Contents of the Introduction

Overview 3
CLB – Indicators of Achievement, Literacy Benchmarks Stage 2 4
Five Stages of Literacy Development 5
Correspondence Chart – Literacy Stages, CLB, and LINC Levels 6
Literacy Skills and Strategies 7
Reading and Writing 7
Numeracy 9
Stage 3 Teaching Strategies (from LINC Literacy Component) 10
Stage 4 Teaching Strategies (from LINC Literacy Component) 11

Contents of the Instructor's Notes

Flashcards 12
Listen, Spell 14
Crosssword and Wordsearch 15
Grammar – Chart 16
Grammar – Locations 17
Stories 18
Story Extensions
- Cloze Activities 19
- Search for Words 20
- Multiple Choice Questions 21
- True/False Statements 22
- "Wh" Questions 23
- Write Sentences in the Simple Past Tense 24
- Scrambled Sentences 25

Strip Stories 26
Language Experience Approach 27
Dialogues 27
Guided Writing 28
Using Can/Can't 29
Interviews 30
Forms 31

Classroom Resources and Websites 32

Overview

The LINC Literacy Employment Resource is a reproducible support document for the LINC Literacy Component, 1997. It addresses literacy skills and strategies in Stage 3 and beginning Stage 4. It is intended for ESL literacy learners who have little or no formal education in their first language, but have achieved Stage 2 literacy skills as described in the LINC Literacy Component.

The LINC Literacy Employment Resource provides initial material to help literacy learners:

- develop, practise and reinforce literacy skills and strategies necessary to read and write in English
- acquire job-based vocabulary and information about the Canadian workplace
- gain an awareness of their employment-related skills and experience

Format

The LINC Literacy Employment Resource is divided into four parts. Each part includes three units: two on occupations and one providing information about the Canadian workplace. Each unit is subdivided into topics. Although all the topics are related to employment, this document was designed so that many parts can be used in other LINC themes. There is no specified teaching order of the units. Units and topics can be chosen according to the interest and ability of the learners.

Target Level

The LINC Literacy Employment Resource is for ESL literacy learners who are working on Stage 3 skills. In Stage 3, learners develop the skills and strategies necessary to obtain meaning from print.

Progress within a stage is dependent on individual abilities. Many learners working in Stage 3 will be reinforcing the skills and strategies of Stage 2. Other learners will be refining Stage 3 skills while beginning to develop Stage 4 skills and strategies to obtain meaning from a variety of print materials.

See page 5 for a description of Stages of Literacy development.

See pages 4 and 6 for approximate Benchmark equivalency.

Worksheets

An important feature of the LINC Literacy Employment Resource is the repetition of activities within different topics. This repetition allows learners to practise and develop automaticity in literacy skills. The Instructor's Notes provide instructions for using each worksheet and suggest extension activities which can be spread over several days.

ESL literacy learners may not be ready for all the activities provided in this resource. It takes literacy learners more time than it takes literate ESL learners to become familiar with the content and activity types. They need more repetition to practise their skills. The variety of activities in this resource allows instructors to choose different topics as literacy learners work through LINC levels. This avoids content redundancy and allows learners to continue practice in needed literacy skills and strategies.

Indicators of Achievement

Literacy Benchmarks Stage 2

Reading	Writing	Math
Conceptual ▪ Brings own experience to text ***Decoding*** ▪ Distinguishes between upper and lower case letters ▪ Reads to identify individual letters and words ▪ Identifies some high-frequency words within and outside of a text ▪ Uses letter-sound correspondence to sound out unfamiliar words ***Conventions*** ▪ Understands basic print conventions: capital letters, sentences, paragraphs ▪ Recognizes simple punctuation: period, comma, question mark, exclamation mark ▪ Distinguishes between vowels and consonants ▪ Knows basic grammatical conventions: noun-verb, contraction, etc. ***Classifying*** ▪ Alphabetizes by first letter ▪ Organizes words into basic word families with guidance ***Text, Type and Styles*** ▪ Identifies title of text ▪ Distinguishes between sentences, statements, questions and exclamation ▪ Recognizes and reads lists, recipes, personal narrative, basic chart ***Comprehension*** ▪ Answers "who, what, where, when, why and how" of text ***Strategies*** ▪ Predicts using textual and non-textual clues ▪ Sounds out ▪ Relies on bank of sight words ▪ Uses memory ▪ Uses illustrations, symbols and structure of text as clues to meaning ▪ Monitors own comprehension ▪ Re-reads to aid comprehension	***Mechanics*** ▪ Forms letters, upper and lower case ▪ Writes all letters of the alphabet ▪ Writes high frequency words ▪ Completes simple personal information forms ▪ Copies from the blackboard ▪ Writes short personal stories using invented spelling ***Conventions*** ▪ Uses simple punctuation: period, comma, question mark, exclamation mark, apostrophe ▪ Is becoming familiar with different types of sentences: statement, question, exclamation, simple instruction ▪ Uses some basic spelling conventions, including word families and silent letters ***Text, Type and Styles*** ▪ Recognizes and writes: first person narrative, lists, simple personal information on forms ***Strategies*** ▪ Plans before writing by using notes, thinking of sequence of events ▪ Selects "best word" ▪ "Brainstorms" to develop ideas ▪ Puts words into personal dictionary ▪ Checks own word using personal dictionary ▪ Begins to take notes to remember information	***Place Value*** ▪ Counts forward by 1s, 2s, 5s, 10s, 25s, and 100s ▪ Understands concept of place value to 2 digits ▪ Represents numbers 1 to 500 (with manipulatives) ▪ Reads, writes and shows an understanding of numbers in written form from 1 to 100 ▪ Orders and compares numbers 1 to 500 ▪ Rounds off numbers ▪ Estimates greater quantities and amounts ***Patterns and Groups*** ▪ Recognizes, creates and labels groups of items ***Operations*** ▪ Performs 2-digit addition and subtraction without regrouping ▪ Understands concepts of multiplication and division (with manipulatives) ▪ Understands, labels and identifies fractions and decimals (with manipulatives) ***Temperature*** ▪ Matches temperature words such as "cold, warm, hot, freezing" to areas on thermometer ***Money*** ▪ Counts coins and bills ▪ Makes change from $5 ***Time and Calendar*** ▪ Tells and reads time to the minute ▪ Reads and writes months and days ▪ Orders months and days ▪ Writes the date in number format ***Measurement*** ▪ Uses a ruler and weighing scale ▪ Uses measuring utensils for cooking and baking ***Calculator*** ▪ Performs operations using a calculator

Adapted from **Canadian Language Benchmarks**, Working Document, 1996.

Five Stages of Literacy Development

The LINC Literacy Component is based on five stages of literacy development. Literacy skills at each stage do not need to be mastered before the learner begins the next stage. The learner continues to develop and reinforce the skills of one stage while working on subsequent stages.

Stage 1 – Mechanical Skills

The focus at this stage is the acquisition of visual discrimination and fine motor skills necessary to read and write. Activities at this stage include holding a pencil, tracing, copying, recognizing left to right and top to bottom directionality, and discriminating between different sizes and shapes.

Stage 2 – Connecting Oral Language with Written Language

The focus at this stage is on developing an awareness of the connection between oral and written language. Activities at this stage include sight word recognition, Total Physical Response (T.P.R.) activities, matching pictures and words, completing simple forms and sequencing.

Stage 3 – Obtaining Meaning from Print

The focus at this stage is on obtaining meaning from print and developing personal writing. Activities at this stage include reading comprehension, sentence sequencing, cloze activities, guided writing and language experience stories.

Stage 4 – Obtaining Meaning from a Variety of Print Materials

The focus at this stage is on obtaining meaning from a variety of authentic texts. Activities at this stage begin with working on instructor-produced materials that have been simplified before working with authentic resources, such as labels, classified section of newspapers, phone books, graphs, charts and forms.

Stage 5 – Independent Reading and Writing

The focus at this stage is on gaining independence in both reading and writing.

Adapted from The Revised **LINC Literacy Component**, 1997, (pp 8, 9).

Correspondence Chart

Canadian Language Benchmarks for ESL Literacy Learners

These benchmarks for literacy learners describe four stages designed to measure literacy skills. For each of the four stages, the document lists indicators of achievement for the skill areas of reading, writing and math. The indicators of achievement for Literacy Benchmarks Stage 2 are charted on page 4.

The ESL Literacy Benchmarks should be applied to literacy learners until they are fluent readers.

LINC Literacy Component

The *LINC Literacy Component* describes five stages of literacy development. It lists teaching strategies and literacy skills for the first four stages. The teaching strategies for Literacy Stages 3 and 4 are charted on pages 10 and 11.

The stages of literacy development described in the *LINC Literacy Component* do not directly correspond to the Literacy Benchmark Stages. The approximate correspondence is:

Literacy Stage LINC Literacy Component	**Literacy Benchmarks Stage** Canadian Language Benchmarks	**LINC level**
Stage 1 and 2	Literacy Benchmarks Stage 1	Foundation LINC 1
Stage 3 and 4	Literacy Benchmarks Stage 2	LINC 1
Stage 3 and 4	Literacy Benchmarks Stage 3	LINC 2
Stage 3 and 4	Literacy Benchmarks Stage 3	LINC 3
Stage 3 and 4	Literacy Benchmarks Stage 3	LINC 4 and 5
Stage 5	Literacy Benchmarks Stage 4	LINC 5 and beyond

The shaded area indicates the LINC Literacy Employment Resource target level.

Literacy Skills and Strategies

The LINC Literacy Employment Resource aims to help learners develop and practise the following literacy skills and strategies needed to read and write in English.

Vocabulary Development

At Stage 3, learners have some understanding of spoken English, but need to increase their vocabulary in order to read well and obtain meaning from print.

Word Order

As vocabulary increases, learners need practice understanding and producing simple sentences and common grammatical structures.

Word Identification

As learners become familiar with new vocabulary, their ability to recognize words at a glance (sight words) increases. Word identification skills are also developed from sounding out letters and combinations of letters to identify words.

Context Clues

Learners develop the ability to use illustrations, layout of text and surrounding words to guess the meaning of an unknown word.

Prediction

Learners develop the ability to use contextual clues (e.g. illustrations, layout, own experience) to anticipate what will come next.

Reading and Writing

See pages 10 and 11 for a summary chart of teaching strategies for reading and writing.

ESL literacy learners are acquiring a new language while learning to read and write. In addition to needing many opportunities to improve their oral/aural English skills, ESL literacy learners need a great deal of guided reading and writing practice to develop literacy skills.

Pre-reading Activities:

Ask oral questions about the topic

Oral questions related to the content of the reading help learners focus on the content of the text **before** they read it. Questions should stimulate interest and draw out the learners' knowledge about the topic.

Introduce New Vocabulary Words

Before learners look at a text, help them become familiar with new vocabulary they will encounter. Familiarity with vocabulary aids in reading fluency and obtaining meaning from the text. New vocabulary words can be taught as sight words.

Each topic in the *LINC Literacy Employment Resource* begins with a grid of word and picture flashcards.

Flashcards

- Using flashcards provides practice in connecting oral and written language.
- Matching picture and word cards and writing the words gives meaning to new words and builds word recognition and comprehension skills.
- Copying the new words helps develop sight word recognition, spelling and writing skills.
- Practising the new vocabulary words orally and in print supports the development of pronunciation and making the connection between letters and sounds.

Ask oral questions about the text

Oral questions related to the text provide a purpose for reading the text and aid comprehension.

- Asking factual questions about the pictures accompanying the text prepares the learners for the vocabulary and content of the text.
- Asking questions about learner's experience helps to connect the text to prior knowledge and experience.
- Asking learners to guess the content of the text helps them develop prediction skills.

Read the Text:

The *LINC Literacy Component* suggests the following three approaches to reading text. Choose the approach that suits your learners' abilities.

1. Instructor reads, learners listen and follow text. Then learners read aloud or silently, **or**
2. Learners read orally, then silently, **or**
3. Learners read silently. Follow up with discussion and oral reading.

Reading

- Listening to the instructor read reinforces reading fluency and the ability to follow a text while providing a model of pronunciation and intonation.

- Reading to each other provides further reading practice to aid reading fluency, and helps to further connect oral and written language.

- In echo reading, the instructor or a learner reads a sentence, then another learner "echo reads", or repeats the sentence. This provides a non-threatening, confidence building reading activity for learners.

- In circle reading, one learner reads the first line of the text and the next learner the next line and so on. This provides oral practice with written language and reinforces the ability to follow a text.

Comprehension Activities:

Comprehension activities provide learners with the opportunity to better understand the meaning of a text as well as develop literacy strategies.

The LINC Literacy Component suggests the following order of comprehension activities in increasing difficulty:

1. statements where the learner circles or writes yes/no, true/false, right/wrong
2. questions requiring a yes or no answer
3. factual "wh" questions
4. inferential "wh" questions

- General or specific oral questions about the text help learners practise getting information to answer questions. Re-reading all or parts of the text to find the required information improves reading ability. Re-checking the illustration as an aid to answer questions reminds learners that they can use pictures as clues.

- Demonstrating written comprehension activities together (on the board) helps learners to develop strategies for answering questions. It also builds confidence and allows learners to successfully complete worksheets before attempting them on their own.

- Reading the completed comprehension worksheets in pairs or groups reinforces the connection between oral and written language and obtaining meaning from print.

Discussion

Learners should be encouraged to discuss their experiences and prior knowledge of the topic related to the worksheet. This helps learners personalize new information. Provide opportunities for discussion both before and after learners complete worksheets.

Numeracy

Numeracy worksheets are included in most units in this resource. Note that these worksheets do not ***teach*** math skills. Rather, they provide practice in the application of some Stage 2 and 3 basic math skills within a context of a topic.

Many ESL literacy learners need formal instruction and practice in math skills. They will benefit from opportunities to work with manipulatives, realia and worksheets that target particular numeracy skill areas.

See pages 5, 10, and 11 for a summary of numeracy skills and teaching strategies.

Teaching Strategies – Stage 3
Obtaining Meaning from Print

Reading	Writing	Numeracy
Choose Reading Material That: ▪ Has clear print and uncluttered page ▪ Avoids paragraph format ▪ Has a new line for every sentence **To Aid Reading Comprehension**: ***Pre-Reading Activities*** ▪ Question learners on content of text relevant to their experience. ▪ Question learners about visuals accompanying text. ▪ Ask learners to predict based on own experience, title, visuals. ▪ Introduce new vocabulary words. ***Read the Text*** ▪ Instructor reads. Learners follow text and listen. Then learners read orally or silently, or ▪ Learners read orally, then silently, or ▪ Learners read silently. Follow up with discussion and oral reading. ***Check for Comprehension*** ▪ Use a variety of exercises. Suggested order in increasing difficulty: -Yes/no, True/False, Right/Wrong -Yes/No questions -Factual "wh" questions -Inferential "wh" question **To Help Learners Get Meaning From Print:** ▪ Help learners produce language experience stories. ▪ Prepare cloze exercises by deleting every fifth or sixth word from a short text. ▪ Prepare fill-in-the-blank exercises by deleting key words from a portion of text.	**To Help Develop Writing Skills:** ***Sentence Dictation*** ▪ Read sentence at normal pace (twice). Learners write sentence. Learners read sentence. ***Scrambled Sentences*** ▪ Prepare worksheets with scrambled sentences. Learners put words in order. ***Guided Writing*** ▪ Learner reads model sentences or text, then writes similar sentences given new cue. ***Dialogue Journals*** ▪ Learners write in notebooks. Instructor responds, modelling the correct form.	**Pre-Operational Numeracy** ***Counting*** ▪ Review numbers 1 to 100. ▪ Teach numbers 100 to 1000. ***Numerals in Words*** ▪ Twenty, thirty...one hundred ▪ Combinations (e.g. twenty-one) ▪ Thousand ***Ordinals*** ▪ Practise ordinals to 31 (for dates). ***Fractions*** ▪ Teach written fractions half and quarter. **Non-Operational Numeracy** ***Time*** ▪ Review o'clock, thirty, fifteen and forty-five. ▪ Teach half past, quarter past and quarter to. ▪ Teach all other times in spoken and written forms. ▪ Teach a.m. and p.m. **Operational Numeracy** ***Addition*** ▪ Review addition, answers to 20 with manipulatives. ▪ Review addition, answers to 20 with worksheets. ▪ If successful, continue 2-digit addition (no re-grouping). ***Subtraction*** ▪ Review subtraction, answers to 20, with manipulatives. ▪ Review subtraction, answers to 20, with worksheets. ▪ If successful, continue 2-digit subtraction (no re-grouping).

Adapted from the Revised **LINC Literacy Component**, 1997 (pp 42 to 46)

Teaching Strategies – Stage 4
Reading for Different Purposes

Reading	Writing	Numeracy
Stage 4 readings are authentic texts in a variety of formats related to thematic content. **Authentic Readings** ▪ Initially, readings may be instructor-produced or simplified versions of authentic texts. ▪ Choose authentic texts in a variety of formats related to thematic content. ▪ Examples of authentic texts: T.V. guide, newspaper ads, clothing labels, laundry detergent boxes, bus schedules. **To Aid Reading Comprehension:** ***Conduct Pre-Reading Activities*** ▪ Focus learners on content area of lesson. ▪ Question learners about text or picture relevant to their experience. ▪ Introduce new vocabulary words. ***Read the Text*** ▪ Reading an authentic text is best done as a task completion exercise. ***Check for Comprehension*** ▪ Use "tasks" which can simply be instructor questions or a worksheet. **To Teach Chart Reading:** ▪ Produce blank charts to be filled in by learners. ▪ Produce filled in charts and ask questions, either orally or on worksheets. ▪ Guided writing activities can be used in conjunction with chart reading.	Stage 4 writing is "real life" writing. **Real Life Writing** ▪ Initially, produce simplified versions before using authentic items. ▪ Choose a variety of real situations to practise in class. ▪ Examples of real life writing: forms, cheques, money orders, notes to child's school.	Stage 4 numeracy is "real life" numeracy. **Real Life Numeracy** ▪ Initially, produce simplified versions before using authentic items. ▪ Choose a variety of real situations to practise in class. ▪ Examples of real life situations: bank books, personal budgeting, pay slips-deductions, utility bills, bus schedules.

Adapted from The Revised **LINC Literacy Component**, 1997 (pp 47, 48)

Instructor's Notes

Instructions for Using Activities

Flashcards

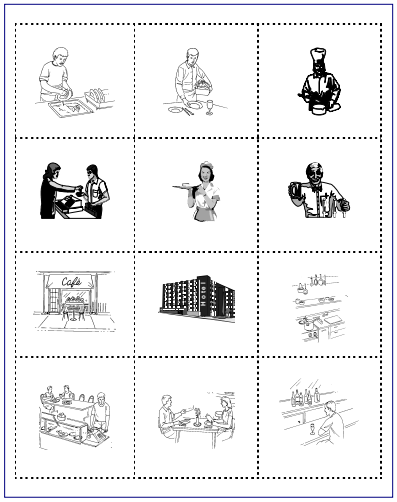
Description: Each topic begins with a grid of pictures and words. Flashcards can be copied, laminated and cut to make re-usable flashcards.

Purpose:

- To introduce new or unfamiliar topic vocabulary
- To develop sight word recognition
- To develop phonic skills
- To reinforce the connection between oral and written text
- To provide practice with manipulatives

Instructions:

- Show each picture to the class. Say the word. Learners repeat. Write the word on the board. Read with the class. Continue for each card (all 12 cards may be too many for some learners). When cards have been named, re-read the words with learners - in order, then out of order.
- Hand out cards.
- Learners match picture and word cards.



dishwasher	busser	cook
cashier	server	bartender
cafe	hotel	kitchen
cafeteria	restaurant	bar

1	2	3
4	5	6
7	8	9
10	11	12

Extensions and Adaptations

- Word Identification: Say a word. Learners respond by holding up the correct picture or word card.

- Alphabetic order: Learners arrange word cards in alphabetic order.

- Listen and Place: Prepare a numbered grid. Give each learner a copy and picture cards. Instruct learners to place specific cards on numbers, e.g. *Put the "server" on #2*.

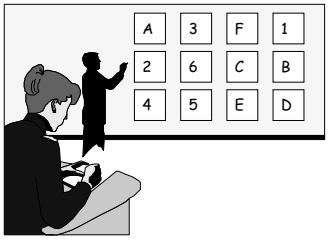
  Barrier Game: With learners in pairs, give each learner a numbered grid, a barrier (a file folder works well) and picture cards. The barrier is placed so learners do not see each other's number grid.
  Partner A puts a picture on a number, then instructs partner B to put the word card on the same number. Learners continue until numbers are covered. Learners remove barrier and compare grids.
  More advanced learners can use word cards only.

Flashcards

Extensions and Adaptations *continued*

- Concentration: With learners in groups, give each group a set of word cards and picture cards. Cards are randomly put face down. The first learner turns 2 cards face up. If there is a picture-word match, the learner takes the cards. If there is no match, the cards are placed face down and the next learner tries. Learners continue until the cards are gone. The learner with the most cards wins.

- Class Concentration: Enlarge 6 picture cards and 6 word cards. On the back of the picture cards, write the numbers 1 to 6. On the back of the word cards, write the letters A to F. Place cards on the board (see picture). Learners call out a letter and a number. Turn over the cards. If there is no match, replace the cards, and have another learner try to make a match.



- Personal Dictionary: Learners use the pictures to start a "personal dictionary". Using a notebook, learners write an alphabet letter on each page. Learners paste the pictures onto the correct page, then write the word beside the picture.

- Spelling: Dictate words to learners. Learners try to spell the word by sounding it out, or refer to personal dictionary or to notes. Alternately, spell a word to learners. Learners write the letters as they are dictated. Learners read the word they have written. Learners then show the picture card.

- Partner Find: To pair learners, give each learner in the class a picture or word card. Learners look for the person who has the word that matches their picture. When learners are paired, proceed with planned pair activity.

- Group Find: To group learners, enlarge two or three pictures. Cut each picture into 4 pieces. Give each learner a piece. Learners look for the other learners to complete picture. When learners are grouped, proceed with planned group activity.

- Cards can be glued back to back (the word on one side and the corresponding picture on the other side) and used for individual review.

- Cards and words can be stored in an envelope in a location accessible to learners. Use later for independent review for individuals or groups.

Listen and Spell

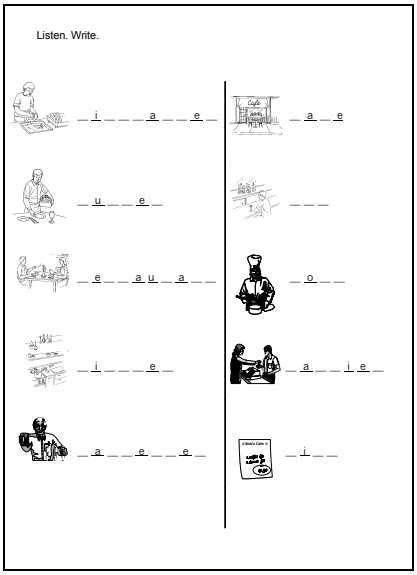
Description: Each jobs unit contains a worksheet with pictures and partially spelled words.

Purpose:

- To review topic vocabulary
- To develop listening skills
- To develop word recognition using pictures as meaning clues
- To reinforce letter-sound correspondence

Instructions:

- Hand out the worksheet.
- Orally review the words with the learners.
- Slowly and clearly say the first word pictured. Learners write the missing letters.
- Learners say the word aloud.



Extensions and Adaptations

- Depending on the level of learners, white out the given letters, or add more letters.
- Learners complete worksheet in pairs. One learner says the words. Then the other learner writes.
- Individually, learners complete the worksheet by referring to their notes or personal dictionaries.
- Learners complete the worksheet individually and silently.
- Learners cut out the pictures and use them to create a personal dictionary.

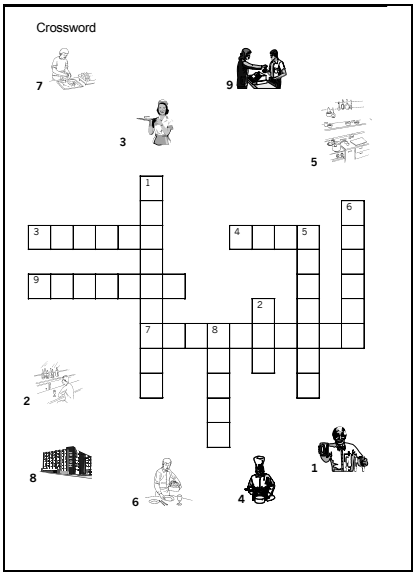
Crossword

Description: Each jobs unit contains a crossword.

Purpose:
- To reinforce topic vocabulary
- To provide spelling practice
- To encourage use of notes or personal dictionary

Instructions:
- Hand out the crossword. Have learners orally identify the pictures or cues.
- Demonstrate part of the crossword on the board.
- Learners write the words in the crossword boxes.

Some learners may benefit by having their page taped to their desk until they can write vertically.

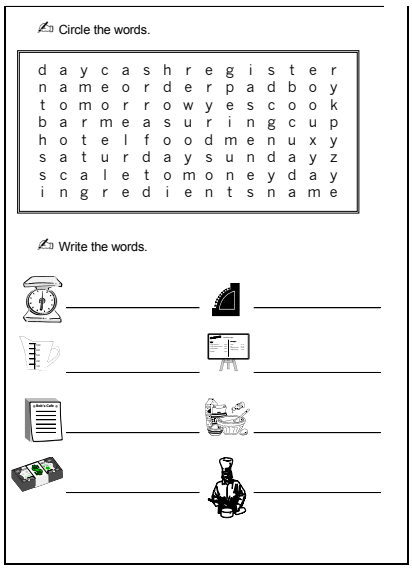


Wordsearch

Description: Each jobs unit contains a wordsearch.

Purpose:
- To reinforce topic vocabulary
- To develop scanning skills
- To provide spelling practice
- To encourage use of notes or personal dictionary

Instructions:
- Hand out the wordsearch. Have learners orally identify the pictures.
- Learners find and circle the words in the wordsearch.
- Learners write the words in the spaces provided.



Extensions and Adaptations

- First learners write the words beside the pictures, while referring to their notes. Then, learners search the wordsearch and circle the words.
- In pairs, learners ask each other, "*How do you spell .....?*". Partner spells the word from the circled words.
- Learners write simple sentences using the circled words, e.g. *I have money*.
- Learners search for other known words in the wordsearch.

Grammar – Chart

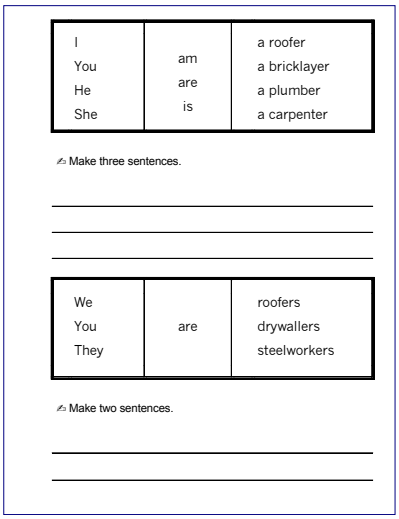
Description: Each jobs unit contains a grammar chart using the present tense of the verb "to be" with the six jobs introduced by the flashcards.

Purpose:

- To review personal pronouns and the verb "to be"
- To increase awareness of simple sentence structure
- To reinforce topic vocabulary

Instructions:

- Prepare a similar chart on the board. Construct sentences with learners while pointing to the chart.
- Demonstrate the worksheet activity on the board.
- Hand out the worksheet.
- Learners write sentences using the grammar chart.



I You He She	am are is	a roofer a bricklayer a plumber a carpenter

✍ Make three sentences.

We You They	are	roofers drywallers steelworkers

✍ Make two sentences.

Extensions and Adaptations

- Learners write the negative form of the sentences, e.g. *I am not a drywaller*.
- Learners replace subject pronouns with the names of classmates.
- List a number of job titles on the board. Assign learners a job. Learners construct sentences using other learners' names.
- Learners read their sentences to each other.

Grammar – Locations

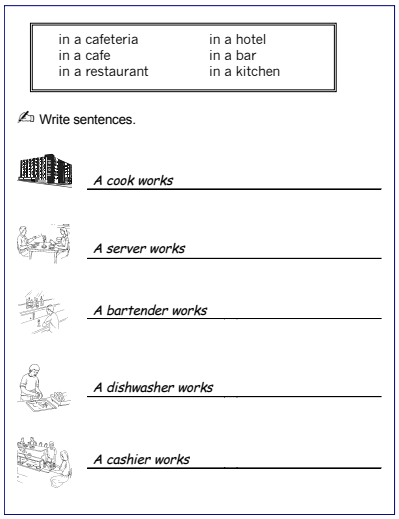
Description: Each jobs unit contains a worksheet asking learners to construct sentences using the verb *work* with locations.

Purpose:

- To reinforce topic vocabulary
- To increase awareness of simple sentence structure
- To introduce writing *he and she and it* with the verb *to work*

Instructions:

- Give learners the location flashcards.
- Ask questions, e.g. W*here does a cook work?* Learners choose a location flashcard and construct a sentence, e.g. *A cook works in a hotel*.
- Demonstrate the worksheet activity on the board.
- Hand out the worksheet. Learners complete.



in a cafeteria	in a hotel
in a cafe	in a bar
in a restaurant	in a kitchen

Write sentences.

A cook works _____

A server works _____

A bartender works _____

A dishwasher works _____

A cashier works _____

Extensions and Adaptations

- Learners read the sentences aloud in groups.
- Write the questions on the board such as, *Where does a* ____ *work?* In pairs, learners orally read questions and answer from the worksheet.
- Before copying the worksheet, white-out the words at the top of the page. Dictate sentences such as, *A cook works in a hotel* . Learners listen and complete the sentences on the worksheet.
- Learners write additional sentences using their notes.
- Ask learners about their experience working in the locations.

Stories

Description: Each topic contains at least one story accompanied by an illustration.

Faduma and Jon are from Poland.

Jon was a cook in Poland.
He worked in his family's restaurant.
Faduma also worked in the restaurant.
She was a cashier.

Faduma and Jon came to Canada in 1998.

Faduma and Jon work in a cafe.
Jon is a cook.
Faduma is a server.

They work every weekend.

Purpose:
- To obtain meaning from print
- To develop predicting skills by using the accompanying illustration and prior knowledge
- To reinforce word recognition skills
- To provide reading practice

Pre-reading: Introduce new vocabulary words:
- Use the flashcards to introduce new vocabulary (see page 8).
- Have learners copy the new words.
- Have learners practise saying, matching and writing the new words.

Ask questions about the story:
- Hand out the illustration to learners (learners can cover the story).
- Ask factual questions about the illustration.
- Ask learners about their life experience related to the illustration.
- Ask learners to guess the content of the text based on the illustration, title and/or their prior knowledge or experience.

Instructions: Depending on the level of learners, use one of the following three approaches:
1. Read the text aloud. Learners listen and follow.
2. Learners read aloud or silently.
3. Learners read to each other.

Extensions and Adaptations

- Have learners keep the stories in a separate folder. These stories can be used for independent reading practice during a 15 to 30 minute per day silent reading period.
- Stories can be cut into strips for a sequencing activity. Partner or instructor reads. Learner sequences.
- Delete selected words from the story before photocopying to create a cloze activity.
- In small groups, learners take turns reading a sentence from the story.

Learners may benefit from using colour-coded folders, e.g. red for stories, yellow for personal dictionary etc.

Cloze Activities

Description: This worksheet consists of sentences from the story with selected words omitted. Omitted words appear out of order in a word bank at the top of the page. Learners fill in the missing words.

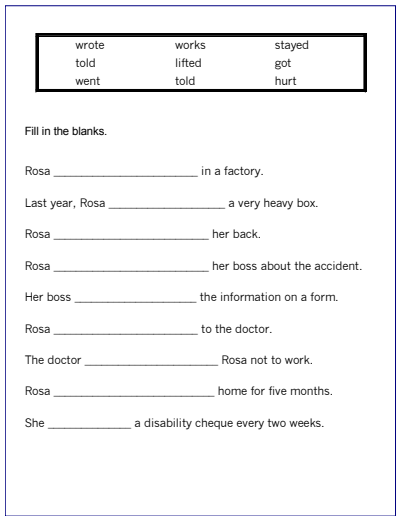
Purpose:

- To provide practice using contextual clues to complete a sentence
- To develop listening and comprehension skills

Instructions:

- Demonstrate the activity on the board.
- Hand out the worksheet.
- Learners search the word bank to complete the sentences.

  or
- Read the complete sentences to the learners. Learners listen and search the word bank to complete the sentences.



wrote	works	stayed
told	lifted	got
went	told	hurt

Fill in the blanks.

Rosa _____ in a factory.

Last year, Rosa _____ a very heavy box.

Rosa _____ her back.

Rosa _____ her boss about the accident.

Her boss _____ the information on a form.

Rosa _____ to the doctor.

The doctor _____ Rosa not to work.

Rosa _____ home for five months.

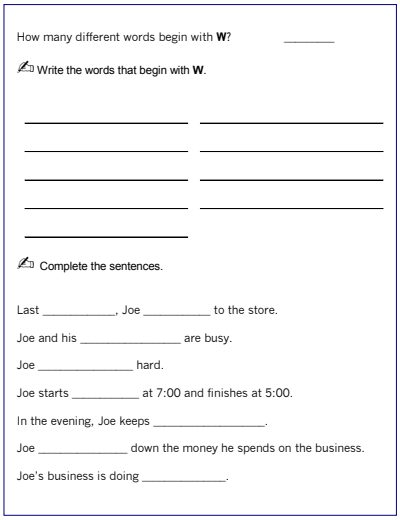
She _____ a disability cheque every two weeks.

Extensions and Adaptations

- In pairs, one learner reads the original story sentences and the other learner writes the missing words on the worksheet.
- Using the story text, repeat the cloze activity. Delete other words, e.g. *verbs or nouns.*
- Present the cloze activity as a jigsaw for two or more learners. Each learner has different words deleted. The learners share information to complete the sentences.

Search for Words

Description: Some stories are followed by a worksheet requiring learners to search the story for words that begin with a specific letter. Then, they complete sentences using the words.


How many different words begin with **W**? _____

Write the words that begin with **W**.

_____ _____

_____ _____

_____ _____

_____ _____

_____

Complete the sentences.

Last _____, Joe _____ to the store.

Joe and his _____ are busy.

Joe _____ hard.

Joe starts _____ at 7:00 and finishes at 5:00.

In the evening, Joe keeps _____.

Joe _____ down the money he spends on the business.

Joe's business is doing _____.

Purpose:

- To reinforce discrimination skills
- To develop initial scanning skills
- To develop word recognition and phonics skills
- To provide counting practice

Instructions:

- Demonstrate the worksheet on the board. Elicit help from learners.
- Hand out the worksheet. Learners search the story for all the different words that start with the specified letter.
- Learners count the number of different words that begin with the specified letter, and write the number in the space provided. Learners copy the words in the spaces provided.
- Learners complete the sentences using the same words. Initially, learners can refer to the story as an aid to complete the sentences.

Extensions and Adaptations

- Fill in the words in the top portion of the worksheet and store it in a page protector. During independent activity time, learners can use a wet erase marker to complete the worksheet.

Multiple Choice Questions

Description: Multiple choice activities require learners to complete a sentence by circling the correct word(s).

Purpose:

- To reinforce comprehension of a text
- To provide practice in reading a text for specific information
- To provide practice in using clues to gain meaning in reading

Instructions:

- Demonstrate the activity on the board, using the first sentence on the worksheet. Elicit help from the learners.
- Hand out the worksheet. Learners complete it. Learners can refer to the story to complete the multiple choice sentences.

①

Circle the correct word. Copy the sentence.

Tony worked in a factory for [four / five] years.

He was a [janitor. / packer.]

Now Tony works in a [factory. / shoe repair shop.]

It is [open / closed] six days a week.

It is [open / closed] on Saturday.

Extensions and Adaptations

- Learners read completed sentences to each other.
- Learners copy sentences.
- For multiple choice sample 2, write questions related to the worksheet on the board, e.g. *What days does Halimo go to ESL class?* In pairs, learners ask and answer the questions using their worksheet.

②

Circle the correct answer.

Halimo goes to ESL class	a) 3 mornings a week. b) 2 mornings a week. c) 1 morning a week.
She goes to ESL class on	a) Mondays and Wednesdays. b) Tuesdays and Thursdays. c) Mondays and Thursdays.
Halimo volunteers from	a) 7 – 9. b) 9 – 12. c) 12 – 2.
She goes to a literacy program on	a) Tuesdays. b) Thursdays. c) Fridays.
Halimo goes to driving school on	a) Wednesdays from 12 – 2. b) Thursdays from 9 – 12. c) Tuesdays from 7 – 9.
Her driving test is on	a) September 22. b) October 22. c) December 22.

True/False Statements

Description: This worksheet consists of true or false statements based on the story in the topic. Learners circle either yes or no, true or false, or right or wrong.

Purpose:

- To provide practice in reading for specific information
- To reinforce comprehension of a text
- To increase familiarity with a text
- To further develop reading skills

Instructions:

- Depending on the particular worksheet, write either yes/no, true/false or right/wrong on the board.
- Make statements about the class, learners or weather, e.g. *Today is sunny*. Learners answer, reading one of the two words on the board.
- Demonstrate the activity with true or false statements related to the text. Learners search the text for the correct answer.
- Hand out the worksheet. Learners complete the activity by checking the text for the correct answer.

Learners may find true/false or right/wrong questions easier if yes/no is written above the right/wrong or true/false columns until these words become familiar.

✍ Circle yes or no.

Anita came to Canada in 1959.	yes	no
She studied English for three years.	yes	no
There was day care at the school.	yes	no
Anita helped in the day care centre.	yes	no
She helped two mornings a week.	yes	no
Now Anita works in a day care centre.	yes	no
She works on Thursdays and Wednesdays.	yes	no
She works two days a week.	yes	no
She goes to school in the morning.	yes	no
She studies childcare.	yes	no
Next year she will finish school.	yes	no

Extensions and Adaptations

- In pairs, learners take turns reading the sentences out of order. Partner answers from the worksheet.

"Wh" Questions

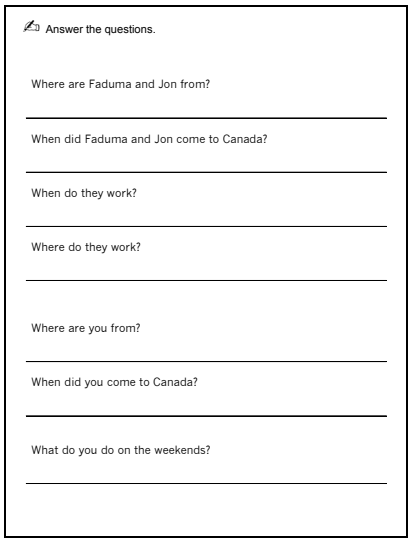
Description: Most stories are followed by questions that start with *Who, What, Where,* or *When. Why*, and *Why do you think* questions are inferential, and can be asked orally depending on level of learners.

Purpose:

- To increase familiarity with a text
- To provide practice in reading for specific information
- To provide practice reading and answering "Wh" questions

Instructions:

- After learners read the story, ask "Wh" questions from the worksheet. Encourage learners to re-read the story to find the answers. Learners reply. As learners reply, complete part of the worksheet on the board.
- Hand out the worksheet. Learners complete worksheet by searching the text. Learners answer questions using complete sentences from the text.


Answer the questions.

Where are Faduma and Jon from?

When did Faduma and Jon come to Canada?

When do they work?

Where do they work?

Where are you from?

When did you come to Canada?

What do you do on the weekends?

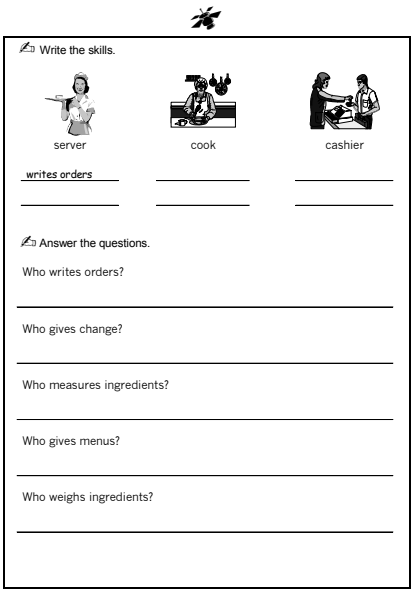
Description: Each jobs unit contains a worksheet asking learners to answer "who" questions about job skills.

Purpose:

- To review topic vocabulary
- To increase familiarity with jobs and skills

Instructions:

- Ask learners questions from the worksheet. Demonstrate part of the worksheet on the board.
- Hand out the worksheet.
- Using the flashcards, learners write two job skills under each job illustration.
- Learners complete the worksheet questions.


Write the skills.

server	cook	cashier
writes orders		

Answer the questions.

Who writes orders?

Who gives change?

Who measures ingredients?

Who gives menus?

Who weighs ingredients?

Extensions and Adaptations

- Learners circulate. They ask and answer the questions reading from their worksheet.

Write Sentences in the Simple Past Tense

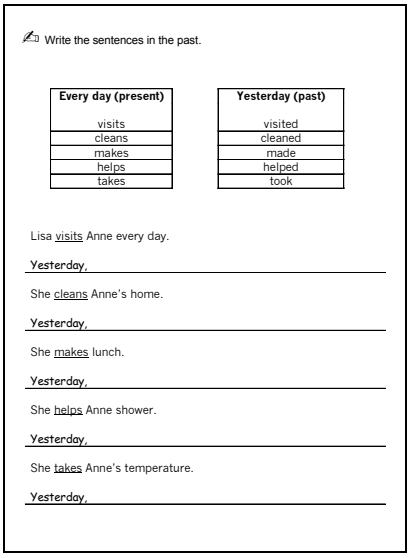
Description: Some stories, written in the simple present tense, are followed by a worksheet requiring learners to re-write story sentences in the simple past tense.

Purpose:

- To reinforce recognition of simple past tense
- To reinforce recognition of simple present tense
- To provide practice in distinguishing between simple past and simple present verb forms

Instructions:

- Put the headings *every day* and *yesterday* on the board. Write six verbs from the story under each heading. Have learners orally make sentences using the verbs, e.g. *Every day I go home. Yesterday I went home.*
- Hand out the worksheet.
- Demonstrate part of the worksheet on the board.
- Learners complete the worksheet.



Write the sentences in the past.

Every day (present)	Yesterday (past)
visits	visited
cleans	cleaned
makes	made
helps	helped
takes	took

Lisa visits Anne every day.

Yesterday, _____

She cleans Anne's home.

Yesterday, _____

She makes lunch.

Yesterday, _____

She helps Anne shower.

Yesterday, _____

She takes Anne's temperature.

Yesterday, _____

Extensions and Adaptations

- In pairs, learners read completed sentences.
- Learners substitute *last year*, *last month*, *last week*, or *in 1998*, etc. for *yesterday*.
- Learners write sentences about themselves using the given verbs in present and past tenses.

Scrambled Sentences

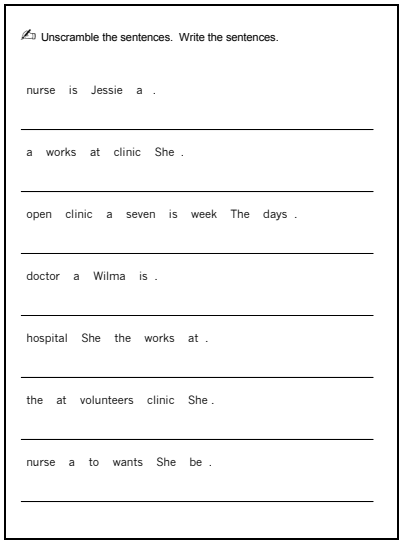
Description: Each unit contains an activity consisting of scrambled sentences taken directly from the story in the topic.

Purpose:

- To reinforce familiarity with word order in a sentence
- To provide practice recognizing basic punctuation and capitalization
- To review topic vocabulary

Instructions:

- Demonstrate the worksheet task on the board. Demonstrate the strategies of:
  - crossing out or numbering each scrambled word when writing it in the correct order
  - looking for the capital letter to locate first word (in most cases)
- Hand out the worksheet. Learners write the words in correct order. Some learners may need to use the story as an aid.


Unscramble the sentences. Write the sentences.

nurse is Jessie a .

a works at clinic She .

open clinic a seven is week The days .

doctor a Wilma is .

hospital She the works at .

the at volunteers clinic She .

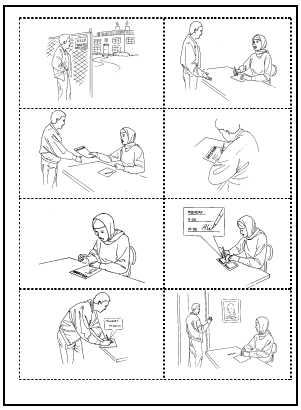
nurse a to wants She be .

Extensions and Adaptations

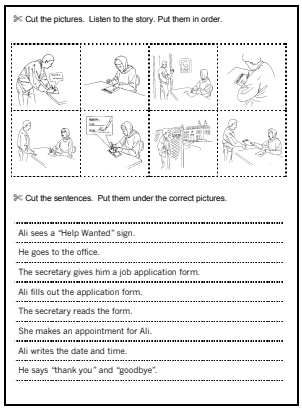
- For more advanced learners, white out the periods and capital letters. Learners write words in correct order and add capitals and periods appropriately.
- Learners re-read correct sentences to one another in groups.

Strip Stories

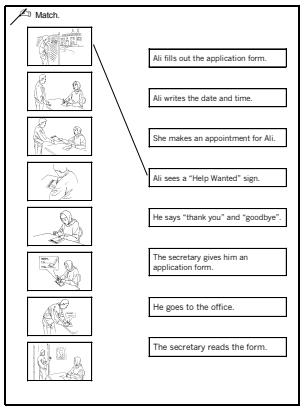
①



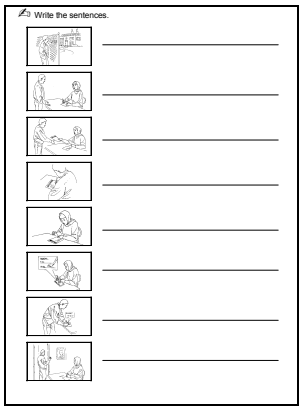
②



③



④



Description: A strip story is a story divided into sentences, or strips. Each strip has an accompanying illustration. The first page contains a full page of illustrations; the second page presents the same illustrations out of order with a written story. The third and fourth pages are extension activities containing illustrations and options for sequencing and copying the story. These pages do not appear with each strip story, but can easily be created.

Purpose:

- To reinforce the ability to obtain meaning from pictures and print
- To provide practice in using context (accompanying illustrations) as a reading aid
- To provide practice in sequencing
- To provide practice in predicting
- To provide practice with manipulatives

Instructions:

- Learners look at the illustrations on page 1 and make predictions about the story.
- Distribute the illustrations from page 2. Learners cut the illustrations. Instructor tells the story. Learners put the illustrations in order. Learners re-tell the story from the illustrations.
- Hand out the sentence strips from page 2. Learners cut the sentence strips. Instructor reads the story. Learners listen and sequence the story strips.
- Learners match the illustrations to the sentence strips on page 3.
- Learners copy sentences beside the illusrations on page 4.

Extensions and Adaptations

- More advanced learners can match sentence strips to illustrations (from page 2) without oral assistance.
- In pairs or groups, learners cut out illustrations and sentences strips from page 2, then match.
- In pairs, one learner reads the story as the other learner sequences the strip sentences (or illustrations).
- Learners read sentence strips in pairs or groups.
- Strip stories and illustrations can be stored in envelopes for individual or group review.

Language Experience Approach (LEA)

Description: Any illustration in this resource can be used for LEA activities.

Purpose:
- To provide practice in obtaining meaning from print
- To create a story based on learners' own words, knowledge and experience
- To provide practice in expressing own thoughts and ideas in print

Instructions:
- Copy an illustration without the accompanying text. Draw lines under the illustration for learners to write/copy on. Copy and hand out.
- Elicit words or short sentences from learners about the illustration. Write the words *exactly* as the learners give them on the board or chart paper. Read with the learners.
- Learners can copy some or all of the sentences under the illustration.

Extensions and Adaptations

- Use personal stories, pictures or objects (instead of an illustration from this resource) to develop a language experience story with learners.

- Completed language experience stories can be used as reading material and to create follow-up activities such as cloze, phonics and sequencing.

Dialogues

Description: Two-person dialogues with an accompanying illustration.

Purpose:
- To provide role-playing practice
- To provide speaking practice
- To provide reading practice

Instructions:
- Elicit sample conversations on the dialogue topic from learners.
- Write samples on the board or chart paper.
- Practise the sample conversations orally with learners.
- Hand out the worksheet. In pairs, learners role play the dialogue.

Extensions and Adaptations

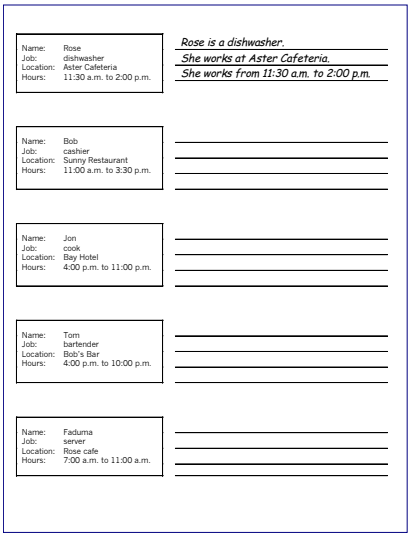
- Learners orally add one extra line to each dialogue.

- Write new dialogues with learners.

- Cut dialogue into strips. Learners sequence. Strips can later be stored in envelopes for review.

Guided Writing

Description: Each jobs unit has two guided writing activities. The boxed cues provide information in point form. Learners re-write the information in completed sentences.



Name: Rose Job: dishwasher Location: Aster Cafeteria Hours: 11:30 a.m. to 2:00 p.m.	*Rose is a dishwasher.* *She works at Aster Cafeteria.* *She works from 11:30 a.m. to 2:00 p.m.*
Name: Bob Job: cashier Location: Sunny Restaurant Hours: 11:00 a.m. to 3:30 p.m.	
Name: Jon Job: cook Location: Bay Hotel Hours: 4:00 p.m. to 11:00 p.m.	
Name: Tom Job: bartender Location: Bob's Bar Hours: 4:00 p.m. to 10:00 p.m.	
Name: Faduma Job: server Location: Rose cafe Hours: 7:00 a.m. to 11:00 a.m.	

Purpose:

- To provide practice in writing complete sentences
- To reinforce sentence structure
- To reinforce topic vocabulary
- To reinforce basic punctuation and capitalization

Instructions:

- Write cues from the worksheet on the board. Ask questions to elicit full sentences from learners, e.g. *What is Rosa's job? She is a dishwasher*. Continue with several examples.
- Demonstrate the worksheet task on the board.
- Hand out the worksheet. Learners complete it.

Extensions and Adaptations

- In pairs or groups, learners read their sentences to each other.

- Learners complete the activity in reverse. Give learners full sentences. In pairs, learners complete the information in the cue boxes (see example below).

Name: Rosa Job: _____ Location: _____ Hours: _____	Rosa is a dishwasher. She works at Aster Cafeteria. She works from 11:30 a.m. to 2:00 p.m.
Name: _____ Job: _____ Location: _____ Hours: _____	Bob is a cashier. He works at Sunny Restaurant. He works from 11:00 a.m. to 3:30 p.m.

- Elicit fictional sentences from learners, e.g. *Ali is a cook*. Write cues on board. In groups, learners use the cues to write complete sentences.

Using Can/Can't

Description: Each jobs unit contains a worksheet asking learners to construct sentences about their skills or abilities.

Purpose:

- To raise awareness of own skills and abilities
- To provide practice in describing abilities using can and can't
- To reinforce skills vocabulary
- To increase confidence in writing

Instructions:

- Before distributing worksheet, ask the learners questions such as, "*Can you ____ ?* "
- Demonstrate the worksheet task on the board.
- Hand out the worksheet. Learners complete.

I	can can't	speak English. read a scale. use a cash register. cook. read a measuring cup. write an order.

✍ Copy six sentences about yourself.

_____

_____

_____

_____

_____

_____

Extensions and Adaptations

- Learners read completed sentences to each other in pairs or groups.
- Learners copy the sentences into their personal journals.
- Each learner copies his/her sentences onto chart paper and puts his/her name on the chart paper. Post chart paper. The next day, prepare a worksheet with "Who" questions. Learners check the posted chart papers to answer the questions.
- Questions learners about their abilities such as, where they learned them, and if they enjoy using them. Write new vocabulary from the discussion on the board. Learners can write new sentences about themselves.

Interview

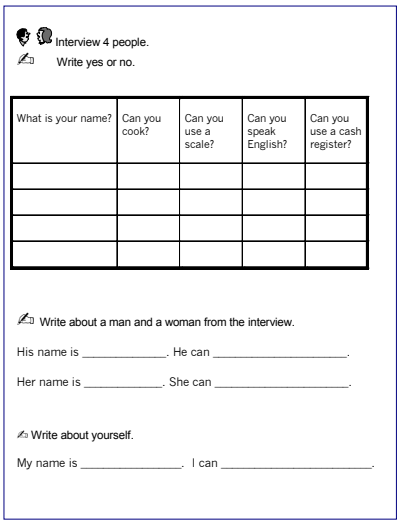
Description: Many topics contain a simple interview chart. Learners ask each other for information and record answers in the chart.

Purpose:

- To provide practice in asking and answering simple questions with familiar vocabulary
- To familiarize learners with simple charts
- To provide practice in reading and writing vertically and horizontally

Instructions:

- Copy the interview chart on the board. Ask each question, pointing to the question while speaking. Record *yes* or *no* answers as given.
- Hand out the worksheet. Learners interview each other and record the names of classmates and the answers to the questions.
- When the interviews are complete, ask questions about learners, e.g. *Can Ali drive?* Demonstrate reading the chart on the board. Learners check their charts and read their answers aloud.
- Learners make two sentences about classmates they have interviewed and one sentence about themselves.



Interview 4 people.
Write yes or no.

What is your name?	Can you cook?	Can you use a scale?	Can you speak English?	Can you use a cash register?

Write about a man and a woman from the interview.

His name is _____. He can _____.

Her name is _____. She can _____.

Write about yourself.

My name is _____. I can _____.

Extensions and Adaptations

- Learners orally make sentences about classmates.
- Learners write sentences about other classmates they have interviewed.

Forms

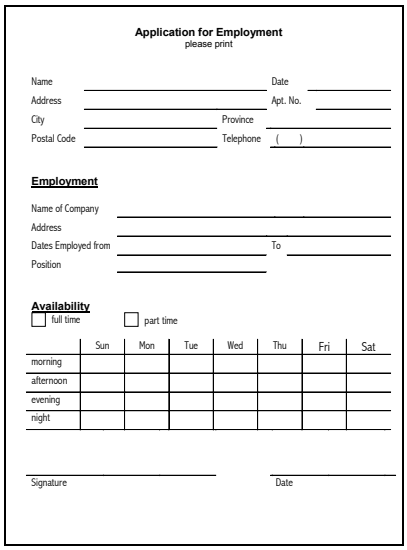
Description: A variety of simplified forms are included in this resource.

Purpose:

- To prepare learners for reading authentic forms
- To develop familiarity with form layout
- To practise writing personal information in different formats

Instructions:

- Copy the form onto the board and demonstrate completing it. Use your own or a learner's information.
- Hand out the form. Learners complete it.



Application for Employment
please print

Name _____ Date _____
Address _____ Apt. No. _____
City _____ Province _____
Postal Code _____ Telephone ( ) _____

Employment

Name of Company _____
Address _____
Dates Employed from _____ To _____
Position _____

Availability
☐ full time ☐ part time

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
morning							
afternoon							
evening							
night							

Signature _____ Date _____

Extensions and Adaptations

- To simplify the form, delete some information.
- Learners use the information from the completed form to write sentences. It can be their own or another classmate's information.