Hands On!
A Collection of ESL Literacy Activities
The ESL Special Project Funding Initiative is a collective and cooperative effort, led by the Nova Scotia Department of Education & Culture, with the involvement of a number of community groups and organizations. The main objective of this initiative is to make funding available to the immigrant serving community for the development and delivery of special projects.

The community groups involved in this initiative are as follows:
- Centre for Diverse Visible Cultures
- Halifax Immigrant Learning Centre
- Halifax Regional Library
- Metro ESL Association
- Metro Region Immigrant Language Services (MILS)
- Metropolitan Immigrant Settlement Association (MISA)
- Halifax Regional School Board, St. Pat’s Adult ESL

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Introduction

Welcome to Hands On! A Collection of ESL Literacy Activities. This collection of activities was developed for instructors working with adult ESL learners who have had little or no opportunity to develop reading and writing skills.

The chapters focus on topics usually explored in any adult ESL class, although references are made to areas and names within Nova Scotia. Although the primary focus is to provide a thematic based approach to learning reading and writing, the activities will also serve as catalysts for speaking and listening activities. Hands On! is not a curriculum, but one of many resources that can be used to teach learners how to read and write.

Chapters 1–5 are in sequential order for learners at a very basic level. Each of these five chapters builds on the previous chapter. Chapters 6–14 are in no particular order and should be selected according to learners’ level, needs and interests.

The directions on each page are written for instructors. Each page has a variety of activities that can be presented for that page. It is not recommended that all the suggested activities are attempted at one time, but that some are used for review.

Learners’ confidence is an essential part of the learning process and as instructors, we should be aware of the possible lack of confidence and provide positive learning opportunities by focusing on learners’ skills and abilities and ensuring successes in every class. The activities in this book were developed to be learner-centered and instructors are strongly encouraged to adapt and personalize the activities to reflect learners’ own life experiences.

Vocabulary Development
It is important to develop oral vocabulary at the same time as learning reading and writing. Introducing new vocabulary or reinforcing words previously learned is the first activity in each chapter. When learners do the activities, it is important to have the information in front of them. Each time a new word is introduced, ask learners to copy it five to seven times. Every week, review what has been previously learned by looking at flyers, money, flash cards, talking about the weather, etc. Incorporating activities such as copying names, addresses, telling time, and saying phone numbers in class every day. Words can be written in a separate notebook, or on separate recipe cards and kept in a recipe box. The words at the end of each chapter in Hands On! can be cut and glued on to business cards for a more permanent resource.

The Alphabet
One of the first stages of ESL literacy is to become comfortable with the mechanical skills needed to write the alphabet. Tasks such as holding a pencil, drawing straight and curved lines, letter and number discrimination, and writing from left to right may be new challenges for learners. The first chapter in this book provides opportunities to develop and practice these skills.

Numeracy
Chapter 5 provides opportunities to develop basic numeracy skills. Even though numeracy is a survival skill, it is often overlooked in the ESL class. Developing numeracy skills is a long and continuous process. Although basic numeracy is introduced in this chapter, it is not meant to be a thorough presentation.
Introduction

**Lined literacy paper**
Lined literacy paper is at the end of the first chapter and can be photocopied. The concept of writing on lines may be new and challenging to learners who have not had prior experience with writing. Forming the letters correctly, in proportion, and appropriately above and below the lines may also be new concepts. Aim for ease and flow before accuracy.

**GENERAL ACTIVITIES**

**Language Experience**
Language experience is a technique that provides learners with insights into the relationship between spoken and written language. Ask learners to tell a ‘story’ about what they did this morning or information about themselves. Instructors write the story as learners tell it. It can be as short as a few sentences, or longer, depending on the learners. Then ask learners to read the story, cut up the sentences, and ask learners to put the sentences in order. Then, cut up the individual words and ask learners to put the words in order to complete the sentence. Randomly point to individual words and ask learners to read the words. Instructors can also white out a few important words in the story. Have another copy of the story on hand for learners to refer to. Ask learners to fill in the blanks to complete the story. Language experience works well with learners who have a higher level of spoken English than written English.

**Flash Cards**
Most of the chapters have accompanying picture flash cards which are included at the back of the binder.
- Match the words found at the end of each chapter with the flash cards.
- Reinforce vocabulary orally by talking about the pictures on the flash cards.
- Arrange the flash cards in alphabetical order.
- Use to introduce or review vocabulary.
- Use to practice asking common questions (i.e. “Do you have any bananas?”)
- Group cards into categories (i.e. likes and dislikes, have and don’t have, in Canada and in my country, rooms of the house, meals, daily activities, etc).
- Introduce/review prepositions by saying or writing a sentence using a simple preposition and ask learners to place the flash cards in the same way. For example, instructors can say, “The lamp is beside the bed.” Learners take the flash cards and place them beside each other.
- Write about the flash cards. If using the ‘go shopping’ flash card, learners can write or copy a sentence about shopping (i.e. “I go shopping on Saturday.”)
- Describe an object and others guess what it is.

**Making a Bingo Game**

**Number Bingo**
- Photocopy the blank bingo card (at the end of the Food chapter) for as many learners as you have.
- Write numbers or words for numbers in the spaces on the Bingo card. You can ask learners to write the numbers or words on the card.
- Be sure to make every card different.
- Make a set of word cards that include all the words used on the Bingo cards. These can be used for the person calling out the words.

**Word Bingo**
- Photocopy the blank bingo card (at the end of the Food chapter) for as many learners as you have.
- Write the words in the spaces on the Bingo card or ask learners to write words on the card.
- Be sure to make every card different.
- Make a set of word cards that include all the words used on the Bingo cards. These can be used for the person calling out the words.
**Picture Bingo**
- Photocopy the blank bingo card (at the end of the Food chapter) for as many learners as you have.
- Reduce and photocopy the pictures you want to put on the cards.
- Cut out the pictures and glue them on the card.
- Be sure to make every card different.
- Make an extra set of picture cards that includes all the pictures used on the cards. These can be used for the person calling out the words. These can also be words for the pictures.

**Board Games**
You will need dice and something to move around the board representing each player. There are many ways to use these game boards

**Alphabet Board Game**
The purpose of these activities is to provide an opportunity to practice recognizing and saying the names of the letters.

Suggestions:
- Players roll the dice, land on a letter, and say the letter.
- Players roll the dice, land on a letter, and write the same letter.
- Players roll the dice, land on a letter, and write the same letter in upper case.
- Players roll the dice, land on a letter, and say the letter that comes next in the alphabet.
- Players all have the letters of the alphabet in front of them on a paper.
- Players roll the dice, land on a letter, and circle the same letter on their paper.
- Players write their name on a paper. When the players land on a letter that is in their name, they circle the letter.
- Each player has a set of alphabet cards. Players roll the dice, land on a letter and matches the letter with a card.
- Players have one set of alphabet cards. Players roll the dice, land on a letter, and find the card from the communal set.
- Players roll the dice, land on a letter, and say a word that begins with that letter.
- Players roll the dice, land on a letter, and say all the words that begin with that letter.

**Time Board Game**
The purpose of this activity is to provide an opportunity to practice reading the time and to practice talking about daily activities.

Suggestions:
- Players roll the dice. If a player land on a clock, someone asks, "What time is it?" The player responds by saying the time, “It’s 4:00.” The player then can ask others, “What do you do at 4:00?” Players then talk about their daily activities.
- For this activity the group needs a clock. Players roll the dice. If a player land on a picture of a verb, the player says the verb (i.e. “get up”). Then she asks others, “What time do you get up?” The player takes the clock and arranges the hands on the clock to represent the time she does the activity. She says, “I get up at 7:00.”
- The instructor writes the words from the game board on separate pieces of paper. The instructor also writes the times that are shown on the game board. Players have the words and the times in front of them. Players roll the dice. When they land on a time, they find the written time on their paper and say the time. When they land on a picture, they find the word for the picture and read the word.
Your Comments

We are interested in your evaluation of *Hands On! A Collection of ESL Literacy Activities*. Please complete and mail this page back to us at the following address:

Hands On!
P.O. Box 22095
Bayers Road RPO
Halifax, Nova Scotia
B3L 4T7

How often do you use activities from *Hands On! A Collection of ESL Literacy Activities*?

____________________________________________________________________________________

What do you like most about the activities?

____________________________________________________________________________________

____________________________________________________________________________________

What do you like least about the activities?

____________________________________________________________________________________

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What other topics would you like to see included?

____________________________________________________________________________________

____________________________________________________________________________________

What specific suggestions do you have to improve the content of *Hands On*?

____________________________________________________________________________________

____________________________________________________________________________________

Do you have any other comments?

____________________________________________________________________________________

____________________________________________________________________________________

Thank you for your input!
ABCs

How do you spell...?

Objective
To introduce the Roman alphabet.

Goals
• To reinforce left to right eye coordination.
• To manipulate a pencil or marker.
• To form the letters.
• To introduce lines and the function of lined paper.
• To recognize and identify upper and lower case letters.
• To request spelling.

Suggestions
• Alphabet cards are essential! Make or buy alphabet flash cards. They are readily available for a reasonable price. If you make the flash cards, ensure that they are clear and are all the same size. Use both lower case and upper case letters.
• Learning the letters is a slow process that requires a lot of supervision time. If you are in a classroom environment, volunteers can be helpful.
• Demonstrate how to form a letter. Draw a letter in the air or with your finger in sand. Trace a letter with your finger. When first holding pencil practice drawing. Aim for ease and flow before accuracy.
• Focus on the letters that have the most meaning to learners. Use letters in their name, address, family members’ names or their country.
• Introduce a few letters at a time. It can be overwhelming for learners if given all the letters at the same time. Some people recommend teaching letters in groupings. Groupings include letters with slanted lines (w x k v z), letters with straight lines (i l f t), letters with curved lines (a b c o d e s), letters with straight and curved lines (m n u r h), and letters that go below the line (y p q g j).
• Identify key words that are pronounced as letters such as VCR, TV, OK, YMCA, CBC, PEI, IWK, and practice spelling and recognition. Learners may already know these words but need practice in identifying the letters.
• When a letter is introduced, immediately place it in a word.
• Don’t write on the board in all capital letters unless you are specifically learning capital letters.
• If you are using a computer to create worksheets, choose a simple font.
• Have an activity each day that provides an opportunity for responding to the question, “How do you spell that?” Learners say the spelling as well as write the word (e.g. name, address, town, city or province name, children’s name).
• Educational material companies have products to assist in learning the alphabet. (See resource list in back for more information.)
• Use the lined literacy paper at the end of this chapter to practise forming the letters.

Ensure success in every class.

Activities
• Manipulate the letters, practice name of letters, match letters, form words with the letters.
• Have two sets of lower case alphabet cards. Match the same letters together.
• Have two sets of upper case alphabet cards. Match the same letters together.
• Have one set of upper case and one set of lower case alphabet cards. Match the same letters together.
• Instructor or learner writes about ten letters on a page. Someone says a letter and learners circles the letter she hears.
• Write about ten letters on a page. Show the class a letter and they find it on their paper.
• You spell a word that is meaningful to learners. learners writes the word.
• Create an Alphabet Bingo activity by putting letters on the blank Bingo card provided in this kit. Either you or a learner can call out the letters, learners in the class recognize the letters and cover the letter on their Bingo card.
• Have a variety of letters on the page and ask learners to connect the letters in alphabetical order.
• Word searches can be hand made or created with word search computer programs. These programs are readily available as well.
• Put the alphabet cards in alphabetical order.
• Phonic activities can be created using letters and sounds that are important to learners. Teaching phonetics can be challenging since some ESL literacy learners have not developed a lot of vocabulary yet. Therefore it is important to use phonetics found in words that are familiar to learners such as learners’s name, names of family members, names of other people in the class, country names, etc. The instructor can elicit words that have the same first letter. After a few different sounds are recognized, the instructor writes these words on a paper an leaves a blank in place of the first letter. The instructor or a more advanced learner reads the first word and learners fills in the blank. If pictures of these words are available, you can make a worksheet that includes the picture with the word beside it with a blank in place of the first letter. learners looks at the picture and says the word and fills in the blank. You can do the same activity with final consonants and blends.
• Singing the “alphabet song” provides melodic groupings of letters and reinforces the names and order of the letters.

Alphabet Concentration
Have one set of upper case letters and one set of lower case letters. Lay them face down on a table. Each person takes turns turning over two cards and saying the letter as they turn it over. If the cards do not match, return them to their face-down position and the next person tries. The goal is to get two letters the same. This reinforces the names of the letters through repetition as well as provides an opportunity to familiarize learners with the letters. When you do this activity, begin with fewer cards so it is a more manageable task for learners.

Alphabet Fish
Pre-teach the question, “Do you have a ‘k’?” and “Yes, here you are”. Or “No, sorry I don’t.” Have two sets of alphabet cards. Deal a few cards to each player. Put the remaining cards upside down in the middle of the table. One person starts by choosing a card in their hand and asking if another person has that card. He asks, “Do you have an ‘o’?” If the answer is “yes”, the person gives the asker the card and he puts it together with his card on the table. If the answer is “no”, the asker picks up a card from the pile of cards in the middle of the table. The idea is to get pairs of letters. This reinforces the recognition as well as the names of the letters.

Alphabet Board Game
See introduction for description.
Instructors can:
• write a familiar word. Ask learners to point to the letters in that word.
• write a familiar word. Ask learners to trace letters in that word.
• cut up these letters and give learners the cut-up letters. Also give learners a copy of this sheet. Ask learners to match the letters.
• ask learners to identify where a certain letter is in the alphabet – whether it is at the beginning, middle or end.

Learners can:
• trace the letters with a thick marker.
• trace only the letters in their name.
• cut up the letters and find the letters in his name.
• match the cut-up letters in his name to the letters on this sheet.
• put the cut-up letters in alphabetical order.
**Instructors can:**
- write a familiar word. Ask learners to point to the letters in that word.
- write a familiar word. Ask learners to trace letters in that word.
- cut up these letters and give learners the cut-up letters. Also give learners a copy of this sheet. Ask learners to match the letters.
- ask learners to identify where a certain letter is in the alphabet — whether it is at the beginning, middle or end.

**Learners can:**
- trace the letters with a thick marker.
- traces only the letters in their names.
- cut up the letters and find the letters in his name.
- match the cut-up letters in his name to the letters on this sheet.
- put the cut-up letters in alphabetical order.

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LETTER RECOGNITION

Instructors can:
• say a letter and ask learners to circle it
• show a letter and ask learners to circle it.
• create a similar worksheet using upper case letters.
• create a similar worksheet using both upper and lower case letters.

Learners can:
• circle the same letter.
• copy the letters on a separate page.
• copy the letters on a separate page and change them to upper case.
• circle the letters that are in her name.
• dictate the letters to each other.
LETTER RECOGNITION

Instructors can:
• say the letters and ask learners to circle them.
• show the letters to the learners and ask them to circle the same letters.
• create a similar worksheet using upper case letters.
• create a similar worksheet using both upper and lower case letters.
• create a similar worksheet using familiar words.

Learners can:
• circle the same letters.
• copy the letters on a separate page.
• copy the letters on a separate page and changes them to upper case.
• circle the letters that are in her name.
• dictate the letters to each other.

at   af   ot   at   qa   dt   at   al   of
be   de   pe   eb   eg   be   le   oe   be
ch   cn   hc   oh   dc   ch   cu   hc   ch
dr   pr   rf   dr   rd   or   br   qn   dr
ea   ae   ca   ea   ee   ce   oe   ea   ea
fe   te   ef   fe   fc   le   je   fo   el
go   yo   op   go   ga   og   do   qo   go
it   il   ti   it   ij   if   fi   ft   ij
ju   iu   lu   uj   tu   fu   gu   ju   jy
Instructors can:
- say a letter and ask learners to point to it.
- show the learners a letter and ask learners to point to it.
- show the learners a letter and ask learners to say it.
- show the learners a letter and ask learners to write it.

Learners can:
- write the same letter in the blank.
- write the upper case letter in the blank.
- write the letter that comes after each letter in the blank.

| a _______ | b _______ |
| c _______ | d _______ |
| e _______ | f _______ |
| g _______ | h _______ |
| i _______ | j _______ |
| k _______ | l _______ |
| m _______ | n _______ |
| o _______ | p _______ |
| q _______ | r _______ |
| s _______ | t _______ |
| u _______ | v _______ |
| w _______ | x _______ |
| y _______ | z _______ |
**Instructors can:**
- say a letter and ask learner to point to it.
- say a letter and ask learner to circle it.

**Learners can:**
- fill in the blanks with the missing letters.
- dictate the letters to each other and fill in the blanks.
- work in pairs. One learner has the alphabet with some letters blanked out. Another learner has a set of alphabet cards. The learner with the blanked alphabet asks the other learner for the missing letters.

```
abcdefgijklmnopqrstuvwxyz

abc__ef__hij__lm__opq___stu__wxyz

__c__d__fg__hi__jkl__nom__pq___rstuvwxyz

__b__c__de___h__jk__mnpq_qrtuvwxyz

abc__e__g__i__km__opq__s__tu__w__y__z
```
Instructors can:
• say a letter and ask learner to point to it.
• say a letter and ask learner to circle it.

Learners can:
• fill in the blanks with the missing letters.
• dictate the letters to each other and fill in the blanks.
• work in pairs. One learner has the alphabet with some letters blanked out. Another learner has a set of alphabet cards. The learner with the blanked alphabet asks the other learner for the missing letters.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A B C___E F___H I J___L M___O P Q___S T U___W X___Z

A___C D___F G H I J K L___N O___Q R S___U V___X___Z

___B C D E____H___J K___M N___P Q R___T U V W___ ___Z

A___C___E___G___I___K___M___O___Q___S___U___W___Y___
Instructors can:
• show learners upper case letter cards and ask learners to write the letter in the blank.

Learners can:
• fill in the blanks with the upper case letters.
• fill in the blanks with the same letter.

a ___  b ___  c ___
d ___  e ___  f ___
g ___  h ___  i ___
j ___  k ___  l ___
m ___  n ___  o ___
p ___  q ___  r ___
s ___  t ___  u ___
v ___  w ___  x ___
y ___  z ___
Instructors can:
• show learners lower case letter cards and ask learners to write the letter in the blank.
• create a worksheet using both upper and lower case letters.

Learners can:
• fill in the blanks with the lower case letters.
• fill in the blanks with the same letter.

A ___  B ___  C ___  
D ___  E ___  F ___  
G ___  H ___  I ___  
J ___  K ___  L ___  
M ___  N ___  O ___  
P ___  Q ___  R ___  
S ___  T ___  U ___  
V ___  W ___  X ___  
Y ___  Z ___
Instructor can:
- say a letter and ask learners to circle all of those letters.

Learners can:
- circle letters from his name.
- circle all the a’s with a blue marker, all the b’s with a green marker, and so on.

```
a q y i y o p l b y t m
r e w a z v t i u n p i
i u h g f n l o p y u r
q w e r t y u i o o p l
l k j h g f d s a m n b
v c x z a q w s c d y t
```
Objective
To introduce numbers.

Goals
• To reinforce left to right eye coordination.
• To form the numbers.
• To recognize and identify numbers.
• To request and to respond to requests for telephone numbers.
• Ask and respond to the question, “How old __ ?”

Activities
• Practice forming the numbers using the lined paper in this kit.
• Manipulate number flash cards. Practice name of numbers, put the numbers in order, trace the numbers.
• Have a paper with a series of numbers on it. Blank out some of the numbers and learner fills in the blanks.
• Have a set of numbers and learner picks out the numbers in her phone number or address.
• Instructor shows or says a number, learner identifies it from his assortment of numbers.
• Instructor says a number or a series of numbers, learner writes the number(s).
• Learner or instructor writes a variety of numbers on a paper. Ask the learner to connect the numbers in numerical order.
• Learner asks partner or other people in the class, “What is your phone number?” Learner listens and writes their number down. You can reinforce spelling by asking learners to write the personís name and ask how to spell it, and then their telephone numbers. Or, have the learner’s phone numbers on cards, and when they ask each other, the learner has to pick out the correct one.

Suggestions
• Number flash cards are very useful. Make or buy number flash cards. They are readily available for a reasonable price. If you make the flash cards, ensure that they are clear and are all the same size.
• Introduce a few numbers at a time as not to overwhelm learners.
• Draw the numbers in the air or in sand with finger.
• Trace numbers with finger.
• If you are using a computer to create worksheets, use a simple font.
• Identify numbers that are important to the learner (e.g. phone, apartment, family members, social insurance, emergency, bus, license plate, etc.) and reinforce these numbers until learners are comfortable using them.
• Ask and respond to the question, “What’s your phone number?”
• Have a telephone on hand so learners can become familiar with the numbers on the phone. Instructor or another learner can say a telephone number and the learner pushes the numbers on the phone.
• Instructor writes names of learner’s family members and learner fills in the blank with the age. (e.g. Ahmed is ___ years old.)
• Have a set of number cards as well as a set of cards with the word of the number on them. Match the number with the word.
• Ask simple “how many” questions. Learner writes the number as his answer.
• You can use this opportunity to enhance or reinforce vocabulary already learned by asking, “How many sweaters/pencils/bedrooms do you have?”

**Number Bingo**
Create your own set of Number Bingo cards by copying the blank Bingo Card in this kit. Ask learners to fill in the spaces with numbers. Learner or instructor calls out the numbers, other players cover the numbers as they hear them. A variation of this is to write the number words in the spaces. You can also use old calendar pages for Bingo cards.

**Number Fish**
Pre-teach the question, “Do you have a 3?” and “Yes, here you are” or “No, sorry, I don’t.” Have two sets of number cards or a regular pack of cards without the Jack, Queen, King, and ace. Deal a few cards to each player. Put the remaining cards upside down in the middle of the table. One person starts by choosing a card in their hand and asking if another person has that card. He asks, “Do you have a 10?” If the answer is “yes”, the person gives the asker the card and he puts it together with his card on the table. If the answer is “no”, the asker picks up a card from the pile of cards in the middle of the table. The idea is to get pairs of numbers. This reinforces the recognition as well as the names of the numbers.
Instructors can:
• say a number and ask learner to trace it.

Learners can:
• trace numbers with a marker.
• cut up the numbers and put them in order.
Read the number and circle the same number of squares.

3

5

8

1

4

7

9

2
NUMBERS • What's your telephone number?

0  zero
1  one
2  two
3  three
4  four
5  five
6  six
7  seven
8  eight
9  nine
10 ten
Circle the words.

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NUMBERS • What's your telephone number?

Instructors can:
• say a number and ask learners to circle it.
• show a number and learner circles it.
• create similar worksheets using other numbers as learners are ready.

Learners can:
• circle the same number.
• copy the numbers on a separate page.
• circle the letters that are in their telephone numbers or addresses.
• dictate the numbers to each other.
• work in pairs. One learner has a set of number cards, the other learner asks for a number.

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Instructors can:
- say the numbers and ask learners to fill in the blanks.

Learners can:
- work in pairs and read the numbers to each other and put the missing number in the blank.

1 2 3 __ 5 6 7 8 __
10 11 12 __ 14 15 16 __ 18
19 20 21 __ 23 24 25 __ 26
27 28 __ 30 31 32 __ 34 35
36 __ 38 39 __ 41 42 __ 44
__ 46 47 48 __
Instructors can:
- say a number and ask learners to circle it.

Learners can:
- copy the numbers on a separate paper.
- circle the biggest number in each row.
- circle the smallest number in each row.
1 – 100 NUMBER BOARD

**Instructors can:**
- say a number and ask learners to point to it.
- show a number and ask learner to point to it.
- show a number and ask learner to write it.
- blank out some numbers and ask learners to fill in the blanks.
- enlarge the numbers so it is easier to manipulate if you cut it up.

**Learners can:**
- cut up the numbers, learner puts them in order.
- circle the ages of the people in the class.
- circle the ages of their children, parents or siblings.
- trace the numbers.
- copy the numbers onto a blank number board.
- copy the number board and cut out one set of numbers. Learners then match their cut out numbers with those on the board.

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Instructors can:
• say a number and ask learners to circle it.
• say a number and ask learners to point to it.

Learners can:
• circle the numbers in their telephone number.
• circle all the same numbers with the same color.
• work in pairs, each having a copy of this page.
  Instructors blank out some letters on one sheet and different letters on the other sheet. Pairs read the numbers and fill in the blanks without looking at each other’s paper.
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DATES

What’s the date today?

Objective
To introduce days and months.

Goals
- To read calendars.
- To read and write dates in numbers and words.
- To ask and respond to questions regarding days, months and dates.

Suggestions
- Notice the abbreviations for days on appointment cards and calendars (e.g. Sunday, Sun, S).
- It can be helpful but very confusing to teach ordinal numbers. If the learner is ready, try beginning with just 1st, 2nd, and 3rd.
- Calendar dates can be particularly confusing for people following the lunar calendar.
- Learners sometimes don’t know their or their children’s birth dates. Canadians place much more importance on birthdays than do other cultures. If someone isn’t sure of their date of birth upon arrival in Canada, they are usually given a date of birth. Be sensitive to this in your interactions with learners regarding birth dates.
- Learners need to be able to respond both in writing and orally to questions regarding date of birth and arrival in Canada.
- Collect items with dates on them. i.e., ‘best before’ dates, expiry dates, due dates, late payment dates, stamps, etc.
- Look at flyers to see their effective dates.

Activities
- Write the days on large card or paper. Give one card to each learner. Ask them to line up so the days are in order. Exchange cards and do it again.
- On cards write verbs that learners are familiar with. Ask learners to match the verbs with the days they do those things. Learners can eventually copy the words and create a story about their weekly activities.
- White out the first letter in each day or month, learners write the letter in the blank.
- Have number cards 1-12. Match the months with the number cards.
- Have a year calendar. On a separate paper, write the names of the months. Ask learner to refer to the calendar and write how many days are in each month. You could also do this activity in pairs, giving one learner half of the months and the other learner the other half of the months. They ask each other how many days are in each month.
- Practice “How many” questions (e.g. How many days are in a week? How many days are in a month? How many days are in February? How many days are in a year? How many weeks are in a month? How many weeks are in a year? How many months are in a year?).
- Look at a calendar for this year. Find the dates for various holidays. Give the learner the names of a few holidays and learner writes the date.
- Write the months on a paper. Learners ask each other, “When is your birthday?” Learners write
people’s names beside or under the month in which they were born.
- Practice writing dates that are important to the learner such as his birthday, landing date in Canada, children’s birthdays, etc.
- Ask learners about important dates in their countries. Ask learners to write these important dates.
- Instructor folds the day or month card to show only the abbreviation. Learner reads the card.
Instructors can:
• say a day and ask learners to point to the day.
• make two copies of this sheet. Cut up one set of days and give them to the learners with a copy of this sheet. Ask learners to match the days.
• cut the day cards in half. Mix them up. Ask learners to put the cards together to make the words.
• show a day and ask learners to read it.

Learners can:
• trace the letters with a pen or marker.
• cut out the days and put them in order.
• copy the days on a separate paper.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
Instructors can:
• say the day and learners write the missing letters.
• spell the days and learners fill in the missing letters.
• create a similar worksheet with more or less blanked letters.
• create a similar worksheet with variations of spellings for each day.

Learners can:
• read the words on this page.
• copy the missing letters.
• fold the paper and fill in the missing letters.
• copy the days onto the lined paper.
• copy the words on a separate paper.
• cut up the sentences and mix them up. Put the sentences back together.

Monday  __ onday  Mon __ __ __
Tuesday  __ uesday  Tues __ __ __
Wednesday  __ ednesday  Wednes __ __ __
Thursday  __ hursday  Thurs __ __ __
Friday  __ riday  Fri __ __ __
Saturday  __ aturday  Satur __ __ __
Sunday  __ unday  Sun __ __ __

Today is ____________________.

Tomorrow is ____________________.

Yesterday was ____________________.
Instructors can:
- teach the vocabulary on these pages.
- write each verb on a separate card.
- say the verb and ask learners to point to the picture.
- say the verb and ask learners to point to the word.
- cut up the pictures. Ask learners to match the verb with the picture.
- say the verb and learners write the verb.
- point to the picture and ask learners to write the word.
- teach the question, “When do you ___?”

Learners can:
- match day cards with verb pictures (e.g., Sunday + walk in the park)
- ask each other questions, “When do you ___?”
- copy the words on a separate paper.

study English  clean  go shopping
What's the date today?

- visit
- stay home
- go for a walk
- do the laundry
**Instructors can:**
- teach the questions below.
- read a question and ask learners to point to it.
- write long answers for each learner on individual pieces of paper.
- ask the question and ask learners to point to the day they do this activity.
- ask the question and learners write the day.
- read a question and ask learners to read the same question on this paper.

**Learners can:**
- read the questions.
- copy the question on the lined paper.
- write the answers on the lined paper.
- write all the answers and create a small story.
- cut up the questions, then put the words back together to form the questions.

<table>
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<tr>
<th>When do you go shopping?</th>
<th>When do you do the laundry?</th>
<th>When do you clean your apartment?</th>
<th>When do you visit friends?</th>
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<td>When do you walk in the park?</td>
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**Instructors can:**
- read a sentence and ask learners to point to it.
- show learners a sentence and ask them to point to it.
- show learners a day and ask learners to copy it in the blank.
- show learners two days and ask learners to write the day they do this activity.
- show a picture and ask learners to respond with a sentence, i.e. "I go shopping on Monday."

**Learners can:**
- read the sentences.
- complete the sentence by writing a day in the blank.
- copy the sentences on a separate paper.
- cut up the sentences. Put the words together.

I go shopping on ________________.

I do the laundry on ________________.

I clean my apartment on ________________.

I walk in the park on ________________.

I stay home on ________________.

I study English ________________.
Learners can:
• write classmates’ names in the first column.
• ask each other the question, “When do you ___?”
• under the activity and beside their name, write the day that people do these activities.

Instructors can:
• copy this page and give it to learners
• review the question, “When do you ___?”
• review the days of the week.
Instructor can:
- make two copies of the months. Cut up two sets of months and ask learners to match the same months.
- say a month and ask learners to point to it.
- show a month and ask learners to read it.
- cut each month in half. Ask learners to put words together.

Learners can:
- trace the letters with a thick marker.
- cut out the months and put them in order.
- match names of learners to the month of their birthday.
- copy the months on a separate paper.

January
February
March
April
May
June
July
August
September
October
November
December
**Instructors can:**
- say the month and learners write the missing letters.
- spell the months and ask learners to fill in the missing letters.
- create a similar worksheet with more or less blanked letters.
- create a similar worksheet with correct and incorrect variations of spellings for each month.

**Learners can:**
- copy the missing letters.
- fold the paper and fill in the missing letters.
- copy the months onto the lined paper at the end of this chapter.
- cut up the months and numbers and match the numbers to the months.
- cut up all the months on this page. Match the same words together.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>January</td>
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<td>2.</td>
<td>February</td>
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<td>3.</td>
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<td>May</td>
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<td>10.</td>
<td>October</td>
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</tr>
<tr>
<td>11.</td>
<td>November</td>
<td>__ovember</td>
</tr>
<tr>
<td>12.</td>
<td>December</td>
<td>__ecember</td>
</tr>
</tbody>
</table>

*Hands On! A Collection of ESL Literacy Activities*
Instructors can:
- introduce the names of the seasons.
- look at the pictures and identify the seasons.
- cut out the names of the seasons and ask learners to match the words with the pictures.
- choose one season and identify the vocabulary from that picture.
- write vocabulary on separate pieces of paper.
- ask learners to match the vocabulary with objects in the picture.

- say a season and ask learners to point to it.
- show a season word and ask learners to read it.
- write sentences about the picture and ask learners to read them.
- write sentences with blanked out words and ask learners to fill in the blanks.
- identify the temperature in the season.
- identify other activities that are relevant to that season.
- identify appropriate clothing for each season.
spring
summer
What's the date today?
winter
**Instructors can:**
- show abbreviations of the day and learner points to the full word on the calendar.
- dictate the numbers and ask learners to write them in the boxes.
- say a number and ask learners to say the day (after the numbers are filled in).
- point to a day and ask learners to read it.
- white out some days and ask learners to fill them in.

**Learners can:**
- trace the numbers on the calendar.
- match a set of number cards with the numbers on the calendar.
- work in pairs. One learner says a date and the other learner circles it.
- read the days as the instructor points to them.
- fill in the missing numbers

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructors can:
• read the sentences and ask learners to fill in the blanks.
• show the word that goes in the blank and ask learners to copy it.
• show two words and ask learners to choose the correct one and write it in the blank.
• cut up and scramble the sentences and ask learners to put the words in order.
• ask learners questions, e.g. “What day is today?” and learners read the answers.

Learners can:
• fill in the blanks.
• read the sentences.
• copy the sentences on a separate paper.

Today is ____________________.

Tomorrow is ____________________.

Yesterday was ____________________.

This month is ____________________.

Last month was ____________________.

Next month is ____________________.

The date today is ____________________.

My date of birth is ____________________.
Instructors can:
• teach the questions below.
• write short answers for each learner on individual pieces of paper.
• write long answers for each learner on individual pieces of paper.
• ask the questions and learners write the answers.
• cut up these questions. Match with answers on the previous page.

Learners can:
• read the questions.
• match the question with the answer from the previous page.
• copy the question on the lined paper.
• copy the answers on the lined paper.

What day is today?

What day is tomorrow?

What day was yesterday?

What is this month?

What was last month?

What is next month?

What is the date today?

What is your date of birth?
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
<td>today</td>
</tr>
<tr>
<td>tomorrow</td>
<td>yesterday</td>
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<tr>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>study</td>
<td>study English</td>
</tr>
<tr>
<td>clean</td>
<td>go shopping</td>
</tr>
<tr>
<td>visit</td>
<td>stay home</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>go for a walk</td>
<td>do the laundry</td>
</tr>
<tr>
<td>spring</td>
<td>summer</td>
</tr>
<tr>
<td>fall</td>
<td>winter</td>
</tr>
<tr>
<td>January</td>
<td>February</td>
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<td>March</td>
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<tr>
<td>November</td>
<td>December</td>
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<tr>
<td>this</td>
<td>last</td>
</tr>
<tr>
<td>month</td>
<td>date</td>
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<tr>
<td>date of birth</td>
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</tbody>
</table>
PERSONAL INFORMATION

What’s your name?

Objective
To ask and respond to questions about personal information.

Goals
To ask and respond orally and in writing to personal information questions.

Suggestions
• Ask personal information questions daily.
• Don’t teach all the questions at the same time.
• Use local references.
• Use real forms where appropriate but they are often very complicated.
• Repetition is necessary to retain information.
• Create personalized activities that relate to learners.
• Encourage learners to write on the lines from left to right.
• Forms often use abbreviations. Pre-teach the vocabulary and abbreviations before attempting to fill out a form.
• Sometimes trust has to be developed before people feel comfortable sharing personal information.
• People sometimes have received a negative reaction when responding to questions regarding the number of children they have. This can leave learners feeling hesitant when such questions are asked.
• Some forms are written in all upper case letters. Introduce both upper and lower case forms to your learners.

Activities
• Many people are cautious about giving out their Social Insurance Number. It is included here because it is a common question for learners. As well, it is important to know what it is and what it is used for. Use your discretion as to how to use it in class.
• Write learners name several times with various letters blanked out.
• Cut up simple sentences about learner and ask learners to put the papers together.
• Learners ask each other how many children they have, their phone number, their address, etc.
• For more advanced learners, have the questions on one piece of paper and the answers on another piece of paper. Learners match the question with the answer.

Objective
To ask and respond to questions about personal information.

Goals
To ask and respond orally and in writing to personal information questions.

Suggestions
• Ask personal information questions daily.
• Don’t teach all the questions at the same time.
• Use local references.
• Use real forms where appropriate but they are often very complicated.
• Repetition is necessary to retain information.
• Create personalized activities that relate to learners.
• Encourage learners to write on the lines from left to right.
• Forms often use abbreviations. Pre-teach the vocabulary and abbreviations before attempting to fill out a form.
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• People sometimes have received a negative reaction when responding to questions regarding the number of children they have. This can leave learners feeling hesitant when such questions are asked.
• Some forms are written in all upper case letters. Introduce both upper and lower case forms to your learners.

Activities
• Write learners name several times with various letters blanked out.
• Cut up simple sentences about learner and ask learners to put the papers together.
• Learners ask each other how many children they have, their phone number, their address, etc.
• For more advanced learners, have the questions on one piece of paper and the answers on another piece of paper. Learners match the question with the answer.
**Instructors can:**
- read the words and ask learners to point to them.
- make student centered worksheets by putting names of family members or addresses in the activity.

**Learners can:**
- circle the correct spelling.
- copy the correct spelling onto a separate sheet of paper.
- read the words on the left.

<table>
<thead>
<tr>
<th>name</th>
<th>naem</th>
<th>nmae</th>
<th>name</th>
<th>mane</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
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<td>street</td>
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<td>stree</td>
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<tr>
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<td>number</td>
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<td>numbe</td>
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<td>city</td>
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<td>city</td>
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<td>province</td>
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<tr>
<td>postal code</td>
<td>postl code</td>
<td>posal code</td>
<td>postal code</td>
<td></td>
</tr>
</tbody>
</table>
Instructors can:
- pre-teach the vocabulary on this page using personal information from the learners.
- say a word and ask learners to point to it.
- say a word and ask learners to say their personal information.
- say a word and ask learners to write their personal information.
- only do one or two questions per day.

Learners can:
- read the words.
- copy the words onto a separate sheet of paper.
- write their personal information on another page.

<table>
<thead>
<tr>
<th>name</th>
<th>last name</th>
<th>country</th>
<th>city</th>
</tr>
</thead>
<tbody>
<tr>
<td>apartment number</td>
<td>date of birth</td>
<td>children</td>
<td>telephone number</td>
</tr>
<tr>
<td>address</td>
<td>postal code</td>
<td>social insurance number</td>
<td>street</td>
</tr>
</tbody>
</table>
Instructors can:
• show words that can go in the blanks and ask learners to write them.
• read the words and ask learners to write in the information.
• provide learners with personal information on separate pieces of paper. Ask learners copy the information in the blanks.

Learners can:
• read the words.
• copy the words in the blanks.
• write their personal information in the blanks.
• cut up this page and match the words.

first name _________________________
last name _________________________
street _________________________
city _________________________
province _________________________
postal code _________________________
address __________________________________________
telephone number __________________________
date of birth _________________________
country _________________________
social insurance number _________________________
**Instructors can:**
- show a word and ask learners to circle it.
- say a word and ask learners to circle it.
- ask learners how to spell the words.
- make two copies of this activity and cut one up. 
  Ask learners to put the cut-up words on this paper with the same words.
- spell a word and learners circle it.
- explain the use of capital letters for names and places.
- create a similar worksheet substituting words that are more meaningful to learners.

**Learners can:**
- circle the same words.
- copy the words on a separate paper.
- read the words.
- spell the words to each other.

<table>
<thead>
<tr>
<th>Plateau</th>
<th>Glenforest</th>
<th>Plateau</th>
<th>Spring Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax</td>
<td>Canada</td>
<td>Dartmouth</td>
<td>Halifax</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Truro</td>
<td>Nova Scotia</td>
<td>Bedford</td>
</tr>
<tr>
<td>name</td>
<td>street</td>
<td>name</td>
<td>address</td>
</tr>
<tr>
<td>number</td>
<td>name</td>
<td>number</td>
<td>Nova Scotia</td>
</tr>
<tr>
<td>Barrington</td>
<td>Brunswick</td>
<td>Gottingen</td>
<td>Barrington</td>
</tr>
</tbody>
</table>
Instructors can:
- dictate the words.
- show a word and ask learners to copy the word in the blank.
- review asking and responding to the question, “How do you spell ___?”

Learners can:
- copy the words in the blanks.
- work in pairs. Fold the paper in half. Learners read the words to their partners. Partners write the words and ask for help with spelling if necessary.

1. Halifax 1. _____________________
2. ____________________ 2. 457-9894
3. number 3. _____________________
4. ____________________ 4. name
5. children 5. _____________________
6. ____________________ 6. address
7. Nova Scotia 7. _____________________
8. ____________________ 8. apartment
9. city 9. _____________________
10. _____________________ 10. telephone
Learners can:
• fill out these forms.
• work in pairs. One learner fills in the form with the information from her partner.
• refer to page 4.3 for help with spelling.

Instructors can:
• show learners their last name, postal code, phone number, etc. and learners copy it in the appropriate place.
• fill in the form with personal information from the learners. Ask learners to copy the information onto the same blank form.
Instructors can:
• write the important words (name, live, address, postal code, telephone number) and ask learners to match the words with the pictures.
• say the sentences and ask learners to put them in order.
• hold up a picture and ask learners to hold up the sentence that goes with the picture.

Learners can:
• talk about the pictures.
• read the sentences.
• copy the sentences on a separate piece of paper.
• match the sentence with the picture.
• write the sentences and substitute their own information.
• cut up the sentences and put them in order.

This is Rada.

She is from Croatia.

Her address is 59 Glenforest Drive.

Her telephone number is 445-1028.

Her postal code is B3M 3M5.

She is from Croatia.
Instructors can:
• show the word that goes in the blank and ask learners to copy it.
• show two words and ask learners to choose the correct one and write it in the blank.
• read the sentences and ask learners to fill in the blanks.
• ask learners questions, e.g. “What is your name?” and learners read the answers.
• cut up a sentence into individual words. Mix them up and ask learners to put the words in order.
• repeat these activities frequently.

Learners can:
• fill in the blanks.
• copy the sentences on a separate paper.
• work in pairs and read the sentences to each other.

<table>
<thead>
<tr>
<th>My name is</th>
<th>I am from</th>
<th>My address is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>My apartment number is</th>
<th>My postal code is</th>
<th>My telephone number is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>My date of birth is</th>
<th>My Social Insurance Number is</th>
<th>I have ______ children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Instructors can:
- teach the questions below.
- say a question and ask learners to point to it.
- write short answers for each learner on individual pieces of paper.
- cut up the previous page or write long answers for each learner on individual pieces of paper.
- say the question and ask learners to point to the answer.
- ask the question and learners write the answer.

Learners can:
- read the questions.
- copy the question on the lined paper.
- copy the answers on the lined paper.
- cut up the previous page and match the question with the answer.
- write all the answers and create a small biography.

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Where are you from?</th>
<th>What is your address?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your apartment number?</td>
<td>What is your postal code?</td>
<td>What is your telephone number?</td>
</tr>
<tr>
<td>When is your date of birth?</td>
<td>What is your social insurance number?</td>
<td>How many children do you have?</td>
</tr>
</tbody>
</table>
Circle and Find

social insurance number
y x s s c y a t x w a x v z b f n i k k t
k s o a m f k k b j b r q h a l i f a x
a l c n c n a m e o p z j w b e v c d g b
w q a h g m n p v p r o v i n c e f e o f
w k l t e l e p h o n e n u m b e r r n p q
a t i u j k b q b a y f d c l v y o z u q
d c n s j v s n a p a r t m e n t m k l f
d i s t n f t p o s t a l c o d e f x a b
r t u s u i m m v x b c k k n d a a f s t
e y r a m r z q b i r t h d a y c j g n b
s a a o b s x r t s a a s t z n h c g n b
s e w v e t k o u w h l p b v o i s z a s
w t c g r n m o o f h b w q f v l d w m t
d i e a o a q s w k p v z y a a d u m e r
e u n p o m d n s y k f b g g s r a r z e
z y u l d e y b s b j e p w z c e d l h e
C a n a d a N o v a S c o t i a n o n e t

address
apartment
birthday
children
city
first name
from
Halifax
last name
name
Nova Scotia
number
postal code
province
social insurance number
street
telephone
Canada
<table>
<thead>
<tr>
<th><strong>name</strong></th>
<th><strong>address</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>street</strong></td>
<td><strong>number</strong></td>
</tr>
<tr>
<td><strong>city</strong></td>
<td><strong>province</strong></td>
</tr>
<tr>
<td><strong>postal code</strong></td>
<td><strong>telephone</strong></td>
</tr>
</tbody>
</table>
# Personal Information

### What's Your Name?

<table>
<thead>
<tr>
<th>last</th>
<th>first</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>apartment</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Insurance Number</th>
<th>Nova Scotia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>date of birth</td>
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</tr>
</tbody>
</table>
MONEY

How much is it?

Objective
To introduce money and prices.

Goals
• To recognize Canadian coins and their values.
• To request information about money and prices.
• To respond to questions about money and prices.
• To introduce basic numeracy concepts.

Suggestions
• When possible, use real coins and bills. Plastic Canadian money is available at educational resource stores.
• Flyers are a good source for practicing reading prices.
• It is important for learners to feel comfortable with numbers 1-100 before learning prices.
• Collect the price tags from articles you buy.
• Go to a store and practice reading prices.
• Money stamps and money Bingo are available at educational resource stores.
• When practicing to count and add, it is useful to use the 1-100 number paper on page 2.7
• Introduce learners to the different ways to write prices ($.05, 5¢)

Activities
• Have a variety of coins. Ask learners to match 10 pennies with a dime, two nickels with a dime, two dimes and a nickel with a quarter, etc.
• Instructors say a price and ask learners to write it. Increase difficulty as learner is ready.
• Have combinations of real coins or pictures of coins and ask learners to write the total values.
• Pre-teach is/are. Practice asking and responding to the question “How much is/are ___?” using real items belonging to the learners.
• Collect a variety of price tags. Say a price and learners choose the correct one. Discussion can follow as to possibilities of what item the tag came from.
• Make a prices Bingo. Copy the blank Bingo card from this kit and write prices in the blanks.
• Make money Bingo. Copy the blank Bingo card from this kit and put pictures or stamp of coins in the blanks.
• Role-play buying items and practice giving change.
• Practice giving change. Learner has $10 bill and buys something from the flyer; another learner gives the appropriate change.
Instructors can:
- read a word and ask learners to point to it.
- provide real coins and ask learners to match the coins with the pictures.
- white-out several letters and ask learners to fill in the blanks.

Learners can:
- put the coin in the box.
- cut up this page and then match the picture, word, value, and the real coins.

penny
.01 or 1¢

nickel
.05 or 5¢

dime
.10 or 10¢

quarter
.25 or 25¢

loonie
$1.00

toone
$2.00
$5.00 bill

$10.00 bill

$20.00 bill
Instructors can:
- review the names of the coins.
- say the name of one coin and ask learners to circle its value.
- say the value of a coin and ask learners to point to it.
- show a coin and ask learners to point to its value.

Learners can:
- look at the picture and circle its value.
- write the names of the coins in the blanks.
- have several real coins and place them on the words that represent their values (e.g. put a dime on .10).
- after placing real coins on the values, add the total value of the coins and write it in the blanks.

<table>
<thead>
<tr>
<th>.10</th>
<th>.05</th>
<th>.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25</td>
<td>.05</td>
<td>.10</td>
</tr>
<tr>
<td>.01</td>
<td>$2.00</td>
<td>.10</td>
</tr>
<tr>
<td>.01</td>
<td>$1.00</td>
<td>.05</td>
</tr>
</tbody>
</table>
**Instructors can:**
- say an amount and ask learner to circle it.
- show learners a written amount and ask learners to circle the same amount.

**Learners can:**
- match coins with the values on the paper.
- circle the smallest amount.
- circle the largest amount.

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Instructors can:
• say the name of one coin and ask learners to circle it.
• say the value of a coin and ask learners to point to the picture.
• show a coin and ask learners to point to the picture.
• write the value of a coin on a sheet of paper and ask learners to point to the coin.
• say the value of a coin and ask learners to point to the word.

Learners can:
• look at the picture and circle the name of the coin.
• write the names of the coin in the blank.
• put a real coin in the blank.
• write the value of the coins in the blank.

penny  nickel  dime  __________

dime  loonie  quarter  __________
toonie  penny  nickel  __________

quarter  toonie  loonie  __________
penny  quarter  dime  __________
penny  nickel  dime  __________
Instructors can:
• say an amount and ask learners to point to it.
• say an amount and ask learners to circle it.
• use real coins in place of the illustrations on this page.

Learners can:
• draw a line from the left column to the matching value in the right column.
• write the total amounts beside the illustrations.
• work in pairs. Cut the paper down the middle. Each partner takes half the sheet. Each learner cuts up her paper. Learners take turns asking each other for the amount on each piece of paper. (e.g. Learner A has two nickels. He asks his partner, “Do you have ten cents?” Learner B gives her partner the picture of a dime.)
**Instructors can:**
- pre-teach - (minus) and = (equals)
- say the total and learners write it.
- say the names of the coins and ask learners to write the words.
- change the plus signs to minus (where appropriate) and teach subtraction skills.

**Learners can:**
- add the coins and write the total value.
- write the names of the coins.
- write the values of the coins.
- match real coins with the illustrations.
- match real coins with the illustrations and write the total amount.
- explore different combinations of coins to equal the same total.

\[
\begin{align*}
5 \text{ cents} + 5 \text{ cents} &= \underline{} \\
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\]
Instructors can:
- introduce the vocabulary on this page.
- hold up a picture and ask learners to say the word.
- hold up the word from this page and ask learners to read it.
- hold up the price and ask learners to read it.
- cut up the pictures and the words and ask learners to match them.
- introduce the question, “How much is the __ ?”

Learners can:
- copy the words on a separate paper.
- copy the prices on a separate paper.
- work in pairs and ask each other, “How much is the __ ?”
- look in current flyers for these words. Compare the price.

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<thead>
<tr>
<th>Item</th>
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<td>pencil</td>
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<td>brush</td>
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<td>binder</td>
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<tr>
<td>kettle</td>
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Instructors can:
• pre-teach the questions: "How much is ___?"
• ask learners to work in pairs. From the previous page, give three words with prices to one learner. Give the other three words and prices to the other learner. Learners ask each other the question "How much is the ___?" and write the prices in the blanks.

Learners can:
• from the previous page copy the prices in the blanks.
• cut up the words from the previous page and match the words to the pictures on this page.
• look in current flyers and write the price of the items on the page.
Do you have change?
1. Identify and teach key vocabulary from the picture (bus, change, $5, etc.).
2. Write vocabulary from the illustration on separate pieces of paper and ask learners to match the words with the picture.
3. Show a word from the illustration and ask learners to point to it.
4. Look at the picture and ask learners to identify what is happening.
5. Instructor writes what the learners say in sentences.
6. Instructor reads the sentences.
7. Learners read the sentences.
8. Instructor whites out a word from each sentence and asks learners to fill in the blank.
9. Instructor cuts up one sentence and mixes the words up. Learners put the words in order to remake the sentence.
10. Cut up the story into sentences and put them in order.
11. Learners can copy the sentences onto a separate paper.
Instructors can:
• say an amount and ask learners to point to it.
  show coins and ask learners to point to the
  amount on the paper.
• give learners a variety of coins. Show them a writ-
  ten amount and ask them to give you the same
  amount in coins.
• give learners a page of picture coins and this page.
  Cut them up and ask learners to match them.
• make two copies of this page. White out some
  amounts from one copy and different amounts
  from the other copy. Ask learners to work in pairs.
  Learners read the amounts together starting at 5
  cents, 8 cents, etc., reading the amounts to each
  other. When there is a blank, one learner says the
  amount and the other writes it in the blank.

Learners can:
• have a variety of coins and place the correct
  amount of coins on the written numbers.
• cut up this page and put the amounts in order
  from smallest to biggest amounts.
• copy the amounts to a separate piece of paper.

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TIME

What time is it?

Objective
• To introduce time.

Goals
• To read regular and digital clocks.
• Ask and respond to questions regarding time.

Suggestions
• Buy a big clock or use an old one.
• Learners need to know numbers 1-60 before learning to read the time.
• Use items that are useful to the learner (bus schedules, TV guide, school times, store opening times, doctor hours.)
• Show learners the different numbers on clocks (digital, regular, Roman numerals, no numbers).
• For more advanced learners, you might want to introduce the concept of a.m. and p.m.
• Review time everyday.
• Teach daily activity verbs to allow learners to talk and write about daily activities and at what time they participate in these activities.
• Allow learners to change the clock when practicing.
• Look at stores or offices open hour signs.
• Teach one way of telling time thoroughly before attempting the other way (quarter to three or two forty-five).
• Time flash cards are readily available at educational supply stores.
• A clock face stamp is also available that makes producing your own worksheets much easier.

Activities
• Instructor or another learner shows a clock. Learner says the time.
• Two clocks are needed. Instructor or another learner shows a clock. Learner sets her clock to the same time.
• Create your own Bingo game.

Board Game:
• Lay out the time board game found in the front pocket of the binder. You need dice and all players need something to move around the board. You also need a clock. Determine who begins first. That person rolls the dice. If he lands on a clock, someone asks him, “What time is it?” The first player reads the time. Then he can ask others, “What do you do at 4:00?” If a player lands on a picture of a verb, the player says the verb. Then the player asks others, “What time do you __?” Then the player takes the clock and arranges the hands on the clock to represent the time she does the activity. This activity provides opportunities for learners to practice asking and reading the time as well as talking about daily activities.
TIME • What time is it?
TIME - What time is it?
**Instructors can:**
- say the time and ask learners to write the time.
- copy and cut up the times on the next page. Show the time and ask learners to write the time under the clock indicating the same time.
- copy the next page of times, cut it up and ask learners to match the clocks with the times.

**Learners can:**
- write the time.
- read the time.
- work in pairs. Point to a clock on this page and ask your partner, “What time is it?” The partner says the time.
- work in pairs. Point to a clock on this page and ask your partner, “What time is it?” The partner has a copy of the next page and points to the same time as was said.
1:00       8:30
4:05       12:35
10:10      6:40
7:15       9:45
11:20      5:50
3:25       2:55
Instructors can:
- ask learners to cover the pictures of the clocks on this page. Show a clock set to a time below and ask learners to circle the same time.
- say a time listed below and ask learners to write it.
- say a time and learners write it and say what they do at that time each day.
- create similar worksheets with more variety of times shown.
- cut up the clocks. Say a time and ask learners to select the correct clock.

Learners can:
- circle the correct time as illustrated in the clock pictures.
- have a clock and set the clock to the times listed below.
- work in pairs. Each partner takes turns saying a time and her partner points to it.

![Clocks]

2:00  1:00  1:05  12:00
6:15  6:00  3:30  3:45
7:45  9:30  7:15  7:00
3:00  2:00  12:15  3:30
12:30  6:00  12:00  6:30
5:45  9:30  6:45  10:30
2:00  3:45  2:15  2:45
5:00  4:00  12:15  12:30
What time do you ______ ?

get up  
eat breakfast  
watch TV  
clean
go to bed

study English

take a shower
Instructors can:
• say a time and ask learners to write the time.

Learners can:
• look at the picture and read the sentence.
• fill in the blanks with a time.
• cut up the pictures and the sentences and match them.
• copy the sentences on to a separate sheet of paper.
• change the “I” to another member of the family or a classmate.
• work in pairs. Ask your partner, “What time do you ___?” Write the times in the blanks.

I get up at ________.

I take a shower at ________.

I clean at ________.

I watch tv at ________.

I go to bed at ________.
Hands On! A Collection of ESL Literacy Activities

**TIME • What time is it?**

**Instructors can:**
- pre-teach the question, “What time does (place) open on (day)?”
- ask learners questions regarding store hours.
- make two copies of this page. White out some of the times on one copy and different times on the other copy. Ask learners to ask each other, “What time — ” and fill in the blanks.

**Learners can:**
- read the store hours.

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**Sobeys store hours**

7:00 am Monday to 12:00 midnight Saturday

**Royal Bank hours**

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**Zellers store hours**

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<td>watch TV</td>
<td>clean</td>
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<td>study English</td>
<td>take a shower</td>
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WEATHER
What’s the weather today?

Objective
To be able to identify weather conditions.

Goal
To ask and respond to questions about weather.

Suggestions
• Newspapers are a useful resource as they usually have good illustrations of weather.
• Weather is a popular topic for small talk. It is good for learners to be able to respond to small talk regarding weather.
• Walking on snow and ice is a challenging task. Tell your learners to use extra caution when walking in snow and on ice.
• Footwear is also important in winter. Ensure that your learners understand the importance of both the tread on boots and shoes as well as the warmth.
• The weather in Nova Scotia is very changeable. This is useful for learners to be aware of so they can dress accordingly.
• Clothing vocabulary can be taught along with weather.
• It is a skill to be able to keep warm in the winter. Learners from warmer climates may not have had the opportunity to develop this skill, so it is an important for the instructor to pass this information along.
• Driving in winter conditions is tricky for all of us. Black ice, freezing rain, snow tires, jumper cables are all very important words to know. Winter driving is not included here but it would be useful for instructors to develop materials around this topic area.
• Along with winter weather comes school cancellations. Ensure that learners know what to listen for on the radio regarding school cancellations. In Halifax the announcement is, “All schools in the Halifax Regional School Board are closed.” Because of the bus system in the rural areas of the Halifax Regional Municipality, school officials still refer to Halifax County.

Activities
• Video a weather report from TV. Give learners written weather words on cards. Play the video and ask learners to put the words in order as they hear them.
• Write the weather words on separate cards or pieces of paper. Have the weather report from the newspaper. Ask learners to match the word with the picture.
• Review the weather every day. Weather vocabulary is best taught when the same weather conditions are present. For example, it is very difficult to describe “foggy”. If it is taught on a foggy day, and
reviewed on foggy days, it will be easier and more successful for everyone.

**In a snow storm:**
- Stores sometimes close.
- School is sometimes cancelled.
- People drive very slow.
- You can’t park your car on the street.
Instructors can:
• say a weather word and ask learners to point to it.
• show a weather word and ask learners to point to it.
• show learners a weather word and ask learners to read it.
• cut up the words and the pictures and mix them up. Ask learners to match the word with the picture.
• cut the words in half and ask learners to put them back together.
• copy and cut up two sets of words. Ask learners to match the same words.

Learners can:
• look at the pictures and read the words.
• copy the words on a separate paper.
• indicate likes and dislikes for weather.

sunny  rainy

windy  cloudy
WEATHER • What’s the weather today?

snowy

foggy

cold

hot
**Instructors can:**
- say a weather word and ask learners to point to it.
- show a weather picture and learners point to it.
- show a weather word and learners point to it.

**Learners can:**
- look at the picture and read the word.
- fill in the blanks.

- sunny
- rainy
- windy
- cloudy
- snowy
- hot
Learners can:
- circle the weather word that is the same as the picture.
- cut up all the words and group the same words together.
- copy the words onto separate paper.

Instructors can:
- say the weather word as illustrated in the picture and ask learners to circle the word.
- show a weather word and ask learners to point to the same word.
- say a weather word and ask learners to circle all the same words on the page.

rainy  sunny  hot

cloudy  windy  rainy

windy  cold  hot

sunny  foggy  cloudy

snowy  rainy  windy

hot  cold  snowy
Instructors can:
• say the weather word and ask learners to write the word in the blank.
• show a weather word and ask learners to copy the word in the blank.
• show two weather words and ask learners to write the correct one in the blank.

Learners can:
• look at the picture and say the word.
• fill in the blanks.
• read the sentence.
• copy the sentence on to a separate page.

What’s the weather today?

Today is __________.

Today is __________.

Today is __________.

Today is __________.

Today is __________.

Today is __________.
Instructors can:
• ask learners, “What’s the weather on Monday?” Ask learners to write the answer on a separate paper.
• show a weather word and learners write it in the blank.

Learners can:
• read the days and say the weather.
• write the weather word in the blanks.
• read the sentences.

Monday is __________.
Tuesday is __________.
Wednesday is __________.
Thursday is __________.
Friday is __________.
Saturday is __________.
Sunday is __________.
Instructors can:
• cut out the sentences from the previous page. Ask learners to match the sentences from the previous page to the questions from this page.

Learners can:
• read the questions
• write the answers to the questions on a separate page.
• work in pairs. One learner has the previous page filled in. The other learner asks the question and writes what her partner says.
• during the week, learners keep track of the weather by filling out page 7.6. At the end of the week, learners read the questions on this page and fill in the weather words.
• to make the previous activity more difficult, cut up these questions so they are not in order and do the same as the previous activity.

What’s the weather on Monday?

__________

What’s the weather on Tuesday?

__________

What’s the weather on Wednesday?

__________

What’s the weather on Thursday?

__________

What’s the weather on Friday?

__________

What’s the weather on Saturday?

__________
What’s the temperature today?

It is ______.
What’s the weather today?
What’s the temperature today?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>sunny</td>
<td>cloudy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>windy</td>
<td>rainy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>foggy</td>
<td>snowy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cold</td>
<td>hot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
911...What’s your emergency?

Objective
To be able to call 911 in case of an emergency

Goal
To be able to identify an emergency.

Suggestions
- Suggest that learners have their civic address posted beside their phone. Ensure they can say it clearly as well as spell it. All members of the family should be able to say their address. If someone doesn’t know their civic address in Nova Scotia they can call 1-800-388-3911.
- Review the dialog between 911 operator and person reporting the emergency often so learners are familiar with the words and questions from the 911 operator.
- Review appropriate reasons to go to Emergency at the hospital.
- Review any cost that might be associated with calling an ambulance or false 911 calls.
- Identify what an emergency is. The 911 coordinator reports that 911 assists people when there is a threat to one’s health, safety or property.
- For the purpose of this exercise we are assuming that the emergency is at the learner’s home.

Halifax Regional Municipality

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-emergency police number</td>
<td>490-5020</td>
</tr>
<tr>
<td>General information for fire</td>
<td>490-5530</td>
</tr>
<tr>
<td>and emergency</td>
<td></td>
</tr>
<tr>
<td>Poison control</td>
<td>428-8161</td>
</tr>
<tr>
<td>Incident report</td>
<td>490-5016</td>
</tr>
</tbody>
</table>

Activities
- Visit the 911 Center at 15 Convoy Run, in Bedford. Phone 490-7249/7250.
- Make cards with the pictures of the emergency on them. Role play emergency situations.

911 is for emergency situations only.

For more information on 911 contact the program administrator at Emergency Measures Organization, Nova Scotia Department of the Environment, P.O. Box 2107, Halifax, NS B3J 3B7 (902)424-5620.
EMERGENCY • 911...What's your emergency?

Hands On! A Collection of ESL Literacy Activities
Instructors can:
- teach the vocabulary needed for this page.
- say an emergency situation on this page and ask learners to point to it.
- copy and cut the previous page. Ask learners to match the appropriate picture with the emergency situation (i.e., police with break in).

Learners can:
- cut up the pictures and the words and match them.
- work in pairs. One partner says the emergency situation, the other learner points to it.
- work in pairs. One partner says the emergency situation, the other learner writes it on a separate paper. Take turns saying and writing the situations.
- work in pairs and role play. One partner takes the role of the 911 operator. The other reports the emergency.
Instructors can:
- say the words and learners write the missing letters.
- spell the words and learners fill in the missing letters.
- create a similar worksheet with more or less blanked letters.
- create a similar worksheet with variations of spellings for each (e.g. helb, hel, help, holp).

Learners can:
- read the words on this page
- copy the missing letters.
- fold the paper and fill in the missing letters.
- copy the words onto the lined paper.

help       _elp       hel__
call       ___all      cal__
poison     _oison      poiso__
fire       ___ire      fi__e
accident   _ccident    acciden__
police     _olice      po__ice
ambulance  _mbulance   am__ulance
emergency  _mergency   emer__ency
drink      _rink       drin__
choking    _____oking   cho__ing
heart attack _eart __ttack hear__  attac__
fall       ___all      fal__
break in   ___reak ___n brea__  i__
Instructors can:
• read a word and ask learners to point to it.
• show learners the picture and ask learners to say the word or the problem.

Learners can:
• look at the picture and say the word.
• circle the correct spelling.
• copy the correct spelling on a separate paper.

polise  police  bolice

ambulance  ambulanse  ambulance

fire  fir  fier

poisin  boison  poison

hoking  choking  choki

accident  acidnet  acciden

fel  fell  fal
Instructors can:
• say an emergency situation on this page and ask learners to point to it.
• show a picture and ask learners to read the sentence.
• white out one word in each sentence and ask learner to fill in the blanks.
• cut up each sentence and ask learners to put the words together to make a sentence.
• identify names of family members. Ask learners to substitute friends or family names or daughter/son when talking about emergencies.

Learners can:
• cut up the pictures from the sentences and match them.
• cut up the words and make different sentences (e.g., My daughter is choking). Learners can also write these new sentences on a separate sheet of paper.

My friend had a heart attack.
I had a car accident.
My friend is choking.
My apartment is on fire.
My daughter fell down.
My son drank poison.
Learners can:
• write the sentence on the line below making sure to separate each word.
• refer to the previous page for help in identifying separate words in the sentences.

Instructors can:
• point to a picture and ask learners to say what the emergency situation is.
• write the sentence on the chalkboard and ask learners to draw a line to separate the words.
• say the sentence clearly and ask learners to draw a line to separate the words.

Myson drank poison.

________________________

I saw a break in.

________________________

My apartment is on fire.

________________________

My daughter fell down.

________________________

My friend had a heart attack.

________________________

My friend is choking.

________________________
Instructors can:
- After learners fill in the boxes, cut up the page. Say an emergency situation on this page and ask learners to find the sentence and the picture.

Learners can:
- Look at the pictures and write the emergency in the "what happened" box. Refer to the previous pages for help with spelling.
- Look at the picture and write the phone number you would call. Write the phone number in the box.
- Cut up the completed page, mix them up and match them.
Learners can:
- write their address on the line.
- work in pairs with one taking the role of the 911 operator and one reporting the emergency. Read the dialog.
- practice the role play without reading the dialog.

Instructors can:
- review emergency situations in the pictures on this page.
- make a cassette with the following dialogues on it. Learners can follow the written dialog as they listen.
- read the dialog and ask learners to follow the written dialog.
- ask learners to say their address.

<table>
<thead>
<tr>
<th>name</th>
<th>street</th>
<th>street</th>
<th>apartment</th>
<th>city</th>
<th>number</th>
<th>number</th>
</tr>
</thead>
</table>

“911...What is your emergency?”

**My son drank poison.**

“My son drank poison.

“Is the emergency at ______________________?”

write your address

Yes.

“Stand by and I will connect you with the ambulance.”

“911...What is your emergency?”

**My daughter fell down.**

“My daughter fell down.

“Is the emergency at ______________________?”

write your address

Yes.

“Stand by and I will connect you with the ambulance.”
“911... What is your emergency?”

My apartment is on fire.

“Is the emergency at _____________________________?”

Yes.

“Stand by and I will connect you with the fire department.”

—

“911 What is your emergency?”

My friend had a heart attack.

“Is the emergency at _____________________________?”

Yes.

“Stand by and I will connect you with the ambulance.”

—

“911 What is your emergency?”

My friend is choking.

“Is the emergency at _____________________________?”

Yes.

“Stand by and I will connect you with the police.”
“911…What is your emergency?”

I saw a break in.

“Is the emergency at _________________________?”

write your address

Yes.

“Stand by and I will connect you with the police.”

“911 What is your emergency?”

I had a car accident.

“Is the emergency at _________________________?”

write the place of the accident

Yes.

“Stand by and I will connect you with the police.”
<table>
<thead>
<tr>
<th>police</th>
<th>ambulance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency</td>
<td>QEII</td>
</tr>
<tr>
<td>drank poison</td>
<td>fell down</td>
</tr>
<tr>
<td>choking</td>
<td>accident</td>
</tr>
<tr>
<td>fire</td>
<td>heart attack</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>break-in</td>
<td>electric shock</td>
</tr>
</tbody>
</table>
COMMUNITY

Where’s the library?

Objective
• To become familiar with community places in Halifax Regional Municipality.

Goals
• To recognize common street names.
• To identify common places in the Halifax Regional Municipality.

Suggestions
• Elicit what places learners visit frequently. Use these places as references in addition to the ones included in this chapter.
• It is important for newcomers to be comfortable in their community. Instructors can help newcomers become familiar with their English environment.
• Identify areas including downtown, North End, South End, Clayton Park, etc.
• The areas and activities illustrated in this chapter are not meant to be a complete list. You can teach many more verbs/activities for each place mentioned.
• Street names are usually written in upper case letters on street signs. Let learners know that when writing their address it is in lower case letters, but when they read signs, usually we see upper case letters.
• Cut out or delete names of places of no relevance to your learners (e.g. Access Nova Scotia in Dartmouth if learners live in Halifax).

Activities
• Go on tour! You can drive or walk around town identifying places already learned. Actually doing the activities mentioned here will reinforce the language learned. Take photographs of common street signs. Practice reading and pronouncing these names often.
• Ask learners to copy the street signs she sees on the way to school. Review these and practice the pronunciation regularly.
• Teach the question, “Where is __?” Practice this question responding with common street names in your area.
• If learners go somewhere they like, encourage them to write the name of the place. Keep a file or poster on special places and review them often so learners are familiar with common place names in the area.
Instructors can:
• read the words on this page and ask learners to repeat the words.
• read the words on this page and ask learners to point to them.

Learners can:
• read the words on this page.
• work in pairs. One learner points to a picture and the other reads the word.
• cut up the pictures and the words, mix them up and match them.
• write the words on a separate paper.

Citadel Hill
YMCA
Spring Garden Road

YMCA
Citadel Hill

Point Pleasant Park
the ferry

Spring Garden Road

MISA

Point Pleasant Park

Citadel Hill

YMCA

Spring Garden Road

MISA

Point Pleasant Park

Citadel Hill

YMCA

Spring Garden Road

MISA

Point Pleasant Park

Citadel Hill

YMCA

Spring Garden Road

MISA

Point Pleasant Park
Where’s the library?

Public Gardens

library

Access Nova Scotia

Farmers Market

Grand Parade

Peggy’s Cove
**Instructors can:**
- create similar worksheets using common place names that are relevant to learners.
- read words this page and ask learners to point to them.

**Learners can:**
- read the words.
- copy the word in the blank.
- cover the first column. Write the words in lower case letters (except for the first letters) in the blanks.
- cover the second column. Write the words in all upper case letters in the blanks.
- cut up the words on this page. Mix them up and match the same words.
- write the words on a separate paper.

<table>
<thead>
<tr>
<th>Location</th>
<th>Lower Case</th>
<th>Upper Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citadel Hill</td>
<td>CITADEL HILL</td>
<td></td>
</tr>
<tr>
<td>Grand Parade</td>
<td>GRAND PARADE</td>
<td></td>
</tr>
<tr>
<td>Spring Garden Road</td>
<td>SPRING GARDEN ROAD</td>
<td></td>
</tr>
<tr>
<td>ferry</td>
<td>FERRY</td>
<td></td>
</tr>
<tr>
<td>Point Pleasant Park</td>
<td>POINT PLEASANT PARK</td>
<td></td>
</tr>
<tr>
<td>Public Gardens</td>
<td>PUBLIC GARDENS</td>
<td></td>
</tr>
<tr>
<td>Access Nova Scotia</td>
<td>ACCESS NOVA SCOTIA</td>
<td></td>
</tr>
<tr>
<td>Farmers Market</td>
<td>FARMERS MARKET</td>
<td></td>
</tr>
<tr>
<td>library</td>
<td>LIBRARY</td>
<td></td>
</tr>
<tr>
<td>Peggy’s Cove</td>
<td>PEGGY’S COVE</td>
<td></td>
</tr>
</tbody>
</table>
Instructors can:
• read the words on this page and ask learners to repeat the words.
• read the words on this page and ask learners to point to them.
• cut out the pictures from this page and cut out the pictures of the places on pages 10.1-10.2. Match the place pictures with the activity pictures.

Learners can:
• read the words on this page.
• work in pairs. One learner points to a picture and the other reads the word.
• cut up the pictures and the words, mix them up and match them.
• write the words on a separate paper.

fly a kite

lay a wreath

read a book

get a driver’s license

exercise

buy vegetables
go shopping
feed the ducks

go to Dartmouth
have a picnic

see the lighthouse
help
Instructors can:
• read each sentence and ask learners to read along.
• white out a word in each sentence and ask learners to fill in the blanks.
• read the sentences and ask learners to point to the picture.
• say the name of the place (e.g. “Public Gardens”) and ask learners to point to it.

Learners can:
• read the sentences.
• cut up the pictures and the sentences. Mix them up and match the picture and the sentences.
• cut up the sentences, mix them up and put them back together.
• copy the sentences on a separate paper.

This is the Farmers Market. You can buy vegetables at the Farmers Market.

This is Point Pleasant Park. You can have a picnic at Point Pleasant Park.

This is the Public Gardens. You can feed the ducks at the Public Gardens.

This is MISA. You can go to MISA for help.
This is the YMCA. You can exercise at the YMCA.

This is Citadel Hill. You can fly a kite at Citadel Hill.

This is Grand Parade. You can lay a wreath at the Grand Parade.

This is the ferry. You can go to Dartmouth on the ferry.
This is Access Nova Scotia. You can get your driver’s license at Access Nova Scotia.

This is Spring Garden Road. You can go shopping on Spring Garden Road.

This is Peggy’s Cove. You can see the lighthouse at Peggy’s Cove.

This is the library. You can read at the library.
Instructors can:
• read the sentences on this page and ask learners to follow along.
• read the sentences on this page and ask learners to repeat.
• practice the question, “Where is __?” with the information on this page.
• practice responding to the question, “Where is __?” with the information on this page.
• white out the names of the places and ask learners to fill in the blanks.

Learners can:
• read the sentences on this page.
• cut up this page, separating the picture and the sentence. Mix them up and match the sentence with the picture.
• cut up the sentence, mix up the words, put the sentence back together.
• copy the sentences on a separate paper.

Citadel Hill is downtown Halifax.

Grand Parade is on Barrington Street in Halifax.

Spring Garden Road is downtown Halifax.

The YMCA is on South Park Street in Halifax.

The ferry is on the waterfront in Dartmouth and in Halifax.
Point Pleasant Park is beside the water in South End Halifax.

The Public Gardens are on the corner of Spring Garden Road and South Park Street in Halifax.

MISA is on Gottingen Street in Halifax.


The Farmers Market is on Lower Water Street.

The library is across from Sobeys in Clayton Park. The library is on Spring Garden Road in Halifax. The library is on Alderney Drive in Dartmouth.

Peggy’s Cove is about 50 kilometers from Halifax.
**Instructors can:**
- create similar worksheets using street names that are relevant to learners.
- read a street name on this page and ask learners to point to it.

**Learners can:**
- read the words.
- copy the word into the blank.
- cover the first column. Write the words in lower case letters (except for the first letters) in the blanks.
- cover the second column. Write the words in all upper case letters in the blanks.
- cut up the words on this page. Mix them up and match the same words.

<table>
<thead>
<tr>
<th>Barrington Street</th>
<th>BARRINGTON STREET</th>
<th>__________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunswick Street</td>
<td>BRUNSWICK STREET</td>
<td>__________________________</td>
</tr>
<tr>
<td>Spring Garden Road</td>
<td>SPRING GARDEN ROAD</td>
<td>__________________________</td>
</tr>
<tr>
<td>South Park Street</td>
<td>SOUTH PARK STREET</td>
<td>__________________________</td>
</tr>
<tr>
<td>Lower Water Street</td>
<td>LOWER WATER STREET</td>
<td>__________________________</td>
</tr>
<tr>
<td>Gottingen Street</td>
<td>GOTTINGEN STREET</td>
<td>__________________________</td>
</tr>
<tr>
<td>Mumford Road</td>
<td>MUMFORD ROAD</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
Instructors can:
- do this activity only after learners have a good understanding of the places and street names in this chapter.
- read the words on this page and ask learners to point to the same words.
- cut up this page and ask learners to match the place name with the street name/area.
- cut out pictures of common places in the previous pages and ask learners to match them with the cut-out words from this page.

Learners can:
- read the words on this page.
- copy the words on this page on a separate paper.
- work in pairs. One learner has the place names, the other has the street names or areas. Practice asking the question, “Where is ___?” The partner finds the street name, reads it and gives it to his partner.

<table>
<thead>
<tr>
<th></th>
<th>Gottingen Street</th>
<th>YMCA</th>
<th>South Park Street</th>
<th>Farmers Market</th>
<th>Lower Water Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citadel Hill</td>
<td>downtown Halifax</td>
<td></td>
<td>Point Pleasant Park</td>
<td>beside the water in South End Halifax</td>
<td>Grand Parade</td>
</tr>
<tr>
<td>Spring Garden Road</td>
<td>downtown Halifax</td>
<td>Peggy’s Cove</td>
<td>50 kilometers from Halifax</td>
<td>ferry</td>
<td>on the waterfront</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>library</td>
<td>across from Sobey’s in Clayton Park</td>
<td>Access Nova Scotia</td>
<td>beside Sears in Halifax</td>
<td>Public Gardens</td>
<td>corner of Spring Garden Road and South Park Street</td>
</tr>
<tr>
<td></td>
<td>Spring Garden Road in Halifax</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alderney Drive in Dartmouth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Instructors can:**
- ask the questions on this page and learners point to the questions.
- ask a question and learners point to and read the answer.
- cut up the questions and answers, mix them up and match the questions with the answers.

**Learners can:**
- read the questions and the answers.
- copy the questions to a separate page.
- cut up the sentences into individual words and put the sentence together.
- work in pairs. Learners ask each other the questions and read the answers.
- fold the paper in half. Look at the questions and write the answers.

---

Where is MISA?  
MISA is on Gottingen Street.

Where is the ferry?  
The ferry is on the waterfront.

Where is the YMCA?  
The YMCA is on South Park Street.

Where is the library?  
The library is on across from Sobeys in Clayton Park.  
The library is on Spring Garden Road in Halifax.  
The library is on Alderney Drive in Dartmouth.

Where is Peggy’s Cove?  
Peggy’s Cove is about 50 kilometers from Halifax.

Where is Citadel Hill?  
Citadel Hill is downtown Halifax.

Where are the Public Gardens?  
The Public Gardens are at the corner of Spring Garden Road and South Park Street.

Where is Grand Parade?  
Grand Parade is on Barrington Street.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the Farmers Market?</td>
<td>The Farmers Market is on Lower Water Street in Halifax.</td>
</tr>
<tr>
<td></td>
<td>Access Nova Scotia is beside Zellers on Portland Street in Dartmouth.</td>
</tr>
<tr>
<td>Where is Point Pleasant Park?</td>
<td>Point Pleasant Park is beside the water in South End Halifax.</td>
</tr>
<tr>
<td>Where is Spring Garden Road?</td>
<td>Spring Garden Road is in downtown Halifax.</td>
</tr>
<tr>
<td>Citadel Hill</td>
<td>MISA</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>YMCA</td>
<td>Point Pleasant Park</td>
</tr>
<tr>
<td>Spring Garden Road</td>
<td>ferry</td>
</tr>
<tr>
<td>Public Gardens</td>
<td>Farmers Market</td>
</tr>
<tr>
<td>library</td>
<td>Grand Parade</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Access Nova Scotia</td>
<td>Peggy’s Cove</td>
</tr>
<tr>
<td>fly a kite</td>
<td>lay a wreath</td>
</tr>
<tr>
<td>read a book</td>
<td>get a driver’s license</td>
</tr>
<tr>
<td>exercise</td>
<td>buy vegetables</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>go shopping</td>
<td>feed the ducks</td>
</tr>
<tr>
<td>go to Dartmouth</td>
<td>have a picnic</td>
</tr>
<tr>
<td>see the lighthouse</td>
<td>help</td>
</tr>
<tr>
<td>Barrington Street</td>
<td>Brunswick Street</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>South Park Street</td>
<td>Lower Water Street</td>
</tr>
<tr>
<td>Gottingen Street</td>
<td>Mumford Road</td>
</tr>
</tbody>
</table>
PARTS of the BODY

How’s your foot?

Objective
To identify basic parts of the body.

Goal
To learn the names of the basic parts of the body.

Suggestions
There are many parts of the body to learn. Begin with the basic parts and then when learners are ready, introduce more vocabulary.

Activities
• Draw or trace a body, preferably you or a child, on a large piece of newsprint. Give learners pieces of paper with the parts of the body written on them. Ask learners to match the words with the appropriate part of the body.
• Role play doctor/client scenarios with the doctor asking, “How’s your ___?”
• Introduce common instructions that the doctor would say such as, lift your arm, turn your head, bend your finger, etc. Practice these instructions orally and ask learners to do the action. Write these instructions on a card, show the card to learners and ask learners to do these actions.
Instructors can:
• say a word on this page and ask learners to point to it.
• write the these words on separate pieces of paper. Show a word on this page and ask learners to point to the same one on the page.
• white out the first letter in the word and ask learners to fill in the missing letters.
• make two copies of the words below, cut them up and ask learners to match the same words.

Learners can:
• read the words.
• copy the words onto a separate paper.
• cut up the pictures and the words, mix them up, and match them.
• cut the words in half, mix them up and match them.

head
eye
nose
ear
mouth
tooths
neck
shoulder
chest
back
leg
foot
arm
finger
hand
**Instructors can:**
- say a word and ask learners to circle it.
- write these words on separate pieces of paper.
  Show a word on this page and ask learners to count how many are on the page.
- show a word and ask learners to circle that word on the page.
- say the first word in each line and ask learners to repeat the word.

**Learners can:**
- read the first word on each line and circle the word that is the same.
- cut up the words and group the same words together.
- copy the words on to a separate paper.

<table>
<thead>
<tr>
<th>head</th>
<th>back</th>
<th>eye</th>
<th>head</th>
<th>back</th>
<th>teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>eye</td>
<td>eye</td>
<td>arm</td>
<td>foot</td>
<td>hand</td>
<td>hand</td>
</tr>
<tr>
<td>ear</td>
<td>hand</td>
<td>ear</td>
<td>leg</td>
<td>teeth</td>
<td></td>
</tr>
<tr>
<td>teeth</td>
<td>finger</td>
<td>hand</td>
<td>teeth</td>
<td>back</td>
<td></td>
</tr>
<tr>
<td>leg</td>
<td>leg</td>
<td>ear</td>
<td>foot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>foot</td>
<td>hand</td>
<td>foot</td>
<td>head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arm</td>
<td>arm</td>
<td>ear</td>
<td>teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finger</td>
<td>hand</td>
<td>eye</td>
<td>finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hand</td>
<td>leg</td>
<td>finger</td>
<td>hand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Instructors can:**
- Look at the pictures and say the words. Ask learners to write the first letters in the blanks.
- Say a word on this page and ask learners to point to the picture.
- Create similar worksheets blanking out different letters.

**Learners can:**
- Look at the picture and say the word.
- Fill in the blank with the missing letter. Refer to page 10.1 for help.
- Work in pairs. One learner has this page and the other learner has page 10.1. Practice asking each other, “How do you spell ‘eye’?” Learners write the missing letters in the blanks.
- Copy these words on a separate page after the blanks are filled in.

[Blank spaces for the following words:]
- ye
- ose
- outh
- houlder
- and
- ack
- inger

[Blank spaces for the following words:]
- ead
- ar
- eeth
- eck
- eg
- oot
- rm
Instructors can:
- say the word and ask learners to circle the correct picture.
- say the word and ask learners to circle all the pictures of that word.

Learners can:
- read the word and circle the correct picture.
- write the words below the pictures.

**PARTS of the BODY**

- How's your foot?

- arm
- back
- chest
- ear
- eye
- finger
**Learners can:**
- look at the pictures and read the words beside the pictures.
- copy the words into the blanks.
- fold the paper so the words are hidden and write the words in the blanks.
- work in pairs. Cut the words off this paper. Cut the list of words in half. She asks her partner, “How do you spell ___?” Her partner spells the word and she writes it in the blank.

**Instructors can:**
- say a word on this page and ask learners to point to it.
- say a word on this page and ask learners to write the word in the blank.
- write these words on separate pieces of paper. Show learners a word and ask them to point to the same word.
- fill in some of the blanks to make the activity easier.

---

**Parts of the body**

- How’s your foot?

---

| [Image of a finger] | ___ ___ ___ ___ ___ ___ | finger |
| [Image of a nose] | ___ ___ ___ ___ ___ ___ | nose |
| [Image of an eye] | ___ ___ ___ ___ ___ ___ | eye |
| [Image of a back] | ___ ___ ___ ___ ___ ___ | back |
| [Image of a head] | ___ ___ ___ ___ ___ ___ | head |
| [Image of teeth] | ___ ___ ___ ___ ___ ___ | teeth |
Instructors can:
• write the words for the parts of the body on separate pieces of paper. Show the words and ask learners to write the words in the blanks.

Learners can:
• write the words in the blanks.
Learners can:
• read the sentences.
• copy the words into the blanks.
• complete the sentences by writing the words in the blanks.
• fold the paper, look at the picture and write the word on a separate paper.
• copy the sentences on a separate paper.

Instructors can:
• introduce the word ‘hurt’ and the question, “How’s your __ ?”.
• say a word on this page and ask learners to point to it on this page.
• show a word from this page and ask learners to point to it on this page.
• show a word from this page and ask learners to read it.

PARTS of the BODY • How’s your foot?

My foot hurts.

My hand hurts.

My eye hurts.

My leg hurts.

My arm hurts.

My chest hurts.

My neck hurts.

My _______ hurts.
Instructors can:
• introduce the word ‘swollen’ and the question, “How’s your __?”
• review the parts of the body.
• say a word on this page and ask learners to point to it on this page.
• show a word from this page and ask learners to point to it on this page.
• show a word from this page and ask learners to read it.

Learners can:
• read the sentences.
• copy the words into the blanks.
• complete the sentences by writing the words in the blanks.
• fold the paper, look at the picture and write the word on a separate paper.
• copy the sentences on a separate paper.

My __________ is swollen.

My __________ is swollen.

My __________ is swollen.

My __________ is swollen.

My __________ is swollen.
CROSSWORD PUZZLE

Instructions:
For this activity, learners work in pairs. Copy both crossword puzzles and give one to each learner. Teach the words across and down. Review numbers 1-13. Review the question, “How do you spell ___?” The object is for learners to fill in the blanks in their crossword puzzle. Learner A has the paper with the down words filled in. Learner B has the paper with the across words filled in. Learner A asks Learner B, “What is number 1 across?” Learner B can either look at the picture or the word for number 1 across and points to her mouth. Learner A says ‘mouth’ and asks Learner B, “How do you spell mouth?” Learner B spells mouth as Learner A writes the letters in the spaces. Learners take turns asking questions until all the spaces are filled in the crossword puzzle.
PARTS of the BODY • How’s your foot?

Down ↓

1. h
2. n
3. e
4. e
5. e
6. a
7. c
8. a
9. c
10. h
11. d
12. k
13. e

Hands On! A Collection of ESL Literacy Activities
<table>
<thead>
<tr>
<th>head</th>
<th>eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>nose</td>
<td>ear</td>
</tr>
<tr>
<td>mouth</td>
<td>teeth</td>
</tr>
<tr>
<td>neck</td>
<td>shoulder</td>
</tr>
<tr>
<td>chest</td>
<td>back</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>leg</td>
<td>foot</td>
</tr>
<tr>
<td>arm</td>
<td>finger</td>
</tr>
<tr>
<td>hand</td>
<td>hurts</td>
</tr>
</tbody>
</table>
How's your foot?
FAMILY

What’s your daughter’s name?

Objective
To identify family members.

Goal
To ask and respond to questions about families.

Suggestions
• Be cautious when doing any activity in this chapter. Be sensitive to learners’ family situations. Almost all learners will be separated from family members in one way or another. Begin with identifying members of your family and allow those who want to talk about family to participate and respect those who don’t want to talk about it.
• This chapter focuses on the immediate family members. As learners are ready, introduce the extended members of the family.
• If someone’s family member is no longer with them, it is important to be able to know the English words that describe their situation. Words such as ‘divorced’, ‘separated’, ‘dead’, ‘missing’, ‘widowed’, etc. are important. Introduce these words where and when appropriate and always taking the lead from the learner.
• In some cultures people are encouraged to marry cousins. Be careful of your reaction to this information as it may be interpreted as negative and disapproving, thus creating an atmosphere of non-supportiveness.

Activities
• Bring photos of your family members and talk about them in class. Be cautious about asking learners to bring photos as many don’t have photos with them.
• Go to a card store and find cards for various family members’ birthdays.
• Give each learner a card with their spouse’s/children’s names on it for easy reference.

Newcomers with large families often dread the question, “How many children do you have?” When they respond with, “I have nine children”, they are met with mixed reactions which may set up immediate barriers. It is important to react positively.
What's your daughter's name?

Family:
- Mother, son, daughters
- Father, son, daughters
- Sisters, brother
- Husband, wife
- Grandmother, grandfather, granddaughters, grandson
Hello. My name is Maria.

This is my family.

This is my mother.
This is my father.
This is my grandmother.
This is my grandfather.
This is my sister.
This is my brother.
Hello. My name is Robert.

This is my family.

This is my wife.

This is my daughter.

This is my daughter’s husband.

These are my granddaughters.

This is my grandson.
**Instructors can:**
- read the words and ask learners to point to them.
- make student centered worksheets by putting names of family members in the activity.

**Learners can:**
- circle the correct spelling.
- copy the correct spelling onto a separate sheet of paper.
- read the words on the left.

<table>
<thead>
<tr>
<th>mother</th>
<th>mather</th>
<th>mother</th>
<th>mothr</th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>father</td>
<td>fother</td>
<td>vather</td>
</tr>
<tr>
<td>son</td>
<td>sun</td>
<td>son</td>
<td>som</td>
</tr>
<tr>
<td>daughter</td>
<td>daughter</td>
<td>dauhter</td>
<td>daughter</td>
</tr>
<tr>
<td>grandmother</td>
<td>grandmother</td>
<td>grondmother</td>
<td>grandmather</td>
</tr>
<tr>
<td>grandfather</td>
<td>granfather</td>
<td>grandfathe</td>
<td>grandfather</td>
</tr>
<tr>
<td>brother</td>
<td>brother</td>
<td>brather</td>
<td>broter</td>
</tr>
<tr>
<td>sister</td>
<td>siser</td>
<td>sister</td>
<td>sisster</td>
</tr>
<tr>
<td>grandson</td>
<td>grandsun</td>
<td>granson</td>
<td>grandson</td>
</tr>
<tr>
<td>granddaughter</td>
<td>granddaughter</td>
<td>granddaughter</td>
<td>granddauhter</td>
</tr>
<tr>
<td>children</td>
<td>children</td>
<td>chidren</td>
<td>childen</td>
</tr>
<tr>
<td>parents</td>
<td>parants</td>
<td>parents</td>
<td>parens</td>
</tr>
<tr>
<td>grandchildren</td>
<td>grandchildren</td>
<td>grandchilden</td>
<td>gradchildren</td>
</tr>
</tbody>
</table>
### Instructors can:
- say the words on this page and ask learners to repeat the words.
- say the words on this page and ask learners to point to the words.

### Learners can:
- read the words on this page.
- write the names of family members in the blanks.
- copy these words on a separate paper.

| daughters       | __________________________ |
|-----------------|__________________________|
|                 | __________________________|
|                 | __________________________|

| sons            | __________________________ |
|-----------------|__________________________|
|                 | __________________________|
|                 | __________________________|

| sisters         | __________________________ |
|-----------------|__________________________|
|                 | __________________________|
|                 | __________________________|

| brothers        | __________________________ |
|-----------------|__________________________|
|                 | __________________________|
|                 | __________________________|

| husband         | __________________________ |
|-----------------|__________________________|

| wife            | __________________________ |
Instructors can:
- introduce the question, “How many ___ do you have?”
- introduce singular and plural forms.
- introduce the negative forms.

Learners can:
- read the sentences.
- fill in the blanks with the correct number.
- cut up the questions and answers. Match the question with the correct answer.
- copy the sentences on a separate paper.
- work in pairs and ask each other various questions using, “How many ___ do you have?”

How many sisters do you have?
I have ___ sisters.
I don’t have any sisters.

How many brothers do you have?
I have ___ brothers.
I don’t have any brothers.

How many children do you have?
I have ___ children.
I don’t have any children.

How many daughters do you have?
I have ___ daughters.
I don’t have any daughters.

How many sons do you have?
I have ___ sons.
I don’t have any sons.
**Instructors can:**
- introduce the question, “What’s your ___ name?”
- cut up this page. Give learners the pieces that are relevant to them. For example, if a learner is single, don’t give her the questions regarding husband. If a learner doesn’t have any children, don’t give him questions about children.
- make more copies of this page if learners have more children or siblings than are on this page.
- introduce possessives (e.g. son’s name).
- introduce pronouns (e.g. my, his, her).

**Learners can:**
- read the sentences.
- fill in the blanks with a name.
- cut up the questions and answers. Match the question with the correct answer.
- copy the sentences on a separate paper.
- work in pairs and ask each other various questions using, “What is your ___ name?”

<table>
<thead>
<tr>
<th>What’s your name?</th>
<th>What’s your sister’s name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is</td>
<td>My sister’s name is</td>
</tr>
<tr>
<td>________________</td>
<td>________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s your brother’s name?</th>
<th>What’s your daughter’s name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother’s name is</td>
<td>My daughter’s name is</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s your son’s name?</th>
<th>What’s your daughter’s name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My son’s name is</td>
<td>My daughter’s name is</td>
</tr>
<tr>
<td>_______________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s your son’s name?</th>
<th>What’s your daughter’s name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My son’s name is</td>
<td>My daughter’s name is</td>
</tr>
<tr>
<td>_______________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s your wife’s name?</th>
<th>What’s your husband’s name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My wife’s name is</td>
<td>My husband’s name is</td>
</tr>
<tr>
<td>______________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
**Instructors can:**
- say a word on this page and ask learners to point to it.
- teach the word ‘age’.
- say a word on this page and ask learners to say it.
- write learners’ family members names on separate cards. Show a card to a learner and ask her to write the name in the appropriate blank.

**Learners can:**
- read the words on this page
- write names in the blanks.
- write ages in the blanks.
- after writing all family members’ names and ages, cut up this page, mix up the papers, and match each name with their age with the relationship word.

<table>
<thead>
<tr>
<th>name</th>
<th>age</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>daughters</td>
<td></td>
</tr>
<tr>
<td>sons</td>
<td></td>
</tr>
<tr>
<td>mother</td>
<td></td>
</tr>
<tr>
<td>father</td>
<td></td>
</tr>
<tr>
<td>sisters</td>
<td></td>
</tr>
<tr>
<td>brothers</td>
<td></td>
</tr>
</tbody>
</table>
**Instructors can:**
- introduce the question, “How old is your __?”
- cut up this page. Give learners the pieces that are relevant to them. For example, if a learner is single, don’t give her the questions regarding husband. If a learner doesn’t have any children, don’t give him questions about children.
- make more copies of this page if learners have more children or siblings than are on this page.
- Review my, his, her.

**Learners can:**
- read the sentences.
- fill in the blanks with an age.
- cut up the questions and answer. Match the question with the correct answer.
- copy the sentences on a separate paper.
- work in pairs and ask each other questions using, “How old is your __?”

<table>
<thead>
<tr>
<th>How old are you?</th>
<th>How old is your sister?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am _______ years old.</td>
<td>My sister is _______ years old.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How old is your sister?</th>
<th>How old is your brother?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sister is _______ years old.</td>
<td>My brother is _______ years old.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How old is your brother?</th>
<th>How old is your daughter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother is _______ years old.</td>
<td>My daughter is _______ years old.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How old is your daughter?</th>
<th>How old is your son?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My daughter is _______ years old.</td>
<td>My son is _______ years old.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How old is your husband?</th>
<th>How old is your wife?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My husband is _______ years old.</td>
<td>My wife is _______ years old.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How old is your mother?</th>
<th>How old is your father?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mother is _______ years old.</td>
<td>My father is _______ years old.</td>
</tr>
</tbody>
</table>
### Family: What's your daughter's name?

**Instructors can:**
- Teach the words 'city' and 'country'.
- Say a word on this page and ask learners to point to it.
- Say a word on this page and ask learners to say it.
- Write learners' family members names on separate cards. Show a card to a learner and ask her to write the name in the appropriate blank.
- On separate pieces of paper, write the names of the countries where learner's family members live.

**Learners can:**
- Read the words on this page.
- Write names in the blanks.
- Write country names in the blanks.
- After writing all family members' names and countries, cut up this page, mix up the papers, and match each name with where they live with the relationship word.

<table>
<thead>
<tr>
<th>name</th>
<th>city or country</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>______________________</td>
</tr>
<tr>
<td>daughters</td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>sons</td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>mother</td>
<td>______________________</td>
</tr>
<tr>
<td>father</td>
<td>______________________</td>
</tr>
<tr>
<td>sisters</td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>brothers</td>
<td>______________________</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
</tr>
</tbody>
</table>
**Instructors can:**
- introduce the question, “Where does your __ live?”
- cut up this page. Give learners the pieces that are relevant to them. For example, if learners don’t have any sisters, don’t give them the questions regarding sisters. If learners don’t have any children, don’t give them questions about children.
- make more copies of this page if learners have more children or siblings than are on this page.

**Learners can:**
- read the sentences.
- fill in the blanks with a place.
- cut up the questions and answer. Match the question with the correct answer.
- copy the sentences on a separate paper.
- work in pairs and ask each other various questions using, “Where does your __ live?”

---

<table>
<thead>
<tr>
<th>Where do <strong>you</strong> live?</th>
<th>Where does your <strong>sister</strong> live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live in ____________</td>
<td>My sister lives in ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does your <strong>brother</strong> live?</th>
<th>Where does your <strong>sister</strong> live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother lives in ____________</td>
<td>My sister lives in ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does your <strong>daughter</strong> live?</th>
<th>Where does your <strong>daughter</strong> live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My daughter lives in ____________</td>
<td>My daughter lives in ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does your <strong>son</strong> live?</th>
<th>Where does your <strong>son</strong> live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My son lives in ____________</td>
<td>My son lives in ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does your <strong>husband</strong> live?</th>
<th>Where does your <strong>wife</strong> live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My husband lives in ____________</td>
<td>My wife lives in ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does your <strong>mother</strong> live?</th>
<th>Where does your <strong>father</strong> live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mother lives in ____________</td>
<td>My father lives in ____________</td>
</tr>
</tbody>
</table>
**FAMILY** - *What’s your daughter’s name?*

**Instructors can:**
- read the sentences below and ask learners to read the same sentences.
- make two copies of this page. Fill in one copy with information about the learners’ families. Give both copies to the learners and ask them to copy the information in the blanks.
- create individualized worksheets similar to this one but include the appropriate number of sisters, brothers, etc.

**Learners can:**
- read the sentences.
- fill in the blanks.
- refer to the previous pages for correct spelling.
- cut up the page so each sentence stands alone. Put the sentences together similar to before the page was cut.
- cut up each sentence into individual words. Put the words together to make the sentences.

<table>
<thead>
<tr>
<th>My name is _________.</th>
<th>I have ____ sisters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am ____ years old.</td>
<td>My sister’s name is _________.</td>
</tr>
<tr>
<td>I live in _____________.</td>
<td>My sister is ____ years old.</td>
</tr>
<tr>
<td></td>
<td>My sister lives in _____________.</td>
</tr>
<tr>
<td>I have ____ daughters.</td>
<td>I have ____ brothers.</td>
</tr>
<tr>
<td>My daughter’s name is _________.</td>
<td>My brother’s name is _________.</td>
</tr>
<tr>
<td>My daughter is ____ years old.</td>
<td>My brother is ____ years old.</td>
</tr>
<tr>
<td>My daughter lives in _____________.</td>
<td>My brother lives in _____________.</td>
</tr>
<tr>
<td>I have ____ wife.</td>
<td>I have ____ sons.</td>
</tr>
<tr>
<td>My wife’s name is _________.</td>
<td>My son’s name is _________.</td>
</tr>
<tr>
<td>My wife is ____ years old.</td>
<td>My son is ____ years old.</td>
</tr>
<tr>
<td>My wife lives in _____________.</td>
<td>My son lives in _____________.</td>
</tr>
<tr>
<td>I have ____ husband.</td>
<td></td>
</tr>
<tr>
<td>My husband’s name is _________.</td>
<td></td>
</tr>
<tr>
<td>My husband is ____ years old.</td>
<td></td>
</tr>
<tr>
<td>My husband lives in _____________.</td>
<td></td>
</tr>
</tbody>
</table>
**Instructors can:**
- say the sentences and ask learners to say yes or no.
- say a sentence and ask learners to point to the sentence.
- say a sentence and ask learners to repeat the sentence.

**Learners can:**
- read the sentences.
- circle yes if the sentence is true and circle no if it is not true.
- copy the true sentences on a separate paper.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have five children.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I have a husband.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I have three sons.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I have six brothers.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I have two sisters.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I have one son.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I have a wife.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I have children</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
Learners can:
- in the left column, write the names of people in the class.
- Ask “How many __ do you have?” Ask each other, “How many __ do you have?” Write the number in the appropriate column beside their name.
- after asking each other questions, on a separate paper, write about the people in the class (e.g. Lina has two daughters).

Instructors can:
- review the question, “How many __ do you have?”
- review ‘have’ and ‘has’.
- write the question on a paper or on the chalkboard.
- review the question, “How do you spell __?”

How many ______ do you have?

<table>
<thead>
<tr>
<th>name</th>
<th>children</th>
<th>sisters</th>
<th>brothers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>family</td>
<td>mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>father</td>
<td>grandmother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grandfather</td>
<td>grandson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>granddaughter</td>
<td>son</td>
<td></td>
<td></td>
</tr>
<tr>
<td>daughter</td>
<td>sister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brother</td>
<td>grandparents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grandchildren</td>
<td>wife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>husband</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HEALTH

What’s the matter?

Objective
To identify and describe common health problems.

Goal
To ask and respond to questions about health.

Suggestions
• Save medicine packages for reviewing common health problems.
• Talk with learners about possible rules regarding sickness and school/daycare attendance.
• Talk with learners about the availability of common cold medication.
• Inform learners about the Health Interpreter program. Specially trained health interpreters can accompany newcomers to the doctor and act as interpreters. For more information call (902) 425-5409.
• If learners don’t have a family doctor, encourage them to find one.
• Introduce the abbreviation for teaspoon (tsp). Some medicine packages use teaspoon and some use tsp.

Activities
• Visit the clinic.
• Look at learners’ health cards. Identify the information on it to your learners. Review when you need your Health Card.
• Collect common medicine packages for the health problems introduced in this chapter (e.g. cough medicine, sore throat medicine, etc.) Look at the labels and identify the words learned in this chapter.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 tsp</td>
<td>= 5 ml</td>
</tr>
<tr>
<td>1 1/2 tsp</td>
<td>= 7 1/2 ml</td>
</tr>
<tr>
<td>2 tsp</td>
<td>= 10 ml</td>
</tr>
<tr>
<td>2 1/2 tsp</td>
<td>= 12 1/2 ml</td>
</tr>
<tr>
<td>3 tsp</td>
<td>= 15 ml</td>
</tr>
</tbody>
</table>
**Instructors can:**
- say a word on this page and ask learners to point to it.
- write the words on this page on separate pieces of paper. Show a word from this page and ask learners to point to the correct picture.
- show a picture from this page and ask learners to point to the word.
- white out the first letter in each word and ask learners to fill in the blanks.

**Learners can:**
- read the words.
- cut up the pictures and the words, mix them up, and match the words with the pictures.
- cut the words in half, mix them up, and put them back together.

headache  toothache  stomachache

backache  earache
Learners can:
• read the words on this page.
• look at the picture and circle the correct word.
• cut up the words and match the same words together.
• cut up the words and the pictures. Match the words with the pictures.

Instructors can:
• say a word and ask learners to point to the word.
• show a word and ask learners to point to it.
Instructors can:
• introduce the verb ‘to have’.
• point to the pictures on this page and ask learners to say the health problem.
• cut up the sentences into individual words and ask learners to make sentences from the words.
• introduce the question, “What’s the matter?” Point to a picture, ask the question and ask learners to respond.

Learners can:
• read the sentences.
• fill in the blanks
• cut up the completed sentences and match them with the picture.
• copy the sentences to a separate paper.
• change the pronoun to refer to a member of your family or someone in class and use ‘has’.

I have a ____________________.
I have a ____________________.
I have a ____________________.
I have a ____________________.
I have an ____________________.
**Instructors can:**
- say a word on this page and ask learners to point to it.
- show a word from this page and ask learners to point to it.
- show a picture from this page and ask learners to point to the word.
- white out the first letter in each word and ask learners to fill in the blanks.

**Learners can:**
- read the words.
- cut up the pictures and the words, mix them up, and match the words with the pictures.
- cut the words in half, mix them up, and put them back together.
- copy the words on a separate paper.
### HEALTH • What's the matter?

**Instructors can:**
- read the words in the left column. Ask learners to repeat the words.
- say a word on this page and ask learners to point to it.

**Learners can:**
- read the words in the left column.
- circle the correct spelling.

<table>
<thead>
<tr>
<th>Health Issue</th>
<th>Instr.</th>
<th>Lrnrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>diarrhea</td>
<td>diarrhea</td>
<td>diarrhea</td>
</tr>
<tr>
<td>sore throat</td>
<td>sore throat</td>
<td>soer thraot</td>
</tr>
<tr>
<td>cold</td>
<td>coll</td>
<td>cold</td>
</tr>
<tr>
<td>rash</td>
<td>rach</td>
<td>rahs</td>
</tr>
<tr>
<td>cough</td>
<td>caugh</td>
<td>couhg</td>
</tr>
<tr>
<td>nose bleed</td>
<td>nos bled</td>
<td>nose bleed</td>
</tr>
<tr>
<td>fever</td>
<td>fever</td>
<td>fevr</td>
</tr>
<tr>
<td>stuffy nose</td>
<td>stuffy nose</td>
<td>stuffy nos</td>
</tr>
</tbody>
</table>
Learners can:
• read the sentences.
• fill in the blanks
• cut up the completed sentences and match them with the picture.
• copy the sentences to a separate paper.
• change the pronoun to a member of their family or someone in class and use ‘has’.

Instructors can:
• review the verb ‘to have’.
• point to the pictures on this page and ask learners to say the health problem.
• cut up the sentences into individual words and ask learners to make sentences from the words.
• review the question, “What’s the matter?” Point to a picture, ask the question and ask learners to respond.

I have _________________________.
I have a _________________________.
I have a _________________________.
I have a _________________________.
I have a _________________________.
I have a _________________________.
I have a _________________________.
I have a _________________________.
Instructors can:
• review the health problems on this page.

Learners can:
• cut this paper down the middle. Work in pairs. The person with the blank asks the other person, “What’s the matter?” He tells his partner and she writes the problem in the blank.

What’s the matter?

1. _____________________

2. _____________________

3. _____________________

4. _____________________

5. _____________________

6. _____________________
Learners can:
• read the words.
• cut up the pictures and the words, mix them up, and match the words with the pictures.
• cut the words in half, mix them up, and put them back together.
• copy the words on a separate paper.

Instructors can:
• say a word on this page and ask learners to point to it.
• show a word from this page and ask learners to point to it.
• show a picture from this page and ask learners to point to the word.
• white out the first letter in each word and ask learners to fill in the blanks.
**Instructors can:**
- say the word on the left and ask learners to write the missing letters.
- spell the words and ask learners to fill in the missing letters.
- create a similar worksheet with more or less letters blanked out.
- create a similar worksheet with variations of spellings for each picture as in page ** and ask learners to circle the correct spelling.

**Learners can:**
- read the words on the left.
- copy the missing letters.
- fold the paper and fill in the missing letters.
- copy the words on a separate paper.
- cut this activity in half after the picture of cut.

Work in pairs. Fold the paper. Ask your partner, “How do you spell ___?” Write the missing letters in the blanks.

- **dizzy**
  - __ izzy
  - dizz__
  - di__ zy

- **constipated**
  - __onstipated
  - constipate__
  - co__stipated

- **cut**
  - __ut
  - cu__
  - c__t

- **sneezed**
  - __neezed
  - snee__ed
  - sn__ezed

- **burnt**
  - __urnt
  - burn__
  - bur__t

- **threw up**
  - __hrew up
  - threw u__
  - th__ew up
Instructors can:
• point to the pictures on this page and ask learners to say the health problem.
• cut up the sentences into individual words and ask learners to make sentences from the words.
• review the question, “What’s the matter?” Point to a picture, ask the question and ask learners to respond.

Learners can:
• read the sentences.
• fill in the blanks
• cut up the completed sentences and match them with the picture.
• copy the sentences to a separate paper.
• change the pronoun to a member of their family or someone in class.

I am ____________.

I am ______________.

I ______ my finger.

I ______ my hand.

I ___________.

I ___________.

I ___________.

I ___________.
Instructors can:
• introduce the pictures and words below.
• point to a word and ask learners to say the word.
• say a word and ask learners to point to the word.
• write the words on separate pieces of paper. Show learners a word and ask them to point to it on their paper.

Learners can:
• read the words on this page.
• copy the words on a separate paper.
• fill in the blanks with the missing letters.
• copy the words on the blanks below.
• cut up the pictures and the words and match them.

table __ablet table__ ta__let
tea__poon __easpoo__ teaspoo__ tea__poon
dropperful __ropperful dropperfu__ droppe__ful
**Instructors can:**
- read a phrase on this page and ask learners to point to it on their paper.
- read a phrase on this page and ask learners to point to the picture.
- cut up the phrases. Say the phrases and ask learners to put them in order.

**Learners can:**
- read the words on this page.
- read the words and circle the correct picture.

**HEALTH • What's the matter?**

- take 1 tablet
- take 1 teaspoon
- take 2 teaspoons
- take 1 dropperful
- take 2 tablets
- take 2 dropperfuls
- take 1½ teaspoons
**Instructors can:**
- read a phrase on this page and ask learners to point to it on their paper.
- read a phrase on this page and ask learners to point to the picture.
- cut up the phrases. Say the phrases and ask learners to put them in order.

**Learners can:**
- read the words on this page.
- read the words and circle the correct picture.

---

**tablet**
**teaspoon**
**dropperful**

- take 1 tablet
- take 1 teaspoon
- take 2 teaspoons
- take 1 dropperful
- take 2 tablets
- take 2 dropperfuls
- take 1 1/2 teaspoons
Instructors can:
• review the word age.
• teach the words dosage, and weight.
• say a dosage amount and ask learners to circle it.
• say an age and ask learners to point to it.
• copy this page and white out some of the information. Give learners a copy of the page with missing information and a page with all the information. Ask learners to fill in the blanks.

Learners can:
• read the information on this page.
• have two copies of this page. Cut up the information on one page. Match the cut-up words with the uncut page.
• cut up the dosage words with the dosage pictures. Match the picture with the correct dosage.

<table>
<thead>
<tr>
<th>age</th>
<th>dosage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 2 years</td>
<td>ask your doctor</td>
</tr>
<tr>
<td>2 - 3 years</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>4 - 5 years</td>
<td>1 1/2 teaspoons</td>
</tr>
<tr>
<td>9 - 11 years</td>
<td>3 teaspoons</td>
</tr>
<tr>
<td>age</td>
<td>dosage</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6-8 years</td>
<td>2 tablets</td>
</tr>
<tr>
<td>9-10 years</td>
<td>2 1/2 tablets</td>
</tr>
<tr>
<td>11 years</td>
<td>3 tablets</td>
</tr>
<tr>
<td>0 - 3 months</td>
<td>ask your doctor</td>
</tr>
<tr>
<td>4 - 11 months</td>
<td>1 dropperful</td>
</tr>
<tr>
<td>12 - 23 months</td>
<td>1 1/2 dropperfuls</td>
</tr>
<tr>
<td>2 - 3 years</td>
<td>2 dropperfuls</td>
</tr>
<tr>
<td>age</td>
<td>weight</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Under 1 year</td>
<td>under 18 lb</td>
</tr>
<tr>
<td></td>
<td>under 8 kg</td>
</tr>
<tr>
<td>1 - 5 years</td>
<td>18 - 48 lb</td>
</tr>
<tr>
<td></td>
<td>8 - 22 kg</td>
</tr>
<tr>
<td>6 - 11 years</td>
<td>48 - 95 lb</td>
</tr>
<tr>
<td></td>
<td>22 - 44 kg</td>
</tr>
</tbody>
</table>
**Instructors can:**
- say a phrase and ask learners to point to it.
- write the words on separate pieces of paper. Show a phrase and ask learners to point to the same one on their paper.

**Learners can:**
- cut up this page and match the dosage with the picture.

<table>
<thead>
<tr>
<th>take 1 tablet</th>
<th>take 1 teaspoon</th>
<th>![Image of a pill]</th>
</tr>
</thead>
<tbody>
<tr>
<td>take 1 1/2 teaspoons</td>
<td>take 2 tablets</td>
<td>![Image of two tablets]</td>
</tr>
<tr>
<td>take 2 dropperfuls</td>
<td>take 1/2 tablet</td>
<td>![Image of dropperfuls]</td>
</tr>
<tr>
<td>take 2 teaspoons</td>
<td>take 1 dropperful</td>
<td>![Image of a dropperful]</td>
</tr>
<tr>
<td>headache</td>
<td>toothache</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>stomachache</td>
<td>backache</td>
<td></td>
</tr>
<tr>
<td>earache</td>
<td>sore throat</td>
<td></td>
</tr>
<tr>
<td>nose bleed</td>
<td>fever</td>
<td></td>
</tr>
<tr>
<td>cough</td>
<td>rash</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>diarrhea</td>
<td>a cold</td>
<td></td>
</tr>
<tr>
<td>stuffy nose</td>
<td>dizzy</td>
<td></td>
</tr>
<tr>
<td>constipated</td>
<td>sneezed</td>
<td></td>
</tr>
<tr>
<td>cut</td>
<td>threw up</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>burnt</td>
<td>tablet</td>
<td></td>
</tr>
<tr>
<td>teaspoon</td>
<td>dropperful</td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td>age</td>
<td></td>
</tr>
<tr>
<td>dosage</td>
<td>weight</td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<tr>
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</tr>
</tbody>
</table>
FOOD

Excuse me, do you have any oranges?

Objective
To identify common food.

Goals
• To learn the names of common food.
• To express likes and dislikes with food.
• To inquire about food in a grocery store.

Suggestions
• Focus on food learners are familiar with.
• Don’t teach all the words at the same time.
• Teach words in groupings (e.g. fruit, vegetables, etc.)
• The activities in this chapter refer to kilograms and not pounds. If your learners are more familiar with pounds convert the prices to pounds. Learners will come in contact with pounds as some prices are listed only in pounds (e.g. 5 lb. bag of onions, carrots or potatoes).
• Teach abbreviations for ‘kilogram’, ‘pound’ (if you introduce it), and ‘each’. Show examples of these from flyers or point them out during your trip to the grocery store.
• Collect the grocery store flyers every week. Review language that learners are familiar with. Look at the flyers weekly to reinforce learned vocabulary.
• Collect pictures of fruit and vegetables from seed catalogues, flyers and magazines.
• There are cultural differences surrounding food and offering food. It is good to explore these differences.

Activities
• Visit a grocery store. Give learners a copy of a page in this chapter with illustrations on it. Ask learners to write the price beside the picture or write the name of the item beside the picture. During your visit to the grocery store learners can also write names of other food items that are not included in this chapter.
• Make customized information gap activities by using the current local grocery store flyers and prices. See page 13.18 for an example of an information gap.
• Food Cards – Have two sets of food cards. You can make these cards using recipe cards and the illustrations in this chapter. Pre-teach the question, “Do you have any bananas?” and “Yes, here you are” or “No, sorry I don’t.” Deal a few cards to each player. Put the remaining cards upside down in the middle of the table. One person starts by choosing a card in her hand and asking if another person has that card. She asks, “Do you have a ___?” If the answer is “yes”, the person gives the asker the card and she puts it together with her card on the table. If the answer is “no”, the asker picks up a card from the pile of cards in the middle of the table. The idea is to get pairs of food cards. This reinforces the common question, “Do you have a ___?” and reinforces common food names.
Instructors can:
- read the words on this page and ask learners to point to them.
- write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.
- introduce singular and plural forms.

Learners can:
- read the words on this page.
- write these words on a separate paper.
- cut up the words and the pictures and match them.
- cut the words in half. Mix them up and put the words back together.
Instructors can:
• review the question, “How do you spell ___?”
• ask learners, “How do you spell ___?” Learners respond by spelling the words.
• say a word and ask learners to point to it.
• write the words on this page on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

Learners can:
• fill in the blanks with the correct letter.
• work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the fruit. The other learner asks, “How do you spell that?” The learner with the completed words spells the word as the other learner fills in the blanks.
• after filling in the blanks, learners can cut up the page and match the words with the pictures.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Blank</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td>___anana</td>
<td>banan__</td>
</tr>
<tr>
<td>orange</td>
<td>___range</td>
<td>oran__e</td>
</tr>
<tr>
<td>peach</td>
<td>___each</td>
<td>pea__ ___</td>
</tr>
<tr>
<td>kiwi</td>
<td>___iwi</td>
<td>ki__i</td>
</tr>
<tr>
<td>apple</td>
<td>___pple</td>
<td>app__e</td>
</tr>
<tr>
<td>lemon</td>
<td>___emon</td>
<td>lemo__</td>
</tr>
<tr>
<td>pear</td>
<td>___ear</td>
<td>pea__</td>
</tr>
<tr>
<td>pineapple</td>
<td>___pineapple</td>
<td>pineapp__e</td>
</tr>
</tbody>
</table>
Excuse me, do you have any oranges?

Instructors can:
- say words on this page and ask learners to point to them.
- say the words for the pictures and ask learners to circle the words.

Learners can:
- read the words on this page.
- circle the correct word.
- cut up the pictures and the words. Match the words with the pictures.
- cut up the words. Mix them up and group the same words together.

banana pear
orange pineapple
lemon peach
kiwi apple
orange apple
lemon banana
kiwi pear
pineapple peach
**Instructors can:**
- review the question, “How do you spell ___?”
- say the words on this page and ask learners to circle them.
- say the words on this page and ask learners to spell them.

**Learners can:**
- read the words on this page.
- copy the words in the blanks.
- work in pairs. Learner A covers the words and asks, “How do you spell ___?” Learner B spells the word. Learner A listens and writes the word in the blank.

---

**FOOD**

Excuse me, do you have any oranges?

13.4

Hands On! A Collection of ESL Literacy Activities

[Images of fruits with blank spaces for spelling]

- banana
- orange
- peach
- kiwi
- apple
- lemon
- pear
- pineapple
FOOD • Excuse me, do you have any oranges?

Instructors can:
• read the words on this page and ask learners to point to them.
• write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.
• Introduce/review singular and plural forms.

Learners can:
• read the words on this page.
• write these words on a separate paper.
• cut up the words and the pictures and match them.
Instructors can:
• review the question, “How do you spell __?”
• ask learners, “How do you spell __?” Learners respond by spelling the words.
• say a word and ask learners to point to it.
• write the words on this page on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

Learners can:
• fill in the blanks with the correct letter.
• work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the fruit. The other learner asks, “How do you spell that?” The learner with the completed words spells the word as the other learner fills in the blanks.
• after filling in the blanks, learners can cut up the page and match the words with the pictures.

plum ___lum plu___
strawberry ___strawberry strawberr___
watermelon ___watermelon watermelo___
mango ___ango mang___
grapefruit ___grapefruit grapefrui___
cantaloupe ___cantaloupe cantalou__e
cherries ___ __erries cherrie___
grapes ___rapes grape___

FOOD • Excuse me, do you have any oranges?
**Instructors can:**
- read the words in the left column. Ask learners to repeat the words.
- say a word on this page and ask learners to point to it.

**Learners can:**
- read the words in the left column.
- circle the correct spelling.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Correct Spelling</th>
<th>Incorrect 1</th>
<th>Incorrect 2</th>
<th>Incorrect 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plum</td>
<td>Plum</td>
<td>Pulm</td>
<td>Plun</td>
<td></td>
</tr>
<tr>
<td>Strawberry</td>
<td>Strawberry</td>
<td>Strawberr</td>
<td>Strawberry</td>
<td></td>
</tr>
<tr>
<td>Watermelon</td>
<td>Melonwater</td>
<td>Watermelon</td>
<td>Watermeln</td>
<td></td>
</tr>
<tr>
<td>Mango</td>
<td>Monga</td>
<td>Mamgo</td>
<td>Mango</td>
<td></td>
</tr>
<tr>
<td>Grapefruit</td>
<td>Grapefruit</td>
<td>Grapefrui</td>
<td>Graepfruit</td>
<td></td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>Cantaloup</td>
<td>Cantaloupe</td>
<td>Cantaluope</td>
<td></td>
</tr>
<tr>
<td>Cherries</td>
<td>Cherries</td>
<td>Cherrie</td>
<td>Cherries</td>
<td></td>
</tr>
<tr>
<td>Grapes</td>
<td>Graeps</td>
<td>Grappe</td>
<td>Grapes</td>
<td></td>
</tr>
</tbody>
</table>
Instructors can:
• look at the pictures. Ask learners to say the words.
• say a word on this page and ask learners to point to it.
• write these words on separate pieces of paper. Show a word on this page and ask learners to count how many are on the page.

Learners can:
• read the words beside the pictures.
• circle the word, on each line, that is the same as the picture.
• cut up the words and group the same words together.

plum grapes strawberry
strawberry cherries mango
cantaloupe grapes watermelon
mango grapefruit cherries
strawberry plum grapefruit
cantaloupe watermelon grapes
mango cherries plum
cherries strawberry grapes
Instructors can:
• teach the words ‘each’, and ‘kilogram’.
• review numbers and prices.
• introduce/review the question, “How much are __?”
• say a price on this page and ask learners to point to it.
• introduce the abbreviation ‘kg’.
• get more accurate prices from a local store.
• say a price on this page and ask learners to write the price on a separate paper.
• say the name of a fruit on this page and ask learners to point to it.

Learners can:
• work in pairs. Cut this paper down the center and each learner takes one part. The learner with the blank beside the picture asks his partner, “How much are __?” The partner says the price on her paper. The partner writes the price in the blank.
Instructors can:
• teach the question “Would you like a __?”. Also teach the responses, “Yes, thank you” and “No, thank you.”
• provide real fruit or vegetables to practice offering food to each other. If real objects are not available, cut out the pictures from this page.
• substitute other food vocabulary for the pictures on this page.

Learners can:
• fill in the blank with the word for the picture.
• refer to the previous pages for help with spelling.
• read the sentences to people in the class.

Would you like a _______________________?
Would you like a _______________________?
Would you like a _______________________?
Would you like a _______________________?
Would you like a _______________________?
Would you like a _______________________?
**Instructors can:**
- read the words on this page and ask learners to point to them.
- write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.
- review singular and plural forms.

**Learners can:**
- read the words on this page.
- write these words on a separate paper.
- cut up the words and the pictures and match them.
- cut out the words and put all the words together that have the same first letter.

- cabbage
- broccoli
- spinach
- green pepper
- beans
- carrot
- cauliflower
- garlic
Instructors can:
• say a word on this page and ask learners to point to it.
• say a word on this page and ask learners to write the word in the blank.
• write these words on separate pieces of paper. Show learners a word from this page and ask them to point to the same word.
• fill in some of the blanks to make the activity easier.

Learners can:
• look at the pictures and read the words beside the pictures.
• copy the words into the blanks.
• fold the paper so the words are hidden and write the words in the blanks.
• work in pairs. Cut the words off this paper. Cut the list of words in half. Ask her partner, “How do you spell __?” Her partner spells the word and she writes it in the blank.

---

cabbage __ __ __ __ __ __
carrot __ __ __ __ __ __
cauliflower __ __ __ __ __ __ __ __ __ __
bróccoli __ __ __ __ __ __ __ __
beans __ __ __ __ __
spinach __ __ __ __ __ __
green pepper __ __ __ __ __ __ __ __ __ __
garlic __ __ __ __ __ __
Instructors can:
- look at the pictures. Ask learners to say the words.
- say a word on this page and ask learners to point to it.
- write these words on separate pieces of paper. Show a word on this page and ask learners to count how many are on the page.

Learners can:
- read the words beside the pictures.
- circle the word, on each line, that is the same as the picture.
- cut out all the words and pictures. Match the words with the pictures.
- cut out all the words. Put all the same words together.

broccoli  cabbage  garlic

carrot    beans    spinach

green pepper  broccoli  cauliflower

broccoli  beans  garlic

spinach    beans    carrot

cauliflower  spinach  green pepper

garlic    green pepper    carrot

garlic  broccoli  beans
Learners can:
• read the words on this page.
• read the word and circle the correct picture.
• write the words on a separate paper.

Instructors can:
• say the words on this page and ask learners to repeat the words.
• say the word and ask learners to circle the correct picture.
• say the word and ask learners to circle all the pictures of that word.

FOOD

- Excuse me, do you have any oranges?

13.14

Hands On! A Collection of ESL Literacy Activities
Excuse me, do you have any oranges?

Instructors can:
• read the words on this page and ask learners to point to them.
• write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.
• review/introduce singular and plural forms.

Learners can:
• read the words on this page.
• write these words on a separate paper.
• cut up the words and the pictures and match them.
• cut the words in half. Mix them up and put the words back together.
**Instructors can:**
- say a word and ask learners to circle it.
- write these words on separate pieces of paper. Show a word on this page and ask learners to count how many are on the page.
- show a word and ask learners to circle that word on the page.
- say the first word in each line and ask learners to repeat the word.

**Learners can:**
- read the first word on each line and circle the word that is the same.
- cut up the words and group the same words together.
- copy the words on to a separate paper.

<table>
<thead>
<tr>
<th>mushroom</th>
<th>ginger</th>
<th>mushroom</th>
<th>peas</th>
</tr>
</thead>
<tbody>
<tr>
<td>lettuce</td>
<td>lettuce</td>
<td>olives</td>
<td>potato</td>
</tr>
<tr>
<td>potato</td>
<td>onion</td>
<td>tomato</td>
<td>potato</td>
</tr>
<tr>
<td>peas</td>
<td>peas</td>
<td>lettuce</td>
<td>mushroom</td>
</tr>
<tr>
<td>tomato</td>
<td>tomato</td>
<td>ginger</td>
<td>olives</td>
</tr>
<tr>
<td>onion</td>
<td>tomato</td>
<td>potato</td>
<td>onion</td>
</tr>
<tr>
<td>olives</td>
<td>peas</td>
<td>olives</td>
<td>mushroom</td>
</tr>
<tr>
<td>ginger</td>
<td>ginger</td>
<td>lettuce</td>
<td>peas</td>
</tr>
</tbody>
</table>
Instructors can:
• say words on this page and ask learners to point to them.
• say the words for each picture and ask learners to circle the correct words.

Learners can:
• read the words on this page.
• circle the correct word.
• cut up the pictures and the words. Match the words with the pictures.
• cut up the words. Put the same words together.

mushroom
ginger

olives
lettuce

onion
potato

peas
tomato

tomato
mushroom

onion
lettuce

olives
mushroom

potato
ginger
Learners can:
• work in pairs. Cut this paper down the center and each learner takes one part. The learner with the blank beside the picture asks his partner, “How much are __?” The partner says the price on her paper. The partner writes the price in the blank.

Instructors can:
• teach/review the words each, and kilogram.
• review numbers and prices.
• review the question, “How much are ___?” Say a price on this page and ask learners to point to it.
• introduce abbreviation ‘kg’.
• get more accurate prices from a local store.
• say a price on this page and ask learners to write the price on a separate paper.
• say the name of a fruit on this page and ask learners to point to it.

---

Instructor: Excuse me, do you have any oranges?
Learner: .99 each

---

Instructor: How much are these potatoes?
Learner: $7.18 kg

---

Instructor: How much are these tomatoes?
Learner: $2.18 kg

---

Instructor: How much are these onions?
Learner: $1.60 kg

---

Instructor: How much are these beans?
Learner: $5.99 kg

---

Instructor: How much are these asparagus?
Learner: $4.39 kg
**Instructors can:**
- look at the pictures and say the words. Ask learners to write the first letters in the blanks.
- say a word on this page and ask learners to point to the picture.
- create similar worksheets and white out different letters.

**Learners can:**
- look at the picture and say the word.
- fill in the blank with the missing letter. Refer to page ___ for help with spelling.
- work in pairs. One learner has this page and the other learner has page 13.11 and 13.15. Practice asking each other, “How do you spell ‘onion’?” Learners write the missing letters in the blanks.
- after the blanks are filled in, copy these words on a separate page.

- _ushroom
- _hattuce
- _tato
- _eas
- _mato
- _ion
- _inger
- _abbage
- _roccoli
- _pinach
- _een _epper
- _eans
- _arrot
- _arlic
Instructors can:
- read the words on this page and ask learners to point to them.
- write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can:
- read the words on this page.
- write these words on a separate paper.
- cut up the words and the pictures and match them.
- cut two words in half. Mix them up and put them together. Then add another cut up word, mix them up, etc.
Excuse me, do you have any oranges?

**Instructors can:**
- read the words in the left column. Ask learners to repeat the words.
- say a word on this page and ask learners to point to it.

**Learners can:**
- read the words in the left column.
- circle the correct spelling.

<table>
<thead>
<tr>
<th></th>
<th>eggs</th>
<th>eggs</th>
<th>eggs</th>
<th>eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cheese</td>
<td>chees</td>
<td>chese</td>
<td>cheese</td>
</tr>
<tr>
<td></td>
<td>chicken</td>
<td>chicken</td>
<td>chicke</td>
<td>chickenm</td>
</tr>
<tr>
<td></td>
<td>fish</td>
<td>fich</td>
<td>hsif</td>
<td>fish</td>
</tr>
<tr>
<td></td>
<td>beef</td>
<td>beef</td>
<td>befe</td>
<td>beefe</td>
</tr>
<tr>
<td></td>
<td>pork</td>
<td>park</td>
<td>pork</td>
<td>pok</td>
</tr>
<tr>
<td></td>
<td>rice</td>
<td>rise</td>
<td>riec</td>
<td>rice</td>
</tr>
<tr>
<td></td>
<td>bread</td>
<td>bred</td>
<td>bread</td>
<td>braed</td>
</tr>
</tbody>
</table>
Learners can:
• fill in the blanks with the correct letter.
• work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the fruit. The other learner asks, “How do you spell __ ?” The learner with the completed words spells the word as the other learner fills in the blanks.
• after filling in the blanks, learners can cut up the page and match the words with the pictures.

Instructors can:
• review the question, “How do you spell __ ?”
• ask learners, “How do you spell __ ?” Learners respond by spelling the words.
• say a word and ask learners to point to it.
• write the words on this page on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

---

eggs __ggs egg__
cheese __ eese chee__e
chicken __ icken chicke__
fish __ish fi__
bread
beef __eef bee__
pork __ork por__
rice __ice ri__e
bread __read brea__
Instructors can:
• say words on this page and ask learners to point to them.
• say the words for the pictures and ask learners to circle the words.

Learners can:
• read the words on this page.
• look at the picture. Read the two words beside the picture. Circle the correct word.
• cut up the pictures and the words. Match the words with the pictures.
• cut up the words. Put the same words together.

- eggs
- rice
- cheese
- fish
- chicken
- bread
- pork
- fish
- beef
- eggs
- cheese
- pork
- fish
- rice
- bread
- chicken
**Instructors can:**
- teach the verb ‘to like’.
- teach the negative form of ‘to like’.
- show a picture of food. Ask learners to say whether they like or don’t like this food.
- write some food words on a separate paper. Show a word and ask learners to say whether they like or don’t like this food.

**Learner can:**
- write food words in the blanks.
- read the sentences to a partner.
- change the subject of the sentence (e.g., my daughter, my wife, etc.)
- practice the sentences substituting names of people in the class.
- refer to previous pages for help with spelling.
- copy the sentences to a separate paper.

---

**Hands On! A Collection of ESL Literacy Activities**

---

I like ____________________.
I don’t like ____________________.
I like ____________________.
I don’t like ____________________.
I like ____________________.
I don’t like ____________________.
I like ____________________.
I don’t like ____________________.
I like ____________________.
I don’t like ____________________.
Excuse me, do you have any oranges?

Instructors can:
• teach the question “Do you have any ___?” Also teach the responses, “Yes, here you are” or “Yes, over there” and “No, sorry I/we don’t.”
• write the appropriate responses on the chalkboard so learners can refer to it when needed.
• distribute several pictures of food that learners are familiar with. Practice asking and responding to the question, “Do you have any ___?”
• substitute the pictures on this page with other food vocabulary.

Learners can:
• fill in the blank with the word of the picture.
• refer to the previous pages for help with spelling.
• read the sentences to people in the class.

Excuse me, do you have any _______________________?

Excuse me, do you have any _______________________?

Excuse me, do you have any _______________________?

Excuse me, do you have any _______________________?

Excuse me, do you have any _______________________?
FOOD • Excuse me, do you have any oranges?
Excuse me, do you have any oranges?
Excuse me, do you have any oranges?
FOOD • Excuse me, do you have any oranges?

BIN GO

B

I

N

G

O

free
FOOD • Excuse me, do you have any oranges?

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cabbage" /></td>
<td><img src="image" alt="Oranges" /></td>
<td><img src="image" alt="Kiwi" /></td>
<td><img src="image" alt="Loaf" /></td>
<td><img src="image" alt="Banana" /></td>
</tr>
<tr>
<td><img src="image" alt="Fish" /></td>
<td><img src="image" alt="Onion" /></td>
<td><img src="image" alt="Garlic" /></td>
<td><img src="image" alt="Chicken" /></td>
<td><img src="image" alt="Carrot" /></td>
</tr>
<tr>
<td><img src="image" alt="Lettuce" /></td>
<td><img src="image" alt="Pear" /></td>
<td><img src="image" alt="Green Pea" /></td>
<td><img src="image" alt="Egg" /></td>
<td><img src="image" alt="Egg" /></td>
</tr>
<tr>
<td><img src="image" alt="Pumpkin" /></td>
<td><img src="image" alt="Plum" /></td>
<td><img src="image" alt="Watermelon" /></td>
<td><img src="image" alt="Banana" /></td>
<td><img src="image" alt="Melon" /></td>
</tr>
<tr>
<td><img src="image" alt="Watermelon" /></td>
<td><img src="image" alt="Corn" /></td>
<td><img src="image" alt="Tomato" /></td>
<td><img src="image" alt="Cherries" /></td>
<td><img src="image" alt="Lemon" /></td>
</tr>
</tbody>
</table>
Excuse me, do you have any oranges?

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Butternut Squash" /></td>
<td><img src="image2" alt="Corn" /></td>
<td><img src="image3" alt="Pepper" /></td>
<td><img src="image4" alt="Strawberry" /></td>
<td><img src="image5" alt="Pear" /></td>
</tr>
<tr>
<td><img src="image6" alt="Cabbage" /></td>
<td><img src="image7" alt="Mushroom" /></td>
<td><img src="image8" alt="Watermelon" /></td>
<td><img src="image9" alt="Salad" /></td>
<td><img src="image10" alt="Oranges" /></td>
</tr>
<tr>
<td><img src="image11" alt="Cheese" /></td>
<td><img src="image12" alt="Peach" /></td>
<td><img src="image13" alt="Potato" /></td>
<td><img src="image14" alt="Garlic" /></td>
<td><img src="image15" alt="Onion" /></td>
</tr>
<tr>
<td><img src="image16" alt="Lettuce" /></td>
<td><img src="image17" alt="Grapes" /></td>
<td><img src="image18" alt="Tomatoes" /></td>
<td><img src="image19" alt="Apple" /></td>
<td><img src="image20" alt="Pineapple" /></td>
</tr>
<tr>
<td><img src="image21" alt="Carrot" /></td>
<td><img src="image22" alt="Onion" /></td>
<td><img src="image23" alt="Rice" /></td>
<td><img src="image24" alt="Papaya" /></td>
<td><img src="image25" alt="Coconut" /></td>
</tr>
<tr>
<td>B</td>
<td>I</td>
<td>N</td>
<td>G</td>
<td>O</td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>cherry</td>
<td>mushroom</td>
<td>tomato</td>
<td>bunch of grapes</td>
<td>lettuce</td>
</tr>
<tr>
<td>apple</td>
<td>plum</td>
<td>potato</td>
<td>beans</td>
<td>banana</td>
</tr>
<tr>
<td>cabbage</td>
<td>ginger</td>
<td>pork</td>
<td>bowl of soup</td>
<td>rice</td>
</tr>
<tr>
<td>cheese</td>
<td>corn</td>
<td>pineapple</td>
<td>fish</td>
<td>lemon</td>
</tr>
<tr>
<td>lettuce</td>
<td>peach</td>
<td>strawberry</td>
<td>garlic</td>
<td>onion</td>
</tr>
</tbody>
</table>
Excuse me, do you have any oranges?
FOOD • Excuse me, do you have any oranges?

B I N G O

free
<table>
<thead>
<tr>
<th>banana</th>
<th>orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>peach</td>
<td>kiwi</td>
</tr>
<tr>
<td>apple</td>
<td>lemon</td>
</tr>
<tr>
<td>pear</td>
<td>pineapple</td>
</tr>
<tr>
<td>plum</td>
<td>strawberry</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>watermelon</td>
<td>mango</td>
</tr>
<tr>
<td>grapefruit</td>
<td>cantaloupe</td>
</tr>
<tr>
<td>cherries</td>
<td>grapes</td>
</tr>
<tr>
<td>each</td>
<td>kg</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>cabbage</td>
<td>broccoli</td>
</tr>
<tr>
<td>spinach</td>
<td>green pepper</td>
</tr>
<tr>
<td>beans</td>
<td>carrot</td>
</tr>
<tr>
<td>cauliflower</td>
<td>garlic</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>mushroom</td>
<td>lettuce</td>
</tr>
<tr>
<td>potato</td>
<td>peas</td>
</tr>
<tr>
<td>tomato</td>
<td>onion</td>
</tr>
<tr>
<td>olives</td>
<td>ginger</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>eggs</td>
<td>cheese</td>
</tr>
<tr>
<td>bread</td>
<td>rice</td>
</tr>
<tr>
<td>chicken</td>
<td>fish</td>
</tr>
<tr>
<td>beef</td>
<td>pork</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>like</td>
<td>don’t like</td>
</tr>
</tbody>
</table>
**Objective**
To identify common household items.

**Goals**
To learn the names of common household items.

**Suggestions**
- After completing the vocabulary in this chapter, cut all the words out and ask learners to group them into rooms of the house.
- You can introduce colors associated with household items. Teach the question, “What color is your __?” Practice responding with a variety of colors.
- You may want to introduce the concepts of flea markets and yard sales for learners not already familiar with them.

**Activities**
- Introduce the question, “Where is the __?” Also introduce basic prepositions. Look at the pictures of the rooms in this chapter and describe, using prepositions, where each item is.
- Use the sales flyers to make an information gap activity. See page 13.8 for an example of an information gap activity.
- Write the words in this chapter on separate pieces of paper. Ask learners to take the words home and tape them to the items (e.g. tape the word ‘fridge’ on the fridge.) Ask them to read the words each time they pass by the item in their home.
- Choose one room at a time and ask learners to collect pictures from magazines, newspapers or flyers of items in that room. Keep these pictures in a large envelope or glue them on bristol board. Collect these over a period of time, reviewing the vocabulary frequently. Eventually, items in all rooms will be represented. Learners can ask each other, “Do you have a ___?” responding with the appropriate responses. This can lead to a discussion about present furniture and appliances and descriptions of homes and household items in learners’ previous homes.
Instructors can:
• say the words on this page and ask learners to point to them.
• write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can:
• read the words on this page.
• write these words on a separate paper.
• cut up the words and the pictures and match them.
• cut the words in half. Mix them up and put the words back together.
• cut out the words and put them in alphabetical order.
• cut out the pictures and put them in alphabetical order.

TV  couch  chair

bookcase  VCR  coffee table
Learners can:
• fill in the blanks with the correct letter.
• work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the household item. The other learner asks, “How do you spell that?” The learner with the completed words spells the word as the other learner fills in the blanks.
• after filling in the blanks, learners can cut out the words and pictures and then match them.

Instructors can:
• review the question, “How do you spell ___?”
• ask learners, “How do you spell ___?” Learners respond by spelling the words.
• say a word and ask learners to point to it.
• write the words on this page on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

HOME • Do you have a VCR?

14.2 Hands On! A Collection of ESL Literacy Activities
**Instructors can:**
- say words on this page and ask learners to point to them.
- say the words for the pictures and ask learners to circle the words.
- write the words on this page on separate pieces of paper. Show learners a word and ask them to circle all of the same words.

**Learners can:**
- read the words on this page.
- circle the correct word.
- cut up the pictures and the words. Match the words with the pictures.
- cut up the words. Mix them up and group the same words together.
Instructors can:
• say the sentences and ask learners to say “yes” or “no”.
• say a sentence and ask learners to point to the sentence.
• say a sentence and ask learners to repeat the sentence.
• teach the question, “Do you have a ___?”

Learners can:
• read the sentences.
• circle yes if the sentence is true and circle no if it is not true.
• copy the true sentences on a separate paper.
• ask each other, “Do you have a ___?”
• work in pairs. Learner A asks her partner, “Do you have a ___”? Learner B says either “yes” or “no”. Learner A circles ‘yes’ or ‘no’.

I have a TV. yes no
I have a couch. yes no
I have a chair. yes no
I have a bookcase. yes no
I have a VCR. yes no
I have a coffee table. yes no
Do you have a VCR?
Instructors can:
• say the words on this page and ask learners to point to them.
• write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.

Learners can:
• read the words on this page.
• write these words on a separate paper.
• cut up the words and the pictures and match them.
• cut the words in half. Mix the up and put the words back together.
• cut out the words and put them in alphabetical order.
• cut out the pictures and put them in alphabetical order.
**Instructors can:**
- say the words in the left column. Ask learners to repeat the words.

**Learners can:**
- read the words in the left column.
- circle the words on each line.

<table>
<thead>
<tr>
<th>Item</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>fridge</td>
<td>fri</td>
<td>pfr</td>
<td>dge</td>
</tr>
<tr>
<td>stove</td>
<td>evo</td>
<td>tsst</td>
<td>ove</td>
</tr>
<tr>
<td>microwave</td>
<td>micr</td>
<td>omicr</td>
<td>rowa</td>
</tr>
<tr>
<td>cupboard</td>
<td>cup</td>
<td>board</td>
<td>dwrt</td>
</tr>
<tr>
<td>table</td>
<td>adxl</td>
<td>mtab</td>
<td>leel</td>
</tr>
<tr>
<td>broom</td>
<td>prp</td>
<td>poom</td>
<td>rbro</td>
</tr>
</tbody>
</table>
**Instructors can:**
- say a word on this page and ask learners to point to it.
- say a word on this page and ask learners to write the word in the blank.
- write these words on separate pieces of paper. Show learners a word from this page and ask them to point to the same word.
- fill in some of the blanks to make the activity easier.

**Learners can:**
- look at the pictures and read the words beside the pictures.
- copy the words into the blanks.
- fold the paper so the words are hidden and write the words in the blanks.
- work in pairs. Cut the words off this paper. Cut the list of words in half. Ask her partner, “How do you spell ___?” Her partner spells the word and she writes it in the blank.

---

**Picture Directions:**
- fridge
- stove
- microwave
- cupboard
- table
- broom
**Instructors can:**
- say the word and ask learners to circle the correct picture.
- say the word and ask learners to circle all the pictures of that word.

**Learners can:**
- read the word and circle the correct picture.
- write the words below the pictures.

- fridge
- stove
- microwave
- cupboard
- table
- broom
Do you have a VCR?

kitchen
**Instructors can:**
- say the words on this page and ask learners to point to them.
- write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.

**Learners can:**
- read the words on this page.
- write these words on a separate paper.
- cut up the words and the pictures and match them.
- cut the words in half. Mix them up and put the words back together.
- cut out the words and put them in alphabetical order.
- cut out the pictures and put them in alphabetical order.

- bathtub
- toilet
- sink
- towel
- mirror
- garbage can
Learners can:
• read the words on this page.
• copy the words in the blanks.
• work in pairs. Fold the paper and ask, “How do you spell ___?” The partner spells the word.

Instructors can:
• review the question, “How do you spell ___?”
• say the words on this page and ask learners to circle them.
• say the words on this page and ask learners to spell them.

Bathtub

Toilet

Sink

Towel

Mirror

Garbage can
Instructors can:
• say a word and ask learners to circle it.
• write the words on this page on separate pieces of paper. Show the words and ask learners to count how many are on the page.
• write the words on this page on separate pieces of paper. Show a word and ask learners to circle that word on the page.
• say the first word in each line and ask learners to repeat the word.

Learners can:
• read the first word on each line and circle the word that is the same.
• cut up the words and group the same words together.
• copy the words on to a separate paper.

<table>
<thead>
<tr>
<th>bathtub</th>
<th>mirror</th>
<th>toilet</th>
<th>bathtub</th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet</td>
<td>toilet</td>
<td>towel</td>
<td>sink</td>
</tr>
<tr>
<td>sink</td>
<td>towel</td>
<td>sink</td>
<td>garbage can</td>
</tr>
<tr>
<td>towel</td>
<td>towel</td>
<td>mirror</td>
<td>bathtub</td>
</tr>
<tr>
<td>mirror</td>
<td>sink</td>
<td>bathtub</td>
<td>mirror</td>
</tr>
<tr>
<td>garbage can</td>
<td>toilet</td>
<td>bathtub</td>
<td>garbage can</td>
</tr>
</tbody>
</table>
Instructors can:
- say the words in the left column. Ask learners to repeat the words.
- say a word on this page and ask learners to point to it.

Learners can:
- read the words in the left column.
- circle the correct spelling.

bathtub  pathtub  bathtub

Toilet  toile  toilet

sink  sinc  sink

towel  towel  tewol

mirror  miror  mirror

garbage can  darbage can  garbage can
bathroom
Learners can:
• read the words on this page.
• write these words on a separate paper.
• cut up the words and the pictures and match them.
• cut the words in half. Mix the up and put the words back together.
• cut out the words and put them in alphabetical order.
• cut out the pictures and put them in alphabetical order.

Instructors can:
• say the words on this page and ask learners to point to them.
• write the words on this page on separate pieces of paper. Show the words and ask learners to point to the correct picture.

bed pillow lamp
dresser crib
Instructors can:
• review the question, “How do you spell ___?”
• ask learners, “How do you spell ___?” Learners respond by spelling the words.
• say a word and ask learners to point to it.
• write the words on this page on separate pieces of paper. Show learners a word and ask them to point to the same word on their page.

Learners can:
• fill in the blanks with the correct letter.
• work in pairs. Fold the paper so one learner has the completed word and the other has the words with blanks. The learner with the picture and the complete words says the name of the household item. The other learner asks, “How do you spell that?” The learner with the completed words spells the word as the other learner fills in the blanks.
• after filling in the blanks, learners can cut up the page and match the words with the pictures.

bed __ed be__

pillow __illow pill__w

lamp __amp lam__

dresser __resser dresse__
crib __rib cri__
Instructors can:
- say the word and ask learners to circle the correct picture.
- say the word and ask learners to circle all the pictures of that word.

Learners can:
- read the word and circle the correct picture.
- write the words below the pictures.

bed

pillow

lamp

dresser

crib
Instructors can:
• review the question, “How do you spell __?"
• say the words on this page and ask learners to circle them.
• say the words on this page and ask learners to spell them.
• say the words on this page and ask learners to point to them.
• say the words on this page and ask learners to write them in the blanks.

Learners can:
• read the words on this page.
• copy the words in the blanks.
• work in pairs. Learner A covers the words and asks, “How do you spell __?” Learner B spells the word. Learner A listens and writes the word in the blank.

---

**bed**

**pillow**

**lamp**

**dresser**

**crib**
Do you have a VCR?
Find and Circle

fridge  tv  bathtub  pillow
stove  couch  toilet  lamp
microwave  chair  sink  dresser
cupboard  bookcase  mirror  crib
table  vcr  garbage can  towel
broom  coffee table  bed
<table>
<thead>
<tr>
<th>bathtub</th>
<th>toilet</th>
</tr>
</thead>
<tbody>
<tr>
<td>sink</td>
<td>towel</td>
</tr>
<tr>
<td>mirror</td>
<td>garbage can</td>
</tr>
<tr>
<td>bed</td>
<td>pillow</td>
</tr>
<tr>
<td>lamp</td>
<td>dresser</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>crib</td>
<td>TV</td>
</tr>
<tr>
<td>couch</td>
<td>chair</td>
</tr>
<tr>
<td>bookcase</td>
<td>VCR</td>
</tr>
<tr>
<td>coffee table</td>
<td>fridge</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>stove</td>
<td>microwave</td>
</tr>
<tr>
<td>cupboard</td>
<td>table</td>
</tr>
<tr>
<td>broom</td>
<td></td>
</tr>
</tbody>
</table>
The following is a list of resources that have been helpful both in the development of these materials and in working with ESL literacy learners. This is in no way meant to be a complete list, but rather a list of accessible resources. Many of these resources were gathered for the research of this book and are available from the Halifax Immigrant Learning Centre.

**ESL Literacy Books**

Cunningham, Helen. (1986). *Having a Baby: An ESL Workbook*. Vancouver Community College English as a Second Language Division. This illustrated workbook contains vocabulary, dialogues, and exercises to help pregnant women interact with health professionals. Available from Vancouver Community College, King Edward Campus Bookstore, 1155 East Broadway, Vancouver, B.C. V5T 1Y8 fax: (604)871-7311 phone: (604)871-7333 $7.50 + GST.

House, Jennifer and Rabinowitz, Myrna. (1986). *The Post Office: An ESL Workbook*. Vancouver Community College English as a Second Language Division. This illustrated workbook contains vocabulary, dialogues, and exercises to help newcomers use and understand the postal system. Available from Vancouver Community College, King Edward Campus Bookstore, 1155 East Broadway, Vancouver, B.C. V5T 1Y8 fax: (604)871-7311 phone: (604)871-7333 $7.50 + GST.


**Numeracy**

Ciancone, Tom & Jay, Cellan. (1991). *Planning Numeracy Lessons for an ESL Literacy Classroom*. Toronto Board of Education Toronto, Ontario. Available from the Toronto District School Board Bookstore: Curriculum Division, 155 College St. 6th floor, Toronto, Ontario M5T 1P6 phone: (416)397-3777 or (416)393-9948. Fax: (416)393-9952. $10.00

Greig, David. (1995) *Sequential Core Basics*. Toronto Board of Education Toronto, Ontario. A set of five books with exercises for spelling, grammar, reading and writing. Photocopyable. Available from the Toronto District School Board Bookstore: Curriculum Division, 155 College St. 6th floor, Toronto, Ontario M5T 1P6 phone: (416)397-3777 or (416)393-9948. Fax: (416)393-9952. $90.00


**Reference**


*English as a Second Language Tutor Survival Kit* (1994). A collection of collaborative activities that can provide fun and adventure during the journey involved in acquiring English as a Second Language. Available from Literacy Volunteers of America. 1-800-582-8812. $6.95 US. #91036


*Literacy Works Vol. 6, No. 1, Mother Tongue Literacy*, A Quarterly Publication of the Saskatchewan Literacy Network. Winter 1995-95. Individual issues of Literacy Works may be purchased for $5.00 (includes tax). Subscriptions are $30. Saskatchewan Literacy Network. P.O. Box 1520, Saskatoon, Saskatchewan, S4T 2R3.

Mikulecky, Larry, Lloyd, Paul & Huang, Shenghui. *Adult ESL Literacy Learning Self-Efficacy Questionnaire*. Language Education Department, Indiana University at Bloomington.
Articles


Weinstein, Gail. (1998). Q & A Family and intergenerational Literacy in Multilingual Communities. ERIC Digest.

Website Addresses

National Clearinghouse on Literacy Education
http://www.ed.gov/databases/ERIC_Digests/index/

National Clearinghouse for ESL Literacy Education (NCLE)
http://www.cal.org./ncle/

National Adult Literacy Database (NALD)
http://www.nald.ca

Alpha Ontario: The Literacy and Language Training Resource Centre
http://alphaont.ca

Other Resources:

Alphabet panel (Scholars Choice $16.99)
Alphabet desk cards (Scholars Choice $4.50)
100 number board activities (Scholars Choice $19.99)
Clock face stamp (Kool & Galt $6.90)
Canadian coin stamps (Kool & Galt $11.76)
Canadian money bingo (Scholars Choice $14.99)
Tactile numbers (Scholars Choice $9.95)

The above prices are 1998 prices. Tax is not included.

Kool & Galt
180 Middlefield Rd., Scarborough, Ontario M1S 4M6
phone: (416)293-0312

Scholars Choice
MicMac Mall, Dartmouth, Nova Scotia
phone: 1-800-249-8888