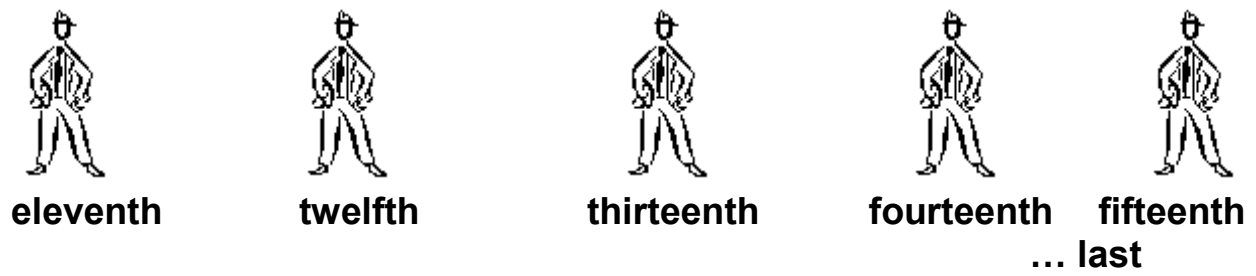
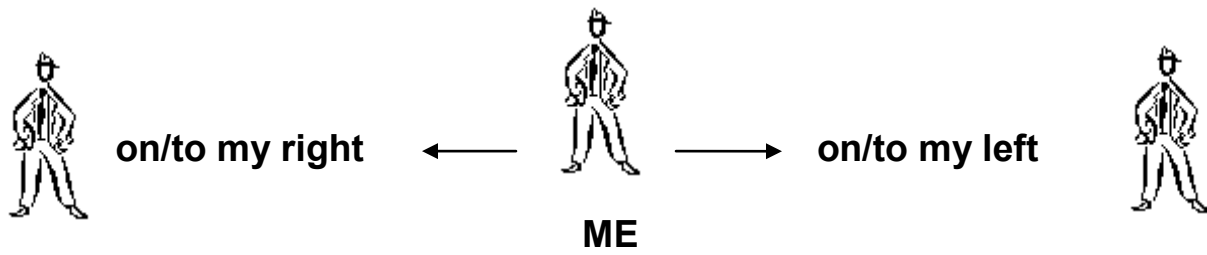
Instructions:

Part A

1. Ask the learners to line up in the back of the room alphabetically by their **last names**. {line up where they can see the OHT for the next part of the task}
2. Tell them to learn the first names of the people to the left and to the right of them.
3. Demonstrate that from the left to the right of the line they are to say:
Hi, I am ... On my right is and on my left is
4. Go through the whole line with each learner saying it.
5. Ask them to rearrange alphabetically by their first name.
6. Put up the **Introducing Phrases SLIDE** and explain the terms that can be used for ordering. Drill the phrases.
7. Demonstrate that each person is to say the name of everyone in the line by saying:
My name is ... and then give the names of the people ahead of them in the line using any of the phases on the SLIDE.



Introducing Phrases



Part B

1. Give each learner a **Questionnaire** worksheet.

Note to the Instructor

Prepare a questionnaire that is appropriate for your learners' situation.

2. Ask for volunteers to demonstrate how to form the question for each section.

For example:

What is your name?

How do you spell your name?

What is your first language?

How many languages have you learned?

Where do you live?

3. Have the class repeat the phrases 3 times after you.
4. Ask the learners to pair up with the learner next to them. Ask them to interview each other to fill out the forms.
5. When they are finished, go around the room asking each learner to report one thing about their partner.



Questionnaire

Ask your partner questions to fill in this form about him/her.

Name: _____
Last *First*

Address: _____
street/P.O. box

_____ *city* *province* *postal code*

First Language: _____

Other Languages Learned: _____

Date of arrival in Canada: _____/_____/_____
day month year

Work Skills : _____

Jobs _____

Additional Comments:

Part C

1. Hand out a **Find Someone Who** worksheet.

Note to the Instructor

Prepare real questions that suit all the learners in your class and their situation. If you have 15 learners have 16 questions (one about you)

2. Demonstrate how to ask the question first: *Do you speak German?*
Point out the absence of an **'s'** on the verb.
Also demonstrate that the answer will be **"Yes, I do,"** or **"No, I don't"**
3. If your learners need the practice, have them repeat all the questions after you before they do the task.
4. Be sure to do a sheet yourself and have a question about yourself too.
5. When most of the learners have completed the form, go around the circle with each person reading one of the finished statements.

Note to the Instructor

This is a good time to do an informal assessment of the learners.



Find Someone Who

Write in the name of the person who can answer
Yes to the **Do you ...question**. e.g. *Do you speak German?*

1. _____ speaks German.
2. _____ speaks Russian.
3. _____ lives in Steinbach.
4. _____ walks to class.
5. _____ has children.
6. _____ speaks 3 languages.
7. _____ does woodworking.
8. _____ enjoys cooking.
9. _____ understands Spanish.
10. _____ drives to class.
11. _____ teaches English.
12. _____ plays soccer.
13. _____ likes sushi.
14. _____ loves to learn English.
15. _____ drinks coffee.
16. _____ prefers to drink tea.

Module One



Focus 3: Introduction to English Learning

Language Objectives

- to talk about their perception of the difficulties of English
- to understand their common issues
- to learn to report on discussions

Communication Network Objectives



Essential Skills Objectives

- Writing
- Oral Communication
- Working with Others
- Thinking Skills

Materials

- Give One Get One worksheet for each learner
- Give One Get One: Why is English Hard? SLIDE

Time: 40 minutes

English is Hard

Instructions:

Part A

1. Introduce the topic of the difficulties of learning and using English. Relate ideas such as
 - There is such a large vocabulary because it has 'borrowed' words from other languages.
 - There are sounds that are not in their first languages such as 'th'.
 - English sounds so fast because it reduces vowel sounds and function words.
 - The spelling conventions are different from other languages: not strictly phonetic.
 - Sentence formation is different than many other languages: word order is very important.

Note to the Instructor

Please do not convey that English is 'crazy' or 'illogical' or similar ideas. It is better to convey the idea that it is difficult to learn English but it is possible.

2. Hand out **Give One Get One** worksheet.
3. Put up the **Give One Get One: Why is English Hard? SLIDE** of the instructions.
 - Ask them to write down 3 things that they think are difficult about English.
 - Instruct the learners to talk to 3 different people to get 3 other ideas about what is hard about English.



Give One Get One



Name: _____

A. English is hard because

1.

2.

3.

B. Talk to 3 other learners and share your ideas. Write down one new idea from each of the learners.

1.

2.

3.

C. Report about one idea you got from someone else. Use one of these starters:

- *(name)* **said** that
- *(name)* **mentioned** that
- *(name)* **pointed out** that
- *(name)* **thought** that
- *(name)* **added** that

Give One & Get One: Why is English Hard?



1. Write down 3 ideas.
2. Put your name at the top of the page.
3. Get out of your seat and talk with at least 3 classmates for the next 10 minutes.
4. Interact with one classmate at a time.
5. Introduce yourself & compare lists.
6. Choose one idea from your classmates' lists to add to your list.



Part B

1. When they have finished, ask each learner to report one idea that they got from someone else using the starter phrases on the bottom of the worksheet:
e.g. Jake said that English sounds are hard.
2. List the ideas on a flip chart page.
3. Summarize the main points for the class and reassure them that you will be addressing all these issues in the course they are taking.

Module One



**Focus 4:
Pronunciation
Syllable Stress**

Language Objectives

- to understand stressed and unstressed syllables
- to understand and produce the /ə/

Communication Network Objectives



Essential Skills Objectives

- Reading Text
- Document Use
- Writing
- Oral Communication

Materials

- Listening Worksheet for each learner
- **unstressed vowel SLIDE**
- a set of **Snap Cards** for each pair of learners
- **Large Word Stress Pattern Wall** cards

Time: 45 minutes

Clear and Unclear Sounds

Instructions:

Part A

1. Explain the concept of syllables by demonstrating with words of one, two and three syllables.

Note to the Instructor
Use words for your worksite.

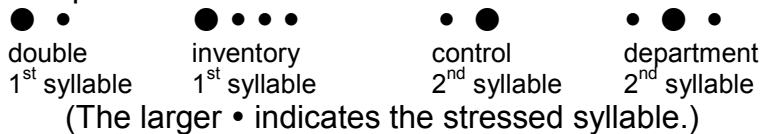
1	2	3	4
bay	cutting		
bow	garden	computer	exterior
cell	lumber	wheelbarrow	inventory
wood	metal		specialty

Ask the learners to tap the desk for each *beat*.

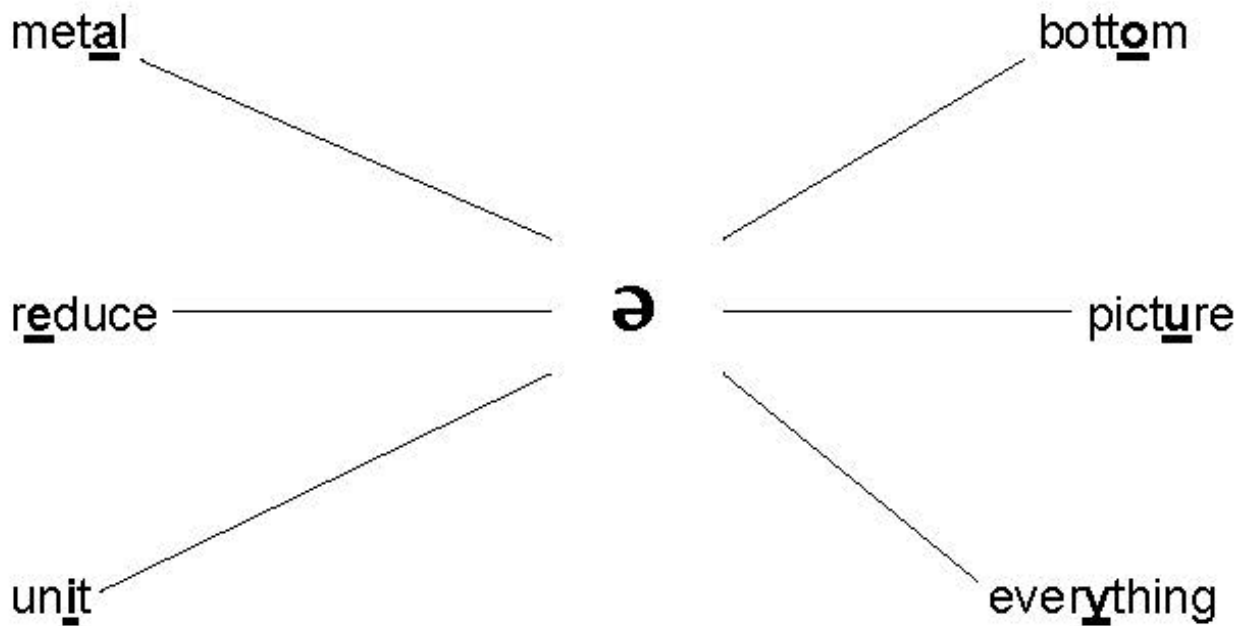
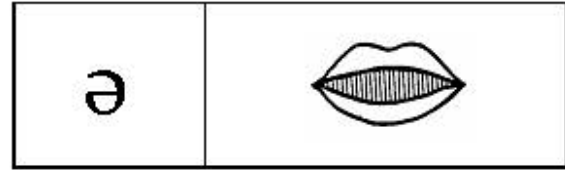
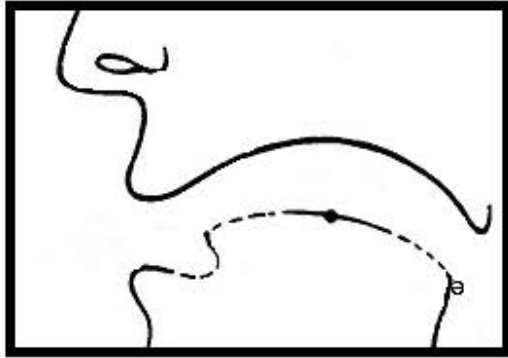
2. Every content word has one syllable with more stress. The vowel in that syllable is said clearer, louder and longer.

Note to the Instructor
Content words are naming words [nouns], action words [verbs], and description words [adjectives and adverbs].
Function words are usually unstressed.

3. Ask the learners to notice the stress patterns. Ask them to repeat as the list is read:



4. The other syllables' vowels are unstressed vowels: mid central, unclear, quick. Use **Unstressed Vowel SLIDE**. (Show that all the written vowel letters may be pronounced as unstressed or as Schwa- unclear, quick)
5. If your learners need practice hearing the number of syllables, lead them in a Snap activity for matching the number of syllables using the cards from **Part C**.



- adapted from *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

Part B

1. Point out that there are several word stress patterns: where the stressed and unstressed syllables are in a word. Although most English words have the stress on the 1st syllable, there are many words that have a different pattern. Illustrate with 2 words such as *department* and *manual*.
2. Hand out a copy of the **Listening Worksheet** for listening discrimination. Read each row across and ask the learners to mark with a check (✓) **D** for Different or **S** for Same.

<i>Answer Key:</i>			
Listening Discrimination		D	S
again	listen	✓	
learning	teaching		✓
control	metal	✓	
access	lumber		✓
unit	receive	✓	
behind	water	✓	
around	terrace	✓	
Superstore	department	✓	
follow	cutting		✓
unless	empty	✓	
restaurant	gentlemen		✓
internal	together		✓
another	manual	✓	
supply	picture	✓	
pattern	before	✓	

Note to the Instructor

Use words from your worksite to make a listening sheet.



Check (✓) the **D** if the stress pattern is **Different** or the **S** if the stress pattern is the **Same**.

Listening Discrimination		D	S
again	listen		
learning	teaching		
control	metal		
access	lumber		
unit	receive		
behind	water		
around	table		
Superstore	department		
follow	cutting		
unless	empty		
restaurant	gentlemen		
internal	together		
another	manual		
supply	picture		
pattern	before		

Listening Worksheet

Part C Stress Snap*

Note to the Instructor
Use words from your worksite to make cards for the wall activity and the snap cards.

- Attach the following words with their stress pattern cards on the wall:
 1 ● 2 ●● 3 ●● 4 ●●● 5 ●●● 6 ●●●●
 bow picture before specialty internal exterior
- Using one set of the **Stress Snap Cards**, hand out words to the learners, having them say the word and then place it under the correct stress pattern card on the wall. Once the whole set is on the wall drill each pattern three times.

Answer Key:					
●	●●	●●	●●●	●●●	●●●●
bay	access	adjust	different	another	exterior
blade	copper	again	everything	assembly	reusable
bow	defect	around	moveable	available	
cut	fluid	behind	popular	components	
glue	learning	believe	regular	department	
length	lumber	below	specialty	together	
part	metal	consist		transition	
room	open	machine			
scrap	picture	release			
wood	profile	unless			
	terrace				
	unit				

* Idea adapted from Hancock, Mark. *Pronunciation Games* Cambridge: Cambridge University Press, 1995

- Divide the class into pairs and give each pair a pack of **Stress Snap Cards**. (The activity could also be played by learners in groups of three if necessary.)

Note to the Instructor
Make each set of cards in a different colour for ease of sorting.

- Explain and/or give out the rules.
Rules:
 - The aim of the activity is to win more cards than your partner(s).
 - Deal the cards equally between players keeping the cards face down in a pile.
 - Take turns to turn the cards face up in a pile in the centre of the table, making sure that the player cannot see the card before the others.
 - If you notice that the stress pattern of the word on a card is the same as the word on the card before, you can win all the cards in the pile. To do this, put your hand on the pile quickly and say Snap!
 - After you have won the pile, put the cards to one side and begin again taking turns to put cards on the table. Shuffle and deal the cards on the table again when you no longer have any cards in your hands.
 - The player with the most cards when all the cards have been paired off is the winner.
 - If you cannot agree with your partner(s) about the stress patterns of words, check with the lists on the wall.



1 ● bow

2 ●● picture

3 ●● before

4 ●●● specialty

5 ●●● internal

6 ●●● exterior

Word Stress Pattern Wall Cards

Stress Snap Cards - Cut on the dotted lines



metal	metal	access	access	picture	picture	defect	defect
unit	unit	open	open	together	together	components	components
transition	transition	lumber	lumber	fluid	fluid	learning	learning
profile	profile	assembly	assembly	copper	copper	terrace	terrace
bay	bay	length	length	bow	bow	believe	believe
scrap	scrap	wood	wood	cut	cut	room	room



Stress Snap Cards - Cut on the dotted line



blade	blade	around	around	machine	machine	release	release
another	another	department	department	glue	glue	below	below
available	available	part	part	reusable	reusable	exterior	exterior
popular	popular	specialty	specialty	moveable	moveable	different	different
everything	everything	regular	regular	again	again	around	around
consist	consist	behind	behind	adjust	adjust	unless	unless

Module One

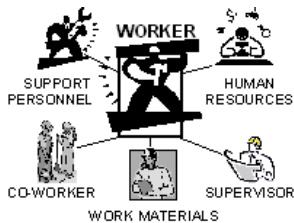


Focus 5: Problem Solving

Language Objectives

- to problem solve about how to best learn English
- to understand the nature of language learning – skill development
- to prepare them for the kind of work that will be done in class

Communication Network Objectives



Essential Skills Objectives

- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills

Materials

- flip charts and pens or whiteboards
- static sheets with headings – **prepare before class**

Time: 30 minutes

How to Learn English

Instructions:

1. Brainstorm with the whole class about various skills they have (things they can **do**, not things they know) e.g. Bike riding, basketball, driving, piano playing etc. – list on a flip chart or white board.
2. Explain that learning a language is a **skill** like these other skills. It is **not** like learning about something such as history or geography but learning **how to do** something.
3. Divide the class into 4 groups- colour coded groups. (mixed ability)
 - Give each group a white static sheet or flip chart page with a comparison chart on it.
 - a. learning to play soccer
 - b. learning to play a guitar
 - c. the way a child learns a language
 - d. learning how to do your job – *recall a training program*
 - Have each group select a note taker and a reporter.
 - Ask each group to list how the first column item is learned
 - Ask them to list on the other side what same things could be done for learning the skill of English use.
4. Hang the sheets on the wall.
5. Ask each group to report to the others.
6. Lead a discussion on: ***what should we be doing to learn English.*** List their ideas on a flip chart or white board.



Sample: 4 white static sheets with headings

Learning to play SOCCER	Learning English
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Learning to play a GUITAR	Learning English
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A child learning LANGUAGE	Learning English
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Learning how to do your JOB	Learning English
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Module One

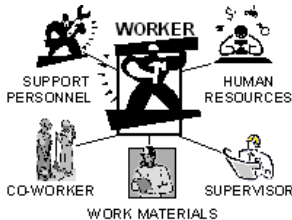


Focus 6: Goals and Objectives

Language Objectives

- to discuss the need of English
- to discuss goals and objectives for the course

Communication Network Objectives



Essential Skills Objectives

- Oral Communication
- Reading

Materials

- Achieving Goals SLIDE/Worksheet
- goals and objectives sheet for each learner

Time: 20 minutes

Accomplishing Goals

Instructions:

Part A

1. Lead a brainstorming session as to why they think they need English for living and working in Steinbach..
2. List the ideas on a flip chart or board.
3. Put up the **Achieving Goals SLIDE** and hand out **Achieving Goals SLIDE/Worksheet** to each learner.
4. Discuss the concept of English as a tool that is needed for better communication on the work site for safety, quality of product and maximum productivity.
5. Discuss the metaphor of learning as climbing a mountain.
 - Explain that reaching the goal of using English for good communication for safety, quality work and productivity is like the top of the mountain.
 - we need to start at the bottom by beginning to learn English
 - we then progress step by step up the mountain by doing various language tasks related to living and working (both in class and out of class)
 - note that we will be helping each other up the mountain

Part B

1. Ask the learners to write in the key words in the objectives (starting at the bottom and moving up) for the course as you discuss them.
2. Ask the learners to give you their goals sheet for you to read. Respond to them in a written note.

Note to the Instructor

Add any appropriate objectives that your learners have suggested in Part A.



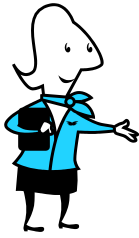
Achieving Goal:
English communication for full participation in English

Making Progress:
Step by step implementation (use) of English for real-life tasks

Getting Started:
Learning English for better communication



Module One



**Focus 7:
Learning the Fire
Evacuation Route**

Language Objectives

- to follow directions
- to give directions
- to learn the fire evacuation route
- to copy out directions
- to mark a route on a map

Communication Network Objectives



Essential Skills Objectives

- Writing
- Oral Communication
- Working with Others
- Continuous Learning

Materials

- building maps

Time: 20 minutes

The Fire Evacuation Route

Instructions:

Part A

1. Explain that buildings should have a fire evacuation route and that we must all learn how to leave the classroom and exit the building by the best route in case of fire.
2. If there is someone who should explain the route, introduce the person. If not, elicit from the learners what they consider to be the best route.
3. Discuss the necessity of doing this in an orderly fashion.
4. Do an actual demonstration with the learners.

Part B

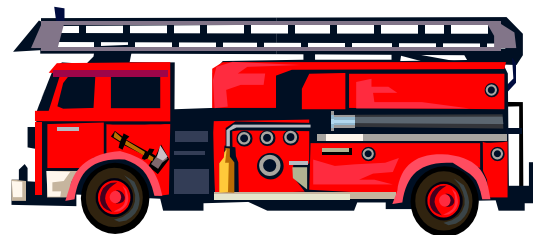
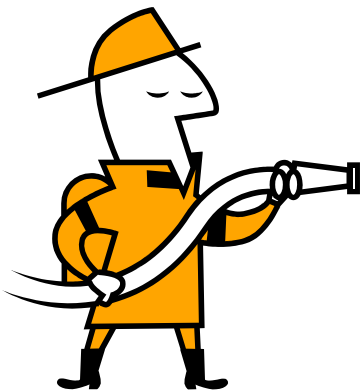
1. On the return from the 'fire drill', write out the key directions on the white board.
2. Use a map of the building to demonstrate the route.
3. Have the learners write out the directions on a page in their notebook. Give them a building map to mark if possible.

Part C

1. Lead your learners in a mock drill with walking in place but turning in the right directions as you give the directions.
2. Have the learners practice giving and following the directions, first reading the list on the board but then without the written clues.

Note to the Instructor

Call on the most advanced learners to be the first to lead the TPR activity (Total Physical Response).



Module One

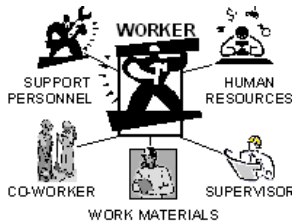


Focus 8: Developing Spelling Skills

Language Objectives

- to correctly spell new words
- to write words

Communication Network Objectives



Essential Skills Objectives

- Writing
- Oral Communication
- Working with Others
- Continuous Learning

Materials

- **Look Cover Write Check** worksheet for each learner
- **Numbers Page** for each learner

Time: 30 minutes

Reflection

Instructions:

Part A

1. Explain to the learners that there will be an ongoing focus on spelling.
2. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
3. Explain how the method works by reading the instructions on the page.
4. Give time for the learners to choose **their own** 10 words, assisting when asked.
5. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

Note to the Instructor

1. In the first lesson of every week, make time in your lesson plans for a peer testing of the previous week's spelling words and choosing of the words for the week.
 - Hand out the new LCWC sheet for the week [Hand out a **NEW** sheet to each learner **each week; a new page will be available with each module.**] Make sure they put their name on it and the date.
 - Ask each learner to dictate the words from their partner's column 2 (old sheet)
 - The partner should write the dictated words in column 1 of the new sheet
 - Each learner self checks with his/her own 'old' sheet for accuracy
 - Ask them to write any misspelled words in column 2 of the new sheet
 - Have them add new words until they have 10 words in the 2nd column
2. Also, give a 5-10 minute segment in the 3rd lesson of each week for an individual in-class practice (using column 3).
3. Encourage the learners to store their spelling sheets in their notebook as a portfolio.

Part B: What Have I Learned?

1. At the end of each class, (not just at the end of the module), ask the learners to think of one thing they have learned.
2. Give them time to quietly reflect and then ask them to share with the class. There is a variety of ways that this could be done:
 - Go around the table asking each person to share with the rest of the class.
 - Toss a ball from one learner to another asking each other ‘What have you learned today?’
 - Have them write a note to you.
 - Have them discuss it in pairs or small groups.
 - *Listen, repeat and add* routine.
 - Report alphabetically by first or last name, or by birthdays, or some other ordering technique.
 - Report on what was helpful in the day’s lesson.
 - Fill out a prepared questionnaire.
 - Do a checklist.
 - Answer specific questions - what did you learn about...
3. Finish with concluding remarks about your own learning as the instructor.

Note to teacher:

You should explain to the learners that this is a very important part of their learning – to reflect on their learning.



Resource Sheet: NUMBERS

Cardinal Numbers	Ordinal Numbers
1 one	first (1 st)
2 two	second (2 nd)
3 three	third (3 rd)
4 four	fourth (4 th)
5 five	fifth (5 th)
6 six	sixth (6 th)
7 seven	seventh (7 th)
8 eight	eighth (8 th)
9 nine	ninth (9 th)
10 ten	tenth (10 th)
11 eleven	eleventh (11 th)
12 twelve	twelfth (12 th)
13 thirteen	thirteenth (13 th)
14 fourteen	fourteenth (14 th)
15 fifteen	fifteenth (15 th)
16 sixteen	sixteenth (16 th)
17 seventeen	seventeenth (17 th)
18 eighteen	eighteenth (18 th)
19 nineteen	nineteenth (19 th)
20 twenty	twentieth (20 th)
21 twenty-one	twenty-first (21 st)
22 twenty-two	twenty-second (22 nd)
23 twenty-three	twenty-third (23 rd)
24 twenty-four	twenty-fourth (24 th)
25 twenty-five	twenty-fifth (25 th)
26 twenty-six	twenty-sixth (26 th)
27 twenty-seven	twenty-seventh (27 th)
28 twenty-eight	twenty-eighth (28 th)
29 twenty-nine	twenty-ninth (29 th)
30 thirty	thirtieth (30 th)
40 forty	fortieth (40 th)
50 fifty	fiftieth (50 th)
60 sixty	sixtieth (60 th)
70 seventy	seventieth (70 th)
80 eighty	eightieth (80 th)
90 ninety	ninetieth (90 th)
100 one hundred	one hundredth (100 th)
200 two hundred	
300 three hundred	
400 four hundred	
500 five hundred	
600 six hundred	
700 seven hundred	one thousandth (1,000 th)
800 eight hundred	
900 nine hundred	
1,000 one thousand	one millionth (1,000,000 th)
10,000 ten thousand	
100,000 one hundred thousand	
1,000,000 one million	

