

Around Town

Unit 1

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1. Welcome to English Classes

Activity 1

Purpose:

- to understand the policies of the English program
- to communicate information read to others
- to ask and understand questions

CLB Level:

3/4

Time:

20 minutes

Materials:

- *Welcome to English Classes – Learner 1* on one colour
- Welcome to English Classes – Learner 2* on a second colour
- Welcome to English Classes – Learner 3* on a third colour
- Official *Welcome to English Classes* letter

Instructions:

1. This is a jigsaw supplement to the learner letter that is handed out to the learners on the first day of class.
2. Divide the class into three groups. Hand out *Welcome to English Classes – Learner 1* to one group. Hand out *Welcome to English Classes – Learner 2* to a second group. Hand out *Welcome to English Classes – Learner 3* to a third group.
Note: *It is a good idea to use 3 different colours of paper for this activity. All Learner 1 worksheets would be the same colour, etc*
3. Go over Part A together as a class.
4. Learner 1 group reads and discusses the information of their texts following the instructions in Part B. Learner 2 and 3 groups follow suit.
5. When groups have had sufficient time to understand the information of their texts, have learners divide into groups of 3, each group including a Learner 1, 2 and 3 in the group. Learner 1 then asks Learner 2 the questions in Part C. Learner 2 asks Learner 3 the questions in Part C and Learner 3 asks Learner 1 the questions in Part C.
6. Hand out the official *Learner Letter* to the class as a complete copy.



Welcome to English Classes – Learner 1

Part A

1. **Underline** the word in the box below that means: *things we do every day*.
2. **Circle** the words that mean: *take care of children at the place where the classes are*.

In our program we will study English that is important for daily life and work in Manitoba.

This program is free for learners. The governments of Manitoba and Canada pay for these classes. Churches and schools let us use their classrooms. We have free on-site babysitting.

Part B

1. **Underline** the words in the box below that mean: *when you do not come to class*.
2. **Circle** the word that means: *talk about what you learned in the last class*.
3. **Underline** the words that mean: *when you don't know something, talk to the teacher*.

To learn English it is important that you:

- a. **Come to every class.** If you miss a class you will miss review and new information. The teacher and the other students do not have time to repeat the lesson you missed.
- b. **Practice some English at home and at work every day.** You will learn English faster if you practice outside of class.
- c. **Come to each class with a question.** Ask questions about things you want to learn.

Part C

Questions to ask Learner 2

1. What time should learners be in class?
2. What are two things you should tell your teacher?
3. If you do not bring your children who should you talk to?

Welcome to English Classes – Learner 2

Part A

1. **Underline** the word in the box below that means: *things we do every day*.
2. **Circle** the words that mean: *take care of children at the place where the classes are*.

In our program we will study English that is important for daily life and work in Manitoba.

This program is free for learners. The governments of Manitoba and Canada pay for these classes. Churches and schools let us use their classrooms. We have free on-site babysitting.

Part B

Read about **Attendance** below.

Attendance:
It is important that you:

1. Come to every class on time.
2. Make appointments for when you are not in class.
3. Talk to your teacher if you need to miss a class. If you miss more than 2 classes we might need to ask you to stop coming until you can come to class every time.
4. Tell the babysitter if you will not be bringing your children.
5. Tell your teacher if you need to stop coming to the program.

Are these statements **True** or **False**? **Circle** the right answer.

1. You should come to class on time.	True	False
2. Don't make appointments when you have class.	True	False
3. It is okay to come to class 60% of the time.	True	False
4. You should tell the teacher if your children will not come to babysitting.	True	False
5. You should tell your teacher if you cannot come to class anymore.	True	False

Part C

Questions to ask Learner 3

1. Where should a person not smoke?
2. When do school divisions close schools?
3. Which radio stations tell parents when the school is closed?
4. What time do the radio stations make these announcements?
5. What is the phone number of the Immigrant Settlement Program? How does this program help immigrants?



Welcome to English Classes – Learner 3

Part A

1. **Underline** the word in the box below that means: *things we do every day*.
2. **Circle** the words that mean: *take care of children at the place where the classes are*.

In our program we will study English that is important for daily life and work in Manitoba.

This program is free for learners. The governments of Manitoba and Canada pay for these classes. Churches and schools let us use their classrooms. We have free on-site babysitting.

Part B

1. **Underline** the word that means: *something the schools say we must do or not do*.
2. **Circle** the words that mean: *a person tells everyone that the school is closed*.

No Smoking Policy:

School Divisions have a **No Smoking** policy. No smoking is allowed on school property.

School Closure:

If your school division closes schools because of bad weather, there are no English classes. School closure announcements are made on Radio Stations: AM 1250 (CHSM) and AM 680 (CJOB) between 7:00 and 8:00 a.m. School closure announcements are also made on the homepage of your school division's website.

Settlement Services:

The **Steinbach and District Immigration Settlement Program** helps newcomers to settle in Southeastern Manitoba.

Services include: reception and orientation, employment counseling and special events.

For more information: phone 346-6609

Part C

Questions for Learner 1

1. Why should we come to every class?
2. Should the teacher repeat the lesson if you miss a class?
3. Why should you practice English?
4. Is it okay to ask your teacher questions in class?

2. Cultural Connectors

Activity 2

Purpose:

- to understand some basic communication gambits in everyday conversation
- to make comments about personal lives and respond to comments made

CLB Level:

2/3

Time:

15+ minutes

Materials:

- Cultural Connectors A** worksheet for half the class
- Cultural Connectors B** worksheet for half the class
- Sentence Strips** cut up for pair work

Instructions:

1. Introduce this activity with asking learners, *How are you?* and expect them to answer *Fine, etc.* Tell the learners something true in your life, for example, *I'm getting married* or *I have a new grandchild, etc.* and check for responses. Go over congratulations and the pronunciation if necessary.
2. Before you hand out the **Cultural Connectors** worksheets, demonstrate the first activity on the board using an example:
Learner A will read: *I bought a new house.*
Learner B will read: *Congratulations.*
3. Hand out **Cultural Connectors A** worksheet to half the class and **Cultural Connectors B** worksheet to half the class. Learners work in pairs. Learner A reads a statement and Learner B responds with a matching response. Go through responses together to affirm correct responses.
3. As a class or in pairs do the matching exercise on the second half of the page. Once appropriate responses have been found, have learners go through the mini-dialogues in pairs.
4. Hand out sets of 7 **Sentence Strips** per pair. Learners take turns responding.
5. Ask learners to make comments such as the ones practiced and have partners respond or do this as a whole group activity.

Cultural Connectors – A

① What should you say?

Read to your partner and listen for response.	Listen to your partner read and choose the correct response.
1. I just got married. 2. Would you like something to drink? 3. Could you help me? 4. Could I borrow your cell? 5. Excuse me. What time is it? 6. Have a good weekend.	1. a. I'm sorry to hear that. b. Sorry. I don't have time. 2. a. Thanks, so-so. b. Thank you very much. 3. a. You're welcome. b. It's OK. 4. a. Just beautiful. b. Fantastic! And you? 5. a. Sorry. I'm not a doctor. b. That's too bad. 6. a. Oh, this is your jacket? b. Oh, I'm sorry.

② Use these statements to give the best answer.

a. No thanks, I just ate. b. No, I'm fine, thanks. c. No problem. Any time. d. Congratulations! e. Sure, go ahead. f. Sure, here you are.	g. Thanks, you too. h. I am so sorry. i. That's too bad. j. Go to Main Street and turn right. k. Let me help you. l. Sure. I'll meet you at the front door at 5:00.
----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Ouch! You're standing on my foot! _____
2. I failed my driver's test. _____
3. Have a good weekend. _____
4. Would you like something to eat? _____
5. Could I borrow your pen? _____
6. I'm getting married this summer. _____
7. Can you tell me the way to the Royal Bank, please? _____
8. Could you give me a ride home? _____
9. Do you need any help? _____
10. Is it okay if I open the window? _____
11. I can't reach the boxes on the top shelf. _____
12. Thanks for helping. _____

Cultural Connectors – B

① What should you say?

Read to your partner and listen for response.	Listen to your partner read and choose the correct response.
1. My sister just passed away. 2. That’s a beautiful dress. 3. Thanks for driving me to work. 4. Hi, how are you? 5. My husband broke his leg. 6. Excuse me. You’re sitting on my jacket.	1. a. Thanks. b. Congratulations! 2. a. Yes, a cup of coffee, please. b. No, I ate at home. 3. a. No thanks. b. Sure, no problem. 4. a. Sure, here you are. b. Thanks. 5. a. That’s too bad. b. Sorry. I don’t have a watch. 6. a. That’s wonderful! b. Thanks. You too.

② Use these statements to give the best answer.

a. No thanks, I just ate. b. No, I’m fine, thanks. c. No problem. Any time. d. Congratulations! e. Sure, go ahead. f. Sure, here you are.	g. Thanks, you too. h. I am so sorry. i. That’s too bad. j. Go to Main Street and turn right. k. Let me help you. l. Sure. I’ll meet you at the front door at 5:00.
----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Ouch! You’re standing on my foot! _____
2. I failed my driver’s test. _____
3. Have a good weekend. _____
4. Would you like something to eat? _____
5. Could I borrow your pen? _____
6. I’m getting married this summer. _____
7. Can you tell me the way to the Royal Bank, please? _____
8. Could you give me a ride home? _____
9. Do you need any help? _____
10. Is it okay if I open the window? _____
11. I can’t reach the boxes on the top shelf. _____
12. Thanks for helping. _____



Sentence Strips (each page makes two sets)

1. I can't carry all these boxes.

2. Thanks for taking me to Winnipeg.

3. My daughter broke her arm.

4. My mother passed away last week.

5. Could you tell your sister to call me on Friday?

6. I got a raise last week.

7. Excuse me. I think you're standing on my gloves.



1. I can't carry all these boxes.

2. Thanks for taking me to Winnipeg.

3. My daughter broke her arm.

4. My mother passed away last week.

5. Could you tell your sister to call me on Friday?

6. I got a raise last week.

7. Excuse me. I think you're standing on my gloves.



3. *Where is the Post Office?*

Activity 3

Purpose:

- 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

CLB Level:

2/3

Time:

30-40 minutes

Materials:

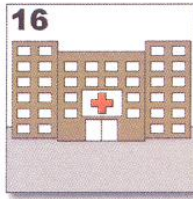
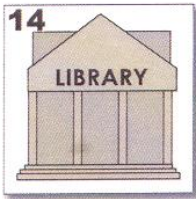
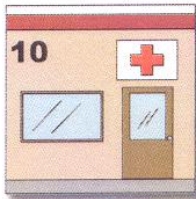
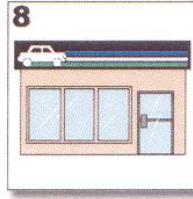
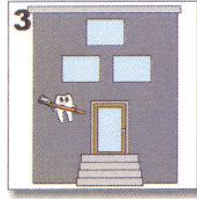
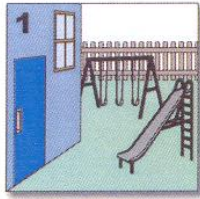
- Services in the Neighbourhood* for each learner
- Locating Places in the Neighbourhood* for each learner
- Map of Steinbach A* and *Direction Card A* for half the class
- Map of Steinbach B* and *Direction Card B* for half the class

Instructions:

1. Hand out *Services in the Neighbourhood* worksheet. Explain the title by drawing a picture of a house with services around it. Read through the list of services together. Divide the learners into pairs and have them match the vocabulary words to the pictures.
2. Go over prepositions of location: **on ___St., beside (next to), behind, between, across from, around the corner from.** Illustrate with simple diagrams on the board.
3. Hand out *Locating Places in the Neighbourhood* worksheet. Tell the learners to fill in the prepositions using the information provided at the top of the page. Have the learners read the mini-dialogues in pairs.
4. Hand out *Map of Steinbach A* and *Direction Card A* to half the class and *Map of Steinbach B* and *Direction Card B* to half the class. Explain that the learners will ask each other questions such as: *Where is Human Resource?* Go over together and illicit possible answers: *It's on Main Street across from Video Max.* (Human Resource – passport applications, maternity leave forms, employment insurance forms, etc.) or *It's beside the Steinbach Credit Union.*
5. Learners with *Map of Steinbach A* find a learner with *Map of Steinbach B* and ask each other where the services are on their map using the *Direction Cards* and the new vocabulary.
6. Review the names of the different services/businesses and what services/items they provide .

Services in the Neighbourhood

Match each picture with the name of the appropriate service.



- a. Library
- b. Daycare centre
- c. Grocery store
- d. Dental clinic
- e. Bank
- f. Hospital
- g. High school
- h. Car rental agency
- i. Parking lot
- j. Bookstore
- k. Garage
- l. Hairdresser/Hair salon
- m. Hardware store
- n. Clothing store
- o. Medical clinic
- p. Fire station
- q. Shoe store
- r. Computer store

Locating Places in the Neighbourhood

A Expressions of location.

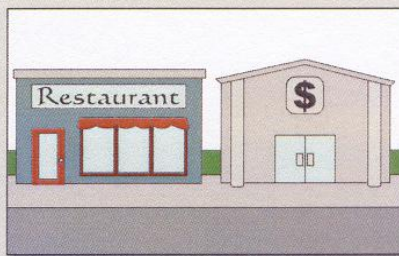
- | | |
|--------------------------------|-------------------------------------------|
| - around the corner from _____ | - on _____ Street |
| - next to/beside the _____ | - across from _____ |
| - between _____ and _____ | - on the corner of _____ Street and _____ |
| - behind _____ | |

B Fill in the blanks with the appropriate expression of location.



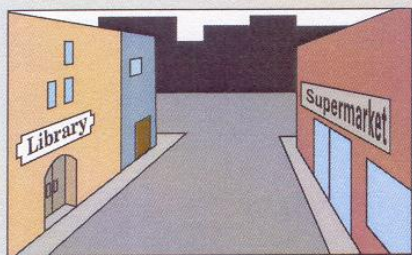
a. Where's the bank?

It's _____
 the fire station.



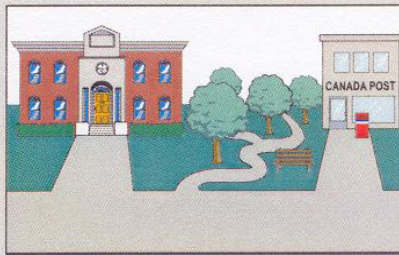
b. Where's the restaurant?

It's _____ the bank.



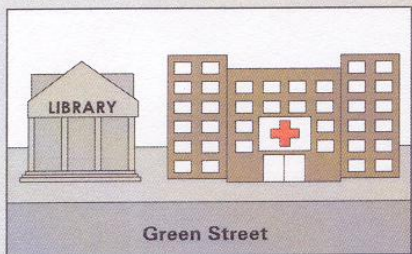
c. Is there a supermarket in the picture?

Yes. It's _____ the library.



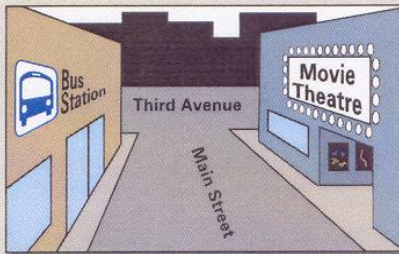
d. Is there a park in the picture?

Yes. It's _____ the post office
 and the school.



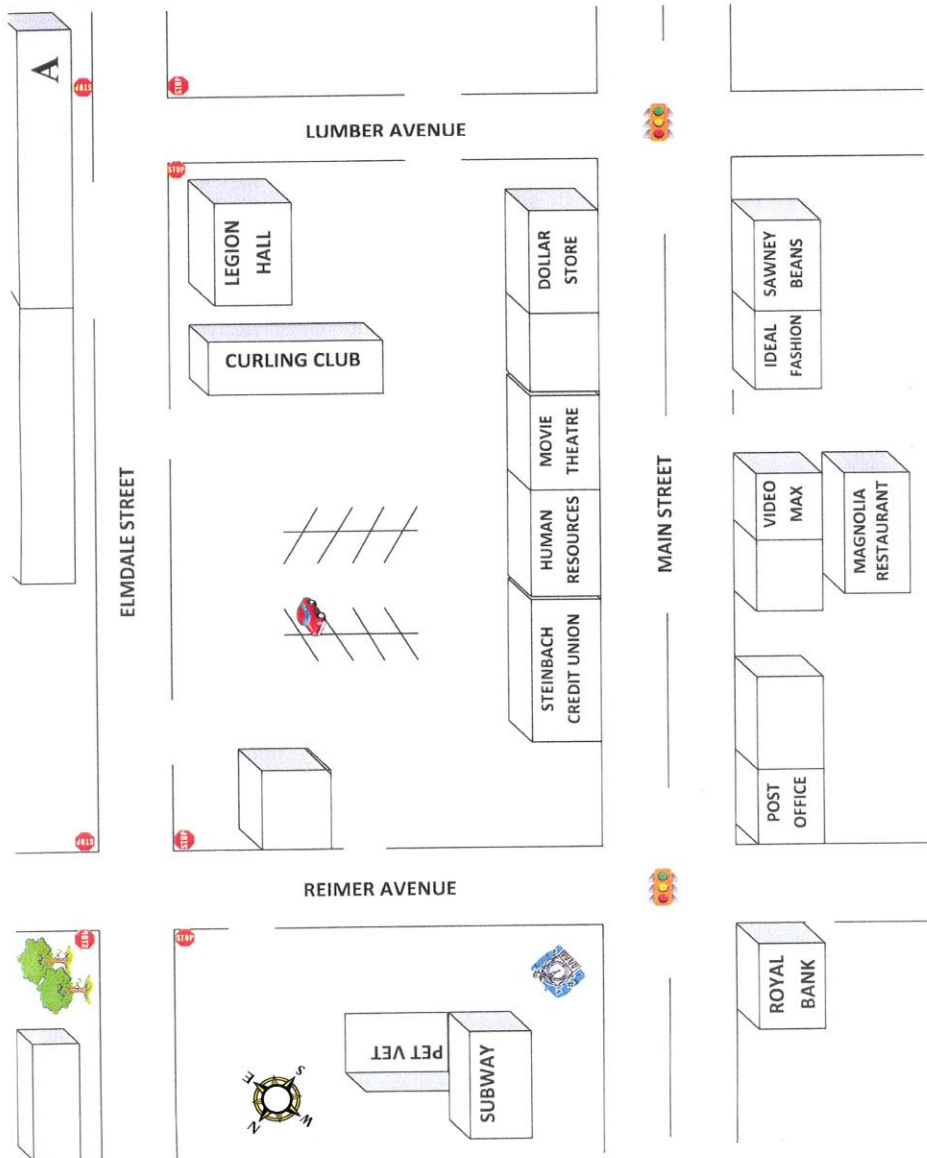
e. Where's the hospital?

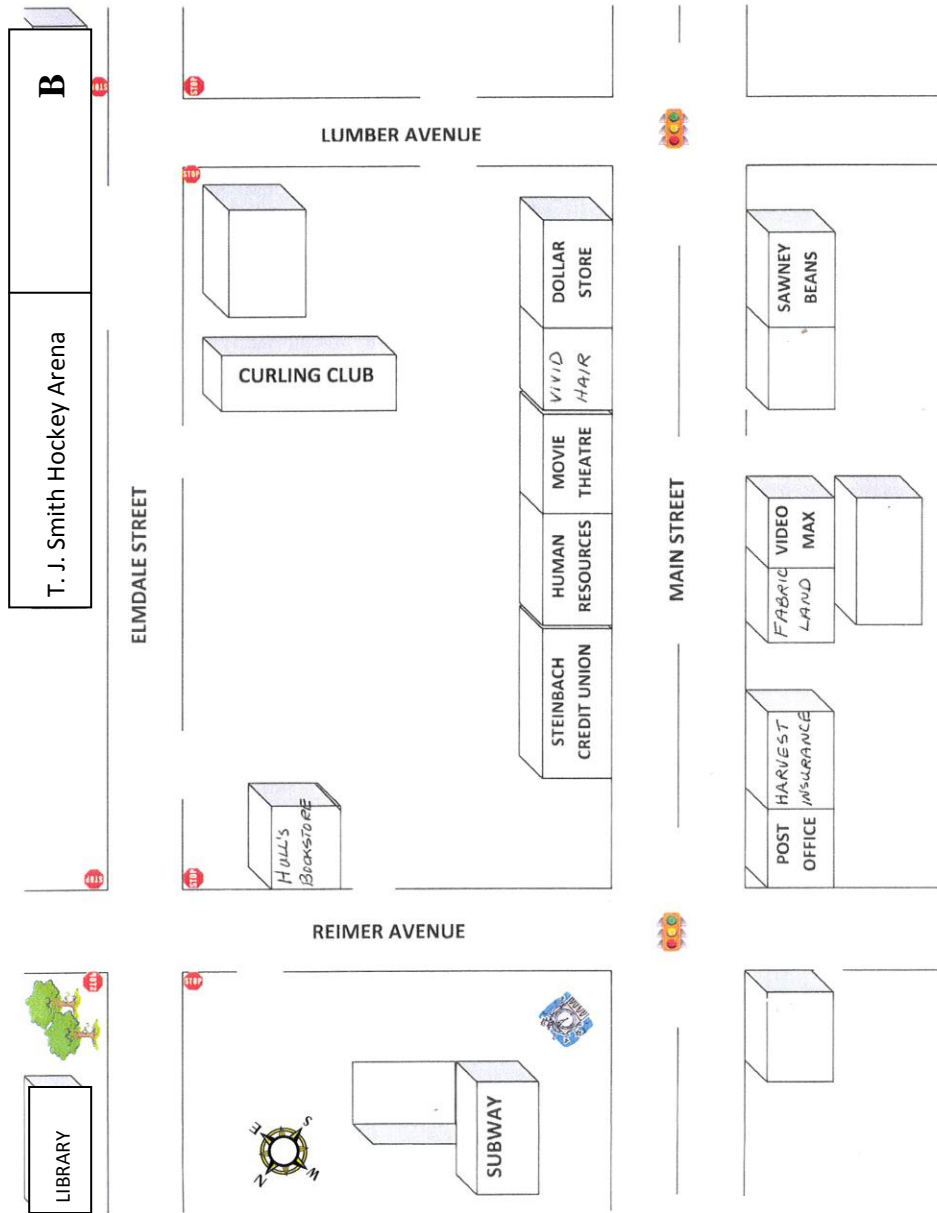
It's _____ Green St.,
 _____ the library.

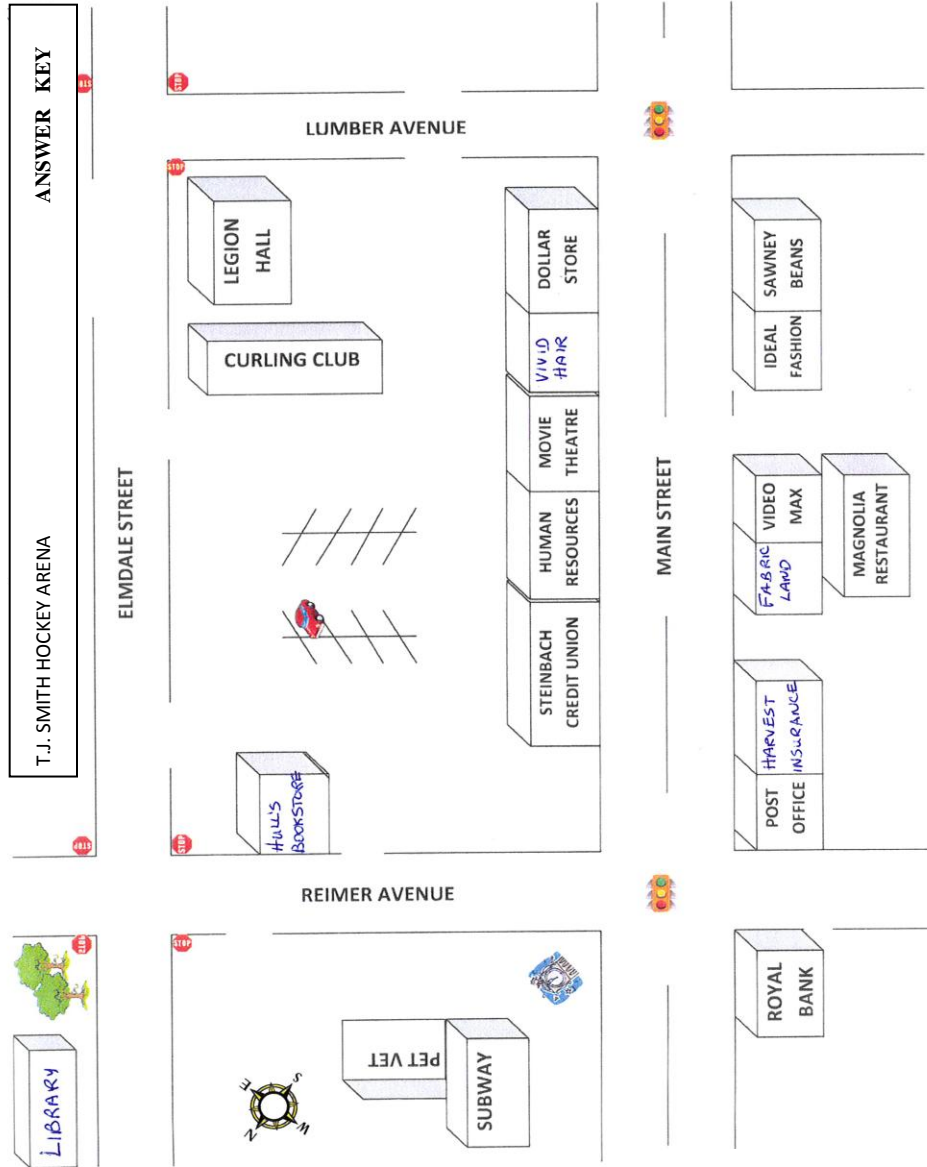


f. Where's the movie theatre?

It's _____ Third Avenue
 and Main St., _____ the bus station.







A

Fabricland
Harvest Insurance
Hull's Bookstore
the hockey arena
Vivid Hair Salon
the library

B

Pet Vet
the Royal Bank
Ideal Fashion
Magnolia Restaurant
Legion Hall
the parking lot

A

Fabricland
Harvest Insurance
Hull's Bookstore
the hockey arena
Vivid Hair Salon
the library

B

Pet Vet
the Royal Bank
Ideal Fashion
Magnolia Restaurant
Legion Hall
the parking lot

A

Fabricland
Harvest Insurance
Hull's Bookstore
the hockey arena
Vivid Hair Salon
the library

B

Pet Vet
the Royal Bank
Ideal Fashion
Magnolia Restaurant
Legion Hall
the parking lot



4. *Where should I go?*

Activity 4

Purpose:

- use could as an alternative to can to ask favours at workplaces

CLB Level:

2/3

Time:

25 minutes

Materials:

-*Services in the Neighbourhood* worksheet for review purposes
-*Where Should I Go?* worksheet
-*Where is It?* worksheet for each learner

Instructions:

1. This is a second part to *Where is the Post Office?*
2. Review *Services in the Neighbourhood* worksheet.
3. Hand out *Where Should I Go?* worksheet. Give a very simple explanation of infinitives to learners using only **want to + present simple verb (base verb) or want a (an, some) noun**. Go over the worksheet together with the learners taking turns reading and as a class giving answers. Write answers on the board.
4. Have the learners take turns asking each other where to go for services.
5. Use *Where is It?* worksheet as a review activity for prepositions of location. The *in, at, on, by* section is for review and a bit of added information.
7. The dialogue is for communicative practice. If learners are willing, have them memorize it or one person's dialogue which would then be presented a few days later.

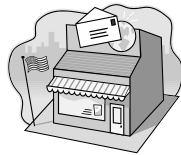
Where Should I Go?

1. Write the places where you should go for these services.

1. I want to buy a stamp. _____
2. I want to buy a book. _____
3. I want to borrow a book. _____
4. I want to buy an envelope. _____
5. I want to try on some boots. _____
6. I want to buy insurance for my car. _____
7. I want to deposit a cheque. _____
8. I want to buy a table. _____
9. I want to buy some bread. _____
10. I want to buy a drill. _____
11. I want to fill up my car with gas. _____
12. I want to look for a new shirt. _____
13. I want to check out a new car. _____
14. I want to mail a letter. _____
15. I want to rent a car. _____
16. I want to visit a patient. _____
17. I want a haircut. _____
18. I want to buy a hammer. _____
19. I want to get the oil checked. _____



gas station



post office



furniture
store



car lot



insurance
company

2. You need or want 10 different things. Use this dialogue to talk to your partner.

A. I need a new shirt. Where should I go?

B. Go to a clothing store.

A. I want to buy a hammer. Where should I go?

B. Go to a hardware store.

Where is It?

Use these words to complete the sentences:

across	around	around	beside	from	from
from	on	on	on	to	

1. I live across _____ the post office.
2. The Credit Union is next _____ Human Resources.
3. The laundromat is _____ the corner of Loewen and Victoria.
4. Harvest Insurance is _____ from the Credit Union
5. The hospital is _____ Henry Street.
6. The library is _____ the corner _____ the bookstore.
7. The Dollar Store is _____ (next to) the hair salon.
8. The MCC Store is _____ Main Street.
9. I live 12 kilometres (km) _____ the school.
10. She works _____ the corner from the high school.

at	by	in	on
----	----	----	----

11. She lives _____ the water tower _____ the new apartments.
12. He works _____ Biovail _____ the packaging department.
13. I can pick you up _____ Friday _____ 7:00.

Dialogue:

Tom: Hi Art. How's it going?

Art: *Great. How about you?*

Tom: Not too bad. Do you always walk to work?

Art: *Yeah, I live just around the corner.*

*My wife works on the other side of the city
so she takes the car.*

Tom: Where does she work?

Art: *At MJ's Restaurant. It's across from the MCC Thrift Shop.*

Tom: That's a good restaurant. They have good pies there.



5. Make an Appointment

Activity 5

Purpose:

- to know how to make an appointment at three different places in the neighbourhood
- to use *I'd like to ...* and *Could I ...* for requesting

CLB Level:

2/3

Time:

20 minutes

Materials:

- Appointment Calendars** for half the class. There are 3 different calendars that you need to use.
- Appointment Cards** for half the class. There are 4 different cards that can be used.
- Requesting** grammar worksheet

****Option:** You can reverse roles as well but then you need **Appointment Calendars** and **Appointment Cards** for everyone.

Instructions:

1. This is a third part to **Where is the Post Office?** and **Where Should I Go?** or it can be a standalone lesson.
2. Ask the learners what types of services they can get at a garage, bank and clinic. Make these headings and write their answers on the board.
3. These are the services that learners will use for this activity:

<u>Garage – get</u> winter tune-up brake pads changed oil change tires rotated	<u>Bank</u> apply for a mortgage apply for a safety deposit box open a chequing account apply for a car loan	<u>Clinic - have</u> a hernia a stomachache a sore throat an eye infection
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4. Half the class receives **Appointment Calendars**, the service providers (businesses). The other half of the class receives **Appointment Cards**.
5. The learners with the **Appointment Cards** write a different day of the week for each service needed and a time (*a.m.* or *p.m.*) for when they want their appointment.
6. Using one service provider as an example, go through the dialogue to demonstrate the change of day and time to suit their chosen times. Learners then go to the different service providers and follow the dialogue on the **Appointment Calendars** using the information from their **Appointment Cards**. Learners try to get the appointment they want but they can negotiate, writing the actual day and times on their **Appointment Cards**.
8. Follow up the activity by asking what other services there are and what types of appointments you would make there.
9. Use the **Requesting** worksheet to reinforce using *I'd like to ...* for request. Work through the grammar as per worksheet. If using the *Could I . . .* section at the end, discuss possible answers to the different requests.

Garage

Make an Appointment

Dialogue:

A: Hello. This is _____. I'd like to make an appointment.

B: *What would you like done?*

A: _____.

B: *Can you come in at 11:00 this morning?*

A: No, I can't. I can only come in the afternoon.

B: *How about 3:00?*

A: OK. 3:00.

B: *We're on the corner of Victoria Street and Loewen Boulevard.*

A: Thanks.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 a.m.	Bill	Art				Steven
10:00 a.m.			David			
11:00 a.m.	Kevin		Katie		Ron	
12:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Closed
1:00 p.m.		Robert	Sara	Jessica		Closed
2:00 p.m.	Carmen		Barry	Ken		Closed
3:00 p.m.						Closed

Medical Clinic

Make an Appointment

Dialogue:

A: Hello. This is _____. I'd like to make an appointment.

B: *What's the matter?*

A: _____.

B: *Can you come in at 11:00 this morning?*

A: No, I can't. I can only come in the afternoon.

B: *How about 3:00?*

A: OK. 3:00.

B: *We're on Loewen Boulevard beside the big church.*

A: Thanks.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 a.m.		Art				
10:00 a.m.	Steven			David		Melvin
11:00 a.m.	Kevin			Susan	Ron	Janet
12:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Closed
1:00 p.m.		Robert	Sara			Closed
2:00 p.m.		Anna		Barry		Closed
3:00 p.m.		Lisa	Larry			Closed

Bank

Make an Appointment

Dialogue:

A: Hello. This is _____. I'd like to make an appointment.

B: *How may we help you?*

A: _____.

B: *Can you come in at 11:00 this morning?*

A: No, I can't. I can only come in the afternoon.

B: *How about 3:00?*

A: OK. 3:00.

B: *We're on the corner of Reimer Avenue and Main Street.*

A: Thanks.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 a.m.	Bill					Steven
10:00 a.m.	Steven	Tom		David	Melvin	
11:00 a.m.		Katie	Susan		Janet	
12:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Closed
1:00 p.m.				Jessica		Closed
2:00 p.m.	Carmen		Anna		Ken	Closed
3:00 p.m.		Lisa	Larry			Closed

	Day	Time	Actual Appointment
I'd like to get the tires rotated.			
I'd like to apply for a safety deposit box.			
I have a sore throat.			

✂

	Day	Time	Actual Appointment
I'd like to get a winter tune-up.			
I'd like to open a chequing account.			
I have an eye infection.			

✂

	Day	Time	Actual Appointment
I'd like to get an oil change.			
I'd like to apply for a car loan.			
I have a hernia.			

✂

	Day	Time	Actual Appointment
I'd like to get the brake pads changed.			
I'd like to apply for a mortgage.			
My son has a stomachache.			

Requesting

I he she we you they	would like	to buy a newspaper.	I'd he'd she'd we'd you'd they'd	like	to buy a newspaper.
		a newspaper.			a newspaper.

Make sentences. Some sentences will use *to* before the verb. Use *please*.

1. a glass of water
I'd like a glass of water, please.

2. today's newspaper

3. something for my headache

4. make a phone call

5. get this prescription filled

6. go home early

7. buy a pair of winter boots

8. buy two tickets to Cuba

9. talk to the doctor

10. a pepperoni and mushroom pizza

11. return this shirt

- With a partner discuss where you would request these things.
- With a partner make questions using *Could I ...* Do **not** use “to” in questions.

Could	I	have	a newspaper?
-------	---	------	--------------

Sure. . . .
Sorry. . .



6. *A Garage Sale*

Activity 6

Purpose:

- to listen for information and get the gist
- to learn the culture of garage sales

CLB Level:

2/3

Time:

15 minutes

Materials:

- *A Garage Sale* text and worksheet double-sided for each learner

Instructions:

1. Ask learners if they have garage sales in their country. If it is spring, ask learners if they have noticed all the signs on the boulevards advertising garage sales. Discuss the kinds of things people sell and the prices of different items.
2. Hand out *A Garage Sale* text with questions on the back. Hand out the worksheet side so that learners only see the questions on the back.
3. Go through questions on the back of the text for understanding.
4. Read the text while learners listen and answer the questions. Read through the text again, if needed.
5. Students read through article and correct their answers.
6. Divide the class into groups of two or three and have them discuss the discussion questions.
7. Follow-up with Activity 7: *A Garage Sale – The Real Thing*.

A Garage Sale



It is Saturday, and Teresa Wood is looking out her window. Her neighbour, Irina, is having a garage sale. Teresa likes garage sales. She likes to buy things, but she doesn't like to spend a lot of money.

Teresa walks across the street to Irina's house. She picks up a lamp. The lamp is from Irina's living room. Does it work?" asks Teresa.

"No," answers Irina. "It's broken."

Teresa doesn't want a broken lamp. Then she picks up a yellow blouse. But it is too small, and she doesn't like yellow. Finally Teresa finds a blue plate. It is beautiful.



"How much is this plate?" asks Teresa.

"It's ten dollars," answers Irina.

"Ten dollars! For this old plate? How about five dollars?" asks Teresa.

"You can have it for seven dollars and fifty cents," answers Irina.

"OK," says Teresa, "Here is your seven dollars and fifty cents. Irina, you are a very good businesswoman."

Answer the questions.

1. What day is it?	Sunday	Saturday	Tuesday
2. Who is Irina?	neighbour	grandmother	niece
3. Where is the garage sale?	beside Teresa's house	behind Teresa's house	across the street
4. Is the lamp broken?	Yes, it is.	No, it isn't.	
5. Does Teresa like the yellow blouse?	Yes, she does.	No, she doesn't.	
6. Does Teresa like Irina's blue plate?	Yes, she does.	No, she doesn't.	
7. How much does Irina ask for the blue plate?	\$5.00	\$10.00	
8. How much does Teresa pay?	\$7.15	\$7.50	

Talk with a partner. Answer the questions.

1. Do you have garage sales in your home country?
2. Did you go to a garage sale in Canada? Did you buy something?
3. What is your favourite colour?
4. Is anything broken in your home? If yes, what is broken?
5. Do you ever buy used things? If yes, what do you buy?



7. *A Garage Sale – The Real Thing*

Activity 7

Purpose:

- to put into practice the culture of garage sales
- to buy, sell and negotiate at a “real” garage sale

CLB Level:

2/3

Time:

15 minutes or more

Materials:

- **Garage Sale pictures** of items you want to **sell**
- **A Garage Sale list** of items you want to **buy**






















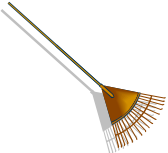








-For other items follow the pattern of the given pictures and lists. You will need 30+ pictures of items that you want for a garage sale

Catalogues, magazines or looking for clipart on the internet work great for this.

Instructions:

1. Have a garage sale. Divide the garage sale items into 5 piles. These are 5 different garage sales.
2. Remind students that things at garage sales are usually quite a bit cheaper and that they can bargain. Demonstrate buying something. Possible conversation gambits:
“Do you have a lamp?” “ You have a lamp. How much is it?” “ How about \$20?” “ How about 20 bucks?”
3. Cut out Group 1 pictures of **items to sell** individually and glue them on to larger pieces of paper. Cut Group 1 list of **items to buy** and leave it in a strip. The items on the strip are not the same as the pictures. Put the pictures and the list into one envelope or resealable snack/sandwich bag. Do the same for the rest of the groups.
4. Divide learners into 5 groups. Hand out one envelope consisting of a set of pictures and a list to each group. Have one or two people selling items and the others in the group buying from other groups. The buyer brings the picture back and reports how much they bought the item for.
**If the groups are a little more advanced, have the buyers find the items without taking the list with them for reference.
5. When the learners have bought all their items they can total the amount they spent. As a class, see how well each group bargained.
6. Find out when the community garage sales take place and encourage learners to attend and then report back.
Places to check are:
www.mysteinbach.ca
www.steinbachonline.com
The Carillon Newspaper
The Trading Post on CHSM 1250 (week days from 11:30-12:00)

List of items that each group wants to sell:

Group 1	Group 2	Group 3	Group 4	Group 5
				
				
				
				
				
				

List of items that each group wants to **buy**:

Group 1	Group 2	Group 3	Group 4	Group 5
dresser and mirror \$ _____	table and chairs \$ _____	jacket \$ _____	dishes \$ _____	tablecloth \$ _____
rake \$ _____	picture frame \$ _____	boots \$ _____	wheelbarrow \$ _____	refrigerator \$ _____
lamp \$ _____	microwave \$ _____	television \$ _____	armchair \$ _____	skates \$ _____
blender \$ _____	children's clothes \$ _____	curtains \$ _____	plants \$ _____	mattress \$ _____
sweater \$ _____	lawn mower \$ _____	alarm clock \$ _____	sofa \$ _____	desk \$ _____
drill \$ _____	toys \$ _____	treadmill \$ _____	watch \$ _____	sewing machine \$ _____



8. *Expressing Opinions -- Money Debates*

Instructions:

1. Hand out *Money Debates Discussion Questions* to the learners. Read them over as a class.
2. Discuss ways of agreeing and disagreeing using the examples on the worksheet. Use the first question as an example of agreeing or disagreeing.

Do you think you should save lots of money or spend it and enjoy yourself?

A: I think you should spend it and enjoy yourself? Why save money?

B: *I couldn't disagree more. You should save money for a house, for emergencies, for your children, etc.*

A: I may be wrong but I like to be happy everyday and not think about saving money all the time.
etc.

3. Divide the questions between groups of learners (2-4) and have them discuss them giving their opinions using the agreeing and disagreeing examples.
4. Open a discussion for questions and differences of opinions.

**** The agreement/disagreement gambits can be used throughout different themes in teaching English.****

Activity 8

Purpose:

- to state an opinion
- to agree or disagree with opinions

CLB Level:

3+

Time:

15 minutes

Materials:

- *Discussion Questions* worksheet for each learner

Money Debates

Do you think . . .

1. You should save lots of money or should you spend it and enjoy yourself?
2. It's OK to borrow money or is it something you should never do?
3. Saving for retirement is important or should the governments give pensions?
4. Credit cards are dangerous or do they make life easier?
5. Getting rich is the most important thing or are there more important things than money?
6. Saving money is more important for the economy or is consumer spending more important?

**Discuss these statements in your groups. Why do you agree or disagree?
Use the examples for disagreeing and/ or agreeing to give your opinion.**

Complete agreement

I completely agree with...
I totally agree with...
I couldn't agree more.
You're right.

Not in total agreement

I suppose you're right.
Do you think so?
Perhaps.
Well, maybe ...

Complete disagreement

I'm sorry, but I have to disagree.
I disagree because ...
I couldn't disagree more.

Disagree politely

I'm not sure I can agree.
In my opinion, ...
I may be wrong, but ...
I don't know...