

**A GUIDE**  
**TO CUSTOMIZED**  
**LITERACY TRAINING**

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**APPENDIX 3**

Functional Situations for  
Immigrant Literacy Students

Third edition

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Immigrant Literacy Students

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Direction de la formation générale des adultes

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## **INTRODUCTION: FUNCTIONAL SITUATIONS FOR IMMIGRANT LITERACY STUDENTS**

### **INTRODUCTION**

Transfer of learning, functional skills, integration of knowledge, autonomy in everyday life—these are concepts familiar to all teachers. Who can argue with an andragogical approach based mainly on the concerns and needs of adults? But how can these concepts be integrated into the classroom? For many years now, this question has been the object of various experiments designed to find an approach to help adults who cannot read, write or calculate attain a degree of autonomy while they are learning.

The appendix is intended as a guide containing examples of functional situations and suggested procedures that must be adapted to each group of students. The guide should not be seen as a program with a fixed set of objectives, but as a bank of learning activities on which literacy teachers can draw at their discretion.

We have enough experience in literacy training to know that teachers always have to customize material to suit the needs of a given class. Consequently, although we have tried to present functional situations that correspond closely to the needs of allophones, inevitably, some of the situations will have to be altered. The aim of the guide is to show how situations based on the interests and requirements of immigrants can be used to help them learn English and arithmetic. We do not claim to have designed situations to meet every need!

The aim of this document is twofold: to enable illiterate allophones to develop skills and to facilitate the task of their literacy teachers.

## **WHAT IS A FUNCTIONAL SITUATION?**

A functional situation may be defined as a task or activity that an adult must perform regularly or occasionally in everyday life. The ability to perform such tasks demonstrates that the adult has acquired the autonomy necessary to function in society. Succeeding in a functional situation requires cognitive skills (knowing how to listen, to read, to write, to reflect and reason), affective skills (interest, attitudes, social behaviours, values) and psychomotor skills.

Classifying information (planning the menu for a meal) and calculating percentages (planning a budget) entail cognitive skills. Having a positive attitude towards learning and an interest in transferring new skills to everyday situations involve affective skills. Being able to write in restricted spaces (to write a cheque, for example) and to use a calculator call on psychomotor skills.

An adult who can handle a functional situation satisfactorily has acquired the kind of skills necessary for that activity (knowledge, skills and attitudes).

## **WHY SPECIFIC FUNCTIONAL SITUATIONS FOR IMMIGRANT LITERACY STUDENTS?**

People who cannot read and write in their mother tongue face the double challenge of acquiring basic skills in a new language while integrating into a new culture. Learning to read and write a language and assimilating the other cultural codes of Québec society involves a particular set of requirements.

According to a 1994 ministère de l'Éducation survey, the number of allophones enrolled in literacy training increased 181 percent during the five years preceding 1994. In the Montréal region, more than two thirds of the participants in literacy programs are allophones. Given the large size of this group, it is essential to develop educational services that respond to its particular needs.

## WHICH FUNCTIONAL SITUATIONS?

Specific programs have been developed for allophone literacy students. The programs offered respectively by the ministère des Communautés culturelles et de l'Immigration (1991), and administered by the COFIs, the CECM (1994) and the CECQ (1990) all offer learning activities designed to facilitate the integration of their clientele into our society. These programs represent an obvious reference point for anyone seeking to improve the pedagogical content and general approach of literacy programs for allophones. This is also the case as regards "Québec, mode d'emploi" whose texts are well-adapted to the needs of this population.

The *Guide to Customized Literacy Training* (GCLT) is based on functional situations suggested by consultants who have worked with immigrants who are not literate in their mother tongue. We have sought to identify the characteristics of this clientele in order to enable teachers to devise programs adapted to their students' needs. Our principal aim has been to stimulate student motivation. Along these lines, we propose functional situations based on the management of small businesses of the sort many immigrants in fact run. Other situations are based on communicating with the students' home country.

Most of the activities presented here begin with a discussion of the way in which a theme is handled in the class members' home countries. Two aspects of this approach deserve to be underlined. First, it is important to encourage the students to express themselves out loud in order to learn to speak fluently. In this connection, each functional situation involves an oral communication objective. Second, the students' diverse origins represent a source of mutual enrichment. Recognizing and understanding differences, and making use of them as guidelines while integrating into a host country seems like a promising strategy for integration.

On the other hand, the selection of functional situations presented here is not an exhaustive one. It merely offers a set of possibilities. For example, the absence of situations related to the use of various services available in Québec society is not intended to suggest that the students do not need to know how use these services. Part of those needs could probably be met by using functional situations developed in the course of the update of the GCLT for all literacy students rather than for a specific clientele.

In short, what teachers will find here are procedures enabling them to offer educational responses adapted to the needs and interests of allophones with low reading and writing skills. By having the students themselves suggest subjects of concern to them, teachers may be able to identify other situations that correspond more closely to their needs.

## **HOW ARE THE FUNCTIONAL SITUATIONS PRESENTED?**

Each situation identifies one or two skills and includes a list of suggested objectives corresponding to the related content of the four steps set out in the GCLT.

The activity is illustrated by a hypothetical situation, for which appropriate materials and procedural details are described. In most cases, language exercises are also associated with the functional situations.

The objectives proposed with each functional situation are no more obligatory than the situations. Other objectives might be appropriate as well, as long as they are adapted to the needs of the students.

**LIST OF FUNCTIONAL SITUATIONS DEVELOPED FOR IMMIGRANT LITERACY STUDENTS (Marie-France Paradis, April, 1995)**

<b>THEMES</b>	<b>FUNCTIONAL SITUATIONS</b>	<b>SKILLS</b>	<b>STEPS</b>
<b>1. EMPLOYMENT</b>	<b>LOOKING FOR WORK</b>	1.1.1 Finding out what jobs are available	Step 1
		1.2.1 Describing their work experience	Step 1
		1.3.1 Consulting classified advertisements for job offers	Step 1
		1.3.2 Writing a job notice stating that they are looking for work	
		1.4.1 Describing their work experience.	Step 2
		1.5.1 Writing a resume.	Step 3
		1.6.1 Writing a resume and a letter seeking employment.	Step 4
<b>2. COMMUNICATING WITH THEIR HOME COUNTRY</b>	<b>SENDING MONEY</b>	2.1.1 Sending money to their home country.	Step 1
	<b>PHONING FAMILY OR FRIENDS BACK HOME</b>	2.2.1 Understanding how long distance calls are billed	Step 2
		2.2.2 Choosing the best time to place an overseas call	
	<b>SENDING NEWS</b>	*2.3.1 Recording news on a cassette and sending it to family or friends.	Step 1
		2.4.1 Choosing a greeting card for the purpose of sending news to family or friends.	Step 1
		*2.4.2 Sending a greeting card to a friend or relative.	
		*2.5.1 Writing a letter conveying news to family or friends.	Step 2
*2.6.1 Writing a letter conveying news to family or friends.		Step 3	
*2.7.1 Writing a letter conveying news to family or friends.	Step 4		
<b>3. MANAGING TIME AND MONEY</b>	<b>RUNNING A SMALL BUSINESS</b>	3.1.1 Knowing the vocabulary associated with commercial activities.	Step 1
		3.1.2 Determining the kinds of income and expenses associated with businesses.	
		3.2.1 Conveying the information necessary to promote a small business (business card).	Step 1
		3.2.2 Writing the information necessary to promote a small business.	
		3.3.1 Knowing the vocabulary associated with the management of a small business.	Step 2
		3.3.2 Calculating the cost price of a product.	
		3.4.1 Knowing the vocabulary associated with recording earnings and expenses, in order to improve their ability to manage a small business.	Step 2
		3.4.2 Calculating expenses and earnings.	
3.5.1 Reading and obtaining information from advertising flyers.	Step 3		
3.5.2 Creating an advertising flyer.			

	<b>PARTICIPATING IN A TONTINE</b>	3.6.1	Understanding, on the basis of the operating rules of a tontine, the mathematical operations involved.	Step 3
		3.7.1	Establishing the operating rules of a tontine.	Step 2
		3.7.2	Managing a tontine.	
	<b>BUYING ON CREDIT</b>	3.8.1	Calculating the interest on an article purchased on credit.	Step 2
		3.9.1	Evaluating how much interest adds to the price of a product.	Step 3
		3.10	Calculating the interest on purchases made on credit using the rule of three and determining the equivalences between ordinary fractions, decimals and percentages.	Step 4
	<b>TIME MANAGEMENT</b>	3.11.1	Planning a day's schedule, taking into account everything that has to be done including all travel time between locations.	Step 1
		3.12.1	Planning a week's schedule, taking into account everything that has to be done including all travel time between locations.	Step 2
		3.12.2	Modifying their weekly schedule in response to unforeseen circumstances.	
<b>4. PUBLIC SERVICES</b>	<b>PREPARING FOR A MEETING AT SCHOOL WITH THEIR CHILD'S TEACHER</b>	4.1.1	Understanding a written invitation to participate in an open house for parents at school.	Step 2
		4.2.1	Participating in a parents' meeting at school.	Step 3
<b>5. RECREATION</b>	<b>PLANNING A TRIP OR AN OUTING</b>	5.1.1	Getting information about schedules and fares to a vacation site in Québec.	Step 1
		5.1.2	Evaluating total travel expenses.	
		5.2.1	Preparing for a trip by consulting public transportation schedules.	Step 2
		5.2.2	Calculating total travel expenses.	
		5.3.1	Planning a trip, choosing the most advantageous means of transportation and describing to the class the steps taken.	Step 3
		5.3.2	Planning the budget for the trip.	
	5.4.1	Planning a class outing, sharing the responsibilities.	Step 4	
	5.4.2	Planning the budget for the outing, dividing the costs among the participants and collecting the money.		
	<b>PLANNING A MEAL FOR A SPECIAL OCCASION</b>	5.5.1	Making a guest list	Step 3
		5.5.2	Planning the menu for the meal	
		5.5.3	Calculating the cost of the meal	
	<b>PLANNING SEASONAL RECREATIONAL ACTIVITIES</b>	5.6.1	Writing an invitation	Step 4
		5.6.2	Planning the menu for the meal	
5.6.3		Calculating the cost of the meal		
		5.7.1	Knowing which recreational activities may be practised in each season	Step 3

# **1. EMPLOYMENT**

## Functional Situation

## STEP 1

### 1.1 LOOKING FOR WORK

SKILL	OBJECTIVES	
1.1.1 Finding out what jobs are available.	L.S. 1.2 L.S. 1.3 L.S. 1.6 L.S. 1.7 R. 1.3 R. 1.32 R. 1.33  R. 1.34 W. 1.13 W. 1.36 W. 1.51 V. 1.7	To answer specific factual questions. To be able to provide personal information clearly. To receive messages and directions accurately. To ask questions and make requests. To associate words with meanings. To respond to basic reading requirements. To use accumulated knowledge to derive meaning from reading. To use context cuing. To write questions. To use verbs and verb forms correctly. To spell words used in social and work settings. To accumulate a reading vocabulary of words needed in the adults' immediate environment.

## SUGGESTED ACTIVITIES

### Learning Situation

Using images of different occupations, the students will begin a discussion about the jobs held by members of the class (place of work, hours, tasks and responsibilities, wages, etc.). Then, in small teams, the students prepare questions to ask prospective employers. Volunteers from the class will pose these questions to the teacher, who plays the role of employer.

### Materials

- Images representing various occupations.

### Procedure

- Ask the class to identify the various ways of finding work (through friends, family, neighbours and acquaintances; immigrant associations; newspapers; notices posted in stores, etc.).
- Give the students examples of the type of questions to ask and the kind of answers they might receive. They may want to write down the questions to use as models at a later date. Here are some examples:

#### Questions:

- on the availability of work: (e.g. "My name is X. I'm looking for work. Are there any jobs available in your store?"),

#### Answers:

- on the availability of work: (e.g. "Yes, we're looking for someone."),

- the nature of the work,
- the experience and skills required,
- the hours,
- the salary,
- etc.

- the nature of the work,
- the experience and skills required,
- the hours,
- the salary,
- etc.

- Particular attention should be paid to the oral part of this activity. Make sure that all class members fully understand the information given by asking them questions about the simulation.

### **Language Exercises**

- Update the vocabulary list (experience, schedule, salary, wages, etc.).
- Observe the variations in interrogative and affirmative sentences.
- Observe verb tenses (past, present, future) and persons (third person singular or plural).
- Distinguish between proper and common nouns and observe the marks of the plural (determiners and nouns).
- Observe the different types of discourse (expressive, persuasive and informative) and note that the simulation is an instance of informative discourse.
- Other exercises.

**Functional Situation**

**STEP 1**

**1.2 LOOKING FOR WORK**

<b>SKILL</b>	<b>OBJECTIVES</b>	
1.2.1 Describing their work experience.	A. 1.27 L.S. 1.1 L.S. 1.2 L.S. 1.3 R. 1.24 R. 1.25 W. 1.51 W. 1.57	To compare and rank numbers of three or more digits. To speak loudly enough to be heard. To answer specific factual questions. To be able to provide personal information clearly. To pronounce words by sound only. To understand and apply the principle of syllabication. To spell words used in social and work settings. To use an auditory approach to spelling.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>Following the guidelines established during class discussion, the students will prepare an outline, which they will subsequently use to describe their work experience.</p>		

### Materials

- Images illustrating various occupations;
- Outline prepared by the class as a whole.

### Procedure

- Begin a discussion about looking for work. Explain the importance of describing their work experience properly and of highlighting experience that is pertinent to the job they are applying for.
- Use the experience of a member of the class as an example, taking care not to embarrass the person, especially if the student chosen is a woman. Ask this person when he or she got his or her first job and what type of job it was, including the particular tasks involved. Continue, asking about subsequent jobs. Write the answers on the board in the form of guidelines that will help the other students describe their work experience. For example:

<b>Duration</b>	<b>Position held</b>	<b>Responsibilities</b>
1975 to 1978	Cook	<ul style="list-style-type: none"><li>• Prepare meals in a 50-bed hospital;</li><li>• supervise the cooks' helpers;</li><li>• etc.</li></ul>
2nd job		
3rd job		
Etc.		

- Since this is primarily an oral exercise, the written description of the tasks may be brief and should be in note form, using key words, not whole sentences.
- The dates of employment may serve as the basis for arithmetic exercises, such as calculating which job was held for the longest duration, total number of years on the labour market, etc.
- Ask each member of the class to describe his or her work experience out loud.

### **Language Exercises**

- Update the vocabulary list.
- Observe the variation in the forms of nouns and adjectives without formulating any rules.
- Group words according to their spelling.
- Do exercises on syllables.
- Other exercises.

## Functional Situation

## STEP 1

### 1.3 LOOKING FOR WORK

SKILL	OBJECTIVES
1.3.1 Consulting classified advertisements for job offers.	L.S. 1.14 To listen to others in order to take part in a discussion. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.11 To develop a basic sight vocabulary. R. 1.26 To understand the concept of abbreviation. R. 1.32 To respond to basic reading requirements. R. 1.33 To use accumulated knowledge to derive meaning from reading. R. 1.44 To use a dictionary to find the meaning of words. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.

## SUGGESTED ACTIVITIES

### **Learning Situation**

The students will become familiar with the contents of the classified ads and will then choose ads corresponding to their competencies.

### **Materials**

- Photocopies of job offers listed in classified advertisements (try to select ads with no abbreviations).

### **Procedure**

- Discuss looking for a job. Explain the role of classified ads and point out other ways to look for work (acquaintances, immigrant associations, employment centres, ads placed in stores, etc.).
- Have the class list the occupations for which they see the largest number of ads. Do reading and comprehension exercises by identifying the key information in the classified ads.
- Have the students imagine a job seeker and check ads in a newspaper for someone with this profile.
- Have the students select, individually, job ads for which they might be suited.

### **Language Exercises**

- Update the vocabulary list.
- Look up the meaning of a word in a beginner's dictionary or a visual dictionary.
- If necessary, discuss abbreviations.
- Other exercises.

SKILL	OBJECTIVES	
1.3.2 Writing a notice stating that they are looking for work.	R. 1.24 R. 1.25 W. 1.8 W. 1.12 W. 1.17 W. 1.24 W. 1.31 W. 1.51	To pronounce words by sound only. To understand and apply the principle of syllabication. To write simple sentences. To provide personal information. To write independently. To address an envelope correctly. To choose words carefully to suit the precise meaning intended. To spell words used in social and work settings.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will write a notice suitable for posting in a store or business, offering their services.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Examples of notices posted in stores or small businesses.</li> </ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Have the class write a job-wanted ad, following the guidelines established in class discussion as regards the type of job sought, the candidate's previous work experience, his or her address, etc.</li> </ul>		

### **Language Exercises**

- Update the vocabulary list.
- Observe the variation in the form of nouns and adjectives without formulating any rules.
- Divide words into syllables.
- Pronounce words, emphasizing the correspondence between the written letters and the spoken sounds.
- Other exercises.

**1.4 LOOKING FOR WORK**

SKILL	OBJECTIVES
1.4.1 Describing their work experience.	L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.4 To provide personal information clearly. V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area. W. 2.5 To form complete sentences. W. 2.14 To create a personal spelling dictionary of troublesome words. W. 2.35 To use regular verbs in the past tense. W. 2.36 To understand and use common irregular verbs in the past tense. W. 2.47 To use the present tense correctly in the third person singular.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b> Following the guidelines established during class discussion, the students will prepare an outline which they will subsequently use to describe their work experience.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Outline prepared by the class as a whole.</li> </ul>	

**Procedure**

- Begin a discussion about looking for work. Explain the importance of describing their work experience properly and of stressing experience that is pertinent to the job one is applying for.
- Use the experience of a member of the class as an example. Ask this person when he or she got his or her first job and what type of job it was, including the particular tasks involved. Continue, asking about subsequent jobs. Write the answers on the board in the form of guidelines that will help the other students describe their work experience. For example:

Duration	Position held	Responsibilities
1975 to 1978	Cook	<ul style="list-style-type: none"><li>• Prepare meals in a 50-bed hospital;</li><li>• supervise the cooks' helpers;</li><li>• etc.</li></ul>
2nd job		
3rd job		
Etc.		

- Each person completes the table with the jobs he or she has held.
- Using as examples jobs currently held by class members, suggest exercises involving changes in the subjects of verbs: I prepare, I supervise, she prepares, she supervises, etc.
- Ask the students to vary the tense and subject of verbs. For example, they could rewrite a given text in the present, using the third person singular, etc.

## Language Exercises

- Update the vocabulary list.
- Use the appropriate vocabulary.
- Work on the auxiliaries "have" and "be" as well as with the most common regular and irregular verbs in the present indicative.
- Do exercises involving changes in verb person (I, you, she, he, we, they).
- Do exercises on syntax (subject + verb + complement).
- Other exercises.

**1.5 LOOKING FOR WORK**

SKILL	OBJECTIVES
1.5.1 Writing a resume.	L.S. 3.1 To relate to others by acknowledging their input and opinions. L.S. 3.13 To recognize the important ideas in a presentation. L.S. 3.16 To evaluate personal strengths and weaknesses. R. 3.21 To understand the concept of abbreviations. R. 3.24 To understand and use a dictionary. W. 3.10 To spell words used in social and work settings. W. 3.47 To use proper punctuation in writing. W. 3.52 To understand and use correct sentence structure. W. 3.55 To develop responsibility for self-appraisal and checking. W. 3.63 To use sound clues to look up words in a dictionary. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.

## SUGGESTED ACTIVITIES

### **Learning Situation**

Using a model resume produced by the class, the students will write their own resumes.

### **Materials**

- A photocopy of the model resume for each member of the class.

### **Procedure**

- Begin a discussion about looking for work. Explain that, for certain jobs, it is necessary to submit a high-quality resume in order to distinguish oneself from other candidates. Stress the importance of a coherent resume, with the information clearly set out, and attractive layout and general presentation.
- Have the class as a whole create a resume for an imaginary job candidate. Have the students participate in choosing the information used in the resume. The resume is to be photocopied and distributed to class members, to serve as a model for their own resume.

Choose a **functional** model and arrange the imaginary information as follows:

## RESUME

Name  
Address  
Telephone number

### Personal information

Social insurance number  
Age  
Citizenship

This item now appears on several models of resumes. Personal information should only be provided if it is relevant to the work sought. Otherwise we advise against using it, in order to avoid discrimination.

### Work experience

Mechanic  
(Oct. 1992 - June 1994)

Best Deal Garage, Duberger (Québec)  
Under the supervision of the equipment manager, my responsibilities included repairing motors, transmissions and hydraulic appliances, delivering parts to work sites, buying parts, repairing service vehicles.

Apprentice mechanic  
(Sept. 1991 - Sept. 1992)

Rapido Garage, Guatemala City, Guatemala  
Under the supervision of the head mechanic, my responsibilities included ordering and delivering parts, assisting the head mechanic in changing motors and repairing transmissions. I also took care of the ordinary maintenance needs of the Avis company's cars.

### Training

- Schooling
- Occupational training

Ubico Elementary School  
(Nov. 1983 - Aug. 1985)  
Mechanics Program (May 1991 - Sept. 1991)  
(90 hours, including a practicum)

**Other Activities**

List any organizations or groups you belong to, or training certificates you have obtained (e.g. lifeguard certificate).

List hobbies that are directly relevant to the job sought, if you have any.

**References**

You can either give the names and addresses of people who will give you references or indicate that references are available upon request.

- Indicate the type of information you are sending:
  - concerning education and training: name and address of schools attended;  
fields of specialization;  
etc.;
  - concerning work experience: chronological order beginning with the most recent job;  
title and duration of employment;  
name of employer and address of place of employment;  
description of job and level of difficulty.
- Once the model is distributed, ask the students to write their own resumes, following the model.
- Have the students check their spelling in a dictionary.
- Work with abbreviations using the months cited in the resume.

### **Language Exercises**

- Update the vocabulary list.
- Work on punctuation and the use of capital letters.
- Use appropriate vocabulary.
- Other exercises.

**1.6 LOOKING FOR WORK**

<b>SKILL</b>	<b>OBJECTIVES</b>
1.6.1 Writing a resume and a letter seeking employment.	L.S. 4.5 To work in pairs and small groups. L.S. 4.12 To evaluate personal strengths and weaknesses. W. 4.9 To spell words used in social and work settings. W. 4.24 To use proper punctuation in writing. W. 4.25 To understand the formation and use of abbreviations. W. 4.35 To write different types of business letters. W. 4.40 To write and present a final copy. W. 4.58 To understand and use correct sentence structure. V. 4.10 To know and use specialized vocabulary pertaining to a specific subject area. V. 4.11 To use knowledge of root words and suffixes to understand various job titles and duties.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>Using an example, the students will write a resume and a letter seeking employment.</p>	

### **Materials**

- A photocopy of the model resume for each member of the class.

### **Procedure**

- Begin a discussion about looking for work. Explain that, for certain jobs, it is necessary to submit a high-quality resume in order to distinguish oneself from other candidates. Stress the importance of a coherent resume, with the information clearly set out, and attractive layout and general presentation.
- Have the class as a whole create a resume for an imaginary job candidate. Have the students participate in choosing the information used in the resume. The resume is to be photocopied and distributed to class members, to serve as a model for their own resumes.

Choose a **functional** model and arrange the imaginary information as follows:

### **Resume**

Name  
Address  
Telephone number

### **Personal information**

Social insurance number      This item now appears on several models of resumes. Personal information should only be provided if it is relevant to the work sought. Otherwise we advise against using it, in order to avoid discrimination.  
Age  
Citizenship  
Etc.

**Work experience**

Mechanic  
(Oct. 1992 - June 1994)

Best Deal Garage, Duberger (Québec)  
Under the supervision of the equipment manager, my responsibilities included repairing motors, transmissions and hydraulic appliances, delivering parts to work sites, buying parts, repairing service vehicles.

Apprentice mechanic  
(Sept. 1991 - Sept. 1992)

Rapido Garage, Guatemala City (Guatemala)  
Under the supervision of the head mechanic, my responsibilities included ordering and delivering parts, assisting the head mechanic in changing motors and repairing transmissions. I also took care of the ordinary maintenance needs of the Avis company's cars.

**Training**

- Schooling
- Occupational training

Ubico Elementary School  
(Nov. 1983 - Aug. 1985)  
Mechanics Program (May 1991 - Sept. 1991)  
(90 hours, including a practicum)

**Other Activities**

List the organizations or groups you belong to, or the certificates you have obtained (e.g. lifeguard certificate).  
List hobbies that are directly relevant to the job sought, if you have any.

## References

You can either give the names and addresses of people who will give you references, or indicate that references are available upon request.

- Indicate the type of information you are sending:
  - concerning education and training:  
name and address of schools attended;  
fields of specialization;  
etc.
  - concerning work experience:  
chronological order beginning with the most recent job;  
title and duration of employment;  
name of employer and address of place of employment;  
description of job and level of difficulty.
- Once the model is distributed, ask each student to write their own resume, following the model.
- Have the students check their spelling in a dictionary.
- Work with abbreviations using the abbreviations of the months, as in the resume.

### **Language Exercises**

- Update the vocabulary list.
- Work on punctuation and the use of capital letters.
- Use appropriate vocabulary.
- Suggest various polite forms of closing the letter and explain the differences between them.
- Other exercises.

## **2. COMMUNICATING WITH THEIR HOME COUNTRY**

**2.1 SENDING MONEY**

<b>SKILL</b>	<b>OBJECTIVES</b>
2.1.1 Sending money to their home country.	A. 1.33 To read and write sums of money. L.S. 1.14 To listen to others in order to take part in a discussion. R. 1.3 To associate words with meanings. R. 1.24 To pronounce words by sound only. R. 1.32 To respond to basic reading requirements. R. 1.43 To become familiar with the organization of a simple dictionary. W. 1.3 To print words legibly. W. 1.12 To provide personal information. W. 1.14 To use capitals for proper nouns. W. 1.51 To spell words used in social and work settings. W. 1.53 To create a personal spelling dictionary. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.

## SUGGESTED ACTIVITIES

### **Learning Situation**

The students will listen to the teacher's explanation of how to send money abroad. They will bring in forms and papers that have to be filled out, for use in exercises.

### **Materials**

- Forms that have to be filled out in order to send money.

### **Procedure**

- Lead a discussion on the procedure for sending money abroad. Each student explains the type of documents he or she needs and brings a copy of the documents to the next class.
- Use the most relevant examples for exercises. In all cases, the students should write the name and address of the person to whom the money is being sent, and the amount of money being sent.
- Point out that sending money always entails fees, and compare the amount charged by different agents.

### **Language Exercises**

- Update the vocabulary list.
- Verify the students' use of capitals for proper names.
- Find new words in a beginner's dictionary or a visual dictionary.
- Pronounce the words, emphasizing the correspondence between the written letters and the spoken sounds.
- Other exercises.

**2.2 PHONING FAMILY OR FRIENDS  
BACK HOME**

<b>SKILL</b>	<b>OBJECTIVES</b>
2.2.1 Understanding how long-distance calls are billed.	L.S. 2.2. To speak loudly enough to be heard. L.S. 2.5. To recall specific information heard. L.S. 2.8. To ask questions and make requests. R. 2.26. To use calendars. W. 2.15. To spell words used in social and work settings.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>The students will simulate a conversation with a telephone operator in which they seek information about the cost of overseas calls.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two telephones or a Bell teletrainer;</li> <li>• Map of the world;</li> <li>• Map of Québec;</li> <li>• Calendar.</li> </ul>	

### **Procedure**

- Ask the students to explain the rate structure for overseas calls.
- Do you often place calls outside of Canada?
- Do all phone calls cost the same amount?
- Why not?
- Etc.
- Pair the students and have them prepare the questions to ask the operator. They must indicate the place they wish to call, the rate according to the time of day (daytime, night, Saturday or Sunday), and so on. Once the teams are ready, each one does its simulated telephone request for information on the rates for a specific call. The students should note the appropriate questions to ask and the information obtained.

### **Note:**

1. Explain that calls within the same region are not billed by the call (as is often the case abroad). However, the cost varies from one region to another according to distance, time and day of the week. The students will need a calendar to identify the Saturdays and Sundays. This activity may also provide the opportunity to teach the students some geography.
2. The rate structure is no longer published. To obtain information about long-distance rates, one must call the operator (0).

### **Language Exercises**

- Work with sounds and new words, making the necessary phonetic corrections.
- Update the vocabulary list.
- Other exercises.

2.2.2 Choosing the best time to place an overseas call.

A. 1.35	To compare and rank sums of money.
R. 2.6	To develop an advanced sight vocabulary.
R. 2.7	To meet basic reading requirements.
R. 2.30	To use telephone directories.

### SUGGESTED ACTIVITIES

#### **Learning Situation**

The students will bring in telephone bills with billings for overseas or long-distance calls. Use these examples to explain the rate structure.

#### **Materials**

- Copies of telephone bills for each person;
- Written on the blackboard, a list of the categories used by Bell (call number, place, telephone number, duration of the call, rates, reduction and amount).

### **Procedure**

- Ask the students to complete the list on the blackboard by giving examples of billed calls that can be used to form the basis of exercises, such as:
  - Identify the call with the greatest price reduction.
  - Identify the most expensive call and the reasons why it cost so much.
  - Determine whether the cost of the most expensive call could have been reduced, and how.
  - Other exercises.
- In teams, using copies of telephone bills, the students answer the teacher's questions, such as:
  - Identify two calls to the same location: why is there a difference in cost?
  - How much did the first call cost? The second? Which cost more? Why?

**2.3 SENDING NEWS**

SKILL	OBJECTIVES
2.3.1. Recording news on a cassette and sending it to family or friends.	L.S. 1.1 To speak loudly enough to be heard. L.S. 1.9 To relate experiences, feelings and ideas. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.32 To respond to basic reading requirements. R. 1.33 To use accumulated knowledge to derive meaning from reading. W. 1.24 To address an envelope correctly. W. 1.51 To spell words used in social and work settings. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will record a message to a recipient of their choice.</p>	

### **Materials**

- One or more cassette recorders;
- Blank cassettes.

### **Procedure**

- Ask the members of the class to describe how they convey news back home, and to talk about the importance of sending and receiving news. This discussion requires skill and diplomacy in order to avoid touching on painful memories. Ask the students to whom they would like to send a cassette in English and what type of information they would like to record on it (e.g. family, health, climate, work, etc.). List the proposed subjects on the board.
- Pair the students and have them prepare the message to be recorded, using the themes proposed by the class and setting a time limit (five minutes, for example, to allow several people to participate). Each person should choose the themes he or she wants to talk about.
- Record the messages. If there is only one cassette recorder, ask for a few volunteers to record their messages and then have the class correct them as a group

### **Language Exercises**

- Update the vocabulary list.
- Use new words in spoken sentences.
- Work with new words and with sounds.
- Other exercises.

**2.4 SENDING NEWS**

<b>SKILL</b>	<b>OBJECTIVES</b>
<p>2.4.1 Choosing a greeting card for the purpose of sending news to family or friends.</p>	<p>L.S. 1.14 To listen to others in order to take part in a discussion.                      L.S. 1.15 To learn to keep to the topic under discussion.                      R. 1.3 To associate words with meanings.                      R. 1.24 To pronounce words by sound only.                      R. 1.25 To understand and apply the principle of syllabication.                      R. 1.32 To respond to basic reading requirements.                      R. 1.33 To use accumulated knowledge to derive meaning from reading.                      W. 1.23 To write greeting cards and postcards.                      V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.</p>
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>The students will choose or make a greeting card for a recipient of their choice.</p>	

**Materials**

- A selection of greeting cards covering the gamut of occasions for which cards are used. The cards should have pictures illustrating the purpose for which they are used.

**Procedure**

- Begin a discussion about the occasions for sending greeting cards to their home countries.
- Note on the board the occasions mentioned (New Year, birthdays, etc.).
- Using greeting cards the students have brought in, discuss the occasions for which cards are used most typically in Québec (birthday cards, get well cards, births, condolences, etc.). This discussion encourages the students to share their intercultural perspectives and also to learn about the way things are done in this culture.

## Language Exercises

- Update the vocabulary list.
- Use new words in spoken sentences.
- Observe the different types of discourse (expressive, persuasive and informative) and point out that greeting cards represent an example of expressive discourse.
- Pronounce words, emphasizing the correspondence between the written letters and the spoken sounds.
- Divide words into syllables.
- Add or replace words in sentences.
- Other exercises.

<p>2.4.2 Sending a greeting card to a friend or relative.</p>	<p>W. 1.3 To print words legibly.  W. 1.7 To recognize a sentence as a complete thought.  W. 1.8 To write simple sentences.  W. 1.23 To write greeting cards and post cards.  W. 1.24 To address an envelope correctly.  W. 1.34 To use cursive writing.</p>
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>The students will send the cards they have chosen.</p> <p><b>Materials</b></p> <p>Each student brings the card he or she has chosen and an envelope.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• The students write messages on their cards.</li> <li>• If the card the students have chosen comes with a printed message, the students should add a few words or short sentences to personalize the message.</li> <li>• The students must write the address correctly. They will probably require examples.</li> </ul>	

## Language Exercises

- Update the vocabulary list.
- Respect the rules for capitals and periods.
- Place words in a logical order to form a sentence.
- Use the appropriate vocabulary.
- Other exercises.

**2.5 SENDING NEWS**

<b>SKILL</b>	<b>OBJECTIVES</b>
2.5.1 Writing a letter conveying news to family or friends.	L.S. 2.1 To listen to others in order to take part in a discussion. W. 2.5 To form complete sentences. W. 2.12 To be willing to write despite spelling problems. W. 2.15 To spell words used in social and work settings. W. 2.27 To know the required format for a letter. W. 2.29 To gain confidence in writing different types of personal letters.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>The students will write a letter to a recipient of their choice.</p>	

### **Procedure**

- Start a discussion about the occasions for sending news back home and the importance of keeping in touch.
- Ask everyone in the class to choose a correspondent.
- The whole class should discuss the main subjects to write about in a letter (news about the family, work, courses, etc.). Write the themes on the board.
- Ask the members of the class to select a few themes from the class discussion for their own letters.
- Give some guidelines concerning the form of the letter: place, date, etc.
- Next, ask each student to write a letter to a recipient of their choice, using some of the selected themes.

### **Language Exercises**

- Update the vocabulary list.
- Use new words in written sentences.
- Identify nouns, verbs, determiners, qualifying adjectives.
- Add an adjective to a noun to make it more specific (e.g. a bus; a big bus, a fast bus).
- Other exercises.

**2.6 SENDING NEWS**

SKILL	OBJECTIVES
2.6.1 Writing a letter conveying news to family or friends.	L.S. 3.1 To relate to others by acknowledging their input and opinions. R. 3.1 To take risks when reading. W. 3.1 To become a willing and confident writer. W. 3.21 To know the required format for a personal letter. W. 3.22 To gain confidence in writing different types of personal letters. W. 3.23 To address an envelope correctly. W. 3.52 To understand and use correct sentence structure. V. 3.10 To enrich vocabulary by learning new meanings for familiar words.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will write a letter to a recipient of their choice. One letter will be chosen for a class activity focused on reading comprehension.</p>	

**Materials (Activity 2)**

Photocopy of the letter chosen for each person in the class.

**Procedure****Activity 1**

- Start a discussion about the occasions for sending news back home and the importance of keeping in touch.
- Ask everyone in the class to choose a correspondent.
- The whole class should discuss the main subjects to write about in a letter (news about the family, work, courses, etc.). Write the themes on the board.
- Ask the members of the class to select a few themes from the class discussion for their own letters.
- Next, ask the students to write a letter to a recipient of their choice, using some of the selected themes.

## Activity 2

- With the author's consent, choose a letter for the reading comprehension exercise, which might include the following questions:
  - For whom is the letter intended?
  - What topics does it cover?
  - Etc.
- Other exercises may be proposed, such as:
  - Discuss the feelings expressed in a sentence.
  - Transform sentences by changing a word.
  - Look for the opposite of certain words.
  - Identify punctuation marks.

### **Language Exercises**

- Update the vocabulary list.
- Observe the expressive nature of certain letters.
- Use new words in written sentences.
- Identify nouns, verbs, determiners, qualifying adjectives.
- Do exercises on verb tense.
- Change affirmative sentences into the interrogative or negative form.
- Work with prepositions (to, from, at, etc.).
- Other exercises.

**2.7 SENDING NEWS**

SKILL	OBJECTIVES
2.7.1 Writing a letter conveying news to family or friends.	L.S. 4.5 To work in pairs and small groups. R. 4.1 To take risks. R. 4.20 To use the dictionary. W. 4.1 To write for content and meaning. W. 4.19 To adapt vocabulary and style to writing purpose. W. 4.22 To gain confidence in writing different types of personal letters. W. 4.39 To edit and revise. W. 4.40 To write and present a final copy.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will write a letter to a recipient of their choice. Letters will be chosen for a class activity focused on reading for comprehension.</p> <p><b>Materials (Activity 2)</b></p> <p>Photocopies of the letters chosen for each person in the class.</p>	

## **Procedure**

### **Activity 1**

- Start a discussion about the occasions for sending news back home and the importance of keeping in touch.
- Ask everyone in the class to choose a correspondent.
- The whole class should discuss the main subjects to write about in a letter (news about the family, work, courses, etc.). Write the themes on the board.
- Ask the members of the class to select a few themes from the class discussion for their own letters.
- Next, ask each student to write a letter to a recipient of their choice, using some of the themes selected.

### **Activity 2**

- With the authors' consent, choose some letters for the reading comprehension exercise, which might include the following questions:
  - For whom is the letter intended?
  - What topics does it cover?
  - Etc.

- Other exercises may be proposed, such as:
- Discuss the meaning and the aspects covered in a letter and give their opinion of the message conveyed.
- Discuss the feelings expressed in a sentence.
- Change sentences by changing a word.
- Look for the antonyms and synonyms of certain words.
- Identify punctuation marks.
- Form words by adding prefixes and suffixes.
- Use different verb endings.

### **Language Exercises**

- Update the vocabulary list.
- Look up new words in the dictionary.
- Identify nouns, verbs, determiners, qualifying adjectives, pronouns.
- Do exercises on verb tense.
- Transform affirmative sentences into the interrogative or negative form.
- Other exercises.

### **3. MANAGING TIME AND MONEY**

**3.1 RUNNING A SMALL BUSINESS**

SKILL	OBJECTIVES
3.1.1 Knowing the vocabulary associated with commercial activities.	L.S. 1.12 To pronounce correctly all words commonly used. L.S. 1.14 To listen to others in order to take part in a discussion. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.32 To respond to basic reading requirements. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>Using examples of commercial activities practised by members of the class, the teacher will introduce the students to the vocabulary they need to know for business purposes (sales, earnings, expenses, etc.).</p>	

### **Procedure**

- Begin by asking each person to describe his or her commercial activities (or those of an acquaintance).
- Help the members of the class explain their business activities properly (pronunciation, vocabulary, etc.).
- If the activity involves processing, determine all the necessary raw materials (for example, in a restaurant business, note the ingredients required to prepare certain dishes). Consult the members of the class to select a business activity and make a purchase list.
- Write this information on the board under the heading "purchases" or "sales."

### **Language Exercises**

- Update the vocabulary list.
- Identify familiar sounds and words.
- Work with new sounds and words.
- Use new words in spoken sentences.
- Associate an image with the most difficult words.
- Other exercises.

<p>3.1.2 Determining the kinds of income and expenses associated with businesses.</p>	<p>A. 1.33 To read and write sums of money.  A. 1.31 To count sums of money.  R. 1.40 To use a calendar.</p>
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>Using examples of commercial activities practised by members of the class, lead a discussion about basic management concepts.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Ask the students to consider the price of various articles, and place the answers under the headings "purchases" and "sales."</li> <li>• To help the students, establish a time frame within which the purchases and sales are made: for example, one week.</li> </ul>	

- Write the time period and the amounts spent or earned each day on the board, as follows:

**WEEK OF** \_\_\_\_\_ **TO** \_\_\_\_\_

**Purchases (expenses):**

- 1. (Mon.) \_\_\_\_\_
- 2. (Tues.) \_\_\_\_\_
- 3. (Wed.) \_\_\_\_\_
- 4. (Thurs.) \_\_\_\_\_
- 5. (Fri.) \_\_\_\_\_
- 6. (Sat.) \_\_\_\_\_
- 7. (Sun.) \_\_\_\_\_

**Sales (income):**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

- Vary the amounts in order to make sure the students understand the difference between dollars and cents.
- You may also suggest other activities, such as:
  - List the amounts in ascending or descending order.
  - Find the amount that comes immediately before or after another amount.
  - Compare the amounts using the symbols  $>$ ,  $<$  and  $=$ .

**3.2 RUNNING A SMALL BUSINESS**

SKILL	OBJECTIVES
3.2.1 Conveying the information necessary to promote a small business (business card).	L.S. 1.1 To speak loudly enough to be heard. L.S. 1.14 To listen to others in order to take part in a discussion. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.24 To pronounce words by sound only. R. 1.25 To understand and apply the principle of syllabication. R. 1.44 To use a dictionary to find the meanings of words. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment. V. 1.15 To use synonyms and antonyms to bring precision and variety to language.

## SUGGESTED ACTIVITIES

### **Learning Situation**

Using examples of commercial activities practised by members of the class, the students will discuss the sort of information that appears on a business card.

### **Materials**

- A week before the activity, ask the students to bring in business cards to use as examples in the activity.

### **Procedure**

- Ask each person to describe his or her commercial activities (or those of an acquaintance).
- Help the members of the class explain their activities properly (vocabulary, pronunciation, etc.).
- Using this information and the business cards the students have brought in, choose, together with the class, a commercial activity for which to prepare a card.
- Select appropriate information and prepare a business card on cardboard with the class.

## Language Exercises

- Update the vocabulary list.
- Associate an image with the most difficult words.
- Identify words that mean the same thing (synonyms) and words that have opposite meanings (antonyms).
- Look up new words in a beginner's dictionary or a visual dictionary.
- Group all words that are written the same or sound the same.
- Do exercises with syllables.
- Other exercises.

<p>3.2.2 Writing the information necessary to promote a small business.</p>	<p>A. 1.25 To read and write a number greater than 100.  A. 1.28 To apply the knowledge acquired about numbers greater than 100 to everyday situations.  R. 1.9 To observe the general appearance of a word as a clue to word recognition.  R. 1.11 To develop a basic sight vocabulary.  W. 1.14 To use capitals for proper nouns.  W. 1.51 To spell words used in social and work settings.</p>
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will create a business card in order to promote a small business of their choice.</p>	

### **Procedure**

- Divide the class into small teams and ask each team to create a business card using an existing business card as an example.
- Once the cards are ready:
  - use them as a source for the vocabulary list (e.g. caterer, seamstress or tailor, sale, cloth, etc.);
  - use the names of streets and people to distinguish between proper nouns and common nouns.
- Use the telephone numbers and addresses to increase students' familiarity with numbers.
- Pay particular attention to the writing of the postal code in order to underscore its importance for prompt mail delivery.

### **Language Exercises**

- Update the vocabulary list.
- Pronounce words, emphasizing the correspondence between the written letters and the spoken sounds.
- Observe variations in the form of certain words without formulating any rules.
- Other exercises.

**3.3 RUNNING A SMALL BUSINESS**

SKILL	OBJECTIVES
3.3.1 Knowing the vocabulary associated with the management of a small business.	L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. R. 2.32 To use a dictionary to find the meaning of a word. W. 2.15 To spell words used in social and work settings. V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area.

## SUGGESTED ACTIVITIES

### **Learning Situation**

Using examples of commercial activities practised by members of the class, the students will become more familiar with the vocabulary used in managing a small business.

### **Procedure**

- Begin a discussion about the management of small businesses and the problems that may arise, such as:
  - Do you know how much your business has earned?
  - Do you keep account of your income and expenses?
  - Do you calculate the amount of time you devote to your business?
  - Do you keep account of **all** expenses (e.g. transportation, your salary, etc.)?
  - Do you calculate your profits, and if so, how?
- Use the discussion to draw attention to new words and explain their meaning (e.g. account, accounting, profit, deficit, amortization, etc.).
- Next, introduce the exercises, stressing that keeping accounts is an important way to improve business profitability. By way of example, point out that if the price of an article is set without taking into account all expenses, the owner of the business either loses money or works excessively hard at an activity that is not really profitable.

### **Language Exercises**

- Update the vocabulary list.
- Look up new words in a dictionary.
- Observe variations in the form of certain words without formulating any rules.
- Other exercises.

3.3.2 Calculating the cost price of a product.	A. 2.33 A. 2.34 A. 2.50	To do addition exercises using sums of money. To do subtraction exercises using sums of money. To do division exercises using sums of money.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>Using examples of small businesses run by members of the class, the students, with the teacher's help, will improve their ability to manage their businesses by learning to calculate the cost price of an article.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Choose a family that sells home-prepared food (e.g. cakes, meat turnovers, imperial rolls, etc.), and calculate the cost price of its product. Ask a class member who is involved in this sort of activity for the information below, and write the answers on the board: <ul style="list-style-type: none"> <li>• the value of <b>all</b> the ingredients necessary to make a given quantity of the food they sell;</li> <li>• the amount of time necessary to make the same quantity of the food and a figure for a reasonable salary for the person preparing the food;</li> <li>• the amount of time spent selling the product and a figure for a reasonable salary for the people who sell the product;</li> <li>• the transportation costs of everyone involved in selling the product;</li> </ul> </li> </ul>		

- how much the business spends on electricity;
- costs involved in the use of a stove, freezer, etc.\*
- utensils (e.g.: molds, plastic film wrap, paper, etc.).\*

\* In connection with these elements, explain the concept of amortization (the sums necessary to replace goods as they depreciate), which is the purchase price divided by the useful life of the item.

- Add up the expenses and divide by the quantity of the item sold. The cost price should establish the sales price. The difference between the two represents the profit or the loss.
- The class, as a whole or in teams, should calculate the cost price of other items sold by class members.

**3.4 RUNNING A SMALL BUSINESS**

SKILL	OBJECTIVES
<p>3.4.1 Knowing the vocabulary associated with recording earnings and expenses, in order to improve their ability to manage a small business.</p>	<p>A. 2.13 To read and write measures of time in metric units.                      L.S. 2.1 To listen to others in order to take part in a discussion.                      L.S. 2.2 To speak loudly enough to be heard.                      R. 2.6 To develop an advanced sight vocabulary.                      R. 2.7 To meet basic reading requirements.                      W. 2.15 To spell words used in social and work settings.                      V. 2.6 To use newly learned words in communicating facts and ideas.                      V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area.</p>

## SUGGESTED ACTIVITIES

### Learning Situation

Using examples of commercial activities practised by members of the class, the students will become more familiar with the vocabulary used to keep account of business expenses and earnings.

### Materials

- For each team, a table for entering the operations associated with the business activities of class members (see example below).

### Procedure

- Begin a discussion about managing small businesses by asking the members of the class to explain how they keep their accounts and to discuss any problems they may have experienced.
- Take as an example the business of a class member. Draw the table below on the board and have the class complete it as a group. Explain the meanings of new words that arise in the course of discussion.

Date	Operation (examples)	Earnings (income)	Expenses
1995-01-28	Purchase of cloth		X
1995-01-28	Transportation	Z	Y
1995-01-30	Sale at training centre		

- Enter the dates of the various operations using numbers.

### **Language Exercises**

- Update the vocabulary list.
- Other exercises.

3.4.2 Calculating expenses and earnings.

A. 2.33

To do addition exercises using sums of money.

A. 2.34

To do subtraction exercises using sums of money.

#### SUGGESTED ACTIVITIES

##### **Learning Situation**

Using examples of small businesses run by members of the class, the students, with the teacher's help, will enter the expenses and earnings of their businesses.

##### **Procedure**

- Divide the class into small teams and ask them to choose an activity for which they will register the expenses and earnings. On the basis of the examples provided by members of the class, have the students calculate the income and expenses for a period of their choice.

**3.5 RUNNING A SMALL BUSINESS**

SKILL	OBJECTIVES
3.5.1 Reading and obtaining information from advertising flyers.	L.S. 3.1 To relate to others by acknowledging their input and opinions. L.S. 3.9 To relate one's own experience to ideas and concepts heard and read. W. 3.52 To understand and use correct sentence structure. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas. T.S. 3.6 To recognize similarities and differences.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will first identify the key information in flyers advertising commercial services or activities, and then use this information to prepare a flyer for the business of one or more members of the class.</p>	

**Materials**

- A week before the activity, ask each student to bring in a flyer.

**Procedure**

- Ask each student to describe the products or services presented in the flyer he or she has brought. Point out the way goods or services are described in a favourable light. Stress the importance of good presentation in conveying the message

**Language Exercises**

- Identify action words, verbs, determiners and adjectives.
- Recognize verb tense.
- Replace certain words by synonyms and antonyms to show that they understand the meaning.
- Work on punctuation (exclamation point, colon, etc.);
- Do exercises with pronouns;
- Other exercises.

<p>3.5.2 Creating an advertising flyer.</p>	<p>R. 3.24 To understand and use a dictionary.  W. 3.14 To prepare to write.  W. 3.15 To write a first draft.  W. 3.16 To edit, to revise.  W. 3.18 To write and present a final copy.</p>
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>The students will produce flyers advertising the business activities of members of the class.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Divide the class into small teams and ask each team to produce a flyer advertising the business of one of its members. Have them check their spelling in the dictionary.</li> <li>• Remind the students to include all necessary information, to describe the product or service in terms likely to appeal to the clientele and to produce an attractive leaflet.</li> <li>• The class should correct the leaflets as a group, adding any necessary information.</li> </ul>	

### **Language Exercises**

- Update the vocabulary list.
- Reinforce the leaflet's appeal.
- Other exercises.

**3.6 PARTICIPATING IN A TONTINE<sup>1</sup>**

SKILL	OBJECTIVES
<p>3.6.1 Understanding, on the basis of the operating rules of a tontine, the mathematical operations involved.</p> <p>1. Association whose members contribute regularly to a fund which is attributed to each member in turn. This common saving mechanism is known by different names in different countries.</p>	<p>A. 1.44 To use the vocabulary associated with addition.                      A. 1.46 To learn to use a calculator.                      A. 1.47 To add and subtract using a calculator.                      A. 1.51 To use the vocabulary associated with multiplication.                      A. 1.53 To multiply and divide using a calculator.                      L.S. 1.5 To recall specific information heard.                      L.S. 1.12 To pronounce correctly all words commonly used.                      V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.</p>
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>Using examples provided by class members, the students will do exercises using basic arithmetic operations</p>	

**Materials**

- One calculator per person.

**Procedure**

- Ask the members of the class to explain what they know about tontines.

Stress the importance of clear explanations and correct pronunciation. Identify the similarities and differences in the forms of tontines used in various countries.

- For some of the examples mentioned by the students, note on the board the number of participants, each participant's regular contribution and the point in time when the pooled fund is paid out to one participant. For example, if 12 persons each contribute \$5.00 a week, each week there will be \$60 in the pot, which will be turned over to the person whose name is at the top of the list. For the sake of clarity, examples may be presented in table form:

<b>Participants</b>	<b>Amounts</b>
Participant 1	\$5.00
Participant 2	\$5.00
Participant 3	\$5.00
Participant 4	\$5.00
etc.	
<b>TOTAL</b>	<b>\$60.00</b>

- The example given represents the simplest case. The participants may decide to leave the money in the fund for a month in order to allow a larger amount to accumulate. The same contributions would yield  $\$60.00 \times 4 = \$240.00$  a month, which would likewise be attributed to one member per month, on a rotating basis. Provide several examples to make sure the students understand how a tontine works.
- Point out that the number of participants influences the amount in the pot and also the amount of time that each person has to wait before he or she receives the contents of the pot. On the basis of the example cited previously, if the pot is retired each week, the members of the tontine will have to wait 12 weeks before accumulating another  $\$60.00$ . If the pot is retired once a month, the total amount accumulated will be greater ( $\$240.00$ ) but the period necessary to re-accumulate the same amount will be longer—12 months.
- Explain also that when a participant drops out of the tontine, it affects the pool and reduces the duration of time before someone in the tontine takes home the pot.

#### **Language Exercises**

- Update the vocabulary list.
- Other exercises.

**3.7 PARTICIPATING IN A TONTINE<sup>1</sup>**

SKILL	OBJECTIVES
<p>3.7.1 Establishing the operating rules of a tontine.</p> <p>1. Association whose members contribute regularly to a fund which is attributed to each member in turn. This common saving mechanism is known by different names in different countries.</p>	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>R. 2.24 To use alphabetical order.</p> <p>R. 2.26 To use calendars.</p> <p>R. 2.33 To use a dictionary to find the spelling of a word.</p> <p>W. 2.15 To spell words used in social and work settings.</p> <p>T.S. 2.4 To classify items by grouping.</p>

## SUGGESTED ACTIVITIES

### **Learning Situation**

In small teams, the students will determine the rules of procedure of a tontine.

### **Procedure**

- Begin a discussion about tontines by asking some members of the class for examples based on their experience. Observe that certain elements are always present: the number of participants, the amount they put in, the frequency of their contributions and the frequency of the retirement of the pot.
- Have the students form small teams and ask them to determine rules for an imaginary tontine:
  - who (the number of participants and their names in alphabetical order);
  - how much (the amount contributed by each participant);
  - when (the frequency of contributions and retirements).
- Have one spokesperson for each team explain the rules the team has devised for its tontine.

### **Language Exercises**

- Update the vocabulary list.
- Look up the spelling of new words in a dictionary.
- Do a number of exercises using people's names (order them by first names, group the names by sex, etc.).
- Other exercises.

SKILL	OBJECTIVES
3.7.2 Managing a tontine.	A. 2.47 To do multiplication exercises using a multiplier with at least two digits. A. 2.48 To do division exercises using a divider with at least two digits.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>Using the tontines worked out in the teams, the students will do arithmetic exercises.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A photocopy of each team's description of its tontine.</li> </ul>	

3.7.4

### **Procedure**

Tontines can serve as a basis for a number of questions and exercises. The answers to these questions may be worked out either individually or in teams. The following types of exercises may be suggested for each tontine:

- If one member of the tontine decides to leave the group, how will this departure change the amount in the kitty? How much will it now be?
- Two new members want to join the tontine. How much will the kitty come to with the inclusion of the newcomers?
- The members of the tontine decide to double their contributions. How much will there be in the kitty?
- The members of the tontine decide to terminate it and share the amount in the kitty. How much will each participant receive?
- The third person on the list received the kitty two weeks ago. When will this person's turn to collect come again?

**3.8 BUYING ON CREDIT**

SKILL	OBJECTIVES	
3.8.1 Calculating the interest on an article purchased on credit.	A. 2.01 A. 2.03 A. 2.04 A. 2.05 A. 2.06 A. 2.33 L.S. 2.1 L.S. 2.2 R. 2.6 R. 2.7	To acquire certain concepts they need in order to learn fractions. To recognize the percent symbol. To define percentage. To use the vocabulary associated with percentages. To calculate percentages using a calculator. To do addition exercises using sums of money. To listen to others in order to take part in a discussion. To speak loudly enough to be heard. To develop an advanced sight vocabulary. To meet basic reading requirements.

## SUGGESTED ACTIVITIES

### **Learning Situation**

Using materials brought in by class members, the students will do exercises to calculate interest rates on purchases made on credit.

### **Materials**

Ask the students to bring in bills, contracts and offers to purchase which will be used to calculate interest. Choose three examples and make photocopies of them for each student.

### **Procedure**

- Begin a discussion of the use of credit. Compare the practice here with that in the students' home countries. Explain that credit **always** has a price, and that it is essential to find out what it will cost before buying on credit.
- Together, as a class, choose an example and:
  - write down the price of the item or service;
  - write down the interest applied on the credit;
  - using a calculator, multiply the initial costs by the interest rate;
  - explain that the purchaser pays this amount in addition to the list or initial price;
  - explain that the interest represents a fraction of the price.

- Have the class form small teams and, using three photocopies of contracts or bills, ask the teams to do the following type of exercises:
  - determine which interest rate is the most advantageous;
  - calculate the highest interest (using a calculator);
  - other exercises.
- In this step, what matters most is to make sure the students understand the concept of a percentage and the way in which the interest rate (as a percentage) raises the price of goods or services.

#### **Language Exercises**

- Update the vocabulary list (including vocabulary associated with percentages and fractions).
- Other exercises.

**Functional Situation****STEP 3****3.9 BUYING ON CREDIT**

<b>SKILL</b>	<b>OBJECTIVES</b>
3.9.1 Evaluating how much interest adds to the price of a product.	A. 3.39 To do exercises with decimal numbers using a calculator. L.S. 3.3 To recall specific information heard. R. 3.1 To take risks when reading. R. 3.12 To use context cuing. T.S. 3.6 To recognize similarities and differences.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>Using the material brought in by members of the class, the students will do exercises to calculate the interest rate and the amount of interest to be paid on various credit purchases, and to choose the best bargains.</p> <p><b>Materials</b></p> <p>Bills, contracts or offers to purchase brought in by members of the class. Group together examples concerning a particular sales item and photocopy them.</p>	

### **Procedure**

- Begin a discussion about the use of credit. Compare the practice here with that in the students' home countries. Explain that credit **always** has a price, and that it is essential to find out what it will cost before buying on credit.
- Using examples brought in by members of the class, or, if possible, using two similar contracts or offers to purchase, ask the students to figure out which is a more advantageous purchase. For example:
  - a kitchen set selling for \$950.00 with an annual interest rate of 9%, and another set selling for \$899.00 and 16% interest (the \$950.00 set represents a better deal:  $\$950.00 + \$85.50 = \$1\ 035.50$ ;  $\$899.99 + \$143.99 = \$1\ 043.98$ ).

Vary the examples to make sure the students understand.

- Divide the class into teams and ask each team to choose, from among a set of bills or sales offers, the one that costs the least. You can make the exercises more complex by asking the students to compare more than two examples.

### **Language Exercises**

- Update the vocabulary list.
- Replace certain words by synonyms and antonyms (credit, term payment, instalment, etc.).
- Other exercises.

**3.10 BUYING ON CREDIT**

SKILL	OBJECTIVES
<p>3.10.1 Calculating the interest on purchases made on credit using the rule of three and determining the equivalences between ordinary fractions, decimals and percentages.</p>	<p>A. 4.4 To calculate percentages.                      A. 4.8 To know when and how to use the rule of three.                      L.S. 4.5 To work in pairs and small groups.                      L.S. 4.14 To discuss a problem or question in order to reach a conclusion.                      R. 4.1 To take risks.                      R. 4.4 To use accumulated knowledge to derive meaning from reading.                      R. 4.15 To recognize, understand and use root words, prefixes and suffixes.                      V. 4.6 To choose words to express the exact meaning intended.                      T.S. 4.14 To solve problems by applying flexible thinking skills.</p>
<p>SUGGESTED ACTIVITIES</p>	
<p><b>Learning Situation</b></p> <p>Using as examples purchases made on credit by members of the class, the students will do exercises using different ways of calculating interest.</p>	

## Materials

A grid (see the example) to be filled in by each team.

## Procedure

- Ask the class members to give some examples of interest rates they have paid. Observe the various ways in which interest rates are represented:  $11 \frac{3}{4}\%$ ,  $16.5\%$ ,  $1.25\%$  per month, etc.
- Explain the equivalences (e.g.  $12 \frac{1}{2}\% = 12.5\% = 0.125$ ), using examples.
- Divide the class into teams and ask each team to fill in the blank spaces in a table, such as the one below:

Item	Purchase price (with taxes)*	Interest (%)	Interest (\$)	Total cost
video	\$298.00	13.75%	(\$40.98)*	\$338.98
coat	(\$99.99)	16.5%	\$16.50	116.49
washing machine	\$468.00	(13.25%)	\$62.01	\$530.01
matress	\$124.00	17.5%	(\$21.70)	(\$145.70)

- Explain that interest is calculated on an annual basis and propose exercises involving the calculation of interest for periods under a year using the rule of three. For example, if the interest rate on a washing machine is 17.5%, and the debt was paid off in six months, how much interest did the purchaser have to pay? Vary the examples to make sure the students have understood.

Note:

- the sums in parentheses are those the students must calculate;
- \*other exercises may be done to calculate the GST and the QST;
- \*you should explain that the sums are rounded upward: for example, 49.975 becomes 49.98.

### **Language Exercises**

- Update the vocabulary list.
- Change a word by adding a prefix (e.g. disinterest, etc.).
- Other exercises.

## Functional Situation

STEP 1

### 3.11 TIME MANAGEMENT

SKILL	OBJECTIVES
1.1 Planning a day's schedule, taking into account everything that has to be done including all travel time between locations.	L.S. 1.10 To express opinions. L.S. 1.12 To pronounce correctly all words commonly used. L.S. 1.14 To listen to others in order to take part in a discussion. R. 1.46 To use schedules/timetables. W. 1.3 To print words legibly. W. 1.34 To use cursive writing. W. 1.51 To spell words used in social and work settings. V. 1.6 To build a sight vocabulary relevant to the adults.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will make a list of activities to do on a given day, arranged in terms of a timetable and allowing for travel time.</p> <p><b>Materials</b></p> <p>For each person, a grid indicating hours and half-hours (e.g. a Quo Vadis agenda).</p>	

## **Procedure**

Begin a discussion about how time is organized in the students' home countries. Raise the question of punctuality and underscore its importance in Québec by having the students give examples illustrating this theme.

- Explain the importance of planning one's schedule properly. Explain the utility of an agenda, and display some agendas.
- Next, ask for examples of things people typically do in a day (e.g. grocery shopping, doctor's appointment, courses, serving the children lunch, parent-teacher meeting at school, going to the bank, meeting clients for one's small business, etc.). Write the suggested activities on the board. Stress the importance of taking into account the time needed to get from one place to another.
- Using the list established in the previous step, choose a realistic number of activities for one day and write them in the schedule on the board. Ask each person to describe the schedule of one of their own days—the busiest day of the week, for example.

## **Language Exercises**

- Update the vocabulary list.
- Pronounce a word, emphasizing the correspondance between the written letters and the spoken sounds.
- Work on new sounds and new words.
- Other exercises.

**Functional Situation****STEP 2****3.12 MANAGING ONE'S TIME**

<b>SKILL</b>	<b>OBJECTIVES</b>
3.12.1 Planning a week's schedule, taking into account everything that has to be done including all travel time between locations.	L.S. 2.1 To listen to others in order to take part in a discussion. R. 2.7 To meet basic reading requirements. R. 2.26 To use calendars. R. 2.32 To use a dictionary to find the meaning of words. R. 2.36 To use schedules/timetables. W. 2.15 To spell words used in social and work settings. W. 2.42 To use and spell correctly common plural forms of nouns. W. 2.43 To form unusual noun plurals correctly. V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area.

## SUGGESTED ACTIVITIES

### **Learning Situation**

The students will make a list of activities to do in a given week, arranged in terms of a timetable and allowing for travel time.

### **Materials**

For each person, a photocopy of a grid representing one week (e.g. Quo Vadis agenda).

### **Procedure**

- Begin a discussion about how time is organized in the students' home countries. Raise the question of punctuality and underscore its importance in Québec by having the students give examples illustrating this theme.
- Explain the importance of planning one's schedule properly. Explain the utility of an agenda, and display some agendas.
- Next, ask for examples of things people typically do in a week (e.g. grocery shopping, doctor's appointment, courses, serving the children lunch, parent-teacher meeting at school, going to the bank, meeting clients for one's small business, etc.). Write the suggested activities on the board. Stress the importance of taking into account the time needed to get from one place to another.
- Using the list established in the previous step, choose a realistic number of activities for one day and ask each student to write them in his or her agenda.

### Language Exercises

- Look up new words in the dictionary.
- Update the vocabulary list.
- Do exercises with determiners (**a** grocery, **some** banks, **his** doctor, etc.).
- Other exercises.

<p>3.12.2 Modifying their weekly schedule in response to unforeseen circumstances.</p>	<p>A. 2.13 To read and write measures of time in metric units.  A. 2.14 To determine the equivalence between different units of time measurement.  A. 2.15 To do additions and subtractions using units of time,  R. 2.7 To meet basic reading requirements.  R. 2.25 To tell time.  W. 2.15 To spell words used in social and work settings.  W. 2.42 To use and spell correctly common plural forms of nouns.  W. 2.43 To form unusual noun plurals correctly.</p>
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SUGGESTED ACTIVITIES

**Learning Situation**

The students will modify the selected activities and the established schedule. They will also answer questions based on the activity planned in the previous lesson.

## **Procedure**

Modify the activities as a whole class, relying on the individual student schedules for new activities. Ask the students to make up a new grid by answering questions presented orally to the class, such as:

- The 4:00 p.m. doctor's appointment on Monday has been cancelled and put off until Thursday of the same week at 5:15 p.m.. Enter this change in the grid.
- On Thursday it will be necessary to cancel a planned activity in order to make time for the doctor's visit. Which activity will it be?
- Courses finish at 4:15 on Tuesday and Thursday. How much time does that leave between the end of the course on Thursday and the doctor's appointment? Is it enough to allow time to get there? What means of transportation will be used? How much time does each portion of the trip take (bus, metro, walking, etc.)?
- How many hours per week do you spend getting from one place to another? Other exercises.

## **Language Exercises**

- Update the vocabulary list.
- Observe variations in the form of words (e.g. journal, journals, etc.) without formulating any rules.
- Form common and unusual noun plurals correctly. Other exercises.

## **4. PUBLIC SERVICES**

**4.1 PREPARING FOR A MEETING AT SCHOOL WITH THEIR CHILD'S TEACHER**

<b>SKILL</b>	<b>OBJECTIVES</b>
4.1.1 Understanding a written invitation to participate in an open house for parents at school.	L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. L.S. 2.10 To relate one's own experiences to ideas and concepts heard and read. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. R. 2.26 To use calendars. W. 2.5 To form complete sentences. W. 2.7 To distinguish between a complete sentence and a sentence fragment. W. 2.51 To understand and use correct sequential structure.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>The students will bring in examples of invitations to attend meetings at school.</p>	

### **Materials**

- A letter of invitation from the school.

### **Procedure**

- Ask those students who are parents to explain the sort of relations they maintain with their child's school and the difficulties they have experienced as parents. Also ask them to compare the way similar situations (involving children and school) are handled in Québec and in their home countries.
- Use the invitations brought in by the students to verify the students' understanding of: the date, place, type of meeting (individual or collective), purpose, etc. For example, ask the students to read the information out loud. Mention that it is important to be on time for appointments, etc.

### **Language Exercises**

- Update the vocabulary list.
- Point out punctuation marks.
- Observe verb tense (future: "the meeting **will** take place...").
- Other exercises.

**Functional Situation**

**STEP 3**

**4.2 PREPARING FOR A MEETING AT SCHOOL WITH THEIR CHILD'S TEACHER**

<b>SKILL</b>	<b>OBJECTIVES</b>
4.2.1 Participating in a parents' meeting at school.	L.S. 3.3 To recall specific information heard. L.S. 3.6 To ask questions and make requests. L.S. 3.12 To agree or disagree courteously. R. 3.1 To take risks when reading. R. 3.5 To use accumulated knowledge to derive meaning from reading. W. 3.47 To use proper punctuation in writing. W. 3.52 To understand and use correct sentence structure. V. 3.6 To build an advanced sight vocabulary relevant to the adult learner. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.

## SUGGESTED ACTIVITIES

### **Learning Situation**

In small teams, the students will simulate a parents' meeting at school.

### **Materials**

- Invitation from the school;
- Cue card(s), prepared by each team, containing questions to ask during the meeting.

### **Procedure**

- Ask the participants to form small teams and to write down questions to ask during the simulation. The questions may bear on various subjects—their child's academic progress, the child's behaviour or friends, a new rule, homework, etc. Each person should think of at least one question.
- The parents' meeting is simulated in front of the rest of the class, with the teacher in the role of teacher.

### **Language Exercises**

- Update the vocabulary list.
- Work on interrogative sentences and punctuation.
- Use the appropriate vocabulary.
- Do exercises on prepositions.
- Other exercises.

## **5. RECREATION**

**5.1 PLANNING A TRIP OR AN OUTING**

SKILL	OBJECTIVES
5.1.1 Getting information about schedules and fares to a vacation site in Québec.	A. 1.33 To read and write sums of money. L.S. 1.1 To speak loudly enough to be heard. L.S. 1.6 To receive messages and directions accurately. L.S. 1.7 To ask questions and make requests. R. 1.24 To pronounce words by sound only. R. 1.25 To understand and apply the principle of syllabication. R. 1.46 To use schedules/timetables. W. 1.54 To use a logical approach to spelling.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will make telephone calls in order to obtain information about the price of a ticket to a predetermined destination, and the transportation schedule to that destination.</p>	

**Materials**

- Two telephones or a Bell teletrainer
- A map of Québec

**Procedure**

- Ask the students to indicate places they know on the map of Québec. Begin a discussion about things to see and do in the regions they have visited. Then each student is to choose a spot he or she would like to visit, as well as the date of the hypothetical visit and the means of transportation (train or bus).
- Pair the students off and ask them to simulate a conversation in which one seeks information and the other provides answers. Volunteers from the class can demonstrate this procedure before the class is divided into pairs. The information provided may be noted on the board and serve as a model.

## Language Exercises

- Pronounce a word, emphasizing the correspondence between the written letters and the spoken sounds.
- Update the vocabulary list.
- Divide words into syllables.
- Read words.
- Other exercises.

5.1.2 Evaluating total travel expenses.

A. 1.31 To count sums of money.

A. 1.36 To round off to the nearest dollar.

### SUGGESTED ACTIVITIES

#### **Learning Situation**

The students determine the number of participants in the trip and the total travel cost.

#### **Procedure**

- Ask the students to determine how many people will be making the trip and, on that basis, to calculate the total travel cost.
- Inform or remind the students that children may pay a lower fare.

**5.2 PLANNING A TRIP OR AN OUTING**

SKILL	OBJECTIVES	
5.2.1 Preparing for a trip by consulting public transportation schedules.	A. 2.13 A. 2.14  L.S. 2.1  L.S. 2.6 R. 2.2 R. 2.7 R. 2.9 R. 2.25 R. 2.33 R. 2.36	To read and write measures of time in metric units. To determine equivalences between units of measure of time. To listen to others in order to take part in a discussion. To interpret directions and messages accurately. To understand the need to communicate in society. To meet basic reading requirements. To analyze the organization of reading material. To tell time. To use a dictionary to find the spelling of a word. To use schedules and timetables.

## SUGGESTED ACTIVITIES

### **Learning Situation**

The students will choose a destination and a means of transportation and set a date for their trip. Then they will consult the information about schedules and fares and choose a schedule. They will break up into small teams and do exercises based on the various choices individual students have made.

### **Materials**

- Information on the schedule and fare for the means of transportation chosen for each student's trip.

### **Procedure**

- Begin a discussion about the main reasons why people travel (vacations, visits to family in home country, etc.). Have the students choose the destination, means of transportation and departure and return dates for a trip. It is preferable to use real travel information, which means allowing the students enough time to obtain the appropriate information.
- Divide the class into small teams, and mark on a table the information concerning each person's trip, as in the table on the following page:

	Destination	Mode of Transportation	Date		Time				Cost
					To Destination		Return Trip		
			Departure	Arrival	Departure	Arrival	Departure	Arrival	
Person 1	Matane	Bus	22 April 1997	30 April 1997	12:30	22:30	7:50	03:50	\$67.00
Person 2	Santiago, Chile	Airplane	1 July 1997	30 July 1997	10:30	14:30	8:20	22:20	\$900.00
Person 3	etc.								
etc.									

- The time may be expressed in metric units, as follows:
  - departure for Matane: 1997-04-22 - 12:30;
  - arrival: 1997-04-30 - 03:50;
  - etc.
- You might also work on time equivalences, by asking, for example:
  - the number of weeks the second person will spend in Chile;
  - the length of the trip to Matane;
  - etc.

### **Language Exercises**

- Update the vocabulary list.
- Check the spelling of words in the dictionary.
- Other exercises.

SKILL	OBJECTIVES
5.2.2 Calculating total travel expenses.	A. 2.33 To do addition exercises using sums of money. A. 2.34 To do subtraction exercises using sums of money. A. 2.49 To do multiplication exercises using sums of money. A. 2.50 To do division exercises using sums of money.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will calculate the cost of transportation given the number of travellers.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Ask the students to determine how many people will be making the trip and, on that basis, to calculate the total cost.</li> <li>• Inform or remind the students that children may pay a lower fare.</li> </ul>	

- Several other exercises may be proposed, such as:
  - Two family members will be travelling with the second person in the table. Calculate the total cost for the group.
  - What is the difference in cost between a single ticket to Matane and a single ticket to Santiago, Chile?
  - Half the cost of the second person's ticket will be paid for by that person's partner. How much money does that come to?

**5.3 PLANNING A TRIP OR AN OUTING**

<b>SKILL</b>	<b>OBJECTIVES</b>
5.3.1 Planning a trip, choosing the most advantageous means of transportation and describing to the class the steps taken.	L.S. 3.3 To recall specific information heard. L.S. 3.6 To ask questions and make requests. L.S. 3.11 To express opinions. R. 3.24 To understand and use a dictionary. R. 3.29 To use schedules and timetables. W. 3.27 To record. V. 3.1 To talk about things heard, seen or read.

## SUGGESTED ACTIVITIES

### **Learning Situation**

The students will choose a destination and go about identifying the most advantageous means of transportation. Once this is done, they will tell the class what information they sought and obtained.

### **Procedure**

- Begin a discussion of the main reasons why people travel. Ask the members of the class to pick a destination and to inquire about the most appropriate and least expensive means of transportation, given the amount of time at their disposal. Make sure they choose destinations that have a real interest for them. They might want to visit their home country, for example, for receive a visit from someone from their home country.

- The question of obtaining visas could form the subject of a separate learning activity.
- This activity is essentially an oral one, both as regards the students' efforts to obtain information and their subsequent reports to the class. However, the students must also record the information obtained.

### **Language Exercises**

- Correct pronunciation errors, if necessary.
- Check the spelling of words in the dictionary.
- Update the vocabulary list.
- Other exercises.

<p>5.3.2 Planning the budget for the trip.</p>	<p>A. 3.39 To do exercises with decimal numbers using a calculator.</p> <p>A. 3.61 To recognize the symbols and the vocabulary associated with metric units of length.</p> <p>A. 3.66 To carry out the four operations (+, -, x, ÷) using metric units of length.</p>
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will plan the budget for their projected trip.</p> <p><b>Materials</b></p> <p>One photocopy per student of a table in which to enter the travel expenses according to specific category (see example).</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Begin a discussion about the importance of having a clear idea of all the costs a trip is likely to involve. Then ask the students to name the main expenses.</li> <li>• Write the main types of expenses suggested on the board. List additional information, if necessary, and create a table representing all the expenses for a trip, along the following lines:</li> </ul>	

DATE	TRANSPORT.	LODGING	MEALS			RECREATION	SUB-TOTAL	NO. OF PERSONS
			BREAK.	LUNCH	SUPPER			
TOTAL								

- Several exercises may be proposed, such as:
  - Calculate the total cost for each category of expense.
  - Multiply the individual costs by the number of persons.
  - If the trip is to be done by car, calculate the number of kilometres of car travel.
  - If a hotel stay is planned, calculate how many rooms will be necessary for the number of travellers in the party.
  - Divide the total cost of all categories of expenses by the number of travellers to obtain expenses per person.

**5.4 PLANNING A TRIP OR AN OUTING**

SKILL	OBJECTIVES
5.4.1 Planning a class outing, sharing the responsibilities.	L.S. 4.3 To express opinions. L.S. 4.4 To agree or disagree courteously. L.S. 4.14 To discuss a problem or question in order to reach a conclusion. R. 4.20 To use the dictionary. R. 4.23 To use particular manuals and guides. W. 4.9 To spell words used in social and work settings.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>If interested, the students will choose an activity and designate class members to organize it.</p>	

### **Procedure**

- Propose a class outing. Make suggestions to help the class choose an activity (e.g. sugaring off party, museum or other exhibition, picnic, restaurant meal, etc.). Help students express their preferences. The oral part of the activity is important, as is the cultural content of the proposed outings. The democratic process of choosing an activity by majority vote may also be worth pointing out.
- Once the activity has been chosen (additional information may be needed to help the students choose), organize the various aspects of the outing together. This will involve identifying and reserving the most appropriate means of transportation, planning the date and duration of the activity, making reservations, getting information on prices, etc.
- Divide the tasks among volunteers, who will report on their activities at a subsequent class meeting, at which time the budget will be prepared.

### **Language Exercises**

- Check the spelling of words in the dictionary.
- Update the vocabulary list.
- Other exercises.

SKILL	OBJECTIVES
5.4.2 Planning the budget for the outing, dividing the costs among the participants and collecting the money.	A. 4.04 To calculate percentages. A. 4.08 To know when and how to use the rule of three. A. 4.33 To evaluate dimensions and distances. L.S. 4.5 To work in pairs and small groups. L.S. 4.14 To discuss a problem or question in order to reach a conclusion.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will plan the budget for the outing, establish the cost per person and name one person in charge of collecting this amount from each person. They will also do individual exercises proposed by the teacher.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• One photocopy per student of a table in which to enter expenses by category (see example);</li> <li>• Photocopies of individual exercises;</li> <li>• A map showing where the outing will occur.</li> </ul>	

### **Procedure**

- The organizers of the outing report on their fact-finding efforts. The information they find will enable the class to establish the cost of the outing.
- Note on the board expenses such as transportation, food, reservations, etc.
- Calculate the total cost of the activity and the cost per person. Check with the members of the class whether the cost per person is acceptable for them. If it is too high, some costs may be reduced, or supplementary funds sought.
- Propose exercises involving percentages, the rule of three and the calculation of distances, such as:
  - Calculate the proportion of total costs represented by each category of expenses.
  - Reduce the budget by 10 percent (for example).
  - Calculate the tax on restaurant meals.
  - Calculate the cost of transportation over a shorter distance (using rented cars or privately owned cars) in order to reduce the overall cost.
  - Calculate the percentage by which this change would reduce the overall cost.
  - Calculate the amount of time the trip will take (kilometres per hour) and the cost of gas (kilometres and litres).
  - Using the map, calculate the distance between various points.
  - Other exercises.

**5.5 PREPARING A MEAL FOR A SPECIAL OCCASION**

SKILL	OBJECTIVES
5.5.1 Making a guest list.	L.S. 3.1 To relate to others by acknowledging their input and opinions. R. 3.24 To understand and use a dictionary. W. 3.27 To record. T.S. 3.7 To classify items by grouping.
<p><b>SUGGESTED ACTIVITIES</b></p> <p><b>Learning Situation</b></p> <p>The students will draw up a list of people to invite to a meal.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Begin a discussion about meals with invited family members or friends. Check with the class to know whether this practice is common in their cultures and ask them for examples of particularly pleasant occasions.</li> </ul>	

- Ask the students to imagine an occasion for which they would invite people to their house for a meal. The first step is to make a guest list.
- The guest list can serve as a basis for exercises, such as:
  - Arrange the names of all the guests in alphabetical order (but including only people whose names begin with the first three letters of the alphabet).
  - Classify guests by sex.
  - Create other classifications by age, by kinship, etc.

SKILL	OBJECTIVES
5.5.2 Planning the menu for the meal.	W. 3.10 To spell words used in social and work settings. W. 3.28 To write concisely and clearly. W. 3.61 To correct patterns of spelling errors. W. 3.63 To use sound clues to look up words in a dictionary. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas. T.S. 3.6 To recognize similarities and differences.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will plan the menu for the meal, either individually or in small teams.</p>	

### **Procedure**

- Begin a discussion about menu planning and the categories of dishes proposed (hors d'oeuvres, main dishes, desserts, etc.). Point out the importance of varying the foods in order to create a balanced menu. Ask members of the class to give examples of menus. The cultural element in this activity is important: bring out both the common aspects and the differences.
- In small teams or individually, the students prepare menus, taking care to include several dishes from each category.
- This activity could give rise to a meal prepared by the members of the class. Doing this would offer the advantage of an immediate transfer of learning and also enable members of the class to share each other's culinary traditions.

### **Language Exercises**

- Update the vocabulary list.
- Make sure the vocabulary used is appropriate for the context.
- Identify synonyms and antonyms.
- Classify words from the list of dishes, for example (entrees, desserts, etc.).
- Other exercises.

SKILL	OBJECTIVES
5.5.3 Calculating the cost of the meal.	A. 3.33 To read decimal numbers. A. 3.34 To write decimal numbers. A. 3.39 To carry out the four operations (+, -, x, ÷) on decimal numbers, using a calculator. A. 3.73 To carry out the four operations (+, -, x, ÷) using the metric units of liquid volume. L.S. 3.1 To relate to others by acknowledging their input and opinions. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>On the basis of the menu, the students will calculate the cost of the proposed meal.</p> <p><b>Materials</b></p> <p>One photocopy per person of a table on which they can indicate the cost of each item.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>Propose a table on which the students can note the expenses. For example:</li> </ul>	

CATEGORY	DISH	INGREDIENTS		TOTAL
		Type and quantity	Price	
Hors d'oeuvre	Nem	Wrappers (1 kg)	\$5.00/500 g	\$10.00
		Shrimps (500 g)	\$18.00/kg	\$9.00
		etc.		
	etc.			
Main dish	Kedjenou	Chicken (3 kg)	\$3.25/kg	\$9.75
		Tomatoes (500 g)	\$7.39/kg	\$3.70
		etc.		
Dessert	Papayas	Papayas (10)	\$1.28 (ea.)	\$12.80
	etc.	etc.		
TOTAL				

The table can be used for a number of exercises on decimal numbers and metric units of volume, such as:

- Calculate the total cost of the meal.
- Calculate the cost of the hors d'oeuvres.
- Calculate the cost per guest.
- Calculate the cost without dessert.
- Calculate the cost with twice as much chicken.

**5.6 PREPARING A MEAL FOR A SPECIAL OCCASION**

SKILL	OBJECTIVES
5.6.1 Writing an invitation.	L.S. 4.5 To work in pairs and small groups. W. 4.15 To use the negative form correctly. W. 4.22 To gain confidence in writing different types of personal letters. W. 4.24 To use proper punctuation in writing. W. 4.29 To use visual techniques to aid in learning spelling. W. 4.39 To edit and revise. W. 4.40 To write and present a final copy. W. 4.58 To understand and use correct sentence structure.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will write an invitation to the meal they are preparing.</p>	

### **Procedure**

- Begin a discussion about meals with invited family members or friends. Check with the class to know whether this practice is common in their cultures and ask them for examples of particularly pleasant occasions.
- Ask each person to imagine an occasion for which invitations to a meal would be sent out, and then to write an invitation providing details about the occasion (place, hour, etc.). The invitations should reflect the nature of the event (happy or sad). The style should be suitable for their recipients

### **Language Exercises**

- Update the vocabulary list.
- Make sure the vocabulary used is appropriate.
- Work with syntax problems and verb tenses.
- Change sentences from affirmative to negative.
- Work on punctuation.
- Other exercises.

SKILL	OBJECTIVES
5.6.2 Planning the menu for the meal.	R. 4.20 To use the dictionary. W. 4.9 To spell words used in social and work settings. W. 4.31 To correct patterns of spelling errors. T.S. 4.5 To recognize similarities and differences.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>The students will plan the menu for the meal, either individually or in small teams.</p> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Begin a discussion about menu planning and the categories of dishes proposed (hors d'oeuvres, main dishes, desserts, etc.). Point out the importance of varying the foods in order to create a balanced menu. Ask members of the class to give examples of menus. The cultural element in this activity is important: bring out both the common aspects and the differences.</li> <li>• In small teams or individually, the students prepare menus, taking care to include several dishes from each category.</li> <li>• This activity could give rise to a meal prepared by the members of the class. Doing this would offer the advantage of an immediate transfer of learning and also enable members of the class to share each other's culinary traditions.</li> </ul>	

### **Language Exercises**

- Update the vocabulary list.
- Make sure the vocabulary used is appropriate for the context.
- Check new words in the dictionary.
- Other exercises.

SKILL	OBJECTIVES
5.6.3 Calculating the cost of the meal.	A. 4.4 To calculate percentages. A. 4.8 To know when and how to use the rule of three. L.S. 4.5 To work in pairs and small groups.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>On the basis of the menu, the students will calculate the cost of the proposed meal.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• One photocopy per person of a table on which they can indicate the cost of each item.</li> </ul> <p><b>Procedure</b></p> <ul style="list-style-type: none"> <li>• Propose a table on which the students can note the expenses. For example:</li> </ul>	

CATEGORY	DISH	INGREDIENTS		TOTAL
		Type and quantity	Price	
Hors d'oeuvre	Nem	Wrappers (1 kg)	\$5.00/500 g	\$10.00
		Shrimps (500 g)	\$18.00/kg	\$9.00
		etc.		
	etc.			
Main dish	Kedjenou	Chicken (3 kg)	\$3.25/kg	\$9.75
		Tomatoes (500 g)	\$7.39/kg	\$3.70
		etc.		
Dessert	Papayas	Papayas (10)	\$1.28 (ea.)	\$12.80
	etc.	etc.		
TOTAL				

- Before filling in the table, decide on the number of guests. Stress the importance of carefully calculating quantities, to keep costs down and avoid wasting food.

The table can be used for exercises on decimal numbers and metric units of volume, such as:

- Calculate the hors d'oeuvre as a proportion of the cost of the meal.
- Calculate the price of 1.5 kg of chicken.
- Calculate the average cost of dessert per person with two additional guests but without adding any fruit.

**5.7 PLANNING SEASONAL RECREATIONAL ACTIVITIES**

SKILL	OBJECTIVES
5.7.1 Knowing which recreational activities may be practised in each season.	A. 3.52 To read and write the temperature. A. 3.53 To estimate the temperature. L.S. 3.1 To relate to others by acknowledging their input and opinions. R. 3.24 To understand and use a dictionary. W. 3.10 To spell words used in social and work settings. W. 3.61 To correct patterns of spelling errors. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.
<p>SUGGESTED ACTIVITIES</p> <p><b>Learning Situation</b></p> <p>After listening to an explanation of the measurement of time in metric units, and after discussing this subject, the students will form small teams. Each team will make a list of recreational activities that may be practised in the various seasons of the year in Québec, mentioning the ideal temperature for each activity, and the acceptable range of temperatures for each activity.</p>	

### Materials

- A thermometer or a picture of a thermometer, in degrees Celsius;
- A table offering guidelines for reading temperatures.

### Procedure

- Begin a discussion about the recreational activities class members enjoyed in their home countries, and those they practise now. Bring out the relationship between temperature and certain activities. Note the importance Quebecers attribute to the weather compared to the attitude in places where temperatures fluctuate little. The cultural aspect of this activity is important; you should encourage the students to talk about the activities in their home countries. This learning activity could precede the one devoted to the class outing.
- Next, explain how time is measured in metric units. Each student is to prepare a table with guidelines for reading temperatures, which they will use in the second part of this learning activity. The table of guidelines can refer either to the student's home country or to Québec. For example:

29°C	•	hot summer day in Québec; an average summer day in Jamaica
20°C	•	indoor household temperature
10°C	•	cool fall or spring day
3°C	•	average temperature inside a refrigerator
0°C	•	freezing point of water
-10°C	•	cold winter day
-20°C	•	very cold winter day

Note: the thermometer on a litre container of milk may also serve as an example.

- In small teams, the students make up lists of recreational activities, and relate them to temperature. For example:

SUMMER	FALL	WINTER	SPRING
swimming (20° to 30°)	hunting (0° to 10°)	outdoor skating (-20° to 0°)	sugaring-off (5° to 15°)
picnics (20° to 30°)	walking (5° to 15°)	visiting museums (20°)	skiing (-5° to 5°)

### Language Exercises

- Update the vocabulary list.
- Pronounce or write down new words.
- Check spelling in a dictionary.
- Other exercises.



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