



# English for Daily Life



## Language Activities for Adults in Rural Manitoba

Themes: Unit 1 – Around Town  
Unit 2 – Housing  
Unit 3 – Shopping  
Unit 4 – Health  
Unit 5 – Be Safe  
Unit 6 – Employment  
Unit 7 – In the Community  
Unit 8 – The Future

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## Introduction:

Welcome to our ENGLISH FOR DAILY LIFE Language Activities. These activities have come out of our experiences in teaching part-time classes in rural Manitoba. Since 1991, *South Eastman English and Literacy Services* has worked with communities and workplaces to provide and promote English and Literacy learning opportunities for adults. The themes in this collection are common resettlement themes but many activities relate specifically to Southeast Manitoba. The activities are in addition to other texts that are generally used for teaching English as an Additional Language. Although most of the activities are set at a Benchmark 3, they can easily be adapted to higher or lower levels. Many of our classes are multi-levelled and activities need to be flexible.

This CD includes eight activity units formatted in Word Document and Adobe PDF. Each unit has a table of contents where you will find an overview of the activities in that unit as well as the purpose of each activity. Each activity has a ***Teacher's Page*** where an introduction to the activity, presentation of new language and easy to follow instructions for the activity are included. The activities are communicative. Learners will sometimes work individually, but most of the activities are designed for pair work or small groups. Grammar points are integrated as much as possible into the activity itself.

**Classes:** *South Eastman English and Literacy Services* has a range of different class formats but our evening classes are typically two hours long, twice a week and often multi-levelled, running for 10 to 12 weeks in the fall and the winter term. The settlement topics presented here may often take up to two weeks to cover. Generally, it is a good idea to keep each topic to no more than two weeks since learners like to have a range of topics to use in learning English.

**Learners:** Learners have different styles of learning. This is magnified when learning a new language. Some learners learn from seeing things written down and enjoy fill-in the blank activities, matching activities or writing. Some learners learn from listening and talking and readily ask questions even if they have only very limited English. Other learners learn from “doing” an activity and enjoy real-life simulations in class and practicing out of class. We have included a variety of activities to address different learning styles.

**Materials:** Many of the activities can be photocopied back to back. Some activities may be just as easily done on the blackboard or whiteboard, providing an opportunity for learners to get extra writing practice. If this is a possibility, you are not only kinder to the environment but you also won't be caught in a situation of not having enough handouts or having twice as many as you need. Cards can be cut out and glued on to larger pieces of cardstock or paper. Learners then tend to realize that these cards are something you want to keep for future use. It also makes them easier to handle. When printing sentence strips use different coloured paper. For example, buy a paper package with five or six different colours. Take one of each colour, put them in your printer and print them off. Then when you are cutting the sentences into strips, you don't have to read them to sort them; you can just divide them by colour. This also makes the strips easier to collect at the end of an activity.

We hope you will find these activities helpful in your lesson planning and that your learners will enjoy the rural Manitoba emphasis.



# Around Town

## Unit 1

Activity	Purpose	Page
1	<b>Welcome to English Classes</b> - to understand the policies of the English program - to communicate information read to others - to ask and understand questions	2
2	<b>Cultural Connectors</b> - to understand some basic communication gambits in everyday conversations - to make comments about personal lives and respond to comments made	6
3	<b>Where is the Post Office?</b> - to review different types of businesses in a city - to ask and follow directions to a building in Steinbach - to give directions to a building - to use prepositions of location	10
4	<b>Where Should I Go?</b> - to know what services are offered at a business - to use <i>want to + infinitive</i> (simple explanation) - to review prepositions of location	17
5	<b>Make an Appointment</b> - to know how to make an appointment at three different places in the neighbourhood - to use <i>I'd like to ...</i> and <i>Could I ...</i> for requesting	20
6	<b>A Garage Sale</b> - to listen for information and get the gist - to learn the culture of garage sales	26
7	<b>A Garage Sale – The Real Thing</b> - to put into practice the culture of garage sales - to buy, sell and negotiate at a “real” garage sale	29
8	<b>Expressing Opinions – Money Debates</b> - to state an opinion - to agree or disagree with opinions	32



# Housing

## Unit 2

Activity	Purpose	Page
1	<b>My Dream House</b> - to build vocabulary in describing a house	2
2	<b>Looking for a House</b> - to learn the spelling and use of <i>comparative</i> adjectives - to use adjectives to describe homes - to use Real Estate flyers or a local newspaper to compare houses	4
3	<b>House-Hunting</b> - to listen for details in a telephone conversation - to listen for details in buying a house - to use comparisons	8
4	<b>Sara's New House</b> - to understand vocabulary related to looking for a house - to improve reading comprehension skills - to review the past tense	12
5	<b>Is It Big Enough?</b> - to reinforce learner's use of <i>too, very, enough, not enough</i>	16
6	<b>Applying for a Mortgage/Loan</b> - to become familiar with general banking terms - to learn how to apply for a loan or mortgage	19
7	<b>Donna's Nightmare</b> - to understand vocabulary words for flooding problems - to find present perfect tense sentences	23
8	<b>A House Nightmare</b> - to identify plumbing problems in a house - to communicate plumbing problems	28



# Shopping

## Unit 3

Activity	Purpose	Page
1	<b>Food Introduction</b> - to review food vocabulary	2
2	<b>Count/Non-Count Nouns</b> - to introduce count and non-count nouns - to introduce quantities and containers	5
3	<b>John Goes Shopping</b> - to review food vocabulary - to introduce shopping and quantity vocabulary - to introduce and practice cashier/ customer dialogue	11
4	<b>What is It?</b> - to review clothing vocabulary	14
5	<b>It Doesn't Fit</b> - to practice using <i>too</i> and <i>not enough</i> - to introduce a dialogue for returning and exchanging items in a store - review clothing adjectives	18
6	<b>Shopping Survey</b> - to ask questions for a class survey - to review adverbs of frequency - to discuss the answers on a survey - to form survey questions	21
7	<b>The Height, Depth and Width</b> - to learn measurements vocabulary - to ask questions specific to buying large household items	23



# Health

## Unit 4

Activity	Purpose	Page
1	<b>The Human Body</b> - to learn and remember body part vocabulary - to review and drill body parts - to practice speaking and spelling body part names	2
2	<b>Our Bodies</b> - to describe actions using body parts	8
3	<b>Talking About Health Problems</b> - to understand how to talk about various health issues - to introduce the learners to <i>should/ shouldn't</i> - to review expressing symptoms and giving advice, using <i>should/ shouldn't</i> for treatments - to practice using <i>have, be</i> or <i>verb</i> with each symptom or illness correctly - option: practice asking "Do ...?" or "Did ...?" questions	10
4	<b>Making a Doctor's Appointment</b> - to introduce the vocabulary and expressions needed for making a doctor's appointment by telephone - to learn the language for confirming or changing a doctor's appointment	23
5	<b>A Medical Check-Up</b> - to understand the verbs typically paired with basic medical procedures - to fill in a chart - to become aware of what to expect at a Canadian check-up - to practice which verbs are typically paired with which basic medical procedure - to practice speaking with the doctor about problems and symptoms, length of ailment, previous medications, drug allergies	26
6	<b>Reading Prescriptions</b> - to read and understand prescription labels - to practice a dialogue	33
7	<b>MB Health Basics</b> - to either introduce or review basic health information and procedures for the rural Manitoba area - to practice reading and speaking - review of <i>should</i> - review of vocabulary	35



# Be Safe

## Unit 5

Activity	Purpose	Page
1	<b>Calling 911 - Medical Emergency</b> - to learn the vocabulary associated with calling 911 - to call 911, report and describe an emergency - to learn present continuous	3
2	<b>Understand Your Municipal Civic Address</b> - to help those, especially living in the country, understand how to read signs and civic address signs - to read a grid map - to read municipal addresses	8
3	<b>Calling 911 – Fire</b> - to learn the vocabulary of 911 for a fire - to call 911, report and describe a fire emergency - to listen for information	13
4	<b>A Country Fire</b> - to call 911, report and describe a fire emergency in the country (optional) - to improve listening skills - to review W5 questions using the past - to understand a local news story	16
5	<b>Three Barns Destroyed</b> - to improve listening skills - to listen to numbers - to understand a local news story	21
6	<b>Reporting a Car Accident</b> - to understand proper procedure when reporting an accident - to use the past to report an accident	24
7	<b>Safe Roads on Long Weekends</b> - to read for information - to understand the ‘rules of the road’	29
8	<b>Deer on the Road</b> - to realize and understand safety issues with deer in Manitoba - to improve reading comprehension skills - to improve listening and speaking skills through guided discussion questions - to find embedded imperatives	33



9	<b>Keeping Deer Off Your Property</b> - to understand some of the problems with deer in Manitoba - to improve reading comprehension skills - to improve listening and speaking skills through sharing ideas	37
10	<b>How to Dress For Winter Fun</b> - to review clothes and body parts - to learn clothing vocabulary specifically for winter - to make sentences using the conjunctions “and” and “because”	40
11	<b>Understand Blizzards</b> - to learn about winter storms and blizzards - to build vocabulary using a dialogue	42
12	<b>Frostbite and Blizzards</b> - to read for understanding - to build vocabulary - to summarize information - to ask questions to confirm understanding	46
13	<b>Keep a Travel Kit</b> - to learn what to keep in vehicles for winter - to build vocabulary	49
14	<b>I’m Freezing!</b> - to improve pronunciation and intonation skills - to build vocabulary using a dialogue	55
15	<b>I Locked the Keys in My Car</b> - to learn the pronunciation of <b>-ed</b> endings of past verbs - to read for content - to exercise problem-solving skills	59
16	<b>Winter Conversations</b> - to review winter topics - to improve speaking and listening skills - to share opinions and ideas	62



# Employment

## Unit 6

Activity	Purpose	Page
1	<b>Manitoba Job Market</b> - to introduce Manitoba job market basics - to introduce the content and layout of classified advertisements - to become familiar with employment classifieds in the newspaper - to skim a text for important information	2
2	<b>Applying for a Job</b> - to become familiar with the ways a job application form is asked for and handed in - to fill out a job application form - to become familiar with the content, vocabulary and format of Canadian job application forms - to review and reinforce job application form vocabulary - to introduce the content and layout of a résumé	6
3	<b>Job Interview</b> - to introduce the format and style of a job interview - to reinforce and practice a job interview	15
4	<b>Employment Review</b> - to either introduce or reinforce occupation names - using the simple present tense in questions and answers - to practice the third person 's' - to introduce actions associated with various occupations	19
5	<b>Ben's Traffic Trouble</b> - to talk about feelings related to first day of work - to review simple past verbs	22
6	<b>Could You . . . (Specific to Work)</b> - to use could as an alternative to can when asking favours - to learn vocabulary specific to workplaces	25
7	<b>A Pay Stub</b> - to learn vocabulary related to a pay stub - to find information on a pay stub	27



# In the Community

## Unit 7

Activity	Purpose	Page
1	<b>Hobbies and Leisure Time</b> - to introduce vocabulary of hobby, sport and leisure - to introduce and drill the verb phrases with <i>go</i> , <i>play</i> and <i>do</i> - to learn about accepting and declining invitations	2
2	<b>Local Events</b> - to introduce community local events - to learn the vocabulary of the community events - review various structures	10
3	<b>South Eastman Family Resource Guide</b> - to introduce the information in the South Eastman Family Resource Guide - to gain confidence in using English dictionaries - to practice requesting information on the telephone	15
4	<b>Recycling</b> - to inform about recycling in Steinbach - to learn the vocabulary related to recycling and containers - to scan for important information and recognize main points	18
5	<b>Things to See and Do</b> - to introduce things to do and see around Manitoba - to learn telephone skills	22
6	<b>Welcome to the Forks</b> - to introduce activities to do in Manitoba - to learn the vocabulary related to The Forks and the history of Manitoba	25
7	<b>Have You Ever...</b> - to learn how and why the <i>present perfect</i> tense is used - to compare and contrast the <i>present perfect</i> and <i>simple past</i> tenses - to review activities around Manitoba	33



# The Future

## Unit 8

Activity	Purpose	Page
1	<b>“Will” – For the Future</b> - to reinforce <i>will</i> , <i>going to</i> and the <i>present progressive</i> for future time - to understand and use <i>will</i> to offer and make promises - to understand how to use common time markers for the future	2
2	<b>Predicting the Future</b> - to use <i>will</i> to make predictions based on personal opinions	7
3	<b>Won’t and “Wanna”</b> - to form, use and pronounce the negative future of <i>will</i>	9
4	<b>Going To</b> - to understand how to use <i>going to</i> for thinking of what will happen in the future based on the present happenings - to use <i>going to</i> to express plans and intentions in the future - to listen and practice speaking	12
5	<b>Are you going to . . .</b> - practice asking “Are you going to . . .?” - practice responding with “definitely, probably, I doubt it, etc.”	16
6	<b>Present Progressive in the Future</b> - to introduce the <i>present progressive</i> to talk about the future	18