

**VANCOUVER HANDBOOK  
FOR ESL STUDENTS  
Second Edition  
TEACHER'S GUIDE**

**John Keith**

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## PREFACE

This book is the teacher's companion volume to the **Vancouver Handbook for ESL Students, 2<sup>nd</sup> Edition**, published in January 2010 by John Keith Communications.

The Vancouver Handbook is an excellent source of local material for ESL students. It is designed to meet the needs and interests of English language students in Greater Vancouver, bringing together under one cover the situations and language that ESL students meet most often in their daily life. Fluency developed in these useful areas increase the students' language proficiency in all other areas of English language acquisition. In general, most chapters have a passage giving useful information, sample dialogues, useful words and phrases, and a list of useful sentences. The Handbook is designed to be carried in the students' daypacks and its content easily found and used. Online resources can be found at

**<http://books.johnkeithcommunications.com>.**

The Teacher's Guide provides for the detailed use of the Vancouver Handbook in the classroom, with over 250 lesson outlines, variations and follow-ups, and 30 pages of copiable material. Most lessons and activities require little or no teacher preparation.



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## INTRODUCTION

This book for Teachers of English as a Second Language provides classroom lessons and activities for the author's previous work, the **Vancouver Handbook for ESL Students**.

For ease of correlating the Handbook and the **Teacher's Guide**, after the three overview activities on pages 8 and 9, the lessons are listed chronologically by the Vancouver Handbook page number and section title. The type of class activity is also listed in the lesson heading, unless the activity is simply reading and discussing the passage, or answering the comprehension questions. Underlining is used in the body of the lesson plans to indicate variations, further ideas and follow-ups. The activities are suitable for a range of levels, but if a lesson is best suited to a specific level, this is noted. All materials for photocopying are in Section 2 of the Teacher's Guide.

The Index lists the titles of the lessons and activities and shows the relevant page numbers in the Handbook. Topics are organized under ten headings: Overviews; For Students New to Vancouver; For Higher Level Students, and/or Longer Term Students; Activities or Lessons to Repeat Occasionally; Information Sections With Comprehension Questions; Contact Assignments; Role Plays; Games, Fluency Activities and Drills, and Game Card Sheets; Grammar Points; and Homestay Information and Activities. The subject index in the Vancouver Handbook itself can also be used to locate material in both the Handbook and Guide.

Most of the lessons and activities require little or no preparation. Many passages of the Handbook, however, could also be used for listening and cloze exercises, pronunciation practice and dictation, and/or adapted for work with computers. Higher level students could read sections, and re-write them in more complex language. They could also listen to passages, taking notes, then re-write the passages in their own words. Later they could compare their compositions with the originals.

Any use of the Handbook in class stimulates independent use by the student. Daily self-study could include reading parts of the book, practising some dialogues or reviewing some of the Useful Words and Phrases and Sentences, and doing the pronunciation exercises. Students might also find and practise new ways of starting and continuing conversations with their friends and homestay families and incorporating their own class work into the conversations. The ideal of integrating school and everyday life, i.e. the study and acquisition of English as a living language, a language to "live in", is the *raison d'être*, to use a phrase from another language, for the **Vancouver Handbook for ESL Students: Teacher's Guide**.



## SECTION ONE: ACTIVITIES

### THREE OVERVIEW ACTIVITIES

#### FIRST OVERVIEW ACTIVITY For New Classes

**Pg. 3 Introduction** Have the students read the first paragraph of the Introduction while you put these questions on the board, or the class can read the section together out loud, and you can ask the questions orally.

- 1) What is the Vancouver Handbook for ESL Students? (Why is it called a handbook? When can you use it?)
- 2) What three things are usually found in each section?
- 3) Do you have to learn all the Useful Words and Phrases and Useful Sentences?
- 4) When should you use the Point and Smile section? (See Pg. 161-162)

**Pg. 3 How To Use This Book** Divide the students into groups of three or four. (If there are some students who have been in class and/or Vancouver longer, appoint them as leaders or "peer-teachers" of the group.) Assign each group one of these sections: At a Restaurant or Coffee Shop (Pg. 143), Talking With Your Family (Pg. 72), Telephone: Local Calls (Pg. 39); Movie Language (Pg. 139). (Lower Levels can be brought through the process in a whole class situation.) Ask the students to read and try out the sections, answering the following questions:

- 1) What is the section about?
- 2) What are three important things to know about the topic?
- 4) What are three useful words and phrases?
- 5) What are three useful sentences?

Students can also practise a sample dialogue and make up their own dialogue using useful words, phrases, and sentences. The groups report their findings to the class. They can present the dialogue from the book and their own dialogue to the class.

**Pg. 4 Every Day** As a whole class, go over and discuss the value of the "Every Day" suggestions. Read over the sections Pronunciation and General Note.

#### SECOND OVERVIEW ACTIVITY When New Students Join The Class

Use the following questions as a way to get the students to learn something about what's in the book. After pointing out the Table of Contents and the Index, have the students in pairs answer the following questions (in complete sentences):

- 1) Who were the first people to come to British Columbia? Where did they come from? When did they come?
- 2) What does "Th'sownduvinglish" mean? Why are "beats" important?
- 3) What is the weather like in Vancouver during the year?
- 4) What is the loon on the loonie? Where does it live?
- 5) What is a bus transfer? What does a SkyTrain inspector do? What is a faresaver, and how can you use it on the SkyTrain?
- 6) Why is "English Through Your Interests" a good way to increase your language skills?
- 7) From the index on page 164 and 165, list three sections that you would like to read.

Take up the answers with the whole class, referring to the sections of the book as you go along. (Question one: pg. 7, two: pg. 158, three: pg. 6, four: pg. 28, five: pg. 32, six: pg. 93.) A

possible summing up activity: go over How To Use This Book and Every Day, pg. 3 and 4. If you prefer, however, you could continue with having the pairs of students make up two or three of their own questions from the book. You could collect them, and put them together on a sheet or simply have the class listen to the questions orally, then find the information and write

a suitable response. Again, you can sum up with How To Use This Book and Every Day, pg. 3 and 4.

### **THIRD OVERVIEW ACTIVITY Keeping Students Familiar With the Handbook**

(This lesson can be used occasionally to keep students who have had the book for a while familiar with the book as a whole.) Have the students in pairs use the index to make up four of their own questions. The students read their questions, and the other students use the index to find the answers, and write a sentence giving the answer. When they have finished writing their sentence, they put their hands up. Keep track of the order of finishing. The first pair to answer the questions correctly (content and grammar) gets five points. Other students with correct answers who finish later get three points. Correct answers with grammatical problems get only two points. A brief discussion, explanation of the ideas or use of words or phrases may follow. The pair with the most points wins.

(A Fourth Overview Activity: collect all the students' questions from the times in the previous month or so that you have done the Third Overview Activity with your class. Use these questions to play the "Vancouver Handbook Trivia Game". Make a copy of all the questions and cut up the questions to make a "deck" of Trivia cards for each group of three or four.)

## **LESSONS AND ACTIVITIES BY HANDBOOK PAGE NUMBER**

**Pg. v Personal Information** As a whole class activity, have the students fill in their personal information, explaining or discussing points as required. Make sure your students have some sort of medical insurance. Students could practise address and phone number pronunciation, and a simple mixer could provide further practice. Students could describe where their Vancouver homes are, and write a short description of them. Students might also compare their own homes with their Vancouver residences and this could be part of the mixer as well.

### **CHAPTER 1: GENERAL INFORMATION**

**Pg. 5-8 Chapter 1: General Information, A Higher Level Overview** Assign four groups of students to the four pages of the chapter. They must find three important bits of information, and four or five useful words of vocabulary. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports his or her findings to the new group. As a follow-up, assign pairs of students to write and perform a dialogue based on something in the chapter.

### **Pg. 5-6 General Information, and Weather and Clothing, an Information Gap Exercise**

Give two copies of the General Information, and Weather and Clothing question sheet (guide pg. 39) to pairs. Half the pairs do the "A" questions, the other half do the "B" questions, writing their answers on their sheets. When they have their answers ready, mix the class so that the students can ask new partners the questions they have not answered themselves. Take up the answers together, and as you go along, explain definitions and vocabulary or different ways of saying things (i.e. "What's the population of Vancouver?" and "How many people live in Vancouver?") You might also elicit comparisons to the students' home countries, or as a follow up, have students write a comparison of their own cities and Vancouver.

**Pg. 6 Weather and Clothing, Writing Exercise** Group students from the same country to write about their own weather and types of clothing they usually wear in different seasons.

**Pg. 5 Distances: Comparison Practice** After practising the structure of comparisons, have students write three comparisons, as well as answering which is closest and which the farthest away. You might have students in pairs compare the distances from their respective homes to school, or downtown, or to other places in Vancouver.

**Pg. 7 Short History of Vancouver and Its Peoples** Read together, and ask the comprehension questions (guide pg. 40) as you go along, or have the students in pairs read aloud to each other, and then answer the questions. Take up as a whole class.

**Pg. 7 Short History of Vancouver and Its Peoples, Comparing to Students Own Countries** After reading and discussing the section in class, have students in pairs or groups prepare a short history of their own countries, and report to the class.

**Pg. 7 Short History of Vancouver and Its Peoples** First ask who students think were the first Europeans to come to eastern Canada (Vikings, French, English, Portuguese fishermen off Newfoundland), then who were the first to come to western Canada. Read the section aloud together, and discuss. Groups of students from the same country might prepare a few general knowledge questions about their own country and quiz their classmates. After brain-storming various points of comparison, discuss differences and similarities between Vancouver and Canada, and the students' own countries. As a writing follow-up, students could write a short essay comparing Vancouver or Canada to their own countries. A longer research project could also be initiated: groups or pairs of students researching and reporting on various aspects of Canada: geology, history, geography, "the French Question", the U.S. and Canada, immigration etc. Reports could also be about major geographical areas of Canada, or individual provinces. (See Presentation guidelines pg. 55 to 58.)

**Pg. 8 Comments From Other Students** Copy the page and divide up the comments. Have small groups of students read them aloud and discuss them. Are they good ideas? What might happen if you follow this advice? A jigsaw exercise: have each student choose the three ideas he or she thinks is best, then as a whole class choose the seven best ideas. Have groups or pairs of students discuss the seven comments, and put them in order of merit. They should be able to explain their decisions. As a whole class: the groups or pairs report their findings, then the whole class negotiates and discusses what order the ideas should be in.

**Pg. 8 Comments From Other Students, A Writing Exercise** If your class has been in Vancouver for a while, read the ideas as a whole class, then have students write their own comments and suggestions.

**Pg. 8 Comments From Other Students, Writing a Letter** If your class has been in Vancouver for a while, have groups read and discuss the comments. A writing exercise: have each student write a letter giving advice to a friend who is coming to Vancouver to study English. The students might use what has actually happened to them as examples of what to do, or what not to do.

## CHAPTER TWO: FIRST THINGS FIRST

**Pg. 9-11 Before You Come, Visas, Immigration etc.** Have students read the section and then write to a friend who is coming to Canada, suggesting what he or she might need to do beforehand.

**Pg. 12 Arrival Checklist** Read aloud in class for the ideas, eliciting from the students comparisons with what they actually did bring. Have students write a dialogue in which one of them is getting ready to come to Canada, and the other is helping and giving advice. You could also have the class role play being students about to come to Canada. Friends are helping them pack, suggesting what to bring, or questioning what the student has already decided to bring. A variation: in front of the rest of the class students again role play the student packing and the friend helping, but the friend, on suggestion from other classmates, has to try to convince the student to bring some outlandish thing with him or her to Canada.

**Pg. 12 IMPORTANT: Medical and Hospital Insurance and a Bank account** Do your students have them, and if not, how do they go about getting them?

## CHAPTER THREE: ARRIVING IN VANCOUVER

**Pg. 13-30 Chapter 3 Arriving in Vancouver, A Higher Level Overview** Assign groups of students different sections of the chapter. (For Example: At the Airport, Asking directions, Banking, and Canadian Currency). They must read and find out what their section is about, then find three important bits of information, and five useful vocabulary words or idioms. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports his or her findings to the new group. As a follow-up, assign pairs of students to write and perform a dialogue based on an idea from the chapter.

**Pg. 13-16 On the Plane and At the Airport** Read as a whole class and discuss the ideas. Have students talk about their own experiences, and how they felt, and what they thought about Vancouver at the beginning. Have students in pairs write a dialogue, or perhaps have groups prepare a skit about a student having problems when he or she first arrives.

**Pg. 17-20 Asking Directions** Have the students read the first two paragraphs for general information.

**Pg. 19-20 Asking Directions, Useful Words and Phrases and Useful Sentences** Go over the useful language as a whole class activity, students suggesting full sentences which use the language, and the whole class practising the sentences in unison. Have students practise the dialogues in pairs. Then from the Useful words and Phrases and Useful Sentences students make their own dialogues. For example, they are at Broadway and Granville and want to go to VGH, or at the SeaBus terminal and want to go to the Orpheum Theatre, or they're at Smythe and Granville and they want to go to BC Place Stadium or at Seymour and Smythe and want to go to Canada Place. As a follow-up have students write the directions to tell a friend how to get from school to the student's home.

### **Pg. 19 Asking Directions, Useful Words and Phrases Card Games, Fish**

**Fish Card Game Rules** For each group of four or five students make two copies of the Useful Words and Phrases Game Cards (guide pg. 41), cut them up into cards and shuffle. Each student gets four cards to start. If they have any pairs they must make a sentence using the word or phrase. The first student then asks any other student a question using the word he is seeking. If the student does have the card, he or she must answer in an affirmative sentence, and give the card to the "fisher" who lays the pair of cards down on the table, and takes another card from the deck. The player keeps asking until the student that he or she asks does not have the desired card and the student gives a negative answer. Then the next student tries his or her luck. The game continues until all the cards have been played. The winner is the student with the most pairs of cards.

### **Pg. 19 Asking Directions, Useful Words and Phrases Card Game, One Card Draw**

**One Card Draw Rules** Cut up a set of cards for each group of three or four students. The cards are shuffled and the deck placed face down. The first student takes a card. If he makes a correct sentence using the word or phrase, he gets to keep the card. If he makes a mistake, the next student can either correct the sentence, keeping the card, or put the card on the bottom of the deck, and draw the next card on top. The students take their turn making sentences until all the cards are gone. The student who has the most cards wins.

(The cards can also be used for vocabulary drills, and higher level fluency exercises. One fluency game could go like this: all the cards are spread out on the table, and a relevant conversation is started. As students use the Useful Words and Phrases naturally in the conversation, they can take the card. The conversation game ends when all the cards have been taken up and the student with the most cards wins. Another game: divide the class into two teams, and have them make sure they know all the terms and can use them in a sentence. Then the teams challenge each other to use a particular word or idiom in a sentence that shows its meaning. If a student makes a mistake in meaning, grammar or usage, anyone on the challenging team gets a chance to correct the sentence and win a point. "Most Sentences In A Minute" is a good wrap-up for the game: teams have one minute to call out as many sentences as they can using the vocabulary words or idioms that are being reviewed. They get a point for every grammatically correct sentence. These games are excellent ways to practise any vocabulary words or idioms.)

**Pg. 21-25 Banking** Read the section as a whole class, or in pairs, and answer the comprehension questions for pg. 22 Banking (guide pg. 42).

**Pg. 24-25 Banking, Useful Words and Phrases and Useful Sentences** Go over the Useful Words and Phrases and Useful Sentences as a whole class for meaning, pronunciation and intonation. Practise the You May Hear list on page 26. Have the students practise the dialogues in pairs. Role play opening an account and withdrawing and depositing money. Set up three wickets with your highest level students as bank tellers. Copy, cut up and distribute the practice transaction figures for Banking (guide pg. 45), and have your students role play opening an account, and making three or four transactions. (The students mime their I.D., the passbooks, and the money.)

**Pg. 24 Banking Useful Words and Phrases** Use the Banking Game Cards (guide pg. 44) for vocabulary drills, higher level fluency exercises or to play Fish and One Card Draw. (See the game rules at pg. 19 Asking Directions, Card Games, above.)

**Pg. 25-27 Travellers' Cheques and Exchanging Money** Read the sections as a whole class, or in pairs, and have the students answer the Comprehension Questions for pg. 25 Travellers Cheques and Exchanging Money (guide pg. 42) (Note: you might look up the current exchange rate before doing these sections).

**Pg. 25-26 Exchanging Money** Go over Useful Words and Phrases, and Useful Sentences with the class for meaning, pronunciation and intonation. Have the students practise the two dialogues on pg. 27 and 28 in pairs. Have them create their own dialogues and read them to the class.

**Pg. 28-30 Canadian Currency** Have a sample of all the coins for each group. Read the section with the whole class, explaining vocabulary as you go along. Ask the comprehension questions, Pg. 29-30 Canadian Currency (guide pg. 43), as you are reading through, or have students work in pairs afterwards, writing their answers in full sentences.

**Pg. 30 Canadian Currency Useful Language** Go over the Useful Words and Phrases and Useful Sentences, and the You May Hear section. Have the students practise the dialogue in pairs, then write their own dialogues. Perhaps a student is buying a souvenir, an article of clothing, a movie ticket, or lunch at a restaurant.

**Pg. 30 Canadian Currency, Useful words and Phrases, Card Games** Use the Canadian Currency Game Cards (guide pg. 46) for vocabulary drills, higher level fluency exercises and to play Fish and One Card Draw. (See the game rules at Handbook Pg. 20 Asking, Directions Card Games, guide pg. 13.)

## CHAPTER FOUR: LIVING IN VANCOUVER

**Pg. 32-54 Chapter Four: Living In Vancouver, A Higher Level Overview** Assign groups of students different sections of the chapter, perhaps transit, telephone, and post office. They must read and find five important bits of information, and five useful words of vocabulary or idioms. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports his or her findings to the new group. As a follow-up, assign pairs of students to write and perform a dialogue based on a section of the chapter.

**Pg. 32-54 Chapter Four: Living In Vancouver, An Overview Or A Review** In class, give students time to read or simply scan the chapter and prepare some trivia questions. Form two teams to test each other's knowledge of the chapter. The team to get more right answers wins!

**Pg. 31-37 Using the Bus, the SkyTrain and the SeaBus to Bus Pass on pg. 35** Have students read and summarize the important information in each section. As a whole class situation, the students can compare notes on what they thought was most important. (You might also have pairs of students do different sections and report to the class.) Another activity: have the students answer the Using the Bus, the SkyTrain and the SeaBus Comprehension Questions (guide pg. 47).

**Pg. 37 Using the Bus, the SkyTrain and the SeaBus Useful Words and Phrases, Useful Sentences, and You May Hear** Review meaning and pronunciation with the students. Have students write their own dialogues.

**Pg. 37 Using the Bus, the SkyTrain and the SeaBus, Useful Words and Phrases, Games and Drills** Use the Transit Game Cards (guide pg. 48) for vocabulary drills, higher level fluency exercises or to play Fish and One Card Draw. (See the game rules at Handbook Pg. 20 Asking Directions, Card Games, guide pg. 13.)

**Pg. 37 Using the Bus, the SkyTrain and the SeaBus, Role Plays** Have the students role play a bus driver and passengers, a friend giving advice to a new-comer, and a student buying faresavers or a bus pass at a corner store. Groups could write and perform a skit with crazy characters who may be on the Hastings Street bus, number fourteen.

**Pg. 38 Taxis** Read together, and discuss when might be a good time for a student to call a cab.

**Pg. 39-45 Telephone, Local Calls** For a warm-up, ask the students how many times they used the phone in the last week. Find out who they talked to, what they talked about, etc. Then elicit from the students all the telephone vocabulary that they know and have them suggest full sentences using the language. The whole class could repeat the sentences in unison for pronunciation and intonation. Give and explain new language as required. Read pages 40 to 45 as a whole class, making sure students understand as you go along. Pairs of students can model the dialogues, then practise in pairs, putting in their own choice of movie at the end of the first dialogue (pg. 42), and using their own name and phone number for the second dialogue. (Coach the students on the pronunciation and the rhythms of their own phone numbers.) Use the Useful Words and Phrases and Useful Sentences on pg. 44-45 as a review.

**Pg. 44-45 Telephone: Local Calls: Useful Words and Phrases** Use the Telephone Game Cards (guide pg. 49) for vocabulary drills, higher level fluency exercises or to play Fish and One Card Draw. (See the game rules at Handbook Pg. 20 Asking Directions, Card Games, guide pg. 13.) There are a few Useful Words and Phrases from pg. 71 Telephone At Your Homestay, Calling Long Distance)

**Pg. 39-45 Telephone: Local Calls, Role Plays** As a whole class activity, designate two students as a caller and a receiver. Have them role-play for the class: the caller asks for a person who isn't there (another member of the class), and a message and a phone number must be left. Make sure everyone gets a chance to role-play in front of the class.

**Pg. 39-45 Telephone: Local Calls, Mixer** For a whole class mixer, start off a couple of role plays similar to the above exercise, to get the students going. Then have everyone think up a fictitious friend (perhaps a celebrity) to call, and a message to leave. The students mix, but have to be back to back as they role-play leaving the message with the person who "answers the phone". The answering students have to write down each message correctly. After the mixer, compare what the students wrote down with the real message. As a variation, the students try to remember what the messages were, and after the mixer part of the exercise, sit down and try to write every message that they can remember.

**Pg. 42-43 Telephone: Local Calls, During the Call and Ending the Call** Read these sections over with the whole class and discuss. Go over the "Uh-huh, mm-hmm, yeah, I see

etc." having the students repeat after you for the proper emotion, emphasis and pronunciation. Have students brainstorm a list of subjects for great news: a new girlfriend/boyfriend, a new car, a lottery win etc. Have each student decide on some great news and make up a few details about it. Then, chairs placed back to back, the students role-play phoning their best friend and telling him or her all about it. The person receiving the call helps out with the "During the Call" gambits, and asking questions. Both students must find a way to end the call naturally. (This activity could be done in pairs, or as a whole class mixer. If it is done as a whole class mixer, everyone must "call" everyone else, and tell everyone his or her news and at the same time listen to everyone else's news. At the end the students try to remember what everyone's "great news" was. You could have your students write the news down or simply remember together. As some students remember some things, this reminds the others of more details, and soon the whole message comes out.

#### **Pg. 43-44 Telephone: Local Calls, A Telephone Contact Assignment And Listening**

**Practice** Read with the whole class the section on page 43 about recorded messages. There are any number of recorded messages or announcements: movies, live theatres, department stores, the weather office, airlines, government departments etc., and tourist places (including those listed in Chapter 9 of this book). Choose one or several of these places for students to call and write down the important parts of the recorded information. (Warn your students that they may have to listen to the message several times, and they mustn't get discouraged. For lower levels, you might want to assign one popular place for all students to call first, and prepare a transcript for yourself, or even record the recording for post-call class work.) Students can report back to the class information that they've found out about different places, or they all might phone the same place (over the weekend) and compare what they heard. The places phoned might be visited as a field trip, or they might be places the students want to visit on their own.

#### **Pg. 43 Telephone: Local Calls, Answering Machines, Writing, Listening and Speaking**

As a whole class read over the boxed section together. Have students write their own "recorded message" for their home phone, and also think up a short message to leave for a friend. While the rest of the class is doing other work at their desks, perhaps reviewing all the Useful Words and Phrases, or practising the Useful Sentences for intonation, record all the messages on a tape recorder. Let the students hear their "outgoing" message, and re-record if necessary. If you have a toy that makes an appropriate beep, it would be a nice touch, and after this "beep", leave thirty seconds of blank tape plus ten or so seconds as a "buffer zone". Put all the students' names in a hat, and everyone draws the name of another student. Students must leave a 30 second message for the person whose name they've drawn. Playback each outgoing message and after the beep record the calling student's message on the thirty seconds of blank tape. Afterwards, play back the whole tape, commenting on the audibility and clarity of each student's messages, rewinding and replaying as required. If you have an answering machine at home, as a homework exercise have your students call you and leave a brief message on your machine.

#### **Pg. 44-45 Telephone Useful Words and Phrases and Useful Sentences, Review**

Go over these for review and for pronunciation and intonation practice.

(See also about Overseas Calls Pg. 16 and Calling Long Distance Pg. 67.)

**Pg. 45-50 Post Office** As a whole class read and discuss and have the students practise the dialogues. Go over the Useful Words and Phrases and Useful Sentences for meanings and pronunciation.

**Pg. 50 Post Office Useful Words and Phrases, Card Games** Use the Post Office Game Cards (guide pg. 50) for vocabulary drills, higher level fluency exercises or to play Fish and One Card Draw. (See the game rules at Handbook Pg. 20 Asking Directions, Card Games, guide pg. 13.)

**Pg. 45-50 Post Office, Writing, Contact Assignment** Early in the month, in class or at home, have students write and address a letter to a classmate at his or her homestay and perhaps also buy a postcard to send to a friend back home. The students, by themselves, have to go and buy the appropriate stamps and post the letter and postcard. As a follow-up in class, have the students bring in their letters from their classmates. They could read parts of the letters to the class, or write a summary of the letter, something like: "I got a letter from Keiko, and she said. . ." This would work in well with reported speech, and also provide good practice in making appropriate tense changes. The summaries could be read in class, or you could have a whole class mixer.

## CHAPTER 5 AT YOUR HOMESTAY

**Pg. 51-86 Chapter 5 At Your Homestay, A Higher Level Overview** Assign groups of students different sections of the chapter, perhaps At Your Homestay (introduction) and Helping, Food and At the Table, Homestay House Rules and Asking for Changes, Calling Long Distance, Living With Your Family, Talking With Your Family and Going Out Together. (If many of your higher level students have been in Vancouver for a while and are thinking about living on their own, you might want to do the sections Finding an Apartment and A Few More Things to Know in greater detail.) The students must read and find out what their section is about, then find five important bits of information, and five useful vocabulary words or idioms. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports his or her findings to the new group. As a follow-up, assign pairs of students to write and perform a dialogue based on ideas in the chapter.

**Pg. 51-52 At Your Homestay** Read and discuss as a whole class. You might elicit some general information about the students' homestay families.

**Pg. 52-54 Helping** First read and discuss Useful Words And Phrases and Useful Sentences with the whole class. Together read the paragraph on Helping and have the students practise the dialogue on pg. 53. Groups or pairs could brainstorm what other help might be offered around the house and then write a dialogue offering to help. As a whole class: listen to the dialogues and then hear all the ideas about things students might help with around the home. (A common complaint of host families is that some students seem to think that they have paid for a hotel, not a homestay, with all the services that that assumption implies. This is a good opportunity to help your students create good feelings at home and enjoy more of a Canadian family atmosphere with greater chances for communication and interchange.)

**Pg. 54 to 57 Food** Read the first paragraph, and go over the Useful Words And Phrases and Useful Sentences and the Don't Say Section, pages 55-57. Have a pair of students model Dialogue 1: How do you like the special food? Discuss with the class what happened. Then have all the students practise the dialogue in pairs. Follow the same pattern with Dialogue 2: What would you like for supper?

**Pg. 54 and 57-58 Changing Plans** Read and discuss the second paragraph on page 55 as a whole class. Go over the Useful Words and Phrases and Useful Sentences and You May Hear on pg. 59. Have the students practise the dialogue on page 57 in pairs. Have the whole class brainstorm some other reasons for missing dinner, put them on the board, and then pairs can practise the dialogue again, substituting different reasons and different times. Also, you might have students write their own dialogues using outrageous reasons for missing dinner, or coming home late, etc., giving the host parents suitable reactions. Have the students read their dialogues to the class. (While this last activity is meant to be fun, host parents often do worry very much about their students' safety. Discuss this at the end of the class, and stress that if students tell their host parents when they are going to be late and the reason, life at home will be much more relaxed for both the host parents and the students.)

**Pg. 54 to 57 Food** Have students in pairs read Dialogue 1 on page 55 and then discuss it: Is it important to eat enough? Helping yourself: are you a guest or almost a member of the family? (Students usually can help themselves, but they should check first what is intended for them.) Brainstorm as a whole class what different foods could be eaten at different meals. Have students in small groups talk about what they usually eat at their homestay.

**Pg. 57 Food, Dialogue 2 (Sharing Their Own Culture)** Have students in pairs practise the dialogue and discuss it as a whole class. Here, a student is offering to share something of his or her own culture. Have the students by themselves write down three important things about their native country (foods, traditions, music, way of life, outlook on life etc.) that they think their homestay family might like to know about, or experience. Put the students in groups from the same country. Have them discuss their ideas and decide on three things to write about (perhaps a paragraph or two on each one). The groups could present these things to the whole class. A follow-up idea: what information about Canada, or Vancouver, or about their homestay family would students want to share with a good friend in their home country? Have the students write a letter, in English of course, to a friend back home. (It is important, too, to share food at the homestay, especially treats. Remind your students to be aware of how many people need to share the food, and to take what would be a polite portion to serve oneself.)

**Pg. 58-59 At the Table** Read the section out loud as a whole class or in pairs. Have the students answer the comprehension questions (guide pg. 51). Take it up together and discuss.

**Pg. 60-61 At the Table, Dialogue 1 (at the beginning of the meal) and Dialogue 2 (at the end of the meal)**. Have the students read the dialogues in groups of four, Host Father, Host Mother, Student (Hiromi), and Jane. As a whole class brainstorm what is usually on the table, the names of plates and utensils etc., different types of food which can be found at a Canadian dinner table, foods commonly served together, and kinds of dressing that is put on some foods (butter on potatoes, gravy on roast beef, catsup on fries etc.). As a whole class, ask students to talk about how they feel about Canadian food, what they like the best, the least, and what seems strange to them. Compare Canadian food to the food of other countries.

**Pg. 62 At the Table, Useful Words and Phrases and Useful Sentences, Role Play** First go over the useful language as a whole class. Then, for a role play, have small groups decide who is whom, and what is on the table (food, condiments and utensils). Have them write the names of the foods and condiments on separate pieces of paper, so they can be passed around. Everyone makes up a piece of personal "news" to bring into the conversation, and an initial topic of conversation is decided upon. (Brainstorm gambits for beginning a conversation, or see pages 107 to 110 of the handbook, Starting a Conversation.) The students then role play

eating dinner, passing food around, asking for things, offering things, and making conversation. After all the personal bits of news have been brought up and talked about, the groups role play ending the meal, and leaving the table. (The last group to finish has to do all the dishes.)

**Pg. 62-63 Homestay House Rules** Have the students read the section and answer the Comprehension Questions (guide pg. 51).

**Pg. 63-65 Homestay House Rules, Dialogues, Review, Role Plays** Have students read Dialogue 1: I'm going out, and discuss the questions "Why should we tell homestay parents when we'll be home?" and "What should we do if we change our plans?" Have students read Dialogue 2: Were you playing music in your room? and Dialogue 3: You could heat it up in the microwave, in pairs, and as a whole class discuss what happened in each dialogue. For Dialogue 3, brainstorm what other appliances students may need help in using and what questions may be asked about each one. Write sample questions and sample instructions on the board as you go along. As a review, go over the Useful Words and Phrases and Useful Sentences on page 65. As a follow-up homework assignment, have each student choose an appliance or a gadget at their homestay and write simple directions on how to use it (decide in class who will do what, so everyone doesn't choose the toaster). The next day, the instructions could be read out to the whole class, or students could role play teaching other students how to use an appliance. The "learning" student could use the gambit of repeating all the directions as he or she mimes using the appliance. This could also be a mixer, where students can give and follow instructions many times.

**Pg. 66 Asking for Changes** As a whole class, read and discuss the paragraph, then have pairs practise the dialogue. As a whole class brainstorm other changes which might be needed by a student from time to time, and note them on the board. Model a role play with a student about one of the changes. Use the Useful Sentences as a quick review with the class, then in pairs, have the students role play asking for changes.

**Pg. 67-70 Telephone at Your Homestay, Calling Long Distance** Have students read the section and the box To Make a Collect Call as a whole class, or in pairs, then answer the Comprehension Questions (guide pg. 52). Take up the answers as a whole class. Remind your students that instead of calling collect, they can also ask the operator for "time and charges" to find out immediately how much the call will cost. They can arrange to pay their homestay family right away or keep a list of their calls. Refer to page 67 of the handbook. (Also, there are convenient telephone cards, which many students might prefer to use.)

**Pg. 67-70 Telephone at Your Homestay, Calling Long Distance** As a whole class go over the Useful Words and Phrases and Useful Sentences (pg. 70, then in pairs have the students practise Dialogue 1: Tonight I would like to phone my father, and in groups of three, Dialogue 2: I'd like to call "collect".. For Dialogue 2, have each of the students substitute their own particulars in the part of the dialogue with the operator, then have a short conversation with one of their parents about how things are going (send money). Codes can be found in the front part of the white pages under Area Codes, International Country and City Codes. Approximate time differences are also listed.

(See also: Overseas Calls Pg. 16, and Local Calls Pg. 39-45)

**Pg. 70-71 Living With Your Family** Read and discuss with the whole class. Have the students practise the Dialogue, and Useful Words and Phrases and Useful Sentences. Elicit from class some appropriate things to give to a homestay brother or sister as a birthday gift.

Have the students in pairs role play both giving a present to a homestay brother or sister and getting a small gift or a birthday card from the homestay family. As a whole class, discuss what might be appropriate big gifts for teachers (only kidding).

**Pg 72-76 Talking With Your Family** Read and discuss the information section as a whole class. Have the students in pairs practise dialogues 1: How was your day?, 2: Is that a new CD? and 3: Today in class... and decide what is the "gist" of each conversation. As a whole class discuss what happened in each dialogue. (The initial topic of each conversation is something from the daily experience of the host family or the student, but this can lead to even more interesting things.) As a whole class or in small groups have the students brainstorm their own backgrounds and their own interests, and also ideas recently discussed in class that might be talked about with the host family. With the whole class together, list some or all of the ideas on the board, briefly discussing some and perhaps eliciting some of the language needed to talk about these things. Then brainstorm other sources of conversation topics: for example: TV, movies, newspapers, friends, observations made by the student. Review the Useful Words and Phrases and Useful Sentences. Have groups write the beginnings of three interesting conversations with homestay families, then role play these conversations. Homework could be for the students to decide on an interesting topic and start a conversation with a homestay family member. The next day students can report in small groups how the conversation went, and what their homestay families said about the topic in question. As a follow-up, review the Useful Words and Phrases and Useful Sentences on pages 75-76, then have pairs of students write a dialogue to be read to the class in which something amazing is discovered about someone in the homestay family.

**Pg. 76-78 Going Out Together** As a whole class read the paragraph, and then have the students in pairs practise the two dialogues. Use the Useful Words and Phrases and Useful Sentences as a review. As a follow-up, you might brainstorm with the class different places the students might like to go to with their homestay families, and how the students might bring up the subject. Pairs can write their own dialogues and read them out to the class.

**Pg. 78-80 Host Family Payments and Leaving Your Homestay** Read the two information paragraphs with the class, and let the students practise the dialogues in pairs. Ask the students what they should remember to do when they are leaving their homestay. As a follow-up, have students write their own dialogues, beginning with the homestay parent saying: "Hey, \_\_\_\_\_, where are you going with all those suitcases?"

**Pg. 79 Doctor and Dentist in Your Own Language** Point out the section to students occasionally, or have students read it as required. (Does your school have a list of doctors or dentists who speak different languages?)

**Pg. 81-86 Finding an Apartment** Read the information section as a whole class, eliciting the main points students should know, and discussing them. With copies of part of the classified ad section for apartments from a current newspaper have students in pairs find two or three difficult to understand abbreviations and hazard a guess as to what they mean. As a whole class, compare notes.

**Pg. 81-82 Finding an Apartment, Classified Ad Abbreviations** If not many students are going to be looking for apartments, simply read the abbreviations as a whole class for meanings and pronunciation. You might assign different sections of the classified ads to pairs

of students, and they can report back on what they found in the section, along with some useful vocabulary and associated abbreviations.

**Pg. 81-82 Finding an Apartment, Classified Ad abbreviations, Worksheets** Using student worksheets (guide pg. 53), have students in pairs guess what they think these short forms "stand for". As a whole class compare answers, and practise the pronunciation of the words, perhaps having students suggest sentences using the words which the whole class can practise. (This activity could also be done simply as a whole class activity, perhaps using an overhead projector.)

**Pg. 81-82 Finding an Apartment, Using the Classified Ad Section of the Newspaper** Have students in pairs role play friends first deciding what kind of accommodation the two would want to share, including price range and location, then finding the most suitable listing from a few pages of the newspaper classified section. The pairs then report to the class, describing both what they were looking for, and the apartment they have found.

**Pg. 85 Finding an Apartment, Telephone Skills Activity** For homework, have students call the Landlord--Tenant Disputes information line: 604-660-1020, and describe what kinds of information can be found there.

**Pg. 85 Finding an Apartment, Dialogue Practice** Write on the board: "For Rent: 1 bdrm unfurn apt \$550 a month incl cable & utils 799-9999". After the class has deciphered what this means, have them in pairs write a small paragraph that would describe the apartment. Compare answers as a whole class, then have students practise the dialogue on page 85.

**Pg. 83-84 Finding an Apartment, A Few More Things To Know** Have the students, as a whole class or in pairs, read the section and in pairs, answer the Comprehension Questions (guide pg. 54).

**Pg. 81-86 Finding an Apartment, a Review** Go over with the whole class the list of classified abbreviations (pg. 81-82) and Useful Words and Phrases and Useful Sentences (pg. 86). Have students in pairs write a dialogue about finding an apartment, looking at an apartment, talking to the manager about a problem, or moving out of an apartment. You might choose one area to concentrate on, or assign a whole series of topics. Have the students perform their dialogues for the class.

**Pg. 81-82 Finding an Apartment, Writing Classified Ads** Have students in pairs choose an actual apartment listing from the classified section or a part that you have copied, and have them describe it in a paragraph or in a dialogue in which someone tells a friend about his or her new apartment. Then have the students write an ad about their own accommodation, renting their room in the homestay house, making up their own abbreviations as they go. Then have a whole class mixer in which students must trade accommodations until everyone has new homes they like. Another idea: students in pairs could write a classified listing of a wonderful place to live. Listen to the dreams as a whole class.

## CHAPTER 6: AT YOUR SCHOOL

**Pg 87-90 At Your School, a Higher Level Overview** Assign groups of students one of the five different sub-sections of the chapter. They must read the section, and first express the handbook's ideas in their own words, then say what they themselves think. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports to the new group. As a follow-up, assign pairs of students to write and perform a dialogue based on an idea from the chapter.

**Pg 87 At Your School** Read the first paragraph as a whole class for ideas (students immediately using what they've learned at school that day) and discuss this with the class. Have the students in pairs write three sentences that make use of what was learned in class today and could be used in a conversation with friends or homestay after school. For homework, the students use the sentences in real conversations.

**Pg. 87 Your First Day At School** Have students in pairs or small groups read this section, and then compare it with what students actually experience on their first day at your school. (They can also talk about what happened to them personally their first day, how they felt, how it's different now, etc.)

**Pg. 88-89 School Is Different Here** Have students in pairs read the section for the main ideas. As a whole class, compare what is written in the handbook to your own school, then compare learning English in your school with learning in the students' home countries. As a whole class, write down ways that students can improve their English faster in the classroom, and at home. (See also Chapter 7: Tips for Learning English Faster.)

**Pg. 89 English Only** Have the students read and discuss the section in small groups then as a whole class. Is an English Only rule a good thing? Why? Many schools have an English Only Rule, but often a few students speak their own language when teachers are not around. To counter-act peer pressure, give students some clever things to say, such as: "Whatsamatter, can't you say that in English?" "I didn't come all this way to a new country to practise my own language." "I know it's easier to speak in your own language, but I'm up to the challenge, are you?" or "Read my lips: I speak only English in this country," or "Eh? What's that? I only listen in English while I'm at school" or other such repartee (excuse me, witticisms) your students might make up.

**Pg. 89-90 School Activities** As a whole class read and discuss the section. Have the students suggest activities that would be fun and have them choose one to do together. In class brainstorm the vocabulary and idioms that might be used. Go on the activity as a field trip or class outing, or simply role play it in the classroom to prepare the students to go there on their own. Students could also write dialogues using the new vocabulary and idioms that they've learned. After going on the outing, the students might write a few paragraphs about it, or perhaps write a letter to a friend describing what they did and how they liked it.

**Pg. 91 Mixing With Other Language Groups** Read as a whole class, and discuss. (Students have an opportunity to learn not only about Canadians, but also to learn about and make friends with people from all over the world.)

## CHAPTER 7: TIPS ON LEARNING ENGLISH FASTER

**Pg. 91-101 Tips on Learning English Faster, A Higher Level Overview** Assign groups of students three different sections of the chapter: Tips For Everywhere, Tips For School and Tips For Home, and the Public Library. They must read the sections, then choose and evaluate the three or four best Tips For Learning English Faster. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports his or her findings to the new group. As a follow-up, do the Tips for Learning English Faster Questionnaire (guide pg. 59-60).

**Pg. 91 Tips on Learning English Faster, For Newly Arrived Students** Read and discuss the paragraph on page 92 as a whole class. (It's great to study English in an English speaking country, but there's jet lag, and it takes a while to get used to living in a new place.)

**Pg. 91-101 Tips on Learning English Faster** For a warm-up, have students suggest and discuss different ways of learning a skill, a sport, or a musical instrument. Are there better ways for us personally to learn these things? (Do some ways of learning work better for us?) In small groups have the students discuss the ways they personally learn, study and practise English. Have them list what their group or pairs consider the five most important ways to learn English. Assign each group a part of the chapter to read and note tips for learning English Faster. Have the students re-group to report their findings to their new group. The new group could list and put the ideas in order of usefulness, then as a whole class activity, compare all the groups' different orders of merit.

(**A variation** Assign parts of the chapter to pairs or small groups. Have them read for the "tips", discussing the merits of the ideas as they go along. They all report back to the class, listing ideas they've found and stating why they think they may be effective. At least one idea could be illustrated by students role playing an appropriate situation, or for the whole presentation, students could prepare a flip-chart list of ideas. The class as a whole can also suggest and talk about other ideas as they come to mind. Follow up with the Tips for Learning English Faster Questionnaire.)

**Pg. 92 Tips on Learning English Faster, Questionnaire** Have pairs do the questionnaire (guide pg. 59 and 60), discussing the ideas as they go along. Each student should decide on two new things he or she might try. As a whole class, compare the scores and find out what new ways of studying English the students may try. The questionnaire can be done again in a month or so, and the scores compared. Groups might make posters to hang on the classroom wall with the "Learning English Top Tips" or perhaps reminders "Where to Use Your English".

**Pg. 92 Tips for Everywhere, Make Mistakes** Read the section as a whole class and discuss accuracy vs. fluency.

**Pg. 92 Asking for Clarification** Read over the section together, and practise the Useful Sentences. For a role play, elicit from the class and write on the board a list of topics recently covered in class. In pairs, a student chooses a topic and talks about it, while the other occasionally asks for clarification. A variation, or warm-up to the above: the teacher reads a text, or makes up a story, while the students as a class listen, and ask for clarification if they don't hear or understand what is being said. (This is a good exercise for use with new vocabulary: students talk on a subject (or write a short story) using the new vocabulary, and when they are asked for clarification, they must explain the new word, and then continue.)

**Pg. 93 English Through Your Interests** Have the students read the section as a whole class or in pairs and then discuss the ideas. Have the whole class decide on an interest they all have in common, such as watching movies. (For movie language see also Handbook page 141, and the teacher's guide's activity.) Brainstorm related vocabulary and idioms, and put them on the board. Have the students in pairs talk for five minutes on the interest. Next, in pairs, have students decide on an interest they have in common, and have them brainstorm related vocabulary and idioms and write them down. Then, for a role play, one student is an expert in that field of interest and is being interviewed by the other student, who is a journalist. Let the students practise together before the interviews are presented to the whole class as a listening exercise. At the end of the interview, the class could ask questions. This activity could be video-taped and played back later. You might also do a writing follow-up, using either first person (for the expert) or reported speech (for the journalist).

**Pg. 93 English Through Your Interests, Mixer** As a warm-up, practise the Useful Words and Phrases and Useful Sentences, then do this mixer. Have each student choose a particular interest he or she has, brainstorm related vocabulary and idioms, and write them down. The students then write three sentences explaining something about their interest. (These could be collected later for correction and the teacher could write questions about the interest for the student to answer. This could be an abbreviated "journal", going back and forth between teacher and student to develop the student's vocabulary and fluency in his area of interest.) As a whole class, write on the board possible questions students could ask each other. (Why do you like this, how often do you do it, is it expensive, what/where/how/ who/when questions, and also gambits such as "Oh, that's interesting/neat/great/weird etc.", "Uh-huh", "really", "wow" etc.) Prime the students for the mixer by having them repeat after you with gusto all the sentences and expressions. Then have the students mix to find out what everyone in the class is interested in, find out a bit about each interest and try to remember as much as they can. At the end, have each student try to write down everyone's interest. As a whole class, find out what everyone's interest was, and elicit the information that students have learned during the mixer. Wind up with an add-on memory game such as below.

**Pg. 93 English Through Your Interests, Reports** Students at higher levels could choose an interest to make a class report about. (See the English Through Your Interest Presentation Worksheet, Peer Evaluation Sheets for Presentations, Student Presentation Listener's Sheet, and Presentation Guide/Form.)(guide pg. 55 to 58) A mixer, or interim small group presentations can be done as students are preparing their big ones as a warm-up and to get ideas about what things people may want to know about the interest. A written report might be submitted first, then the oral report given. If questions from other students are entertained as the report is given, the student is also practising natural conversation skills. Peer evaluations could be done as the presentation is given so that the other students are more actively involved (see the two different Presentation Evaluation Sheets).

**Pg. 93 English Through Your Interests, Amazing Hobby Fluency Activity** Each student in the class imagines an amazing hobby or skill and brainstorms vocab and idioms. As a whole class practise the Keep It Going Useful Words and Phrases and Useful Sentences from page 110 of the Handbook. On the board, brainstorm and write down some other gambits. (Wow! That's awesome! You must be nuts! etc.) A mixer: the students must tell everyone about their amazing hobby or skill, and discover everyone else's amazing skill. After an appropriate time, get the whole class together to try to remember what everyone said. As a wind-up, do the add-on memory game. Elicit a sentence about the first person "Keiko is a big-game hunter." When you get a sentence for the next person, have all the students say it together, and say the first

one too: "Jerry is a professional sky diver; Keiko is a big-game hunter." Keep adding to the list as you go: "Ricardo is a helicopter adventure photographer; Jerry is a professional sky diver; Keiko is a big-game hunter." etc. until all are named. Other possibilities: students call out names, and someone has to say his or her sentence, or the class tries to say the list of sentences in reverse order. A follow-up: students write a story about what happened one amazing day as they were pursuing their hobbies. A follow-up to the follow-up, glean from the students' writing sentences for Error Correction: or "Questions of Grammar or Usage". (See sample on page 61 of the guide.) Put them all on one sheet, and instruct the class to identify "questions of grammar or usage", and find a better way to say them. As a whole class, go over the sentences discussing the students' suggestions.

**Pg. 93 English Through Your Interests, Homework Assignment and In Class Follow-up**

Have the students find out all they can about someone's interest through a conversation: a fellow student, a friend, someone in their homestay family. Have them make some notes, including new vocabulary and idioms, or have them write a paragraph or so describing the other person's interest. The results can be taken up in class, brainstorming related vocabulary and idioms, students adding what they know of the subject, and putting relevant sample sentences with good usage on the board. Alternatives: do a mixer activity, or collect paragraphs students have written about the interest, correct them, or use them to get selections for "Questions of Grammar or Usage".

**Pg. 94 Talk and Listen, Ask Ask Ask, Fluency Activity** Read and discuss the section with the whole class. Then have each student write a question concerning something in the classroom. Take them up, and help the students start a conversation on the subject suggested by the question. Put the students in groups and have them write four or five general questions that could start a conversation. As a whole class, hear the questions, comment on the possibilities for an interesting conversation including suggestions on how to lead into a conversation from this question. Choose a question from one of the groups. Have the whole class brainstorm related vocabulary, then in pairs or groups have them make a conversation starting with the chosen question. Collect the rest, and use the ideas for further fluency practise in the manner stated.

**Pg. 94: Usage** Read and discuss as a whole class. Have students in pairs write a few paragraphs on something that concerns their daily lives, or have them write a similar type of dialogue. Collect these, and choose "Questions of Grammar and Usage" to copy onto a worksheet. Have students "correct" them, or ask them to write these sentences "in a better way". See the sample "Questions of Grammar and Usage" (guide pg. 61) taken from the author's own classes. Keep track of your students own sentences from other activities and create your own Questions of Grammar or Usage sheets. Higher levels: have everyone listen for useful idioms or usage while watching T.V. or when they're on the bus and report them to the class.

**Pg. 95 Keep a Notebook** Ask the class to name different ways they encounter new vocabulary, and methods they might use to keep track of it, learn it, make it their own. Read the section as a whole class and discuss. Choose a story or small article (perhaps from the Reader's Digest), and have students learn vocabulary and idioms from it. Let them practise a good method of learning new language: noting the word and the sentence it was used in, looking up the word in a dictionary, writing more sample sentences in their notebook, and then finding ways to use the new language in conversations.

**Pg. 95 Read This Book** Have the students read the section, and note the important ideas. As a whole class, discuss the merits of reading some of the Vancouver Handbook every day, including reading out loud. Assign a section for the students to read for homework. (Assign sections from time to time to remind your students about reading the book on their own.)

**Pg. 95 Read This Book, Read Read and Read, Newspapers** Buy enough Vancouver Sun, or Province newspapers, so that each pair of students has a paper. Give them fifteen or twenty minutes to decide on an article to read and later present. When the pair decides on the article, they put their names on the board, the page number and the headline of the article. (The first pair to list the article on the board gets to do it. If other pairs were considering that article, they will have to find another one.) The students use the Newspaper Article form (guide pg. 62) as a guide to studying the article. When all the students are ready, form small groups, the pairs of students splitting up and going to separate groups. Each student has about ten minutes or so for an oral presentation, and leading a short discussion about the ideas in the article. The other students could be encouraged to ask questions as the presenter goes along, so the exercise is much more casual and conversational. (This whole activity, from first perusing the paper to the final presentation could easily last three hours.) Homework: the students must start a conversation with a friend or a member of their homestay family and talk about the article. A variation: choose an article yourself suitable for the level and interests of your class, or for curriculum considerations, and prepare discussion questions. In both versions, the students' worksheets can be collected and corrected. This activity combines the big four, reading, writing, listening and speaking, in one exercise.

**Pg. 95 Read This Book, Opportunities for Reading, Guessing Game** As a whole class, or in pairs or groups, write a list of things that people read as they go about their everyday lives (traffic signs, numbers, symbols, menus, manuals etc.). For each item on the list write words or sentences that might be read. Listen to ideas from the whole class, and write some of the words and sentences on the board. Then have pairs of students write three words or short sentences, and where they are seen. Have the words or sentences read out, and each other pair tries to guess where the word or sentence can be found. At the end, compare the results: a "possible" gets a point, a near guess gets two, and a bull's eye gets three. The pair with the highest number of points wins, and is rewarded by having their names posted on a sign in the class room!

**Pg. 95 Read This Book, More Opportunities for Reading, Jigsaw** Divide the class into groups with an even number of students. Have them discuss and note what is written in different media: newspapers, magazines, books, manuals, and fiction. Have one representative from each group form a new group to report "jig-saw" on what the first group discussed. The first group is reformed, and ideas from all the groups compiled. As a wrap-up, have students talk about what they read in English now, or what they may try reading. (Refer them also to page 93 English Through Your Interests.)

**Pg. 95 Read This Book, Opportunities for Reading, Sample Article** Relevant to the current class work, choose an article or story, perhaps out of the Reader's Digest, for the class to read together, discussing ideas, vocabulary, idioms, usage and grammar points as you go along. (A short lesson on a grammar point illustrated in the story, preferably a current grammar point from your class work, could follow the reading.) Create discussion questions based on the story or related ideas, and have the students discuss them in pairs or small groups. As a wrap-up, have the students create conversational openers such as "I've been reading an article or story about. . . In a story I've just read it said. . . I read about this man. . . I think. . . What do

you think about. . ." For homework, have the students tell a friend or someone in their host family about the article or story.

**Pg. 96 Tips for School** Read as a whole class, discussing and noting the ideas on the board as you go along.

**Pg. 96 Tips for School, an Activity for Using Emotion in Speech** Elicit from the class sentences or words that usually are said with emotion and energy. Write them on the board, and say them with gusto, the class repeating them after you. Have the students create short dialogues using at least three of them. Listen to each dialogue one or two times as a whole class, encouraging the students to "emote". You might also read some of the dialogues out loud, with great gusto, having the students repeat after you.

**Pg. 97 Tips for Home** Have the students read the section in pairs and discuss the ideas with the whole class. Get students to decide to do one extra thing a week at home to help improve their English. (See also the section Talking With Your Family Pg. 73.)

**Pg. 97 Tips for Home, Learning From Homestay Children** If young children are part of their homestay families, students have another opportunity to improve their English. All young children have favourite story-books, videos, DVD's, games, and T.V. shows, and they like to share their favourite things with someone who is interested. Students can read stories to children, play their favourite games with them, and watch their favourite videos or T.V. shows. The students have to let the children "teach" them, even if the children are only three or four years old. Assignments: if students have children at their homestay, have them ask a child in the host family to teach them a game. They can write down a description of the game, the vocabulary and the important rules and back in class teach their classmates the game (perhaps in small groups). Another assignment: watch a video with a homestay child to learn and report on new vocabulary to the class. First have students listen to and practise this possible dialogue and the useful sentences:

Student	Boy, you have a lot of DVD's. Can I look at them?
Child	Yes, I like this one the best.
Student	" WALL-E". That's a good one! Can we watch it?
Child	Okay. I'll ask Mommy first.
Student	If I don't understand something, can we pause the DVD? And you tell me what they are saying. And then we can play that part again.
Child	Sure!

Useful Sentences: What did they say? What are they doing now? What is the word for what they are doing? Can I say: "they are \_\_\_\_\_ ing"? What do you call the thing that he threw out of the window? . . . that his head is stuck in? . . . that is sneaking up behind him?

**Pg. 97 Keep a Journal** Read and discuss the section as a whole class. Have the students make up a possible journal entry from something that happened last weekend, or last week. Ideas to suggest: new things seen or done, comparisons with their home countries, new vocabulary or idioms used there. Other things to consider: What did they think about it at the

time, and now? How did they feel? Do they have any further comments: related things, other ideas, do they want to do that thing again soon, or perhaps not? What have they learned through this about Vancouver, Canada, Canadians, young people, older people, themselves or their own country? You can have the students read their journal entry to each other in small groups, and discuss what happened, or you can collect them to correct, or to put all together as a class journal of a week or weekend. You might think up discussion questions based on the journal entries, and use the journals as a basis for both vocabulary and fluency practice for the coming week.

**Pg. 97 Journal Writing** You might institute Journal Writing as a regular class or homework activity. It can be quite rewarding for both student and their teacher.

**Pg. 98 Technology and Language Learning** First elicit from the students a list of new technology that they could use for language learning and practice. In groups have students choose three useful technologies or gadgets and discuss how to use them for language learning and practice. Finally, the groups report to the class.

**Pg. 98-99 Public Library, Getting A Library Card** Read the two sections together as a whole class and have the students practise the dialogue: Can I get a library card please? on page 99. You might simply encourage your students to use the library's resources, or take a field trip to the central or local library, or initiate self-directed study projects for your students to pursue (with possible class presentations). (See English Through Your Interests Pg. 93.)

**Pg. 99-100 Library ESL Materials and Listening Stations** Read the four sections as a whole class. Students can be encouraged to do their own self-directed English studies right at the library, or they can borrow materials and use them at home.

**Pg. 100-101 Library, Other Videos and Tapes and CD's and Books in Translation** Read as a whole class; here are more interesting opportunities for English study and practice.

**Pg. 101 VCC Broadway Campus Bookstore** Point out to the students where they can buy their own ESL materials. (SFU and UBC Bookstore and Sophia Books also have ESL sections.)

**Pg. 101 An English to English Dictionary, Class Activity** Using English to English dictionaries, have the students find a difficult, but useful word, and write down a synonym or phrase that explains the word. Have them write a dialogue where one person has to explain the other word (See Asking for Clarification Page 92).

**Pg. 101 An English to English Dictionary, Comparing to Two Language Dictionaries** Have the students in pairs compare a good English to English dictionary item with the meaning given in a foreign language to English dictionary. As a whole class, listen to the differences and discuss the benefits of using an English to English Dictionary.

**Pg. 101 Dictionaries, Exploring Meaning and Usage** Copy an appropriate page of your favourite dictionary, and have the students read the various meanings and usages of an interesting word (Words like "get" or "do" or words that have various idioms attached to them) and have the students make three or four sentences showing different meanings or usages. Read them all out in class. (At the end you also might compare it with the entry in a foreign language to English dictionary.)

**Pg. 101 Dictionaries, Vocabulary Guessing Game** Have students make up questions to quiz the other students. From their dictionaries each pair makes up four questions. As a whole class the other pairs try to guess the word. Then choose three or four good vocabulary words, and have the pairs of students write a sentence using each word. Listen to all the sentences as a whole class, correcting if necessary.

**Pg. 91-101 Tips on Learning English Faster, a Chapter Note** Many students feel frustrated that they don't seem to be learning English as fast as they want. Teachers need to encourage their students often and to urge them to encourage each other. Remind them that language learning is not a steady climb, but a journey that often has wide plateaus to cross. It can also be described as a spiral process, familiar things are studied again, but at higher levels of comprehension and fluency. It is also important for students to make use of their class work immediately. This not only practises the work, bridges the gap between school and life, and makes their school work useful, but also gives the students immediate awareness that their English is improving. And it is!

## CHAPTER 8: TALKING TO CANADIANS

**Pg. 102-124 Talking To Canadians, A Higher Level Overview** Assign pairs of students two different sections of the chapter (throwing in Introducing a Friend with Starting a Conversation). From each section they must glean three or four important bits of information, and four or five useful conversation gambits, making up short dialogues which illustrate the gambits. Have the students report their findings and perform their dialogues for the whole class.

**Pg. 102-103 Canadian Interpersonal Customs** Read as a whole class and discuss the suggestion of keeping an open mind. Practise the Useful Words and Phrases and Useful Sentences and brainstorm with the class the times and places where polite language might be used. Have students in pairs write dialogues using polite language.

**Pg. 103-105 Speaking to Canadians** Read the information section on page 104 as a whole class and discuss the ideas. In groups of three, have the students practise the dialogue on page 105. Discuss with the class what happened because the students were speaking in English, and what would have happened if they were speaking in their own language.

**Pg. 105 Speaking to Canadians, A Role-Play Mixer** As a whole class read the information section and practise the Useful Words etc. Have the students think up ways to finish the sentence "What do you think about. . .?" and "Do you know if. . .?" A role play mixer: every student decides on a place and a question that might be asked there. The question should also contain a hint about the location. (For example: "Is this the line for people who already have tickets?") Students mix, asking their question, and finding a way to continue with a small conversation. As a follow-up with the whole class: everyone tries to remember where each student was, and the whole class can brainstorm other questions that might be asked, and how to keep the conversation going.

**Pg. 106 Introducing a Friend** Read together and have the students practise the dialogue. In groups of three, have each student decide two or three things that a friend might say about him or her as part of an introduction. Then the group practises making introductions and getting a conversation going.

**Pg. 106 - 109 Starting a Conversation** As a whole class read through the section to the bottom of page 108, having pairs of students model the first three dialogues, and eliciting two or three ideas from the class about what other questions could have been asked, or what else might have been talked about. Read the section at the top of page 108, have a pair of students model Dialogue 4: All about ME, then ask the class what happened in this conversation. (The student started to talk about something his host brother wasn't interested in, but the student still found a way to keep the conversation going.) Practise the Useful words and Phrases on page 108, and have students in pairs make conversation starters with all of them. As a whole class, listen to them, and write some good ones on the board. As a whole class practise the Useful Sentences and write on the board five different things for the "Look at that \_\_\_ (thing) . I wonder. . ." gambit. Have the students in pairs make an "I wonder. . ." sentence for each thing chosen, and then listen to all the sentences as a whole class. Then, for fluency practice, let the pairs make five short conversations starting with their sentences.

**Pg. 109 Keeping It Going** Read over the information paragraph together, and then have the students practise the dialogue in threes, or have three students model the dialogue for the class. Go over Useful Words and Phrases and for the Useful Sentences, complete the dot dot dot sentences with ideas from the students. An activity: as a whole class create a list of interesting things to talk about. For groups of three or four, copy the Pg. 110 Keep It Going Gambit Sheet (guide pg. 63), and cut it up. Have the groups discuss one of the interesting topics and every time a student uses one of the gambits, he puts the card for it down in front of himself. If conversation wanes on one topic, the students should move on to the next. At the end of the activity, the student with the most cards wins. For a more competitive game, allow students to repeat the use of a gambit, and "win" a card already in front of another student.

**Pg. 111-112 Changing the Subject** Have the students in pairs read the section together and practise the dialogue and the Useful Words and Phrases and Useful Sentences. From a list of interesting conversation topics (already created by the students: see Keeping It Going, above) pairs of students choose something to talk about. The conversation continues for a few minutes, then one of the students must find a way to change the subject naturally. The conversation continues along that vein for a while, then the other student has to bring it back to the original topic.

**Pg. 112-113 Small Talk** Have the students in pairs read the section together and practise the dialogue and the Useful Words and Phrases and Useful Sentences. Have pairs of students write a dialogue that goes from small talk to something more important. The dialogues can be read to the rest of the class.

**Pg. 113-114 Making An Apology** As a whole class, read the section together, and have pairs of students model the two dialogues. Go over the Useful Words and Phrases and Useful Sentences together as a whole class, and talk about ways to accept apologies. An activity: each student must imagine something that he or she has done that needs an apology. The students mix, greet their classmates, do some small talk, then apologize, and then move on to other students. The students' objective is to apologize to everyone in the class, and to remember what everyone apologized for. As an ending, everyone sits down and tries to write what everyone apologized for. As a whole class, see how much everyone remembers.

**Pg. 115 Asking for Clarification** As a whole class, read the section together, and have a pair of students model the dialogue. Practise the Useful Words and Phrases and Useful Sentences together, and then have pairs of students write their own dialogues in which someone has to

ask for clarification. These dialogues can be read to the class. Another activity: in small groups have students either read a story or make one up, and the other members of the group have to ask occasionally for clarification.

**Pg. 116-117 Language Gambits for Fun and Profit** Read the section together, and have the students practise the dialogue in pairs, twice, so both students get a chance to be "the student". Then do the dialogue with you, the teacher, as the friend, and the whole class as the student. Practise the Useful Words and Phrases and Useful Sentences, modelling the phrases and sentences with the proper intonation and emotion, and having the students repeat after you with gusto. Brainstorm subjects for conversations and put them on the board. In pairs, students have to tell a story, and keep talking for two minutes while the second student practises the gambits, asking questions too if it can help the first student keep the story going. Keep the activity going for as long as there is energy for it. You might also let the class get up and mix, talking in pairs or small groups. Another possibility is to make it a game with a prize for the longest conversation.

**Pg. 117-119 The Canadian "Eh"** In pairs have the students read through the section and practise both sides of the dialogue and look at the Useful Words and Phrases, Eh? and Useful Sentences. Model the gambits by telling an amazing story, while having students chime in with gambits of their own from the previous section: "wow, no way, right on, get out, shut up" etc. Then go on to the activity below.

**Pg. 116-119 Language Gambits for Fun and Profit and The Canadian "Eh", Fluency Activity** Have students in pairs write a dialogue using gambits from those two sections. All are read to the whole class, using a lot of energy and emotion. Elicit from the students a short list of nouns and put them on the board. Choose a word, and the class in pairs have to keep a conversation going for three minutes (or longer if they are doing well) using the gambits from these two sections. Go on to other words in the list for as long as seems profitable.

**Pg. 119-120 Meeting Canadians** Have students in pairs read the information section, and list a number of places where they might meet Canadians. Go over the Useful Words and Phrases and Useful Sentences together for pronunciation and intonation. Have students in pairs decide on a location, and write a dialogue in which a student meets a Canadian. The dialogues can be performed for the class. As a whole class, talk about what one is expected to bring to dinner at someone's home, to a potluck dinner, to a housewarming party, and to a "BYOB" party.

**Pg. 120-122 Speaking to Strangers** Read and discuss the first section together as a class. Have pairs practise Dialogue 1: I don't like to give out my phone number, and discuss as a class what happened and why. (The student met an interesting person, but didn't give out his or her homestay phone number. They arrange to meet again at a public place.) Students could brainstorm ideas, and then make a poster for the classroom: "Places to Practise English". Continue with the next information paragraph, "Sometimes strangers may talk to you. . ." and dialogues 2 and 3 on page 121-122. Have students in pairs practise the dialogues and as a whole class discuss what happened and why. For the next paragraph and Dialogue 4: I don't want to talk to you, make sure all the students do the student part in a loud voice. Stress that it is very improbable, but the students can feel confident that if something like this ever happens, they will know what to do. End the class on an up note: practise Dialogue 1 again, and remind them to bring a friend if they are going to meet a "new person" on another day.

**Pg. 123-124 How to Be Safe In Vancouver, Where to Avoid** As a whole class students take turns reading the section, the teacher stopping them now and then to discuss the area, point it out on a map, ask if anyone has been there yet, what it was like, and so on.

**Pg. 125 How to Be Safe In Vancouver, How to Walk** As a whole class have students take turns reading the section, as above, and stop and talk about it as you go along. The teacher can demonstrate "a confident walk" versus the weaker, "scared tourist, victim walk". Students can practise the walk, or demonstrate how to carry their bags. Have students repeat after you the list of "Don'ts" at the bottom of the page. Students in groups of four could choose a "Don't" to write a skit about. One student could be a police officer narrating a story from police files, with dialogue in the skit performed by student actors. The skit would point out what not to do. This could also be video-taped and shown to other classes as a "Crime Stoppers" show.

## CHAPTER 9: IN AND AROUND VANCOUVER

**Pg. 125-138 In and Around Vancouver, A Higher Level Overview** Assign groups of students a few different attractions each. They must read and find three important bits of information for each one. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports his or her findings to the new group. As a follow-up, go over the Useful Words and Phrases and Useful Sentences on page 139, and assign pairs of students to write and perform a dialogue based on one of the attractions.

**Pg. 125-126 Tourist Info and Buying a Guidebook** Read as a whole class and discuss what kinds of things students like to do, what they would like to do or see in Vancouver, and what great things they have already heard of.

**Pg. 126-131 Vancouver Area Attractions** Assign each student an attraction to read about and remember some of the details. In a class mixer, each student tries to find out and remember something about each attraction. As a whole class: elicit the different attractions and some of the information about them. Practise the pronunciation of place names, and brainstorm vocabulary and idioms or whole sentences that might be appropriate to the attraction. A follow-up: have students phone their assigned attraction to find out the hours, times of shows or any special events etc., location and how to get there by bus. The next day, students report to a small group what they found out. The group chooses and recommends to the class what they feel is the most interesting place to visit, describing the place in glowing terms. Another follow-up: a field trip to one of the Vancouver Area Attractions. A summary activity: students in pairs write and perform a dialogue in which one student invites the other to go to a Vancouver area attraction. The students should try to incorporate as much information about the place as they can.

**Pg. 132-133 Free Or Almost Free Attractions** Have students in pairs read the section and answer the Comprehension Questions (guide pg. 64).

**Pg. 132-133 Free Or Almost Free Attractions, The Students' Own Field Trips** Have students in pairs, perhaps with other friends, too, visit one of the Free Or Almost Free Attractions, and write a more detailed report on the place than is in the handbook. Have the students report their visit to the class.

**Pg. 132-133 Free Or Almost Free Attractions, Writing a Skit** Students in groups of two or three choose a place and write a skit appropriate to the location. Other students must guess the place. (Don't make it easy.)

**Pg. 132-133 Free Or Almost Free Attractions, Etc., Telephone Contact Assignment** From the Vancouver Sun Thursday edition's What's On section, have the students choose a place that interests them. (Better yet, they could use the free Georgia Straight!) Over the weekend they phone and find out more about the attraction, and on Monday, report what they've found out to the class.

**Pg. 132-133 Free Or Almost Free Attractions, Etc Etc., Tourist Info Mixer** Once more information has been gathered about places by telephone, or perhaps by brochures, you could have your students role-play tourist information personnel in a class mixer. Student objectives: to tell as many people as they can about their attraction, and find out as much as they can about the other attractions. At the end, as a whole class, try to remember as many of the details about the attractions as possible.

**Pg. 134-135 Day trips From Vancouver and Not Far from Vancouver** Read the information sections together as a class. Then go over the Useful Words and Phrases and Useful Sentences on Pg. 138, making sentences, or completing sentences as you go. Have the students practise Dialogue 2: I'd like to make a reservation. Have them practise Dialogue 1: What do you want to do on Saturday?, in pairs, and then after choosing another attraction from the handbook or one from flyers you might have in the classroom, you could have them make up their own conversations based on Dialogue 1. Later, in small groups you could let the students role-play friends deciding to go to an attraction near Vancouver. Initially, have everyone in the group pick a different place. The students must describe the place they want to visit, and try to convince the group it's the best place. As a whole class wrap-up, one of the students from the group tells the class where his or her group has decided to go, and why. You might also, with higher levels, have everyone start off with a different attraction, and mix, trying to convince others to go with them. The object is to get larger and larger groups going to the same place, and finally the whole class is convinced to go to one spot! Encourage the students to exaggerate details, make things up, and even bribe their classmates if they have to.

**Pg. 125-138 In and Around Vancouver, Comparing Vancouver Attractions** These are activities for high intermediate and advanced students. There is pair work leading to self-directed field trips, creating and giving surveys to Canadians and tourists, and class presentations. Give tourist brochures, posters, ads etc. to students. Have them skim the brochures and Chapter 9 of the handbook for appropriate vocabulary for tourist attractions. As a whole class, write the words on the board, and discuss meanings as required.

Have two teams think of four or five Vancouver sightseeing attractions, and write three sentences giving clues to what they are. The teams test each other, and points are awarded based on correct guesses with the fewest clues needed. (Three points for a correct guess after one clue, two for two and one point for a correct guess after three clues.) (The winners are awarded a free self-directed walking tour of Granville Island!)

As a whole class: brainstorm points of comparison between different places. Pairs meet and decide on two similar attractions they will visit ( i.e. two museums, two gardens, two markets, two view-points) and what details would be suitable for comparison.

As a whole class brainstorm possible survey questions to ask visitors. The partners meet again and write out questions suitable to their attraction. Each pair should submit a written plan to the teacher. Set a schedule for preparations, the field trips and the presentations.

Students can role play for each other and practise asking their questions. At first some of this can be done in front of the class, so that students and the teacher can evaluate the interviewing techniques. Then the class can mix and practise asking their questions; the students role playing tourists make up suitable answers.

The students make their field trips and complete their surveys.

Students could present their comparison of two Vancouver attractions, and their surveys to their own class, or another class. They might also use the survey results as part of a written description and evaluation of the two different attractions. Each group could prepare and perform a video-taped "commercial" advertising a tourist attraction in the Vancouver area. (See the Presentation Evaluation outline, guide pg. 56 and 57.)

## **CHAPTER 10: ENTERTAINMENT AND SHOPPING**

**Pg. 139-154 Chapter 10: Entertainment and Shopping, A Higher Level Overview** Assign groups of students three different sections of the chapter, Movies, Restaurants and Night Life, and Shopping etc. They must read their sections and find five or six important bits of information, and five or six useful vocabulary words or idioms. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups reports his or her findings to the new group. As a follow-up, assign pairs of students to write and perform a dialogue based on one of the sections of the chapter.

**Pg. 139 Entertainment and Shopping** Read the introductory paragraph together as a whole class. Have students choose an activity or sport, and as a whole class brainstorm related vocabulary and idioms.

**Pg. 139-140 Movies and Movie Language** Review your students' current knowledge of the vocabulary by having the whole class brainstorm words and idioms that can be used with movies. Then have students in pairs read the two sections and answer the comprehension questions (guide pg. 65).

**Pg. 142 Movies and Movie Language, Useful Words, Phrases, and Sentences** As a whole class go over the Useful Words and Phrases and Useful Sentences, then have the students in pairs practise the dialogue. With the newspaper entertainment section as a focus, have the students in pairs write a dialogue about movies that they've seen, or have heard about and would like to see.

**Pg. 142 Movies and Movie Language Useful Words and Phrases, Games and Drills** Use the Movie Language Game Cards (guide pg. 66) for vocabulary drills, higher level fluency exercises or to play Fish and One Card Draw. (See the game rules on Handbook Pg. 20 Asking Directions, Card Games, guide pg. 13.)

**Pg. 139-140 Movies and Movie Language, Occasional Activity** From time to time, have students read a review about a movie playing in town, and report on it to the class. (See the Movie Review Worksheet, guide pg. 67.)

**Pg. 139-140 Movies and Movie Language, Student Movie Reviews** Have students see a feature film, or a TV program or movie and write a review to present to the class. (See the Movie Review Worksheet, guide pg. 67.)

**Pg. 139-140 Movies and Movie Language, Skits and Guessing Game** Have students prepare a scene from a certain type of movie and present it to the class. The other students have to guess the movie's category, describe the characters presented and relate the scene's plot.

**Pg. 139-140 Movies and Movie Language, Reviews and Scenes From Made-Up Movies** Have groups of students prepare a fictional T.V. review of a movie, complete with "scenes" from the movie performed by students in the group. The clips from the "movie" could be video-taped or presented "live".

**Pg. 139-140 Movies and Movie Language, Movies We'd Like to See** Students could imagine a movie that they would really like to see. They have to give it a name, stars, and a story line. In a mixer, they have to recommend it to their classmates. At the end, as a whole class, the students try to remember as many and as much of the different movies as possible. Then the class as a whole can choose the best movie "they'd like to see".

**Pg. 143-146 At a Restaurant or Coffee Shop** As a whole class read the first two paragraphs, and have the students in pairs practise the two dialogues.

**Pg. 143-146 At a Restaurant or Coffee Shop, Comprehension Questions** Have the students in pairs read the section and answer the comprehension questions (guide pg. 68).

**Pg. 146 At a Restaurant or Coffee Shop, Role Plays** As a whole class go over the Useful Words and Phrases and Useful Sentences for meaning and pronunciation. An activity: have groups of students create a menu for different types of restaurants, then they role play waiters and customers. Go for lunch together at a nearby restaurant, getting copies of the menu first, for more vocabulary and to practise pronunciation.

**Pg. 146 At a Restaurant or Coffee Shop, Useful Words and Phrases** Use the At a Restaurant or Coffee Shop Game Cards (guide pg. 69) for vocabulary drills, higher level fluency exercises or to play Fish and One Card Draw. (See the game rules at Handbook Pg. 20 Asking Directions, Card Games, guide pg. 13.)

**Pg. 147-148 Night Life** Have the students in pairs read the section and practise the dialogue. With the whole class, review the Useful Language.

**Pg. 148-149 Shopping and GST/HST** Read together as a whole class, discussing the most important points.

**Pg. 149-152 Department Stores, Drug Stores, Corner Stores, Clothing Stores** Have the students in pairs read the sections together and answer the Comprehension Questions (guide pg. 70).

**Pg. 149-152 Department Stores, Drug Stores, Corner Stores, Clothing Stores, Useful Language** Go over the Useful Words and Phrases and Useful Sentences from pages 151 to 153 and have the students practise the three dialogues.

**Pg. 149-152 Department Stores, Drug Stores, Corner Stores, Clothing Stores, Field Trips** Plan a visit to The Bay or Sears. Assign pairs of students different departments to explore and describe, and have them find something in the section that they might like to buy.

Back in class, the students can report to the whole class about their department and their "purchase".

**Pg. 149-152 Department Stores, Drug Stores, Corner Stores, Clothing Stores, Writing Dialogues** Have the students in pairs decide on a type of store, and write a dialogue that could take place there.

**Pg. 153-154 Beauty Salons/Hairdressers/ Unisex Salons** Read together as a whole class. Go over the Useful Language and have the students practise the dialogue. Then in pairs have them write dialogues that they might have at the hairdresser's. The students can then perform them for the class.

### **KEEP SMILING: DIFFICULTIES CAN BE FUN**

**Pg. 155 Keep Smiling: Difficulties Can Be Fun** Read and discuss as a whole class. In pairs have the students brainstorm questions to ask a friend in order to start a conversation: "Is that a new sweater?" "Did you go to the movies last night?" "Ask me what I did last night. . . ". Have the students report them to the whole class and put them on the board. A fluency exercise: students choose one of the questions to ask their partner: they have two minutes to keep talking, continuing no matter what mistakes are made, with their partner helping them along (see also Pg. 116-119 Language Gambits for Fun and Profit and The Canadian "Eh" and Pg. 92 Make Mistakes). Keep alternating the students for ten or twelve minutes. Then, as a writing exercise, the students choose one of the verbal conversation topics to write about, perhaps in a letter to a friend. Here, since it is writing, the students must now strive for accuracy.

### **CHAPTER 11: LANGUAGE NOTES**

**Pg. 156-160 Chapter 11 Language Notes, A Higher Level Overview** Assign groups of students different sections of the chapter to study. They must read and be prepared to explain the language note from each section, giving examples. Have the students report to the class, or as an information gap exercise, form new groups and each student in the initial groups must report to the new group. As a follow-up, assign pairs of students to write and perform a dialogue illustrating an idea from the chapter.

**Pg. 156 Future Tense** Read the section as a class, and then use the Future Tense worksheet (guide pg. 71).

**Pg. 156-157 Downtown and Home, Complete it with Pronouns, and Getting** Read sections as a whole class, and have students in pairs write individual sentences or dialogues using the structure.

**Pg. 157 Borrow and Lend** Read together and have the students practise the dialogue in pairs. With the whole class, brainstorm things that can be borrowed and write them on the board. Have the students in pairs choose one thing, and write a dialogue using both borrow and lend. Listen to all of the dialogues as a whole class.

**Pg. 158-159 What They Really Say: Th'sownduvinglish, and Your Sound: Your Pronunciation** up to page 159 where it says "Listen for the beat, and learn to use the music of

English") As a whole class read and discuss the section, illustrating the ideas for the class, and having the students repeat after you. Then have the students in pairs mark in the linking and the stresses or intonation in this, or another part of this book, or on suitable material that is also being used in class. (Later, as a review, they can do this with material they have written themselves.) Record, or have a colleague record (for a different voice) a suitable passage for students to listen to and record the stresses and linkages. As a whole class, check where the students thought they heard stresses, and then practise the passage as a whole class, the students repeating phrases or whole sentences after you.

**Pg. 158 and 159 Your Pronunciation** (word endings, especially verbs, and some common pronunciation errors) Read the sections together and discuss, and model the sounds for the students.

**Pg. 160 Pronunciation Exercises** Go over the pronunciation exercises with the students as a whole class, modelling for the students as you go along. With some phrases "sit in this seat", "really rumbled and really roared", "Lemon jello is yellow" have each student say them in turn. Stress that it is a listening exercise as well as a speaking exercise. "Peter Piper": practise together slowly, as an exercise for saying consonants, especially the end consonants, strongly. Then have a race: the students say the verse as fast as they can while saying all the consonants clearly. A variant: have students stand up; the race is started, and as soon as a student is finished, he or she can sit down. The first one to sit, wins. Practise the Woodchuck and the Sea Shell tongue twisters, plus others you may have. It is also fun to have students say tongue twisters from their own languages. Remind the students that they should practise their pronunciation exercises every day. An expanded version of these exercises on-line have audio for students to listen to and practice on their own.

## **CHAPTER 12: WHEN WORDS FAIL: POINT AND SMILE SECTION**

**Pg. 161-162 When Words Fail: Point and Smile** Have students in pairs look at the symbols and decide when one might need to use them, and what one might ask using words. As a whole class, listen to the students' suggested questions, and choosing one or two for each symbol, ask the class for suitable answers. Divide the class into pairs, or small groups. Have the students write a dialogue or a skit based on one of the symbols, and read or perform them for the class.

## **INDEX (to the Vancouver Handbook)**

**Page 164- 165 An Index Game** Look at the index with the whole class, reading the subject headings aloud. Then give pairs half an hour to use the index to locate different material and to write five questions. Then let each pair in turn ask a question, and the rest of the class must use the index to locate the material and scan for the answer to the question. The students must write a clear and grammatically correct answer, and then raise their hands. Give most of the students time to finish before comparing answers. The first students to finish with a correct answer receive five points, the next four etc. Only a grammatically correct answer gets any points.

## **IMPORTANT NUMBERS AND ADDRESSES**

**Pg. 166 and 167 Important Numbers And Addresses, 911** Look at the section as a whole class. Have the students practise saying the numbers together in normal rhythm and

intonation, explaining and discussing vocabulary as needed. For the 911 number, discuss with the class when might be an appropriate time to dial 911. In pairs, have students create a scenario in which 911 should be called. Have each pair read out their scenario ("what has happened") and the rest of the class together, or in their pairs, write what they would say to the 911 operator. They need to say clearly and simply what has happened and where they are. Compare and discuss the answers.

## **CURRENT SLANG**

**Pg. 168 Current Slang, Occasional Exercises** Occasionally read and discuss parts of the vocabulary list and have the students write dialogues using the words or sentences. In class, as new vocabulary and idioms that are "right on" for student use come up, have the students add them to their list. Encourage the students to add their own words to their lists as well, and occasionally review what new idioms and slang the students have found, and use these as the focus for a lesson.

## SECTION TWO: MATERIALS FOR PHOTOCOPYING

### Pg. 5-6 General Information, and Weather and Clothing, an Information Gap Exercise

#### A)

1. What is the population of Vancouver?
2. When did Canada become a country?
3. When did B.C. join Canada?
4. What is the GST?
5. Can the GST be refunded to you?
6. How far is it from Vancouver to Seoul?
7. How far is it from Vancouver to Hong Kong?
8. How far is it from Vancouver to Ottawa?
9. How far is it from Vancouver to Winnipeg?
10. How far is it from Vancouver to Seattle?
11. How far is it from Vancouver to Washington D.C.?
12. How far is it from Vancouver to London?
13. What is Vancouver's average daily high temperature in January?
14. Does Vancouver have the same temperatures as the rest of Canada?
15. What is the weather like in the winter?

#### B)

1. What is the population of Greater Vancouver?
2. When did Vancouver become a city?
3. What is the drinking age in B.C.?
4. What is the PST?
5. What kind of electricity does Vancouver have?
6. How far is it from Vancouver to Tokyo?
7. How far is it from Vancouver to Taipei?
8. How far is it from Vancouver to Banff?
9. How far is it from Vancouver to Spuzzum?
10. How far is it from Vancouver to Los Angeles?
11. How far is it from Vancouver to Mexico City?
12. How far is it from Vancouver to Paris?
13. What is Vancouver's average daily high temperature in July?
14. Why is the Vancouver area called the "wet coast"?
15. What is the weather like in the summer?

## **Pg. 7 Short History of Vancouver and Its Peoples Comprehension Questions**

1. When did the first people come to this area?
2. When did the first Europeans visit here? What country were they from?
3. Who was the first British sailor to come here? When did he come, and what did he do?
4. What did the first European settlers do?
5. What happened in 1870? Who came to this area?
6. Why were the British worried?
7. When did Canada become a country? What were the four original eastern provinces?
8. In those days, was it easy to travel to B.C. from the eastern provinces?
9. How did most of the original Canadian and European settlers come to B.C.?
10. What was the condition that B.C. demanded before it would join Canada?
11. When the railroad was built, what was the name of the village at its western end?
12. How did the people of the village feel? What did they do?
13. What are the origins of present day Canadians?

Pg. 19 Asking Directions, Useful Words and Phrases Game Cards

	<b>excuse me</b>	<b>pardon me</b>
<b>where the heck is</b>	<b>north</b>	<b>south</b>
<b>east</b>	<b>west</b>	<b>how do you get to</b>
<b>beside</b>	<b>next door to</b>	<b>down the street</b>
<b>up the street</b>	<b>on your right</b>	<b>to the right</b>
<b>on your left</b>	<b>to the left</b>	<b>kitty corner to</b>
<b>an intersection</b>	<b>thank you</b>	<b>traffic lights</b>
<b>a stop sign</b>	<b>hang a right</b>	<b>hang a left</b>
<b>go straight along</b>	<b>go up the street</b>	<b>go down the street</b>
<b>take a bus</b>	<b>catch a bus</b>	<b>hop a bus</b>
<b>take the SkyTrain</b>	<b>across the street from</b>	<b>when you get to the</b>
		<b>corner</b>
<b>on the north-east corner</b>	<b>go around the corner</b>	<b>you can't miss it</b>
<b>of</b>		

### **Pg. 21 Banking Comprehension Questions**

1. Why should you open a bank account?
2. What is "interest"?
3. What is the difference between a savings account and a chequing account?
4. What is a chequing-savings account?
5. If you open your account with a cheque or a bank draft, when will you be able to withdraw the money?
6. What is picture I.D.?
7. What do you need to have or to know in order to open an account?

### **Pg. 25-27 Travellers' Cheques and Exchanging Money Comprehension Questions**

1. Why is carrying a lot of cash a bad idea?
2. When you are living in Vancouver, where is the safest place to have your money?
3. Should you cash all your traveller's cheques at the same time?
4. Where is the best place to cash a traveller's cheque? Why?
5. Where can you exchange your own country's currency to Canadian cash?
6. Where is the best place to do this? Why?
7. If you are buying something in a store, is it better to use cash or traveller's cheques?
8. If you are going to visit the U.S., can you get American money before you go? How do you do it?

### **Pg. 28-29 Canadian Currency Comprehension Questions**

1. How many cents are there in a dollar?
2. What does a dollar "bill" mean?
3. Why is the dollar coin called a loonie?
4. What are loons and where do they live?
5. What is a toonie?
6. What is a silver dollar?
7. What is a buck?
8. Whose picture is on all Canadian coins?
9. What is "change".
10. What does "short-changed" mean?
11. What is another name for a credit card?
12. Should people carry large bills? Why not?
13. What is a better way to keep your money rather than carrying large amounts of cash?

Pg. 24 Banking Useful Words and Phrases Game Cards

		<b>a bank account</b>
<b>a savings account</b>	<b>a chequing account</b>	<b>open an account</b>
<b>close my account</b>	<b>an application form</b>	<b>a deposit</b>
<b>a deposit slip</b>	<b>deposit money</b>	<b>make a deposit</b>
<b>a withdrawal</b>	<b>a withdrawal slip</b>	<b>withdraw money</b>
<b>make a withdrawal</b>	<b>the interest</b>	<b>the balance</b>
<b>the service charge</b>	<b>your pass book</b>	<b>cash</b>
<b>in cash</b>	<b>a bank statement</b>	<b>key in</b>
<b>a customer</b>	<b>a transaction</b>	<b>P.I.N. number</b>
<b>personal identification number</b>	<b>S.I.N.(Social Insurance Number)</b>	

**Pg. 21-25 Banking, Transaction Figures for Role Playing**

Withdraw \$100 from your savings account.

Deposit a bank draft of \$300 into your chequing account.

Withdraw \$50 from your chequing account.

Withdraw \$130 from your savings account.

Transfer \$275 from your chequing account to your savings account.

Deposit \$500 in traveller's cheques into your chequing-savings account.

Withdraw \$250 from your chequing savings account.

Withdraw \$190 from your savings account

Deposit a cheque for \$175.50 into your savings account.

Withdraw \$330 from your savings account.

Deposit a bank draft of \$800 into your chequing-savings account.

Withdraw \$10 from your savings account.

Deposit a lottery cheque for \$10,000 into your chequing account.

Transfer \$600 from your savings account to your chequing account.

Deposit \$725 into your savings account.

Withdraw all your money and close your account.

**Pg. 30 Canadian Currency Useful Words and Phrases Game Cards**

**a dollar**

**cents**

**coin**

**bills**

**paper money**

**a five**

**a five dollar bill**

**a ten**

**a twenty**

**a fifty**

**a hundred**

**change**

**small change**

**a penny**

**a nickel**

**a dime**

**a quarter**

**a loonie**

**credit card**

**charge card**

**traveller's cheque**

**cash**

**pay for**

**give back change**

**pay in cash**

**pay by credit card**

**charge card**

**the receipt**

**Canadian currency**

**short-changed**

## **Pg 31 to 37 Using the Bus, the SkyTrain and the SeaBus Comprehension Questions**

1. What hours do Vancouver buses operate?
2. What is a bus stop? Can you get on a bus anywhere else?
3. What are three different ways to pay for the bus?
4. Do bus drivers give change?
5. What's a transfer?
6. Will the bus driver call out your stop?
7. Why does the bus driver ask people to move to the back of the bus?
8. What are courtesy seats? Can anyone sit there?
9. Where can you go on the SkyTrain?
10. Who takes your ticket when you get on the SkyTrain?
11. What do inspectors do?
12. How do you validate your faresaver?
13. Is there a driver on the SkyTrain?
14. What is a good trip to take on the SkyTrain?
15. What is the SeaBus? Where does it go?
16. Do you have to pay extra to take the SeaBus?
17. What can you do at Lonsdale Quay?
18. What are transit zones?
19. Do you always have to pay more to travel from one zone to another?
20. What does "rush hour" mean?
21. When are the "peak periods"?
22. How do you travel from one zone to another during peak periods if you only have a one-zone bus pass?
23. What is a fare card?
24. Can international students get "go cards" and buy cheaper bus passes?
25. Where can you buy faresavers or bus passes?
26. If you have a bus pass, can you use the SkyTrain and the SeaBus too?
27. Where can you find transit maps and schedules?

Pg. 37 Transit Game Cards

<b>transit system</b>	<b>bus</b>	<b>SkyTrain</b>
<b>SkyTrain Station</b>	<b>SeaBus</b>	<b>ferry</b>
<b>SeaBus Terminal</b>	<b>bus driver</b>	<b>bus stop</b>
<b>transfer</b>	<b>ask for a transfer</b>	<b>bus pass</b>
<b>transit pass</b>	<b>fare card</b>	<b>bus fare</b>
<b>faresaver tickets</b>	<b>a one-zone pass</b>	<b>a two-zone pass</b>
<b>a three-zone pass</b>	<b>rush hour</b>	<b>peak periods</b>
<b>a daypass</b>	<b>show your pass</b>	<b>exact change</b>
<b>get on a bus</b>	<b>get off a bus</b>	<b>miss a bus</b>
<b>wait for a bus</b>	<b>go by</b>	<b>come by</b>
<b>pull the cord</b>	<b>ring the bell</b>	<b>SkyTrain inspector</b>
<b>valid transfer</b>	<b>valid ticket</b>	<b>get a ticket validated</b>
<b>B.C. Transit</b>	<b>step down</b>	

**Pg. 44 Telephone Useful Words and Phrases Game Cards**

	phone home	Hello.
Bye.	pick up the receiver	dial
dial tone	hang up the phone	make a call
receive a call	get a call	use the phone
dial the number	telephone booth	pay phone
put you on hold	holding	call collect
reverse the charges	talk on the phone	look up a number
phone book	telephone directory	busy signal
leave the phone off the hook	get the wrong number	(Your Name) speaking
hold the line	be on hold	a recording
take a message	Uh-huh.	Mm-hmm.
Yeah?	I see	Oh. Oh?
Really?	What?	You're kidding!
No way!	Wow!	Great!
Fantastic!	Oh no!	That's too bad.
That's awful!	Pardon? Did you say that. . . ?	touch-tone phone
leave a message (for someone)	a recorded message	use the phone

**Pg. 50 Post Office Useful Words and Phrases Game Cards**

**mail a letter**

**send a letter**

**receive a letter**

**get a letter**

**letter carrier**

**post office**

**postal outlet**

**address a letter**

**aerogramme**

**postal code**

**stamp**

**overseas**

**air mail**

**air mail sticker**

**par avion**

**surface mail**

**postage**

**package**

**"small packet"**

**parcel**

**box**

**wrap a package**

**Delivery Notice**

**value**

**redirect your mail**

**over the counter**

**money order**

**change of address card**

**weigh a package on a scale**

**change of address announcement card**

**Customs Declaration  
Sticker**

### **Pg. 58 At the Table Comprehension Questions**

1. When do Canadian families usually eat together?
2. Why do some Canadian families say grace before a meal?
3. What things may be talked about at dinner?
4. What do you do if you want more butter, but it is on the other side of the table?
5. If you are offered more food, and you would like some more, what should you do?
6. What does "Help yourself to more food" mean?
7. If it is not time for a meal, but you are hungry, what should you do?
8. What are some Canadian table manners?
9. Why might your host family not follow some of these rules?

### **Pg. 62 Homestay House Rules Comprehension Questions**

1. What are Homestay House Rules?
2. Can friends visit you at your homestay?
3. When should a homestay student have a shower?
4. What can happen if someone is in the shower, and someone else turns on the hot water in the kitchen?
5. If you're not sure how to use a household appliance, what should you do?

**Pg. 67 Telephone at Your Homestay, Calling Long Distance: Comprehension Questions**

1. Does it cost anything to make a local call from your homestay?
2. What are some good rules for talking to your Vancouver friends on the phone?
3. If you want to make a call outside of Vancouver, what is the first thing you should do?
4. What does calling "collect" mean?
5. How can you find out the cost of a long distance call right away?
6. Why is calling collect the best way to make long distance calls?
7. If you make some long distance calls, why is keeping a list a good idea?
8. Why do some host families want their host student to use a pay phone for overseas calls?
9. To make an overseas call, what do you need besides the phone number?
10. If you don't know the other numbers, where can you find them?
11. At a pay phone, do you need to deposit 25 cents when you call the operator?
12. When should you ask for "language assistance"?

**Pg. 81-82 Finding an Apartment, Classified Ad Abbreviations**

**furn**

**unfurn**

**br**

**bch**

**ste**

**flr**

**apt**

**mo**

**n/s**

**bsmt**

**grd lvl**

**nr**

**balc**

**hse**

**hm**

**lrg**

**ht**

**h/w**

**prkg**

**incl**

**utils**

**+ utils**

**prf**

**refs**

**avail**

**appls**

**n/pets**

**view**

**low kms**

### **Pg. 81-84 Finding an Apartment: Comprehension Questions**

1. Does the landlord have to paint the apartment before you move in?
2. Does the rent always include electricity?
3. Does the rent include the telephone?
4. Do all apartments have laundry-rooms?
5. Does the rent include a parking place?
6. What is a "damage" or "security" deposit?
7. How much is it? When do you get it back?
8. Can the landlord ask for the last month's rent?
9. Can the rent be increased after you move in?
10. Can the landlord change the rental agreement after you have signed it?
11. If a pipe in your apartment starts leaking, can the landlord charge you for fixing it?
12. Can the landlord enter your apartment?
13. What does "a year's lease" mean?
14. If you are renting month to month, what do you have to do one month before you move out? What can happen if you don't do it?
15. What is written notice? What do you do if you can't hand the notice directly to your landlord?
16. What should you give the landlord when you leave?
17. When do you have to be out of the apartment?
18. Where do you call if you are having difficulties with your landlord?

**Pg. 93 ENGLISH THROUGH YOUR INTERESTS -- PRESENTATION WORKSHEET**

**Name:**

**Topic:**

**Introduction:** (a short paragraph that introduces the topic, perhaps a few interesting things about the topic to catch the listeners' imagination/interest or perhaps something personal: how long, when and why interested at first, how often, where, who. . .)

**Main Description of The Interest:**

(Background/History and Description, including what you like about it)

**Summary:**

**Question Period**

(See the Peer Evaluation sheets for other things to think about in preparing the presentation.)

**Pg. 93 PEER EVALUATION SHEETS FOR PRESENTATIONS**

**Name of Presenter:**

**Date of Presentation:**

**Topic:**

**Questions to Ask At the End:**

(Clarification, more information, agreement/disagreement, comments.)

(The presenter might decide to let his classmates ask questions during the presentation.)

1.

2.

3.

**Presentational Content and Style** (Check One For Each Heading)

Very Good    Good    Satisfactory    Needs Improvement

**Content:**

**Informative**

**Interesting**

**Preparation:**

**Organization:**

(Good opening, main body, and conclusion/summary.)

**Aids:**

(Pictures, charts, recordings)

**Difficult vocabulary was explained.**

**Eye Contact**

**Presented, not read**

**Voice**

(Check One For Each Heading)

Very Good    Good    Satisfactory    Needs Improvement

**a) Volume**

**b) Clarity**

**c) Expression**

**Naturalness (Relaxation)**

**Speakers Enthusiasm For and Interest In the Subject:**

**Evaluator's Personal Response to the Presentation and Comments on the Subject Matter**

What I liked best about the presentation.

My comments about the subject matter of the presentation.

**Pg. 93 STUDENT PRESENTATION -- LISTENER'S SHEET**

**My Name:**

**Subject or Title of the Presentation:**

**Notes:**

**A Question to Ask:**

**Summary of Presentation:**

(Write a short paragraph which includes some of your own ideas about the topic.)

**My Name:**

**Subject or Title of the Presentation:**

**Notes:**

**A Question to Ask:**

**Summary of Presentation:**

(Write a short paragraph which includes some of your own ideas about the topic.)

**Pg. 93 PRESENTATION GUIDE/FORM**

**Name:**

**Topic:**

**Introduction:** (A short paragraph that introduces the topic, something about the topic to catch the listener's interest and imagination.)

**Main Body of the Presentation:**

Description (Background/history, current changes, future, connections with other things, the people involved, ideas, feelings, importance.) (Keep well organized, and put your own ideas, feelings, enthusiasm into the presentation.)

**Summary:**

**Question Period**

(Note: See Peer Evaluation sheets for more things to think about in preparing the presentation.)

**Pg. 91 TIPS ON LEARNING ENGLISH FASTER: QUESTIONNAIRE**

NAME OF PERSON WHO IS ANSWERING THE QUESTIONS: \_\_\_\_\_ .

WORK IN PAIRS. ASK YOUR PARTNER THESE QUESTIONS. MARK HIS OR HER SCORES ON THIS SHEET. YOUR PARTNER WILL KEEP TRACK OF YOUR SCORE.

MARK: 2 POINTS FOR "OFTEN".  
1 POINT FOR "SOMETIMES".  
0 POINTS FOR "NEVER".

Do you think learning English and speaking English is fun? \_\_\_\_  
(Answer in complete sentences: For example, say "Yes, I often think learning English is fun.")

Do you watch English language movies? \_\_\_\_

Do you listen to the radio, or watch T.V.? \_\_\_\_

Do you read English books or magazines? \_\_\_\_

Do you read the newspaper? \_\_\_\_

Do you read your **Vancouver Handbook for ESL Students**? \_\_\_\_

Do you enjoy speaking English to new people? \_\_\_\_

Do you speak English even if you feel shy? \_\_\_\_

When you are with someone who can speak better than you, do you still try to speak English yourself? \_\_\_\_

Do you keep talking even though you think you are making mistakes? \_\_\_\_

Do you speak in full sentences? \_\_\_\_

Do you ask for an explanation when you don't understand? \_\_\_\_

If someone doesn't understand you, do you try to say it in a different way? \_\_\_\_

If you don't know a word, do you try to find other ways to be understood without using your dictionary? \_\_\_\_

Do you talk to others about your hobbies or interests? \_\_\_\_

Do you ask others about their hobbies or interests? \_\_\_\_

Do you try new situations or activities where you could use your English skills? \_\_\_\_

**TIPS ON LEARNING ENGLISH FASTER: A QUESTIONNAIRE (Page 2)**

- Have you made Canadian friends? \_\_\_\_\_
- Do you get together with friends from school who have a different first language? \_\_\_\_\_
- Do you write to an English-speaking pen pal? \_\_\_\_\_
- If you are with friends who have the same first language, do you still speak English? \_\_\_\_\_
- Do you speak English with your own family? \_\_\_\_\_
- Do you study English independently as well as in school? \_\_\_\_\_
- Do you practise pronunciation and intonation? \_\_\_\_\_
- Do you write down new words or idioms that you hear? \_\_\_\_\_
- Do you write in a journal or a diary? \_\_\_\_\_
- Do you review your notes from school? \_\_\_\_\_
- When you learn grammar in class, do you practise it in conversations with your friends or homestay family? \_\_\_\_\_
- Do you review the meanings of new vocabulary? \_\_\_\_\_
- Do you practise new vocabulary by using the words in sentences? \_\_\_\_\_
- In class, if you make a mistake, do you later practise the correct way? \_\_\_\_\_
- Do you use an English to English dictionary? \_\_\_\_\_
- Do you go to the main public library to listen to English tapes? \_\_\_\_\_
- Do you visit the VCC Broadway Bookstore, the UBC bookstore or the Sophia Bookstore to find good ESL books to read or study? \_\_\_\_\_
- Do you remind yourself why you are learning English? \_\_\_\_\_

**ADD UP THE SCORE:** \_\_\_\_\_

Do you really want to learn English? Yes or No. If Yes, add 10 points, if no, subtract 10 points.

**FINAL SCORE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**Pg. 94 Usage: QUESTIONS OF GRAMMAR AND USAGE**

1. I practice swim in an inside pool.
2. If I eat too much, I gain my weight in Canada.
3. I couldn't understand what they are talking.
4. Almost Canadians love snow.
5. I am thinking I go to movie tonight.
6. My friend said he visit me yesterday. I was expect him all the day, but he didn't came.
7. Vancouver very difference my home countrie.
8. Her hobby is drawing picture and listen music.
9. Most of girls like Bryan Adams for sing.
10. I'm going to movie two hours later.
11. It's a lovely day, no?
12. When I saw clock, I could realized the party started and I was late.
13. I hate bus.
14. In the weekend, she almost watch video.
15. He likes smoke and drink.
16. This is the first time she came in Vancouver and she visited a lot of place in Canada.

**Pg. 95 Read, Read, Read: Newspaper Article**

**NEWSPAPER ARTICLE**

**Headline:** \_\_\_\_\_ **Pg.** \_\_\_\_\_

**Name and Date of the Newspaper:**  
\_\_\_\_\_

**Your Name(s):**  
\_\_\_\_\_

**1) List and define useful new vocabulary, phrases or idioms.**

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**2) Without quoting directly, summarize the article in a few paragraphs of your own.**

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**3) What are your own comments or opinions?**

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**4) Write two discussion questions based on ideas in the article.**

**a)** \_\_\_\_\_

**b)** \_\_\_\_\_

## **Pg. 109 KEEP IT GOING GAMBIT SHEET**

### **Useful Words and Phrases**

the question words

sentence tags: isn't it? aren't they? don't you? etc.

### **Useful Sentences**

I think that. . .

What do you think?

What's your opinion?

In my opinion. . .

As I see it. . .

I think. . .

Do you think. . .

I believe that. . .

I feel that. . .

I'm pretty sure. . .

I'm almost certain. . .

Personally, I think. . .

Do you agree?

I agree with you.

You're right.

Right on!

I've heard that. . .

I think you're right.

I believe you're wrong.

No way!

You've got to be kidding.

I know what you mean, but. . .

That's a good point.

You can say that again!

Let me think. . .

I don't know.

I'd rather not comment on that right now.

I'm sorry, I was falling asleep. What were you saying?

**Pg. 132 Free Or Almost Free Attractions: Comprehension Questions**

1. Where is Stanley Park?  
What covers most of the park?  
What else is in the park?  
If you went to Stanley Park, what would be your favorite thing to do?  
How many beaches are there in Stanley Park?  
What sorts of things are usually at or near the beaches?  
What places does the bicycle path join?  
How can you find out more about Vancouver's parks, pools and playing fields?
2. What is interesting about Commercial Street?  
How do you get there?  
How is Commercial Street different from most of Vancouver?
3. What is Lonsdale Quay?  
How can you get there?
4. How long does it take by SkyTrain to get to Westminster Quay Public Market from downtown?  
Where is Westminster Quay?  
What can you do there?  
What is a stern-wheeler?
5. Where is White Rock and how can you get there?  
What is White Rock like?  
What can you do there?
6. Where is Granville Island?  
What is on the island?  
What can you do there?

**Pg. 139-140 Movies and Movie Language: Comprehension Questions**

1. When are movies in Vancouver very cheap?
2. Where in Vancouver are there a lot of movie theatres close together?
3. When is the Vancouver Film Festival?
4. Why is Vancouver sometimes called "Hollywood North"?
5. What does "being shot" mean?
6. Who are the "characters" in a movie?
7. What do actors do?
8. What does the director do?
9. What is the musical score of a movie?
10. What does the producer do?
11. What is the job of the cameraperson?
12. What is a scene?
13. What does the film editor do?
14. What is the final cut of the movie?
15. How are TV shows and TV movies different from feature films?
16. Where does the word "movie" come from?
17. What is your favourite type of movie?

Pg. 142 Movie Language: Useful Words and Phrases Game Cards

**a movie**

**a film**

**go to a movie**

**see a movie**

**watch a movie**

**movie star**

**foreign films**

**shoot a movie**

**setting**

**characters**

**actors**

**play a character**

**play a role**

**director**

**a musical score**

**cameraman**

**cameraperson**

**producer**

**film editor**

**edit a movie**

**final cut**

**video**

**film**

**comedy**

**drama**

**adventure**

**romance**

**science fiction**

**horror**

**suspense**

**cowboy**

**historical**

**fantasy**

**cartoon**

**animation**

**special effects**

**Pg. 139 to 142 Movie Review Worksheet**

**Name of Reviewer:**

**Date:**

**Title of the Movie:**

**Name of the Director/Producer/Movie Company:**

**Names of the Leads:**

**Movie Theatre Where It's Playing:**

**Setting:**

**Main Characters:**

**Plot Outline:**

**Evaluation of the Movie:**

*(Acting, directing, cinematography, sets, costumes, music, story, exciting? suspenseful? scary? felt too long? a good love story? tragic? a funny comedy? Did it touch you? (Was it moving?) Was it easy to understand what the actors were saying? Would you recommend that other students see it?)*

**Summary:**

### **Pg. 143-146 At a Restaurant or Coffee Shop Comprehension Questions**

1. What does a non-verbal signal mean?
2. What might the waiter think if you leave the menu open on the table?
3. When you are done with your meal, what should you do with your knife and fork?
4. How do you get the waiter's attention?
5. What are "the specials of the day"?
6. What is a "cheeseburger special"?
7. What is the "soup of the day"?
8. How much should you tip the waiter?
9. When is the only time you don't have to leave a tip?
10. When you are deciding how much money you and your friends have to leave for the bill and tip, what should you always remember?
11. If you are with a large group of people at a restaurant, what is a good thing to ask for? Why?

**Pg. 146 At a Restaurant or Coffee Shop: Useful Words and Phrases Game Cards**

<b>restaurant</b>	<b>coffee shop</b>	<b>wait to be seated</b>
<b>take your name</b>	<b>waiting list</b>	<b>a host</b>
<b>a hostess</b>	<b>reservation</b>	<b>reserved</b>
<b>the menu</b>	<b>a table for two</b>	<b>a table for four</b>
<b>dessert</b>	<b>smoking or non</b>	<b>a table</b>
<b>a booth</b>	<b>a counter</b>	<b>a stool</b>
<b>a waiter</b>	<b>a waitress</b>	<b>a busboy</b>
<b>a bus person</b>	<b>the special</b>	<b>today's special</b>
<b>soup of the day</b>	<b>catch of the day</b>	<b>a drink</b>
<b>a tip</b>	<b>a soft drink</b>	<b>main course</b>
<b>dessert</b>	<b>the bill</b>	<b>the check</b>
<b>smoking or non-smoking</b>	<b>something from the bar</b>	<b>good service</b>

**Pg. 149 to 152 Department, Drug, Corner, & Clothing Stores: Comprehension Questions**

1. What is a department store?
2. What can you buy there?
3. What can you buy in some big drug stores?
4. What do some big food stores have?
5. What are corner stores?
6. Where are they?
7. What is another name for a corner store?
8. In all these stores, where do you take the things you want to buy?
9. If a clerk asks you if you want any help, but you don't, what can you say?
10. What does "permanent press" mean?
11. If something is 100% Cotton, what will it need after washing?
12. Why shouldn't you wash wool in hot water?
13. What do the tags on the clothing show?
14. Where do you go if you want to try something on?
15. What does a sign saying "All Sales Final" mean?
16. What is the difference between a refund and an exchange?
17. Name four kinds of material that clothes are made from.

## **Pg. 156 The Future Tense Worksheet**

### **THE FUTURE**

#### **Will + the main verb.**

Will is used for future actions that you expect will happen:

I'll see you tomorrow.

If you lend me five dollars, I'll love you forever.

Will is used for deciding right now.

I'll have a cheeseburger and a coke, please.

Will is used if you're really really sure about something.

No matter what you think, the Canucks will win the Stanley Cup this year!

#### **Be going to + the main verb.**

Be going to is used for something that has already been decided or planned, something that you're sure about.

I'm going to visit my friend tonight.

I'm going to go to Granville Island this afternoon.

I'm going to like living in my own apartment.

#### **Simple Present**

The Simple Present is used for something that is planned or scheduled.

I have a dentist appointment this afternoon.

The movie starts at 7:30.

The bus leaves at 5:00 p.m.

#### **Present Continuous**

The Present Continuous form is also used for the future, but usually a future time word is also used so that the meaning is clear.

I have to be up early because my plane is leaving at six in the morning.

My friend is having a party on Saturday.

I'm watching the Grizzlies on T.V. tonight.

**Write a few sentences or a short dialogue using different ways of expressing the future.**

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(For General Subject Index-- Refer to the Vancouver Handbook Index)

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- Second Overview Activity, When New Students Join The Class
- Third Overview Activity, Keeping Students Familiar With The Handbook

## FOR STUDENTS NEW TO VANCOUVER

### First Overview Activity, For New Classes

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## **FOR HIGHER LEVEL STUDENTS, AND/OR LONGER TERM STUDENTS**

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