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A GUIDE TO CUSTOMIZED LITERACY TRAINING

LEARNER'S JOURNAL

Third edition

Québec 

A GUIDE TO CUSTOMIZED LITERACY TRAINING

LEARNER'S JOURNAL

Third edition

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Presentation of the Learner's Journal

TO LITERACY TEACHERS:

The *Learner's Journal* replaces the *Learner's Notebook* in *A Guide to Customized Literacy Training*, in response to general demand for an improved and simplified version. Also, this new version responds to a requirement that the alphanumerical literacy codes be integrated with the learner's objectives and goals.

We hope that this new tool will enable you, the teacher, to carry out one of the fundamental tasks of the training process, which is to accompany the adult in his or her learning process.

The following points define the essence of the *Learner's Journal*:

1. English and arithmetic should always be integrated; that is to say, notions linked to English and arithmetic are to be learned within the context of a theme, functional situation or special project.
2. Functional situations (themes or projects) are the same for all adults in a group. They are chosen collectively and democratically according to the needs of the group.
3. Learning, as well as the application of that learning, is individual and personal.
4. Functional situations comprise a certain number of objectives. The adult chooses those which correspond to his or her needs.

5. Learning that is linked to the adult's needs and to the functional situations at the onset of the training process will result in the concrete application of learning in the adult's real-life situations (the transfer of learning).
6. The *Learner's Journal* is made up of three parts:
 - An assessment of the adult's needs at the onset of the process
 - Ongoing follow-up during the training process
 - An assessment at the end of the training process
7. The follow-up charts for each of the four Steps are divided into two parts:
 - The prerequisites for each code appear at the top of the chart. Indicate whether the objectives have been acquired ('Learned'), or whether they are still in progress in the columns to the right-hand side. Make sure all of the prerequisites have been mastered before moving on to the second part.
 - In the second part of the chart, a space has been provided to note the transfer of learning. This should be filled out periodically during personal and individual follow-up meetings with the student, for example, every eight weeks.
8. The follow-up charts for each Step are preceded by a chart entitled Regular Follow-Up. This chart serves to note the more notable events which happened over the course of the session.

9. The *Learner's Journal* encourages the teacher to centre training around the transfer of learning, and to use follow-up time as a truly integrated continuing education activity.
10. You will find two teacher's charts in the Appendix entitled *Results in English* and *Results in Arithmetic*. These grids chart the adult learner's progress. They could be useful for registering the results which must be sent to the *Ministère de l'Éducation*.

The adult's copy of the *Learner's Journal* should include :

- The title page
- The presentation of the *Learner's Journal* which was written specifically for the adult
- The Grid entitled *What I Need to Learn*
- The follow-up charts for the Step in which the adult is registered
- The grid entitled *My Self-Assessment*
- The Appendices *Results in English* and *Results in Arithmetic*

NOTE: The wording of the objectives for English and arithmetic has been simplified to make the *Learner's Journal* more accessible to the adults, particularly in Steps 1 and 2. Please refer to *Alphanumerical Codes for English Literacy Training* or to *A Guide to Customized Literacy Training* for the official wording of the objectives.

TO THE ADULT

The *Learner's Journal* will help you and your teacher to keep track of your learning progress.

You should be able to see a connection between the needs that you wrote down at the beginning of the session and what you have learned in class.

The *Learner's Journal* can also help you to see how you can transfer what you learn in class to your every-day life.

This transfer is very important, because it helps you to change the situations in your life that *you* want to change.

Have a great session!

WHAT I NEED TO LEARN

✓ For my personal development:

✓ For my social development:

✓ In English:

✓ In arithmetic:

ENGLISH

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

STEP 1

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 1 - ENGLISH LITERACY

Code: ENG-B 011 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.1	I can print or write my name.		
W. 1.2	I can print small letters and capital letters of the alphabet.		
W. 1.3	I print words clearly.		
W. 1.8	I can write short sentences.		
W. 1.9	I know the difference between a complete sentence and an incomplete sentence.		
W. 1.10	I use a capital at the beginning of a sentence.		
W. 1.11	I can use end punctuation correctly (. ?).		
W. 1.12	I can give information about myself.		
	READING		
R. 1.7	I know each letter of the alphabet.		
R. 1.8	I know the difference between capital and small letters.		
R. 1.11	I have a basic reading vocabulary.		
R. 1.12	I know the beginning and ending sounds in a word.		
R. 1.13	I know the difference between short vowel sounds.		
R. 1.14	I know that two consonants can make one sound (ex.: <i>th</i>).		
R. 1.15	I can listen for words that rhyme.		
R. 1.16	I know the sounds of <i>er</i> , <i>ur</i> , <i>ir</i> , <i>ar</i> , <i>or</i> .		
R. 1.17	I know long vowel sounds.		

	VOCABULARY	IN PROGRESS	LEARNED
L.S. 1.2	I can answer questions about myself.		
L.S. 1.3	I can give personal information clearly.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 1 - ENGLISH LITERACY

Code: ENG-B 012 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.13	I can write questions.		
W. 1.14	I use capitals for the names of people, places and organizations.		
W. 1.21	I can take and give messages.		
W. 1.22	I can write informal notes.		
W. 1.23	I can write greeting cards and postcards.		
W. 1.24	I can address an envelope correctly.		
W. 1.25	I can tell stories.		
W. 1.26	I can record information.		
	READING		
R. 1.18	I know common homophones (ex.: <i>to, too, two</i>).		
R. 1.19	I recognize root words (ex.: <i>unhappy</i>)		
	LISTENING AND SPEAKING		
L.S. 1.4	I can listen to and follow the order of a short set of instructions.		
L.S. 1.5	I can remember information that I have heard.		
L.S. 1.6	I can follow messages and directions correctly.		
L.S. 1.7	I can ask questions and make requests.		
L.S. 1.8	I can relate my experiences to ideas I have heard and read.		

	VOCABULARY	IN PROGRESS	LEARNED
V. 1.1	I can talk about things I hear, see or read.		
V. 1.2	I ask questions when I don't understand.		
V. 1.3	I can express ideas, facts and opinions clearly.		
V. 1.4	I can connect words with pictures and symbols.		
THINKING SKILLS			
T.S. 1.11	I know the difference between fact and fiction.		
T.S. 1.13	I can predict events, given facts.		
T.S. 1.14	I can make comparisons between two unlike things.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 1 - ENGLISH LITERACY

Code: ENG-B 013 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.27	I can give information.		
W. 1.28	I can describe.		
W. 1.33	I use connecting words to join two sentences.		
W. 1.34	I use cursive writing.		
W. 1.35	I understand the use of periods in abbreviations (ex: Ave.).		
W. 1.36	I can use verbs and verb forms correctly.		
W. 1.37	I can make the subject and the rest of the sentence agree.		
W. 1.38	I can form the present tense in the third person (ex.: <i>he walks</i>).		
W. 1.39	I can form the negative correctly.		
W. 1.40	I can use and spell common plural nouns correctly.		
W. 1.41	I can use and spell singular and plural possessive pronouns correctly (ex.: <i>his, their</i>).		
W. 1.42	I can use helping verbs (ex.: <i>might go</i>).		
W. 1.43	I can use the apostrophe in contractions and possessives (ex.: <i>I'd, Ann's</i>).		
W. 1.44	I can use negative and affirmative forms of contractions (ex.: <i>I'm, don't</i>).		
	READING		
R. 1.21	I can understand contractions.		
R. 1.23	I recognize compound words.		
R. 1.25	I understand and use syllabication (ex.: <i>hap/ py</i>).		

R. 1.26	I know what abbreviations are.		
R. 1.27	I can read possessives.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 1.9	I can talk about my experiences, feelings and ideas.		
L.S. 1.10	I can give my opinion.		
L.S. 1.13	I can give clear instructions to others.		
	VOCABULARY		
V. 1.10	I can guess the meaning of an unknown word when it is part of a list of known words.		
V. 1.11	I use familiar words to help understand the meaning of a new word.		
V. 1.12	I use root words to help me understand the meaning of new words (ex.: <i>unstoppable</i>).		
V. 1.13	I recognize words that are made of two smaller words (ex.: <i>raindrop</i>).		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 1 - ENGLISH LITERACY

Code: ENG-B 014 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.45	I can use the comma correctly.		
W. 1.46	I don't use double negatives (ex.: don't never).		
W. 1.48	I use capitals in titles.		
W. 1.49	I choose the correct forms of pronouns for subject and object (ex.: <i>I</i> / <i>me</i>).		
W. 1.50	I understand and use the correct rules for writing letters.		
W. 1.51	I can spell words used in social and work settings.		
W. 1.52	I know the spelling of common words with unusual spellings.		
W. 1.59	I take dictation to help learn spelling.		
W. 1.61	I use sounds to look up words in a dictionary.		
	READING		
R. 1.28	I know that some letters have more than one sound.		
R. 1.30	I recognize silent letters in commonly used words.		
R. 1.31	I recognize, understand and use the most common prefixes and suffixes (ex": <u>un</u> happy / <u>start</u> ed).		
R. 1.39	I can tell time.		
R. 1.40	I can use a calendar.		
R. 1.41	I can recognize common symbols.		
R. 1.42	I can use alphabetical order.		
R. 1.44	I can use a dictionary to find the meaning of words.		

R. 1.45	I can use a dictionary to find the spelling of a word.		
R. 1.46	I can use schedules and timetables.		
	VOCABULARY	IN PROGRESS	LEARNED
V. 1.15	I can use synonyms (ex.: <i>small / tiny</i>) and antonyms (ex.: <i>old / young</i>) when I speak.		
V. 1.16	I make new words by building onto words that I know.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 2

PROGRESS CHART
FOR THE
INTEGRATED LEARNING PROCESS

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 2 - ENGLISH LITERACY

Code: ENG-B 021 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.1	I can spell and use words used for personal information.		
W. 2.4	I use cursive writing.		
W. 2.5	I can write complete sentences.		
W. 2.6	I can write questions.		
W. 2.7	I know the difference between a complete sentence and an incomplete sentence.		
W. 2.8	I capitalize the first word in a formal piece of writing.		
W. 2.9	I capitalize names of people, places and organizations.		
W. 2.10	I capitalize days of the week, months of the year and holidays.		
W. 2.11	I know when words referring to people should be capitalized.		
W. 2.15	I can spell words used in social and work settings.		
W. 2.16	I can spell words frequently used in writing.		
	READING		
R. 2.6	I have an advanced reading vocabulary.		
R. 2.7	I can read a variety of 'real-life' reading materials.		
R. 2.13	I know consonant sounds including consonant blends (ex.: <i>bl</i>).		
R. 2.14	I know that two-consonants can make one sound ex.: <i>th</i>).		
R. 2.15	I know what silent letters are.		

R. 2.16	I recognize words that sound alike (homophones) (ex.: <i>no, know</i>) .		
R. 2.17	I can pronounce words by sound units.		
R. 2.18	I know that some letters make more than one sound.		
R. 2.19	I know that different letters or combinations of letters may make the same sounds.		
	VOCABULARY	IN PROGRESS	LEARNED
V. 2.1	I can talk about things I have heard, seen and/or read.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 2 - ENGLISH LITERACY

Code: ENG-B 022 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.17	I can spell commonly used words with difficult spellings.		
W. 2.22	I choose words carefully to give the exact meaning I intended.		
W. 2.24	I can write messages.		
W. 2.25	I can write informal notes.		
W. 2.26	I can write greeting cards and postcards.		
W. 2.27	I know the correct format for writing a letter.		
W. 2.28	I keep a personal diary or journal.		
W. 2.29	I feel more confident in writing different types of personal letters.		
	READING		
R. 2.20	I recognize, understand, and use prefixes and suffixes and root words (ex.: <u>un</u> happy, <u>start</u> ed).		
R. 2.21	I understand and use syllabication (ex.: hap/ py).		
	LISTENING AND SPEAKING		
L.S. 2.3	I can answer questions about myself.		
L.S. 2.4	I can give personal information clearly.		
L.S. 2.5	I can remember information that I have heard.		
L.S. 2.6	I can follow directions and messages.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 2 - ENGLISH LITERACY

Code: ENG-B 023 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.30	I can tell stories.		
W. 2.31	I can describe.		
W. 2.32	I can record information.		
W. 2.33	I can write compound sentences using joining words (ex.: <i>and</i> / <i>or</i> / <i>but</i>) I can write complex sentences using joining words (ex.: <i>although</i> / <i>because</i>).		
W. 2.34	I can correct sentences with mistakes in them.		
W. 2.35	I can use regular verbs in the past tense.		
W. 2.36	I understand and use common irregular verbs in the past tense.		
W. 2.37	I understand the use of periods in abbreviations ex.: Ave.).		
W. 2.38	I can use the apostrophe in contractions and possessives (<i>I've</i> , <i>Ann's</i>).		
W. 2.39	I use the rules for headings, margins, indentations, and writing and spelling in all my written work.		
W. 2.40	I use the correct format and style to complete different types of forms.		
	READING		
R. 2.22	I can read possessives correctly.		
R. 2.23	I know what abbreviations are.		

	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 2.7	I can listen to and correctly follow the order of a short set of instructions.		
L.S. 2.8	I can ask questions and make requests.		
L.S. 2.9	I can give instructions and directions for others to follow.		
L.S. 2.10	I can connect my experiences to ideas I hear and read.		
	VOCABULARY		
V. 2.5	I recognize words that are made up of two smaller words (ex.: <i>raindrop</i>).		
V. 2.7	I can use the metric system prefixes (ex.: <i>milli-litre</i>).		
V. 2.8	I build on my vocabulary by learning new meanings for words that I already know.		
V. 2.9	I know idioms (expressions) used in familiar and informal conversations.		
	THINKING SKILLS		
T.S. 2.3	I can identify similarities and differences.		
T.S. 2.4	I can group items.		
T.S. 2.9	I know the difference between fact and fiction.		
T.S. 2.10	I know the difference between fact and opinion.		
T.S. 2.11	I understand how unlike things are similar to each other (analogy).		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 2 - ENGLISH LITERACY

Code: ENG-B 024 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.41	I use capital letters for names of buildings, places and geographical features, and organizations and businesses.		
W. 2.42	I use and spell correctly common plural forms of nouns.		
W. 2.43	I can form unusual noun plurals correctly (ex.: <i>man / men</i>).		
W. 2.44	I can use and spell singular and plural possessive nouns and pronouns correctly ex.: <i>boys / boys', his, their...</i>).		
W. 2.45	I can choose the correct pronouns for subject (ex.: <i>he</i>) and object (ex.: <i>him</i>).		
W. 2.46	I use proper punctuation in writing (. , ? !).		
W. 2.47	I can use the present tense correctly in the third person singular (ex.: <i>he works</i>).		
W. 2.48	I can use negative and affirmative contractions (ex.: <i>I'm / don't</i>).		
W. 2.49	I don't use double negatives (ex.: don't <i>never</i>).		
W. 2.50	I leave out unnecessary words in the subject of a sentence.		
W. 2.51	I can put things in the correct order.		
W. 2.54	I take dictation to improve spelling.		
W. 2.60	I know the difference between homophones (ex.: <i>no, know</i>).		
W. 2.61	I use sounds to look up words in a dictionary.		

	READING	IN PROGRESS	LEARNED
R. 2.24	I can use alphabetical order.		
R. 2.25	I can tell time.		
R. 2.26	I can use calendars.		
R. 2.27	I can recognize common symbols.		
R. 2.29	I recognize the specific information that I need in reference materials.		
R. 2.30	I can use telephone directories.		
R. 2.32	I can use a dictionary to find the meaning of a word.		
R. 2.36	I can use schedules and timetables.		
R. 2.37	I can read plans and diagrams.		
R. 2.38	I can use an encyclopedia.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 3

PROGRESS CHART

FOR THE

INTEGRATED LEARNING

PROCESS

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 3 - ENGLISH LITERACY

Code: ENG-B 031 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.4	I know the difference between a complete sentence and a sentence fragment.		
W. 3.5	I capitalize proper nouns.		
W. 3.6	I know when words referring to people are to be capitalized.		
W. 3.10	I can spell words used in social and work settings.		
W. 3.11	I can spell words frequently used in writing.		
W. 3.12	I know frequently used words containing silent letters.		
W. 3.17	I choose words carefully to suit the meaning I intended to give.		
W. 3.19	I can write informal notes.		
W. 3.20	I keep a personal diary or journal.		
	READING		
R. 3.13	I recognize consonant sounds, including consonant blends (ex.: <u>blend</u>).		
R. 3.14	I recognize when two consonants make one sound (ex.: <u>this</u>).		
R. 3.15	I recognize silent letters.		
R. 3.16	I recognize words that sound alike (homophones).		
R. 3.17	I can pronounce words by sound units and I understand and apply the principle of syllabication.		
R. 3.18	I recognize that some letters have more than one sound.		

R. 3.19	I recognize that different letters or combinations of letters may make the same sounds.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 3.2	I can answer specific factual questions.		
L.S. 3.3	I can recall specific information that I have heard.		
L.S. 3.4	I can receive messages and give directions accurately.		
L.S. 3.5	I can listen to and correctly interpret a short sequence of instructions.		
L.S. 3.6	I can ask questions and make requests.		
L.S. 3.7	I can give instructions clearly so that others can follow them.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 3 - ENGLISH LITERACY

Code: ENG-B 032 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.21	I know the required format for a personal letter.		
W. 3.22	I have gained confidence in writing different types of personal letters.		
W. 3.23	I can address an envelope correctly.		
W. 3.24	I can narrate.		
W. 3.25	I can inform.		
W. 3.26	I can describe.		
W. 3.27	I can record information.		
W. 3.28	I can write concisely and clearly.		
W. 3.29	I can adapt my vocabulary and style to the purpose of my writing.		
	READING		
R. 3.20	I recognize root words, prefixes and suffixes.		
	LISTENING AND SPEAKING		
L.S. 3.9	I can relate my experiences to ideas and concepts I hear and read.		
L.S. 3.10	I can relate my experiences, feelings and ideas.		
	VOCABULARY		
V. 3.1	I can talk about things I have heard, seen or read.		

V. 3.5	I use root words to help me understand the meaning of words.		
	THINKING SKILLS	IN PROGRESS	LEARNED
T.S. 3.6	I recognize similarities and differences.		
T.S. 3.7	I can classify items by grouping.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 3 - ENGLISH LITERACY

Code: ENG-B 033 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.30	I know the required format for business letters.		
W. 3.31	I can write different types of business letters.		
W. 3.32	I can write questions.		
W. 3.33	I use periods in abbreviations.		
W. 3.34	I use the apostrophe in contractions and possessives.		
W. 3.35	I can write compound sentences using joining words (ex.: <i>and</i> / <i>or</i> / <i>but</i>) I can write complex sentences using joining words (ex.: <i>although</i> / <i>because</i>).		
W. 3.36	I am able to correct faulty sentences.		
W. 3.37	I understand and use common irregular verbs in the past tense.		
W. 3.38	I can form the present tense in the third person.		
W. 3.39	I can show agreement of subject and verb.		
	READING		
R. 3.21	I understand the concept of abbreviations.		
R. 3.23	I can use the telephone directory.		
	LISTENING AND SPEAKING		
L.S. 3.11	I can express my opinions.		
L.S. 3.12	I can agree or disagree courteously.		

L.S. 3.13	I can recognize the important ideas in a presentation.		
	VOCABULARY	IN PROGRESS	LEARNED
V. 3.7	I can ask questions to clarify procedures or concepts.		
V. 3.8	I can express my ideas, facts and opinions clearly.		
V. 3.9	I use my knowledge of root words and suffixes to understand various job titles and duties.		
V. 3.10	I build on my vocabulary by learning new meanings for familiar words.		
V. 3.11	I understand and use the metric system prefixes.		
V. 3.12	I choose words to express the exact meaning I intended.		
V. 3.13	I am aware of idioms (expressions) used in familiar and informal conversations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 3 - ENGLISH LITERACY

Code: ENG-B 034 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.40	I use capital letters for proper nouns.		
W. 3.41	I use quotation marks in direct quotations.		
W. 3.42	I can use the comma correctly.		
W. 3.43	I can form the plural of common nouns.		
W. 3.44	I can form unusual noun plurals correctly.		
W. 3.45	I can use and spell singular and plural possessive pronouns and nouns.		
W. 3.46	I choose the correct pronouns for subject and object.		
W. 3.47	I use proper punctuation in writing.		
W. 3.48	I can use negative and affirmative contractions.		
W. 3.49	I don't use double negatives.		
W. 3.50	I leave out unnecessary words in the subject of a sentence.		
W. 3.51	I understand and use commonly misused adverbs and adjectives.		
W. 3.52	I understand and use correct sentence structure.		
W. 3.54	I can adapt my printing to complete different types of forms.		
W. 3.62	I can distinguish between homophones.		
W. 3.63	I use sound clues to look up words in a dictionary.		
	READING		
R. 3.24	I can understand and use a dictionary.		
R. 3.25	I can understand and use a thesaurus.		

R. 3.27	I can use a newspaper for finding information.		
R. 3.28	I can use manuals and guides.		
R. 3.29	I can use schedules and timetables.		
R. 3.30	I can read plans and diagrams.		
R. 3.31	I can read maps.		
R. 3.32	I can use an encyclopedia.		
	THINKING SKILLS	IN PROGRESS	LEARNED
T.S. 3.11	I can distinguish between fact and fiction.		
T.S. 3.12	I can distinguish fact from opinion.		
T.S. 3.13	I understand analogy.		
T.S. 3.16	I can predict events, given facts.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 4

PROGRESS CHART
FOR THE
INTEGRATED LEARNING PROCESS

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 4 - ENGLISH LITERACY

Code: ENG-B 041 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.3	I can express my opinions and values in writing.		
W. 4.4	I can distinguish between a complete sentence and a sentence fragment.		
W. 4.5	I use complete sentences and know the various sentence forms.		
W. 4.6	I can write compound and complex sentences.		
W. 4.7	I can correct faulty sentences.		
W. 4.8	I can recognize and use paragraphs.		
W. 4.9	I can spell words used in social and work settings.		
W. 4.10	I can spell words frequently used in writing.		
W. 4.11	I can spell common words containing silent letters.		
W. 4.12	I can understand and use common irregular verbs in the past tense.		
W. 4.13	I can make subject and verb agree.		
W. 4.14	I can identify the subject and predicate in a sentence.		
W. 4.15	I can use the negative form correctly.		
W. 4.16	I choose words carefully to suit the precise meaning intended.		
	READING		
R. 4.7	I can identify a writer's intent.		
R. 4.12	I can recognize words that sound alike (homophones).		

R. 4.13	I recognize that some letters may have more than one sound.		
R. 4.14	I recognize that different letters or combinations of letters may represent the same sounds.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 4.1	I can relate my experiences to ideas and concepts that have heard and read.		
	THINKING SKILLS		
T.S. 4.5	I can recognize similarities and differences.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 4 - ENGLISH LITERACY

Code: ENG-B 042 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.17	I can write concisely and clearly.		
W. 4.18	I can use transitional devices smoothly to link two related sentences.		
W. 4.19	I can adapt my vocabulary and style to suit my writing purpose.		
W. 4.20	I use comparisons to make my writing more lively and vivid.		
W. 4.21	I keep a diary or journal.		
W. 4.22	I have gained confidence in writing different types of personal letters.		
W. 4.23	I use initial capital letters in proper names.		
W. 4.24	I use proper punctuation in writing.		
W. 4.25	I understand the formation and use of abbreviations.		
W. 4.26	I use the comma correctly.		
	READING		
R. 4.15	I recognize, understand, and use root words, prefixes and suffixes.		
	LISTENING AND SPEAKING		
L.S. 4.2	I can relate my experiences, feelings and ideas.		
L.S. 4.3	I can express my opinions.		
L.S. 4.4	I can agree or disagree courteously.		
L.S. 4.9	I can summarize an oral report.		

	VOCABULARY	IN PROGRESS	LEARNED
V. 4.1	I use synonyms and antonyms to enhance writing.		
V. 4.2	I use root words to help me determine meanings.		
V. 4.3	I ask questions to clarify procedures or concepts.		
V. 4.4	I express ideas, facts, and opinions clearly.		
V. 4.6	I choose words to express the exact meaning intended.		
V. 4.7	I am familiar with colloquial or familiar usage.		
V. 4.11	I use my knowledge of root words and suffixes to understand various job titles and duties.		
	THINKING SKILLS		
T.S. 4.6	I can classify items by grouping.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 4 - ENGLISH LITERACY

Code: ENG-B 043 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.27	I use quotation marks in direct quotations.		
W. 4.32	I take dictation to improve spelling.		
W. 4.34	I can distinguish between common homophones.		
W. 4.41	I can narrate.		
W. 4.42	I can inform.		
W. 4.43	I can give directions.		
W. 4.44	I can record information.		
W. 4.45	I can write a simple report.		
W. 4.46	I can take minutes.		
W. 4.47	I can use dialogue in writing.		
W. 4.48	I can write in the poetic mode.		
W. 4.49	I can use the essay form.		
	READING		
R. 4.16	I can understand and apply the principle of syllabication.		
R. 4.17	I understand the concept of abbreviations.		
R. 4.19	I can use a newspaper for finding information.		
R. 4.20	I can use the dictionary.		
R. 4.21	I can understand and use a thesaurus.		

	THINKING SKILLS	IN PROGRESS	LEARNED
T.S.4.10	I can distinguish between fact and fiction.		
T.S.4.11	I can distinguish fact from opinion.		
T.S.4.12	I can understand analogy.		
T.S.4.15	I can predict events, given facts.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
	a)		
	b)		

STEP 4 - ENGLISH LITERACY

Code: ENG-B 044 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.35	I can write different types of business letters.		
W. 4.36	I can write letters to the editor of a newspaper or magazine.		
W. 4.37	I meet the standards for headings, margins, indentations, writing and spelling in all my written work.		
W. 4.50	I can write a simple research paper.		
W. 4.51	I can use the colon and semi-colon.		
W. 4.52	I can use the hyphen.		
W. 4.53	I can use parentheses and brackets.		
W. 4.54	I know the functions of various parts of speech.		
W. 4.55	I can distinguish between common and proper nouns, singular and plural nouns and possessive nouns.		
W. 4.56	I can distinguish between adverbs and adjectives.		
W. 4.57	I can choose the correct pronouns for subject and object.		
W. 4.58	I can understand and use correct sentence structure.		
W. 4.59	I can use verbs in the active and passive voice.		
	READING		
R. 4.23	I can use particular manuals and guides.		
R. 4.25	I can use schedules and timetables.		
R. 4.26	I can read plans and diagrams.		
R. 4.27	I can read maps.		

R. 4.28	I can use an atlas.		
R. 4.29	I can use an encyclopedia.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
LS. 4.16	I can participate effectively in various interview situations.		
WHAT I HAVE LEARNED TO DO:			
1. Concerning my needs at the beginning of my learning project:			
2. Concerning the functional situations I have worked on: a) b)			

ARITHMETIC

STEP 1

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 1 - ARITHMETIC

Code: MTH-B O11-2		IN PROGRESS	LEARNED
A 1.01	I know the arithmetic concepts for situating myself in space		
A 1.02	I know the arithmetic concepts for situating myself in time.		
A 1.03	I can situate myself in space by applying what I know to everyday objects or situations.		
A 1.04	I can situate myself in time by applying what I know to everyday objects or situations.		
A 1.05	I know the geometry concepts for situating myself in space.		
A 1.06	I can apply what I have learned to everyday objects or situations.		
A 1.07	I know certain geometric shapes.		
A 1.08	I can apply what I have learned to everyday objects or situations.		
A 1.09	I know the concepts for understanding quantity.		
A 1.10	I can apply what I have learned to everyday objects or situations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 1 - ARITHMETIC

Code: MTH-B 012-2

**IN
PROGRESS**

LEARNED

A 1.11	I know the symbols = , 0 , 1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , \$ and ¢.		
A 1.12	I can use symbols.		
A 1.13	I can count, using the numbers 1 to 99.		
A 1.14	I can form a two-digit number.		
A 1.15	I can break down a two-digit number.		
A 1.16	I can read a number less than 100.		
A 1.17	I can write a number less than 100		
A 1.18	I know the difference between odd and even numbers.		
A 1.19	I can compare numbers under 100.		
A 1.20	I can rank numbers under 100.		
A 1.21	I can apply what I have learned (numbers from 1 to 100) to everyday situations.		
A 1.22	I can form a number of three or four digits.		
A 1.23	I can break down a number of three or more digits.		
A 1.24	I can read a number greater than 100.		
A 1.25	I can write a number greater than 100.		
A 1.26	I can compare numbers of three or more digits.		
A 1.27	I can rank numbers of three or more digits.		
A 1.28	I can apply what I have learned (numbers greater than 100) to everyday situations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 1 - ARITHMETIC

Code: MTH-B O13-1

**IN
PROGRESS**

LEARNED

A 1.29	I know the difference between coins and bills.		
A 1.30	I can recognize equal values of money.		
A 1.31	I can count sums of money.		
A 1.32	I can read sums of money.		
A 1.33	I can write sums of money.		
A 1.34	I can compare sums of money.		
A 1.35	I can rank sums of money.		
A 1.36	I can round off to the nearest dollar.		
A 1.37	I can apply what I have learned to everyday situations.		
A 1.38	I can write numbers as words.		
A 1.39	I can write cheques.		
A 1.40	I can write receipts.		
A 1.41	I can apply what I have learned to everyday situations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 1 - ARITHMETIC

Code: MTH-B O14-3

**IN
PROGRESS**

LEARNED

A 1.42	I know the plus sign.		
A 1.43	I know the minus sign.		
A 1.44	I can use the vocabulary for addition.		
A 1.45	I can use the vocabulary for subtraction.		
A 1.46	I have become familiar with the calculator.		
A 1.47	I can add and subtract using a calculator.		
A 1.48	I can apply a problem-solving approach (reasoning) to everyday situations, using a calculator (+, -).		
A 1.49	I know the multiplication sign.		
A 1.50	I know the division sign.		
A 1.51	I can use the vocabulary for multiplication.		
A 1.52	I can use the vocabulary for division.		
A 1.53	I can multiply and divide using a calculator.		
A 1.54	I can problem solve (reason) in everyday situations, using a calculator (x, ÷).		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 2

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

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Fourth Term (date): _____

STEP 2 - ARITHMETIC

MTH-B 021-1

**IN
PROGRESS**

LEARNED

A 2.01	I know the concepts for learning fractions.		
A 2.02	I can apply what I have learned to everyday objects or situations.		
A 2.03	I know the percent sign.		
A 2.04	I can define percentage.		
A 2.05	I can use the vocabulary for percentage.		
A 2.06	I can calculate percentages using a calculator.		
A 2.07	I can problem solve (reason) in everyday situations, using a calculator.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1.	Concerning my needs at the beginning of my project:
2.	Concerning the functional situations that I have worked on:
a)	
b)	

STEP 2 - ARITHMETIC

MTH-B O22-2

**IN
PROGRESS**

LEARNED

A 2.08	I know the symbol for degrees Celsius.		
A 2.09	I can use instruments for measuring temperature.		
A 2.10	I can read the temperature.		
A 2.11	I can show key points on the temperature scale.		
A 2.12	I can estimate the temperature.		
A 2.13	I can read and write metric units of time.		
A 2.14	I can make equivalences between different units of time.		
A 2.15	I can add and subtract units of time in everyday situations.		
A 2.16	I know the symbols and vocabulary for metric units of length.		
A 2.17	I can estimate length in metric units.		
A 2.18	I can use instruments for measuring length.		
A 2.19	I know the symbols and vocabulary for metric units of liquid volume.		
A 2.20	I can estimate quantity in metric units of liquid volume.		
A 2.21	I can use instruments for measuring liquid volume.		
A 2.22	I know the symbols and vocabulary for metric units of weight.		

A 2.23	I can estimate weight in metric units.		
A 2.24	I can use instruments for measuring weight.		
WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO			
1.			
Concerning my needs at the beginning of my project:			
2.			
Concerning the functional situations that I have worked on:			
a)			
b)			

STEP 2 - ARITHMETIC

MTH-B O23-3

**IN
PROGRESS**

LEARNED

A 2.25	I know the plus sign.		
A 2.26	I know the minus sign.		
A 2.27	I can use the vocabulary for addition.		
A.2.28	I can use the vocabulary for subtraction.		
A 2.29	I can add numbers without carrying over.		
A 2.30	I can subtract numbers without borrowing.		
A 2.31	I can add numbers using carry-over.		
A 2.32	I can subtract numbers using borrowing.		
A 2.33	I can add sums of money.		
A 2.34	I can subtract sums of money.		
A 2.35	I can estimate the result of an addition.		
A 2.36	I can estimate the result of a subtraction.		
A 2.37	I can apply a problem-solving approach (reasoning) to everyday situations (+ , -).		
A 2.38	I am familiar with the calculator.		
A 2.39	I can use a calculator.		
A 2.40	I can check my results using a calculator.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO**1.**

Concerning my needs at the beginning of my project:

2.

Concerning the functional situations that I have worked on:

a)

b)

STEP 2 - ARITHMETIC

Code: MTH-B O24-4

**IN
PROGRESS**

LEARNED

A 2.41	I know the multiplication sign.		
A 2.42	I know the division signs.		
A 2.43	I can use the vocabulary for multiplication.		
A 2.44	I can use the vocabulary for division.		
A 2.45	I can multiply by a one-digit multiplier.		
A 2.46	I can divide by a one-digit divisor.		
A 2.47	I can multiply by a multiplier with at least two digits.		
A 2.48	I can divide by a divisor with at least two digits.		
A 2.49	I can multiply sums of money.		
A 2.50	I can divide sums of money.		
A 2.51	I can multiply a number by 10, 100 and 1000 using mental calculation.		
A 2.52	I can divide a number by 10, 100 and 1000 using mental calculation.		
A 2.53	I know the multiplication tables.		
A 2.54	I know the division tables.		
A 2.55	I can estimate the result of a multiplication.		

A 2.56	I can estimate the result of a division.		
A 2.57	I can multiply and divide using a calculator.		
A 2.58	I can apply a problem-solving approach (reasoning) to everyday situations ($\times$, $\div$).		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1.

Concerning my needs at the beginning of my project:

2.

a) Concerning the functional situations that I have worked on:

b)

STEP 3

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 3 - ARITHMETIC

Code: MTH-B O31-2

**IN
PROGRESS**

LEARNED

A 3.01	I know proper fractions in everyday situations.		
A 3.02	I know fractions when written as numbers.		
A 3.03	I know a fraction as part of a whole.		
A 3.04	I know a fraction as part of a group of similar objects.		
A 3.05	I can read proper fractions.		
A 3.06	I can write proper fractions.		
A 3.07	I can compare different fractions.		
A 3.08	I can use the vocabulary for proper fractions.		
A 3.09	I can add fractions with the same denominator.		
A 3.10	I can subtract fractions with the same denominator.		
A 3.11	I can find a fraction that is equivalent to a given fraction.		
A 3.12	I can reduce a fraction to its lowest terms.		
A 3.13	I recognize when a mixed number and an improper fraction with the same denominator are equal.		
A 3.14	I can change a mixed number into an improper fraction.		
A 3.15	I can change an improper fraction into a mixed number.		
A 3.16	I can compare two fractions using a table of fractions.		
A 3.17	I can add two fractions, when one has a denominator that is a multiple of the denominator of the other.		
A 3.18	I can add two fractions with prime denominators.		
A 3.19	I can add a fraction and a mixed number or a whole natural number, or I can add two mixed numbers.		
A 3.20	I can subtract a fraction from a mixed number or subtract two mixed numbers without borrowing.		
A 3.21	I can subtract a fraction or a mixed number from a mixed number with the same denominator by borrowing.		

A 3.22	I can subtract two fractions, one of whose denominators is a multiple of the denominator of the other.		
A 3.23	I can subtract two fractions with prime denominators.		
A 3.24	I can subtract a fraction from a mixed number or a natural whole number, or I can subtract one mixed number from another by borrowing.		
A 3.25	I can multiply a whole number by a fraction.		
A 3.26	I can multiply two fractions.		
A 3.27	I can multiply a fraction by a mixed number.		
A 3.28	I can divide a whole number by a fraction.		
A 3.29	I can change a proper fraction into a decimal.		
A 3.30	I can estimate the results of the four basic operations with the most common fractions.		
A 3.31	I can apply a problem-solving approach (reasoning) to everyday situations involving proper fractions.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. a) Concerning the functional situations that I have worked on:

b)

STEP 3 - ARITHMETIC

Code: MTH-B O32-2

**IN
PROGRESS**

LEARNED

A 3.32	I can use the vocabulary for decimals.		
A 3.33	I can read decimals.		
A 3.34	I can write decimals.		
A 3.35	I can compare decimals.		
A 3.36	I can round off decimals to the nearest whole or half.		
A 3.37	I can arrange decimals in order.		
A 3.38	I can change a proper fraction into a decimal, using a calculator.		
A 3.39	I can do operations on decimals using a calculator.		
A 3.40	I can estimate the results of operations on decimals using a calculator.		
A 3.41	I can apply a problem-solving approach (reasoning) to everyday situations, using a calculator.		
A 3.42	I can add decimals.		
A 3.43	I can subtract decimals.		
A 3.44	I can multiply decimals.		
A 3.45	I can multiply a decimal by 10, 100 or 1000, using mental calculation.		
A 3.46	I can divide decimals.		

A 3.47	I can divide a decimal by 10, 100 or 1000, using mental calculation.		
A 3.48	I can estimate the results of operations on decimals.		
A 3.49	I can apply a problem-solving approach (reasoning) to everyday situations.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 3 - ARITHMETIC

Code: MTH-B O33-1

**IN
PROGRESS**

LEARNED

A 3.50	I know the symbol for degrees Celsius.		
A 3.51	I can use instruments for measuring temperature.		
A 3.52	I can read and write the temperature.		
A 3.53	I can show key points on the temperature scale.		
A 3.54	I can estimate the temperature.		
A 3.55	I can read and write metric units of time.		
A 3.56	I can make equivalences between different units of time.		
A 3.57	I know the vocabulary for metric units of time.		
A 3.58	I can add and subtract units of time in everyday situations.		
A 3.59	I can multiply units of time in everyday situations.		
A 3.60	I can divide units of time in everyday situations.		
A 3.61	I know the symbols and vocabulary for metric units of length.		
A 3.62	I can determine the metric unit of length for a given item.		
A 3.63	I can estimate different lengths.		
A 3.64	I can use instruments for measuring length.		
A 3.65	I can make equivalences between different metric units of length.		
A 3.66	I can perform the four basic operations (+, −, x, ÷) on metric units of length.		
A 3.67	I can apply what I have learned to problems involving metric units of length in everyday situations.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 3 - ARITHMETIC

Code: MTH-B O34-1

**IN
PROGRESS**

LEARNED

A 3.68	I know the symbols and vocabulary for metric units of liquid volume.		
A 3.69	I can determine the metric unit of liquid volume for a given item.		
A 3.70	I can estimate a quantity in metric units of liquid volume.		
A 3.71	I can use instruments for measuring liquid volume.		
A 3.72	I can make equivalences between different metric units of liquid volume.		
A 3.73	I can do the four basic operations (+, −, x, ÷) on metric units of liquid volume.		
A 3.74	I can apply what I have learned to problems involving metric units of liquid volume in everyday situations.		
A 3.75	I know the symbols and vocabulary for metric units of weight.		
A 3.76	I can determine the metric unit of weight for a given item.		
A 3.77	I can estimate weight in metric units.		
A 3.78	I can use instruments for measuring weight.		
A 3.79	I can make equivalences between metric units of weight		
A 3.80	I can do the four basic operations (+, −, x, ÷) on metric units of weight.		
A 3.81	I can apply what I have learned to problems involving metric units of weight in everyday situations.		
A 3.82	I can solve problems involving metric units, using a calculator.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2.
a) Concerning the functional situations that I have worked on:

b)

STEP 4

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 4 - ARITHMETIC

Code: MTH-B O41-1

**IN
PROGRESS**

LEARNED

A 4.01

I recognize the percent sign.

A 4.02

I can define percentage.

A 4.03

I can use the vocabulary for percentage.

A 4.04

I can calculate percentages.

A 4.05

I can estimate the result of an operation involving a percentage.

A 4.06

I can apply a problem-solving approach to everyday situations involving percentages.

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 4 - ARITHMETIC

Code: MTH-B O42-1

**IN
PROGRESS**

LEARNED

A 4.07

I know what the rule of three is.

A 4.08

I know when and how to use the rule of three.

A 4.09

I can estimate the result of a problem solved using the rule of three.

A 4.10

I can apply a problem-solving approach using the rule of three in everyday situations.

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 4 - ARITHMETIC

Code: MTH-B O43-1

**IN
PROGRESS**

LEARNED

A 4.11	I recognize certain geometric figures.		
A 4.12	I can measure straight lines.		
A 4.13	I recognize certain symbols and vocabulary for geometry.		
A 4.14	I can use measuring instruments.		
A 4.15	I can measure angles.		
A 4.16	I can construct angles.		
A 4.17	I can estimate the size of angles.		
A 4.18	I recognize the symbols and vocabulary for perimeter.		
A 4.19	I can calculate perimeters.		
A 4.20	I recognize the symbols and vocabulary for area.		
A 4.21	I can calculate area.		
A 4.22	I can estimate perimeters and areas.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 4 - ARITHMETIC

Code: MTH-B O44-1

**IN
PROGRESS**

LEARNED

STEP 4

MTH-B O44-1	ARITHMETIC OBJECTIVES		
A 4.23	I recognize the symbols and vocabulary for circles.		
A 4.24	I can measure a diameter.		
A 4.25	I can find a radius.		
A 4.26	I can measure a circumference.		
A 4.27	I recognize the symbols and vocabulary for volume.		
A 4.28	I can calculate volume.		
A 4.29	I can estimate volume.		
A 4.30	I recognize the symbols for scale drawings.		
A 4.31	I can calculate real dimensions or distances from a scale drawing or a road map.		
A 4.32	I can do a scale drawing.		
A 4.33	I can estimate size and distance.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

MY SELF-ASSESSMENT

What I have learned:

✓ For my personal development:

✓ For my social development:

✓ In English:

✓ In arithmetic:

APPENDIX

- ❑ **Results in English**
- ❑ **Results in Arithmetic**

Results in English Literacy

Name of the Adult: _____ Group: _____

ENGLISH 1	START DATE	END DATE	MARK	INITIALS
ENG-B011-4				
ENG-B012-4				
ENG-B013-4				
ENG-B014-4				

ENGLISH 2	START DATE	END DATE	MARK	INITIALS
ENG-B021-4				
ENG-B022-4				
ENG-B023-4				
ENG-B024-4				

ENGLISH 3	START DATE	END DATE	MARK	INITIALS
ENG-B031-4				
ENG-B032-4				
ENG-B033-4				
ENG-B034-4				

ENGLISH 4	START DATE	END DATE	MARK	INITIALS
ENG-B041-4				
ENG-B042-4				
ENG-B043-4				
ENG-B044-4				

Teacher's Signature: _____

Results in Arithmetic

Name of the Adult: _____ **Group:** _____

ARITHEMTC 1	START DATE	END DATE	MARK	INITIALS
MTH-B011-2				
MTH -B012-2				
MTH -B013-1				
MTH -B014-3				

ARITHMETIC 2	START DATE	END DATE	MARK	INITIALS
MTH -B021-1				
MTH -B022-2				
MTH -B023-3				
MTH -B024-4				

ARITHMETIC 3	START DATE	END DATE	MARK	INITIALS
MTH -B031-2				
MTH -B032-2				
MTH -B033-1				
MTH -B034-1				

ARITHMETIC 4	START DATE	END DATE	MARK	INITIALS
MTH -B041-1				
MTH -B042-1				
MTH -B043-1				
MTH -B044-1				

Teacher's Signature: _____



A GUIDE TO CUSTOMIZED LITERACY TRAINING

APPENDIX 2

Functional Situations

Third edition

A GUIDE TO CUSTOMIZED LITERACY TRAINING

APPENDIX 2

Functional Situations

Third edition

Direction de la formation générale des adultes

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LIST OF FUNCTIONAL SITUATIONS

1. Filling Out a Form
2. Reading a Drug Label
3. Understanding Bills
4. Using the Telephone Book
5. Drawing up a Budget
6. Writing a Cheque
7. Writing a Short Note
8. Estimating the Amount of a Bill
9. Making a Grocery List
10. Following a Recipe

INTRODUCTION

Transfer of learning, functional skill, integration of knowledge, autonomy in everyday life – these are concepts familiar to all teachers. Who can argue with a philosophy based mainly on the concerns and needs of adults? But how can these concepts be integrated in the classroom? For many years now, this question has been the object of various experiments designed to find an approach to help illiterate adults acquire learning essential for autonomy.

This appendix is intended as a guide, which must be adapted to each group of students. Every literacy teacher knows that no guide can be truly customized, that they all must be adapted in order to respect the needs and level of learning of a given group of adults.

The aim of this document is twofold: to help illiterate adults develop skills and to help teachers find pleasure and support in the essential role that they play

GENERAL INFORMATION

WHAT IS A FUNCTIONAL SITUATION?

In this context, a functional situation is a task that an adult must perform regularly or occasionally in everyday life. It is a task that allows the adult to be autonomous, to function in society. Succeeding in a functional situation requires a series of cognitive, affective and psychomotor skills.

Classifying and calculating percentages are cognitive skills (knowledge). A positive attitude toward learning and an interest in transferring new skills to everyday situations are affective skills (attitude). Being able to write in restricted spaces and use a calculator correctly are psychomotor skills.

CHOICE OF FUNCTIONAL SITUATIONS

Ten functional situations were selected on the basis of the results of a survey of teachers. In the classroom, the choice of situations will be determined by the needs expressed by the group. It is important, however, to assess the students' abilities in various everyday situations. Never take anything for granted. A student in Step Three may well have never written a cheque. That is why a test might be useful for assessing functional skills. It would then be easier to motivate the adults to participate in the activities.

It would not be wise, either, to limit teaching to the ten selected functional situations. The suggested approach is a guide for preparing activities related to the needs expressed by the students.

THE DIFFERENT STEPS

The contents of the ENGLISH and ARITHMETIC books were used to determine the learning specific to each step. The choice of activities and the degree of autonomy required to perform them were based on the characteristics of illiterate adults. While the teacher's support is essential in Steps One and Two, the activities suggested in Steps Three and Four often call upon the adult's autonomy. It is also important to take into account the personal experiences of each adult.

Some skills required to succeed in a functional situation may already have been acquired by the students. It is important to review the concepts under study and demonstrate their importance. The procedure of the suggested activities may also be modified as needed. Sometimes the suggested activities are similar for two steps because of the similarity of the objectives.

OBJECTIVES OF STEPS THREE AND FOUR, OR INTEGRATED LEARNING

In Steps Three and Four, the attainment of some of the objectives is not required to achieve autonomy. Nevertheless, activities intended to help students attain these objectives are presented, so that teachers may take advantage of every opportunity to apply the integrated learning approach. For example, paying a bill does not require knowing how to calculate percentages, but the sales tax on the bill is an opportunity to practise that skill.

TEACHING MULTILEVEL GROUPS

In multilevel groups, the whole group should participate in the activities. Reading the series of activities related to a functional situation, i.e. the four steps, will make it possible to plan the teaching taking into consideration the level of learning and pace of each student. Most of the same skills are required to attain the objectives of each step; only the suggested activities differ. It may be useful to present a functional situation at Step One and to progressively increase the level of difficulty.

Experienced teachers will attest to the fact that teaching heterogeneous groups requires considerable organization and flexibility. These suggestions will make the teacher's task easier. The icebreaker should be presented to the entire group and introverted adults should be encouraged to express their feelings toward this new learning. Dividing the class into work teams according to ability will promote self-help and make it easier to plan activities. Adults should be given responsibility, for example, preparing the materials for an activity. The activities in Step Four were planned to promote autonomy. More attention can therefore be given to adults who are beginning the learning process. Self-correction, peer correction and self-help are teaching strategies to be encouraged.

READING METHOD

This document does not suggest strategies specific to the teaching of reading. Neither does it favour a given instructional approach. Nevertheless, in the first step, it is recommended that pictograms be associated with new words. This approach, based on the principles of the whole language approach, allows for the removal of the pictograms as the words are recognized. This choice is based solely on the desire to help students become autonomous as soon as possible. Other approaches (e.g. syllabication) deemed relevant may be used as needed.

VOCABULARY LIST

The vocabulary proposed in each functional situation is used regularly in everyday life. The lists of words are not exhaustive and may be added to according to the needs and learning rate of the students.

VOCABULARY

When a functional situation calls upon reading and writing skills, a list of related vocabulary should be drawn up. The *Vocabulary* section indicates the possibility of using this vocabulary to attain certain learning objectives in English. Suggestions for using vocabulary are given at the end of each functional situation.

TEXTS

In Steps Three and Four, students must read and understand a number of texts (e.g. warning labels on non-prescription drugs). When possible, the *Texts* section indicates the possibility of using a particular text to attain certain learning objectives in English. Suggestions for using texts are given at the end of each functional situation.

SUMMARY OF THE ACTIVITY FOR THE TRANSFER OF LEARNING

When all of the learning related to a functional situation has been completed, the word **REVIEW** prompts the teacher to begin a discussion to summarize the activity. This makes it possible to evaluate the students' ability to use their new knowledge, as well as their desire to do so. It is strongly recommended that real-life situations be proposed for the transfer of learning, so that students can apply their new skills, for example, organizing a community supper, exchanging Valentine's Day cards, planning a trip, raising money.

MEMORY AIDS

Since the aim of literacy instruction is to provide students with the means of taking control of their development, it is recommended that they be given the means of overcoming their reading and writing difficulties. For example, a laminated sheet with figures and their spelled-out versions will greatly help adults learning how to write cheques. Memory aids are helpful for tasks that are particularly difficult yet essential for autonomy in everyday life.

Students must be encouraged to participate in the development of memory aids, since both form and content must meet their own specific needs. This example highlights the importance attributed to adults' control over their learning. Every situation provides an opportunity to take control of their development.

PICTOGRAMS

In Step One, the ability to draw is regularly used. Being a talented artist, however, is not a requirement, since pictograms are simplified drawings. Like codes, they are understood, recognized and approved by a group of people.

Some adults will take pride in helping the teacher create pictograms. Illustrations may also be taken from newspapers, magazines, software programs, and so on. It may be helpful for all literacy educators to create a bank of pictograms and add to it as needed.¹

¹The illustrations in the functional situations are the work of Brigitte Arsenault, Literacy Consultant.

Functional Situation

FILLING OUT A FORM

September 1996

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Functional Situation

FILLING OUT A FORM

STEP ONE

SKILL	OBJECTIVES
1. To read and understand the information requested.	R.1.3 To associate words with meanings. R.1.32 To respond to basic reading requirements. R.1.33 To use accumulated knowledge to derive meaning from reading. V.1.6 To build a sight vocabulary relevant to the adults. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation Before approaching complex forms, the students will become familiar with participation, subscription and other types of forms that require them to provide personal information.	

Materials

- One copy per student of a set of forms, e.g. participation in a contest, magazine subscription, reply coupon (Have the students help find appropriate forms.)

Procedure

- Begin a discussion by asking the following questions:
 - Do you fill out forms often?
 - Do you find it difficult to write the information requested?
 - Do you understand what is being asked?
- Hand out a copy of the collage to each student. Have them note the particular characteristics of the different forms.
- With the students' help, list on the board the vocabulary used in the forms.

Vocabulary

Functional Situation

FILLING OUT A FORM

STEP ONE

SKILL	OBJECTIVES
2. To write the information requested correctly.	R.1.32 To respond to basic reading requirements. W.1.1 To print or write one's name. W.1.2 To print lower-case and capital letters of the alphabet. W.1.3 To print words legibly. W.1.12 To provide personal information.
SUGGESTED ACTIVITIES Learning Situation After having read the information requested on various forms and reply coupons, the students should learn to fill them out correctly. Materials • One copy per student of the set of forms	

Procedure

- Hand out a copy of the set of forms to each student. Have them fill out each form and reply coupon. Suggest that those who have difficulty writing the information requested from memory use a piece of identification. In the coming weeks, provide opportunities for the students to provide personal information in writing.
- Once the students have mastered this skill, give them forms that require more detailed information (e.g. social insurance number, birth date).

Functional Situation

FILLING OUT A FORM

STEP ONE

SKILL	OBJECTIVES
3. To ask for help when the information requested is unclear.	L.S.1.1 To speak loudly enough to be heard. L.S.1.3 To be able to provide personal information clearly. L.S.1.6 To receive messages and directions accurately. L.S.1.7 To ask questions and make requests.
SUGGESTED ACTIVITIES Learning Situation The students should be comfortable enough to ask questions when information requested on a form is unclear. Materials • One copy per student of the collage of forms	

Procedure

- Begin a discussion on the consequences of handing in a form with inaccurate information.
- Have the students identify the difficulties involved in reading a form.
- Have the students formulate the types of questions that would help overcome these difficulties. Emphasize the importance of politeness and the proper attitude when asking questions.

REVIEW

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

FILLING OUT A FORM

STEP TWO

SKILL	OBJECTIVES
1. To read and understand the information requested.	R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements.
SUGGESTED ACTIVITIES Learning Situation The students will fill out a job application form for a fictitious business. Materials One copy per student of two or three job application forms for different companies	

Procedure

- Ask the students to list the types of businesses they would like to start and write them on the board. Have them select one business and determine its name and mission. Write these on the board.
- Ask the students the following questions:
 - Have you ever filled out forms?
 - What information would be useful to have on our company's job application form?
- Have them design a job application form for the company. Write all the proposals on the board.
- Hand out the copies of the job application forms. Have the students check whether the elements on the board are included. Add to the list any that were omitted, as well as verbs such as *work*, *fill*, *hire* and *apply*. Use this as the vocabulary list for the week.

Vocabulary

- Have the students design the layout of the form. Draw it on the board. Have them pay particular attention to the blank spaces and the grouping of information (e.g. the applicant's name, address and telephone number should be together).
- Reproduce the final form using a word-processing program, making certain to write the name of the company in large letters at the top of the page. Ask a student who can draw to add a logo or illustration representing the company.

Functional Situation

FILLING OUT A FORM

STEP TWO

SKILL	OBJECTIVES
2. To write the information requested correctly.	R.2.1 To take risks. R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. W.2.1 To spell and use words relating to personal information. W.2.40 To use the appropriate format and style to complete different types of forms.
SUGGESTED ACTIVITIES Learning Situation The students will provide the information requested on their company's job application form.	

Materials

- One copy per student of the company's job application form
- A transparency of the company's job application form
- An overhead projector

Procedure

- Have the students fill out the job application form. Ask them to write the information in block letters. Suggest that they refer to various pieces of identification, if necessary. Write fictitious experience and education information on the transparency and have the students copy it onto the form.
- If the students have difficulty answering certain questions, discuss with them the essential information to be provided.
- If possible, give examples of information that employers are allowed or not allowed to ask for. Mention that a job application form that is not properly filled out may be rejected.
- After the activity, ask the students to bring in an application form for a job they would like to have, or any other type of form (e.g. course registration, health insurance, unemployment insurance). Help them fill them out.

Functional Situation

FILLING OUT A FORM

STEP TWO

SKILL	OBJECTIVES
3. To ask for help when the information requested is unclear.	L.S.2.2 To speak loudly enough to be heard. L.S.2.4 To provide personal information clearly. L.S.2.6 To interpret directions and messages accurately. L.S.2.8 To ask questions and make requests. R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements.
SUGGESTED ACTIVITIES Learning Situation The students should be comfortable enough to ask questions when information requested on a form is unclear. Materials One copy per student of the fictitious company's job application form	

Procedure

- Begin a discussion on the consequences of handing in a form with inaccurate information.
- Have the students identify the difficulties involved in reading a form. Use the job application form.
- Have the students formulate types of questions they could ask to help overcome these difficulties. Emphasize the importance of politeness and the proper attitude when asking questions.

REVIEW

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

FILLING OUT A FORM

STEP THREE

SKILL	OBJECTIVES
1. To read and understand the information requested.	R.3.12 To use context cuing. W.3.52 To understand and use correct sentence structure. V.3.2 To determine the meaning of a word in a sentence from its context. V.3.6 To build an advanced sight vocabulary relevant to the adult learner. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation In a simulated job application situation, the students will learn the vocabulary commonly found on application forms.	

Materials

- One copy per student of the letter of introduction (Appendix)
- One copy per student of a job application form

Procedure

- Begin the activity by asking the students the following questions:
 - Have you ever filled out a job application form?
 - What did you find difficult?
 - With what types of forms are you familiar?
 - Do the forms always have the same types of questions?
- Hand out copies of the job application form and have the students read it. Have them make a list of the vocabulary on the forms and begin a discussion about the possible meaning of these words before using a dictionary.

Vocabulary

- Hand out copies of the letter of introduction and have the students fill out the job application form using the information in the letter.
- Correct the exercise and verify whether the students have a better understanding of the information requested. If necessary, redo the exercise with another form (e.g. subscription, unemployment insurance) and another text (e.g. résumé).

Texts

Functional Situation**FILLING OUT A FORM****STEP THREE**

SKILL	OBJECTIVES
2. To write the information requested correctly.	R.3.1 To take risks when reading. R.3.5 To use accumulated knowledge to derive meaning from reading. W.3.54 To adapt printing to complete different types of forms. W.3.55 To develop responsibility for self-appraisal and checking. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation The students will apply their knowledge by filling out a job application form according to their personal situation.	

Materials

- One copy per student of a job application form

Procedure

- Begin the activity by reminding the students of the principal information to be provided on a job application form. Verify their ability to fill out a job application form by asking them the following questions:
 - What job experience do you have?
 - Name some relevant experience.
 - What salary are you expecting?

- Present an exercise that consists in identifying the appropriate information to be given on a job application form. For example:
 - Address
 - a) None
 - b) 525-8230
 - c) 1015
 - Languages spoken fluently
 - a) English
 - b) Driver's licence
 - c) Other
 - Reason for leaving
 - a) Bilingual
 - b) Layoffs
 - c) 08-02-1995
 - d) Disagreement with the boss
- Hand out copies of the job application form. Have the students fill it out according to their personal situation. Correct them with the class. Avoid revealing personal information provided by the students.
- After the activity, ask the students to bring in an application form for a job they would like to have, or any other type of form (e.g. course registration, health insurance, unemployment insurance). Help them fill them out. Verify the information given.

Functional Situation

FILLING OUT A FORM

STEP THREE

SKILL	OBJECTIVES
3. To ask for help when the information requested is unclear.	L.S.3.4 To receive messages and give directions accurately. L.S.3.5 To listen to and correctly interpret a short sequence of instructions. L.S.3.6 To ask questions and make requests. L.S.3.14 To make the voice reflect meaning and feeling. L.S.3.16 To evaluate personal strengths and weaknesses.
SUGGESTED ACTIVITIES Learning Situation Adult learners become aware of their emotional reactions when they are obliged to fill out a job application form. They also have the opportunity to become familiar with the various ways of asking for information. Materials • One copy per student of a form containing inaccurate information	

Procedure

- Begin the activity by asking the students to refer to their personal experience to answer the following questions:
 - When was the last time you had to fill out a form?
 - What type of form was it?
 - Did you fill it out without any help?
 - Did you fill it out on the spot? If not, why?
- Hand out a copy of the completed form to each student. Ask them to read it carefully. Have them circle the incorrect answers.
- Ask the students the following questions:
 - Were the questions clear?
 - Which questions do you think were misunderstood? Why?
 - How could the applicant have avoided these difficulties?
 - Who could he or she have asked for help?
 - Would that have had a negative effect?
 - What are the consequences of filling out a form incorrectly?
- Have the students formulate types of questions they could ask to help overcome these difficulties. Emphasize the importance of politeness and the proper attitude when asking questions.

REVIEW

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

FILLING OUT A FORM

STEP FOUR

SKILL	OBJECTIVES
1. To read and understand the information requested.	R.4.1 To take risks. R.4.4 To use accumulated knowledge to derive meaning from reading. W.4.38 To develop responsibility for self-appraisal and checking. W.4.58 To understand and use correct sentence structure. V.4.13 To develop an advanced sight vocabulary. T.S.4.3 To question.
SUGGESTED ACTIVITIES Learning Situation Observing a job application form that has already been filled out allows the students to become familiar with the type of information requested. Also, they learn vocabulary commonly used on such forms.	

Materials

- One copy per student of a job application form containing inaccurate information

Procedure

- Begin the activity by asking the students the following questions:
 - Have you ever filled out a job application form?
 - What did you find difficult?
 - With what types of forms are you familiar?
 - Do the forms always have the same types of questions?
- Hand out copies of the job application form and have the students read it. Have them identify the inaccurate information and correct it.
- Verify their corrections with the class. Ask the students to justify their answers by explaining why they think the information is incorrect.
- With the students' help, make a list of vocabulary commonly found on forms.

Vocabulary

Functional Situation

FILLING OUT A FORM

STEP FOUR

SKILL	OBJECTIVES
2. To write the information requested correctly.	R.4.1 To take risks. W.4.1 To write for content and meaning. W.4.9 To spell words used in social and work settings. W.4.17 To write concisely and clearly.
SUGGESTED ACTIVITIES Learning Situation The students will apply their knowledge by filling out a job application form according to their personal situation. Materials • One copy per student of a job application form	

Procedure

- Begin the activity by reminding the students of the principal information to be provided on a job application form.
- Verify their ability to fill out a job application form by asking them the following questions:
 - What job experience do you have?
 - Name some relevant experience.
 - What salary are you expecting?
- Hand out copies of the job application form. Have the students fill it out according to their personal situation. Verify the information given. Give possible answers for each question. Avoid revealing personal information provided by the students.
- After the activity, ask the students to bring in an application form for a job they would like to have, or any other type of form (e.g. course registration, health insurance, unemployment insurance). Help them fill them out. Verify the information given.

Functional Situation

FILLING OUT A FORM

STEP FOUR

SKILL	OBJECTIVES
3. To ask for help when the information requested is unclear.	L.S.4.4 To agree or disagree courteously. L.S.4.7 To make the voice reflect meaning and feeling. L.S.4.8 To demonstrate control and fluency of speech. L.S.4.14 To discuss a problem or question in order to reach a conclusion. L.S.4.16 To participate effectively in various interview situations.
SUGGESTED ACTIVITIES Learning Situation Adult learners become aware of their emotional reactions when they are obliged to fill out a job application form. They also have the opportunity to become familiar with the various ways of asking for information. Materials • One copy per student of a form containing inaccurate information	

Procedure

- Begin the activity by asking the students to refer to their personal experience to answer the following questions:
 - When was the last time you had to fill out a form?
 - What type of form was it?
 - Did you fill it out without any help?
 - Did you fill it out on the spot? If not, why?
- Hand out a copy of the completed form to each student. Ask them to read it carefully. Have them circle the incorrect answers.
- Ask the students the following questions:
 - Were the questions clear?
 - Which questions do you think were misunderstood? Why?
 - How could the applicant have avoided these difficulties?
 - Who could he or she have asked for help?
 - Would that have had a negative effect?
 - What are the consequences of filling out a form incorrectly?
- Have the students formulate the types of questions that would help overcome these difficulties. Emphasize the importance of politeness and the proper attitude when asking questions.

REVIEW

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

VOCABULARY LIST

FILLING OUT A FORM

A

address
age
availability

B

birth

C

citizenship
city
college
company
contract

D

date

E

education
elementary
employer
experience

F

family
first name
flexible work hours

H

hourly wage

J

job

L

language

M

marital status
minimum wage

N

name
normal work hours

P

permanent job
piece of identification
position
previous address
previous job

R

reason for leaving
references
résumé

S

salary
school records
secondary
sex
shift
single
social insurance number

T

telephone
temporary job
town

U

university

W

weekly salary
work
working conditions

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from a vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from a vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

APPENDIX

LETTER OF INTRODUCTION

March 15, 1995

Mr. Leo Bingham
Ralston & Sons Inc.
1080, rue Calixa-Lavallée
Montréal (Québec)
H1C 3B9

Re: Labourer job

Dear Sir:

I am writing to tell you that I am interested in your job offer for the position of labourer.

I have experience as a labourer because I worked for six years in a food processing plant. Unfortunately, because of reduced demand, management had to lay workers off. This is why I have been out of work since January 20. If you would like references as to my ability to fill the position in question, you can contact Mr. Ronald Drucker, Human Resources Manager at The Tides Limited at 555-1313.

Allow me to tell you a bit about myself. I was born in Montréal on December 28, 1963. I earned my secondary school diploma in 1979 from John F. Kennedy Secondary School. When I finished school I worked as a waitress, a gas station attendant and a supermarket clerk until I was hired by The Tides Limited.

I would very much like to meet with you as soon as possible for an interview. I believe I am a good worker and would like the chance to prove it to you.

Hoping to hear from you soon, I remain,

Yours truly,

Lise Grolier
SIN: 248 309 222
1522, rue Saint-Sauveur
Montréal (Québec)
H4K 5K5
Telephone: 555-2902

Functional Situation

READING A DRUG LABEL*

* Drug label:

Label affixed by a pharmacist on prescription and non-prescription drugs.

September 1996

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Functional Situation

READING A DRUG LABEL

STEP ONE

SKILL	OBJECTIVES
1. To listen to a pharmacist's instructions and ask relevant questions, if necessary.	L.S.1.4 To listen to and correctly interpret a short sequence of instructions. L.S.1.5 To recall specific information heard. L.S.1.6 To receive messages and directions accurately. L.S.1.7 To ask questions and make requests.
SUGGESTED ACTIVITIES Learning Situation By participating in a game the students will appreciate the importance of being attentive to all information given orally by a pharmacist. Materials • Pill bottles • List of possible side effects	

Procedure

- Begin the activity by asking the following questions:
 - What happens when you go to the pharmacy to get medication?
 - Does the pharmacist give you accurate information on how to take the medication?
 - What pieces of identification do you have to show?
- Propose that the students play the telephone game to grasp the importance of retaining what the pharmacist says.
- Play the role of the pharmacist. Hand a pill bottle to one student and give careful instructions. Ensure that the other members of the class do not hear you.
- Ask the student to relay the information to a classmate. Make sure that each student receives the information in turn. Have the last student relay the information out loud and have him or her ask the pharmacist about possible side effects.
- Play the game again, using other pill bottles. Have the participant who ended the last match begin.
- End the activity by asking the following questions:
 - Is it easy to retain information?
 - Do you feel comfortable asking for information?
 - Are the instructions given orally also written on the label?

Functional Situation

READING A DRUG LABEL

STEP ONE

SKILL	OBJECTIVES
2. To read and understand simple instructions.	R.1.3 To associate words with meanings. R.1.32 To respond to basic reading requirements. R.1.33 To use accumulated knowledge to derive meaning from reading. V.1.4 To associate the spoken word with pictures and symbols. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation Reading drug labels will help the students understand the related terminology and learn new words.	

Materials

- One copy per adult of each of two prescription drug labels
- A transparency of the two drug labels
- An overhead projector

Procedure

- Hand out a copy of the labels to each student. Project the transparency. Have the students find all the elements on the labels (e.g. date, quantity, pharmacist's name, telephone number, abbreviations). Write them on the board. Make sure the students understand the label.
- Repeat the procedure with the second label.
- With the students' help, make a list of abbreviations and words commonly found on drug labels.

Vocabulary

Functional Situation

READING A DRUG LABEL

STEP ONE

SKILL	OBJECTIVES
3. To communicate with a pharmacist in case of emergency.	L.S.1.3 To be able to provide personal information clearly. L.S.1.4 To listen to and correctly interpret a short sequence of instructions. L.S.1.5 To recall specific information heard. L.S.1.6 To receive messages and directions accurately. L.S.1.7 To ask questions and make requests.
SUGGESTED ACTIVITIES Learning Situation By participating in a role-playing game the students will learn to ask a pharmacist clear questions.	

Materials

- Two telephones or a "Téléformateur 2000" (available from Bell Québec in certain regions)
- Various prescription drug labels
- Side effects written on strips of paper (e.g. vomiting, dizziness, headache)
- Two boxes

Procedure

- Place the labels in one box and the side effects in the other. Have each student pick a label and a side effect. Have them read them and find the pharmacist's telephone number on the label. Play the role of the pharmacist. Ask the students to call the pharmacist to explain their side effects.
- Review the first telephone call by asking the students if the participant asked the right questions and was appropriately polite. Give examples if necessary. Have other students call the pharmacist.

Functional Situation

READING A DRUG LABEL

STEP ONE

SKILL	OBJECTIVES
4. To take the prescribed amount of liquid medication.	No objectives
SUGGESTED ACTIVITIES Learning Situation Reading the instructions for taking liquid medication will give the students the opportunity to use measuring instruments. They will learn how to take the recommended dose. Materials • Instructions for taking liquid medication • An eye-dropper • A graduated eye-dropper • Tablespoons • Teaspoons	

Procedure

- Hand out the instructions and read them.
- Have the students find the different measurements of quantity (e.g. mL, tbsp., tsp.). Write them on the board and explain the abbreviations.
- Have the students measure the prescribed amounts using the different measuring instruments.

Functional Situation

READING A DRUG LABEL

STEP ONE

SKILL	OBJECTIVES
5. To determine when to take a prescribed drug.	A.1.48 To apply a problem-solving approach (reasoning) to everyday situations, using a calculator (+, -).
SUGGESTED ACTIVITIES Learning Situation Reading different instructions for taking medication will allow the students to find out when to take a prescription drug. Materials • An analog clock • One photocopy per adult of each of four sets of instructions • Calculators	

Procedure

- Hand out the copies of the instructions and read them. Ask the following questions:
 - Do you know how to find out when to take these medications?
 - How?
- If the students answer yes to the first question, have them share their suggestions. If they answer no, review each set of instructions and suggest the following procedures:

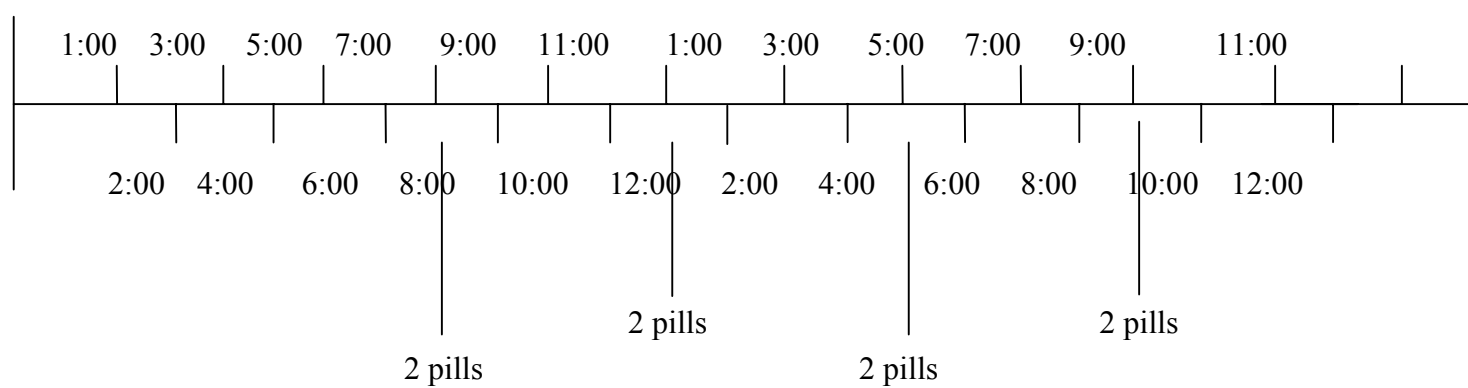
Procedure 1

Use an analog clock. Indicate the hour at which the first dose is to be taken and add the time lapse between each dose. Have the students write the times on a memory aid. Have them repeat the procedure using an analog watch.

Procedure 2

Draw a line on the board and divide it into 24 equal parts. Have the students draw a 24-cm line on a piece of paper. Each centimetre represents one hour. Indicate the hours at which a given dosage should be taken.

Example: Mr. Bennett must take 2 pills every 4 hours from the time he gets up, 4 times a day. He gets up at 7:00 a.m. When should he take his second, third and fourth doses?



Mr. Bennett should take his pills at 7:00 a.m., 11:00 a.m., 3:00 p.m. and 7:00 p.m.

Note:

Inform the students that they can buy weekly pill organizers at the pharmacy. The days of the week and the times of day when the medication should be taken are indicated.

Functional Situation

READING A DRUG LABEL

STEP ONE

SKILL	OBJECTIVES
6. To read a date expressed numerically.	R.1.2 To define personal need and desire to read.
SUGGESTED ACTIVITIES Learning Situation Reading drug labels will enable the students to identify and read dates expressed numerically. Materials • One copy per student of each of a number of prescription drug labels	

Procedure

- Hand out the copies of the drug labels and have the students read them. Have them find the dates expressed numerically. Ask the following questions:
 - What are the advantages of writing the date in this manner?
 - Are there other circumstances in which dates are written in this manner?
- Write the 12 months on the board with their corresponding numbers (e.g. January 01, February 02, March 03).
- Write the dates from the labels on the board. Convert the dates (e.g. 1995-06-20 = June 20, 1995).
- Write the birth date of each student on the board. Convert the dates (e.g. Julie: January 24, 1959 = 1959-01-24).
- Have the students find the expiry dates on their credit cards or pieces of identification. Convert the dates.

REVIEW

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

READING A DRUG LABEL

STEP TWO

SKILL	OBJECTIVES
1. To listen to a pharmacist's instructions and ask relevant questions, if necessary.	L.S.2.5 To recall specific information heard. L.S.2.6 To interpret directions and messages accurately. L.S.2.7 To listen to and correctly interpret a short sequence of instructions. L.S.2.8 To ask questions and make requests.
SUGGESTED ACTIVITIES Learning Situation An activity related to the ability to listen will enable the students to grasp the importance of being attentive to all information given orally by a pharmacist. Materials Two prescription drug labels	

Procedure

- Begin the activity by asking the following questions:
 - What happens when you go to the pharmacy to get medication?
 - Do you always remember the information given by the pharmacist?
 - What pieces of identification do you have to show?
- At the end of the discussion, suggest that the students do a memory exercise. Read the important information on the first label.

Example: EXDOL

- 2 tablets every 6 hours for pain
 - may cause drowsiness
 - do not take with alcohol
- Wait two to three minutes. Have the students relay the information they retained.
- Repeat the same procedure with the second label.

- End the activity by asking the following questions:
 - Is it easy to retain information?
 - Do you feel comfortable asking for information?
 - Are the instructions given orally also written on the label?
- Help the students formulate the types of questions that they should ask the pharmacist.

Functional Situation

READING A DRUG LABEL

STEP TWO

SKILL	OBJECTIVES
2. To read and understand simple instructions.	R.2.1 To take risks. R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. R.2.23 To understand the concept of abbreviations. V.2.6 To use newly learned words in communicating facts and ideas.
SUGGESTED ACTIVITIES Learning Situation Reading drug labels will help the students understand the related terminology. Materials • One copy per student of each of four prescription drug labels • A transparency of the four drug labels • An overhead projector	

Procedure

- Hand out a copy of the labels to each student. Project the transparency. Have the students find all the elements of the labels (e.g. date, quantity, pharmacist's name, telephone number, abbreviations). Write them on the board. Explain the abbreviations. Make sure the students understand the label.
- With the students' help, make a list of abbreviations and words commonly found on drug labels.

Vocabulary

- Over the next few days, have the students read various drug labels. Ask them questions orally or in writing about their content.

Functional Situation

READING A DRUG LABEL

STEP TWO

SKILL	OBJECTIVES
3. To communicate with a pharmacist in case of emergency.	L.S.2.2 To speak loudly enough to be heard. L.S.2.4 To provide personal information clearly. V.2.11 To know and use specialized vocabulary pertaining to a specific subject area.
SUGGESTED ACTIVITIES Learning Situation By participating in a role-playing game the students will learn to ask a pharmacist clear questions. Materials • Two telephones or a "Téléformateur 2000" (available from Bell Québec in certain regions) • Various prescription drug labels • Side effects written on strips of paper (e.g. vomiting, dizziness, headache) • Two boxes	

Procedure

- Place the labels in one box and the side effects in the other. Have each student pick a label and a side effect. Have them read them and find the pharmacist's telephone number on the label. Play the role of the pharmacist. Ask the students to call the pharmacist to explain their side effects.
- Review the first telephone call by asking the students if the participant asked the right questions and was appropriately polite. Give examples if necessary. Have other students call the pharmacist.

Functional Situation

READING A DRUG LABEL

STEP TWO

SKILL	OBJECTIVES
4. To take the prescribed amount of liquid medication.	A.2.20 To estimate quantity in metric units of liquid volume. V.2.7 To use the metric system prefixes.
SUGGESTED ACTIVITIES Learning Situation Reading the instructions for taking liquid medication will give the students the opportunity to use measuring instruments. They will learn how to take the recommended dose. Materials • Instructions for taking liquid medication • An eye-dropper • A graduated eye-dropper • Tablespoons • Teaspoons	

Procedure

- Hand out the instructions and read them.
- Have the students find the different measurements of quantity (e.g. mL, tbsp., tsp.). Write them on the board and explain the abbreviations.
- Have the students measure the prescribed amounts using the different measuring instruments.

Functional Situation

READING A DRUG LABEL

STEP TWO

SKILL	OBJECTIVES
5. To determine when to take a prescribed drug.	A.2.13 To read and write measurements of time in metric units. A.2.29 To add numbers without having to carry over. A.2.37 To apply a problem-solving approach (reasoning) to everyday situations (+, -). A.2.39 To perform operations using a calculator. V.2.7 To use the metric system prefixes.
SUGGESTED ACTIVITIES Learning Situation Reading different instructions for taking medication will allow the students to find out when to take a prescription drug. Materials • One copy per student of each of four sets of instructions • Calculators	

Procedure

- Hand out the copies of the instructions and have the students read them. Ask the following question:
 - Do you know how to find out when to take these medications?
- If the students answer yes, have them share their suggestions. If no one suggested using a calculator, review each set of instructions and suggest the following procedure:

Have the students use a calculator to add the first hour at which the drug is to be taken and the lapse of time between doses.

Example:

Mr. Bennett must take his cough syrup every 4 hours, 4 times a day. He takes the first 2 teaspoons of syrup at 11:00 a.m. At what times should he take the other doses?

11:00 a.m.	3:00 p.m.	7:00 p.m.
<u>+ 4 hours</u>	<u>+ 4 hours</u>	<u>+ 4 hours</u>
3:00 p.m.	7:00 p.m.	11:00 p.m.

Mr. Bennett should take his other doses at 3:00 p.m., 7:00 p.m. and 11:00 p.m.

Note:

Inform the students that they can buy weekly pill organizers at the pharmacy. The days of the week and the times of day when the medication should be taken are indicated.

Functional Situation

READING A DRUG LABEL

STEP TWO

SKILL	OBJECTIVES
6. To read a date expressed numerically.	A.2.13 To read and write measurements of time in metric units. V.2.7 To use the metric system prefixes.
SUGGESTED ACTIVITIES Learning Situation Reading drug labels will enable the students to identify and read dates expressed numerically. Materials One copy per student of each of a number of prescription drug labels	

Procedure

- Hand out the copies of the drug labels and have the students read them. Have them find the dates expressed numerically. Ask the following questions:
 - What are the advantages of writing the date in this manner?
 - Are there other circumstances in which dates are written in this manner?
- Write the 12 months on the board with their corresponding numbers (e.g. January 01, February 02, March 03).
- Write the dates from the labels on the board. Convert the dates (e.g. 1995-06-20 = June 20, 1995).
- Write the birth date of each student on the board. Convert the dates (e.g. Julie: January 24, 1959 = 1959-01-24).
- Have the students find the expiry dates on their credit cards or pieces of identification. Convert the dates.

REVIEW

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

READING A DRUG LABEL

STEP THREE

SKILL	OBJECTIVES
1. To listen to a pharmacist's instructions and ask relevant questions, if necessary.	L.S.3.3 To recall specific information heard. L.S.3.4 To receive messages and give directions accurately. L.S.3.5 To listen to and correctly interpret a short sequence of instructions. L.S.3.6 To ask questions and make requests.
SUGGESTED ACTIVITIES Learning Situation An activity related to the ability to listen will enable the students to grasp the importance of being attentive to all information given orally by a pharmacist. Materials • One copy per student of five short texts containing information on five different medications • One copy per student of a list of four questions on each text	

Example:

Clonidine

Take 1 tablet twice a day on waking and before retiring. It is very important that this schedule be followed. Do not consume alcohol while taking this medication. This medication may cause drowsiness, constipation and dry mouth.

Questions:

1. At what time of day should you take this medication?
2. How many tablets should you take?
3. You are going to a wine and cheese party tonight. Will you be able to drink?
4. What are the side effects of this medication?

Procedure

- Begin the activity by asking the following questions:
 - What happens when you go to the pharmacy to get medication?
 - Do you always remember the information given by the pharmacist?
 - What pieces of identification do you have to show?
- Emphasize the importance of listening carefully to the information given by the pharmacist. Suggest that the students do a listening exercise.
- Read a text. Wait a few seconds. Ask the four questions. Have the students write their answers on a sheet of paper. Correct the answers with the class. Repeat the procedure with the other texts.
- End the activity by asking the following questions:
 - Is it easy to retain information?
 - Do you feel comfortable asking for information?
 - Are the instructions given orally also written on the label?
- Help the students formulate the types of questions that they should ask the pharmacist.

Functional Situation

READING A DRUG LABEL

STEP THREE

SKILL	OBJECTIVES
2. To read and understand simple instructions.	A.2.13 To read and write measurements of time in metric units. R.3.5 To use accumulated knowledge to derive meaning from reading. W.3.52 To understand and use correct sentence structure. V.3.11 To understand and use the metric system prefixes. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation Reading drug labels will help the students understand the related terminology.	

Materials

- One copy per student of each of four non-prescription drug labels
- A transparency of the four drug labels

Procedure

- Begin the activity by asking the following questions:
 - Do you understand the information written on the label?
 - Do you ask for help when information is unclear?
- Hand out the copies of the labels. Project the transparency. For each label, have the students take note of all important information (e.g. dosage, expiry date, warning). Look up words in the dictionary as needed.

Texts

- Over the next few days, do reading exercises with drug labels. Ask the students to answer questions in writing.
- With the students' help, make a list of words and abbreviations commonly found on drug labels.

Vocabulary

Note:

- Skill 6 of this functional situation should be addressed during this activity.

Functional Situation

READING A DRUG LABEL

STEP THREE

SKILL	OBJECTIVES
3. To communicate with a pharmacist in case of emergency.	L.S.3.6 To ask questions and make requests. L.S.3.14 To make the voice reflect meaning and feeling. W.3.29 To adapt vocabulary and style to writing purpose. W.3.32 To write questions. W.3.47 To use proper punctuation in writing. W.3.52 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation By creating a written dialogue the students will learn to ask a pharmacist clear questions. Materials • One copy per student of Appendix 1	

Procedure

- Begin the activity by asking the following questions:
 - When should you call a pharmacist?
 - What sort of questions do people usually ask?
- Have the students give examples of telephone conversations one may have with a pharmacist. Write them on the board. Take into account polite expressions used in such conversations.
- Suggest that the students write a dialogue between a customer and a pharmacist. Hand out the copies of Appendix 1. Have the students compose short sentences, paying attention to punctuation. Once they have finished, have them pair up to read the dialogues aloud.
- Over the next few days, make photocopies of all the dialogues. Hand them out to the students.

Texts

Functional Situation

READING A DRUG LABEL

STEP THREE

SKILL	OBJECTIVES
4. To take the prescribed amount of liquid medication.	A.3.68 To recognize symbols and words related to metric units of liquid volume. A.3.71 To use instruments for measuring liquid volume. V.3.11 To understand and use the metric system prefixes.
SUGGESTED ACTIVITIES Learning Situation Reading the instructions for taking liquid medication will give the students the opportunity to use measuring instruments. They will learn how to take the recommended dose.	

Materials

- Instructions for taking liquid medication
- An eye-dropper
- A graduated eye-dropper
- Tablespoons
- Teaspoons

Procedure

- Hand out the instructions and read them.
- Have the students find the different measurements of quantity (e.g. mL, tbsp., tsp.). Write them on the board and explain the abbreviations.
- Have the students measure the prescribed amounts using the different measuring instruments.

Functional Situation

READING A DRUG LABEL

STEP THREE

SKILL	OBJECTIVES
5. To determine when to take a prescribed drug.	A.3.41 To apply a problem-solving approach (reasoning) to everyday situations, using a calculator. A.3.58 To add and subtract units of time in everyday situations.
SUGGESTED ACTIVITIES Learning Situation Reading different instructions for taking medication will allow the students to find out when to take a prescription drug. Materials • One copy per student of each of four sets of instructions • Calculators	

Procedure

- Hand out the copies of the instructions and have the students read them. Ask the following question:
 - Do you know how to find out when to take these medications?
- If the students answer yes, have them share their suggestions. If no one suggested using a calculator, review each set of instructions and suggest the following procedure:

Have the students use a calculator to add the first hour at which the drug is to be taken and the lapse of time between doses.

Example:

Mr. Bennett must take his cough syrup every 4 hours, 4 times a day. He takes the first 2 teaspoons of syrup at 11:00 a.m. At what times should he take the other doses?

11:00 a.m.	3:00 p.m.	7:00 p.m.
<u>+ 4 hours</u>	<u>+ 4 hours</u>	<u>+ 4 hours</u>
3:00 p.m.	7:00 p.m.	11:00 p.m.

Mr. Bennett should take his other doses at 3:00 p.m., 7:00 p.m. and 11:00 p.m.

Note:

Inform the students that they can buy weekly pill organizers at the pharmacy. The days of the week and the times of day when the medication should be taken are indicated.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

READING A DRUG LABEL

STEP THREE

SKILL	OBJECTIVES
6. Read a date expressed numerically.	A.3.55 To read and write measurements of time in metric units. V.3.11 To understand and use the metric system prefixes.
SUGGESTED ACTIVITIES See Skill 2.	

Functional Situation

READING A DRUG LABEL

STEP FOUR

SKILL	OBJECTIVES
1. To listen to a pharmacist's instructions and ask relevant questions, if necessary.	L.S.4.8 To demonstrate control and fluency of speech. L.S.4.14 To discuss a problem or question in order to reach a conclusion. V.4.3 To ask questions to clarify procedures or concepts.
SUGGESTED ACTIVITIES Learning Situation An activity related to the ability to listen will enable the students to grasp the importance of being attentive to all information given orally by a pharmacist. Materials One copy per student of six short texts containing information on six different medications (Use a dictionary of drugs to write the texts or use relevant information from drug labels.)	

Example:

Clonidine

Take 1 tablet twice a day on waking and before retiring. It is very important that this schedule be followed. Do not consume alcohol while taking this medication. This medication may cause drowsiness, constipation and dry mouth.

Procedure

- Divide the class into pairs. Hand out a text to each pair. Have the students read the text and write four or five questions related to its content.
- Have one student read each text and ask the related questions. Have the other students answer in writing. Check their answers.

Functional Situation

READING A DRUG LABEL

STEP FOUR

SKILL	OBJECTIVES
2. To read and understand simple instructions.	W.4.58 To understand and use correct sentence structure. V.4.6 To choose words to express the exact meaning intended. T.S.4.3 To question.
SUGGESTED ACTIVITIES Learning Situation Reading drug labels will help the students understand the related terminology. Materials • One copy per student of Appendix 2 • A transparency of Appendix 2 • One copy per student of Appendix 3 • A dictionary of drugs	

Procedure

- Begin the activity by asking the following questions:
 - Do you understand the information written on the label?
 - Do you ask for help when information is unclear?
- Hand out the copies of the label and list of questions. Have the students answer the questions. Divide the class into pairs.
- Once they have finished answering the questions, project the transparency of the label. Review each question, asking the teams to give their answers. When the answers are incorrect, provide the necessary explanations and information. Take advantage of the activity to present several dictionaries of drugs. Emphasize the advantages of such reference books.

Texts

- With the students' help, make a list of words and abbreviations commonly found on drug labels.

Vocabulary

Note

- Skills 5 and 6 of this functional situation should be addressed during this activity.

Functional Situation

READING A DRUG LABEL

STEP FOUR

SKILL	OBJECTIVES
3. To communicate with a pharmacist in case of emergency.	L.S.4.5 To work in pairs and small groups. L.S.4.10 To recognize emotive responses. L.S.4.14 To discuss a problem or question in order to reach a conclusion. W.4.24 To use proper punctuation in writing. W.4.47 To use dialogue in writing. T.S.4.3 To question.
SUGGESTED ACTIVITIES Learning Situation By creating a written dialogue the students will learn to ask a pharmacist clear questions. Materials One copy per student of Appendix 1	

Procedure

- Begin the activity by asking the following questions:
 - When should you call a pharmacist?
 - What sort of questions do people usually ask?
- Have the students give examples of telephone conversations one may have with a pharmacist. Write them on the board. Take into account polite expressions used in such conversations.
- Suggest that the students write a dialogue between a customer and a pharmacist. Hand out the copies of Appendix 1. Have the students compose short sentences, paying attention to punctuation. Once they have finished, have them pair up to read the dialogues aloud.
- Over the next few days, make photocopies of all the dialogues. Hand them out to the students.

Texts

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

READING A DRUG LABEL

STEP FOUR

SKILL	OBJECTIVES
4. To take the prescribed amount of liquid medication.	No objectives
SUGGESTED ACTIVITIES See Skill 2.	

Functional Situation

READING A DRUG LABEL

STEP FOUR

SKILL	OBJECTIVES
5. To determine when to take a prescribed drug.	No objectives
SUGGESTED ACTIVITIES See Skill 2.	

Functional Situation

READING A DRUG LABEL

STEP FOUR

SKILL	OBJECTIVES
6. To read a date expressed numerically.	No objectives
SUGGESTED ACTIVITIES See Skill 2.	

VOCABULARY LIST

READING A DRUG LABEL

A

ask
avoid

B

bleeding

D

date
day
dizziness
doctor
drink
drowsiness
drug

E

eat
expiry

F

food

H

health

M

medication
milk

N

night

O

orally

P

pain
pharmacist
prescribe
prescription
problem

R

renew
renewal

S

schedule
sick
sickness
side effect
sleep
store
sun

T

tablet
take
teaspoon
treatment

V

vomiting

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from a vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from a vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

TEXTS

STEPS THREE AND FOUR

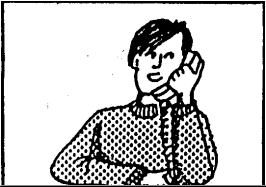
- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

APPENDICES

DIALOGUE

DIALOGUE (cont.)

DRUG PROFILE CARD*

Marina Tomalis 850654-9 02/01/1996 AMOXIL 250MG/5ML SUSP. 3 ml orally, 3 times a day for 10 days Dr. Leduc, Pierre Do not hesitate to consult your pharmacist. Your health is important to us. Jean Armorica, Pharmacist Pharmacie Larivière 24, boul. Samson Sainte-Dorothée (Québec) (514) 555-1100	• This drug can be taken with or without food. • This drug must be taken at regular intervals, day and night. • This drug must be taken for the entire duration of the treatment, even if symptoms subside after a time. Consult your doctor if the symptoms do not subside after a few days. • If you are taking oral contraceptives, consult your doctor or pharmacist about reduced effect. • Consult your doctor or pharmacist before taking any medication for diarrhoea. • Contact your doctor if one or several of the following effects appear: skin irritation, itching, hives, difficulty breathing, wheezing, black tongue, serious diarrhoea, nausea, vomiting, fever, sore throat, swollen joints, bruising or unusual bleeding. • This drug may affect urine test results in diabetics.
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* Drug profile cards are provided by some pharmacies upon purchase of prescription drugs. They contain information found on the drug label, plus the possible side effects of the drug.

QUESTIONS*
Drug Profile Card

1. At what time during the day should this drug be taken?
2. Is **mL** a unit for measuring liquids or tablets?
3. What is the duration of the treatment?
4. What can this drug do to diabetic patients?
5. True or false?

Hives is a skin disease. _____

Bruises are burns. _____

6. Name three side effects of this drug.
7. On what date was this drug prescribed?
8. If you start taking this drug at 8:00 a.m., at what time should you take your next dose?

* These questions should help assess the students' understanding of important elements: quantity, time, side effects, and so on.

Functional Situation

UNDERSTANDING BILLS

September 1996

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Functional Situation**UNDERSTANDING BILLS****STEP ONE**

SKILL	OBJECTIVES
1. To read and understand the information on various types of bills.	R.1.3 To associate words with meanings. R.1.11 To develop a basic sight vocabulary. R.1.24 To pronounce words by sound only. R.1.25 To understand and apply the principle of syllabication. R.1.32 To respond to basic reading requirements. R.1.40 To use a calendar W.1.8 To write simple sentences.
SUGGESTED ACTIVITIES Learning Situation By studying the most common types of bills, the students will become familiar with the information bills contain and learn the related vocabulary.	

Materials

- One copy per student of an electricity bill and a telephone bill
- A transparency of an electricity bill and a telephone bill
- An overhead projector
- A calendar

Procedure

- Begin the activity by asking the following questions:
 - What bills do you most often receive at home?
 - Do you understand all the information on them?
- Write the types of bills the students receive on the board. Have the students make a list of the terms found on most bills (e.g. family name, first name, address, date, amount, tax, total, payment). Write all these terms on the board. Hand out the copies of the bills and have the students find on them the terms written on the board. Complete the list on the board so that it contains all the most common terms found on bills.

Vocabulary

- Select a bill and have the students study it closely: rate, due date, calculation of rates, taxes and services. Make sure that they understand the information provided. Explain that dates may be expressed numerically. Give the students a memory aid containing the months of the year and their corresponding numbers.
- Have the students look at the bill's due date. Write a date on the board and have the students calculate the number of days remaining to pay the bill. Allow them to use a calendar. For example, today is April 15. The bill is due on May 2. There are therefore 16 days remaining in which to pay the bill.
- Using the same bill, have the students share their knowledge about:
 - the consequences of not paying the bill;
 - the cost of promotions and additional services;
 - ways of saving money;
 - possible methods of payment.
- Provide additional information as needed.
- Repeat the procedure using another bill.
- Over the next few days, check the students' knowledge by handing out different electrical and telephone bills. Ask questions about their content.

Example:

Telephone Bill

- Where is the due date on this bill?
- Which long-distance call cost the most?
- How much provincial sales tax (PST) is payable on the calls billed?

Electricity Bill

- How many days of power consumption does this bill cover?
- How many kilowatts were consumed during this period?
- Today is August 15. According to the due date, how many days remain to pay the bill?

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**UNDERSTANDING BILLS****STEP TWO**

SKILL	OBJECTIVES
1. To read and understand the information on various types of bills.	A.2.13 To read and write measurements of time in metric units. R.2.2 To understand the need to communicate in society. R.2.7 To meet basic reading requirements. V.2.7 To use the metric system prefixes. V.2.11 To know and use specialized vocabulary pertaining to a specific subject area.
SUGGESTED ACTIVITIES Learning Situation By studying the most common types of bills, the students will become familiar with the information bills contain and learn the related vocabulary.	

Materials

- One copy per student of an electricity bill and a telephone bill
- A transparency of an electricity bill and a telephone bill
- An overhead projector
- A second copy per student of an electricity bill and a telephone bill
- One copy per student of Appendix 1

Procedure

- Begin the activity by asking the following questions:
 - What bills do you most often receive at home?
 - Do you understand all the information on them?
- Write the types of bills the students receive on the board. Have the students make a list of the terms found on most bills (e.g. family name, first name, address, date, amount, tax, total, payment). Write all these terms on the board. Hand out the copies of the bills and have the students find on them the terms written on the board. Complete the list on the board so that it contains all the most common terms found on bills.

Vocabulary

- Select a bill and project it on the overhead projector. Have the students study it closely (e.g. rate, due date, calculation of rates, taxes and services, numerical date. Make sure that they understand the information provided.
- Using the same bill, have the students share their knowledge about:
 - the consequences of not paying the bill;
 - the cost of promotions and additional services offered;
 - ways of saving money;
 - possible methods of payment.
- Provide additional information as needed.
- Repeat the procedure using another bill.
- Over the next few days, check the students' knowledge by suggesting an activity. Divide the class into pairs. Hand out the list of questions and the second copy of an electricity bill and a telephone bill to each student. Remove all the dates expressed numerically. Have the students answer the questions. Correct them with the class.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**UNDERSTANDING BILLS****STEP THREE**

SKILL	OBJECTIVES
1. To read and understand the information on various types of bills.	A.3.55 To read and write measurements of time in metric units. A.3.42 To add decimal numbers. A.3.43 To subtract decimal numbers. A.3.49 To apply a problem-solving approach (reasoning) to situations in everyday life involving decimal numbers. W.3.52 To understand and use correct sentence structure. V.3.2 To determine the meaning of a word in a sentence from its context. V.3.6 To build an advanced sight vocabulary relevant to the adult learner. V.3.11 To understand and use the metric system prefixes.

SUGGESTED ACTIVITIES

Learning Situation

By answering a series of questions, the students will be able to assess their knowledge and share relevant information with their classmates.

Materials

- One copy per student of an electricity bill and a telephone bill
- One copy per student of Appendix 1

Procedure

- Begin the activity by asking the following questions:
 - What bills do you most often receive at home?
 - Do you think the charges are high?
- Suggest that the students assess their knowledge. Divide the class into pairs. Hand out the list of questions and the copies of the bills. Give the students a set time period to answer the questions. Have them leave those questions they could not answer blank.
- Correct the answers with the class, providing additional information on the important parts of the bill.

- Once the answers have been corrected, have the students share their knowledge about:
 - the consequences of not paying a bill;
 - the cost of promotions and additional services offered by the company;
 - ways of saving money;
 - possible methods of payment.
- Provide additional information as needed.
- End the activity by asking the students to make a list of the terms found on the various bills. Write these terms on the board.

Vocabulary

- Over the next few days, give the students copies of the same types of bills for the following exercises:
 - White out important information (date, total, PST, GST) and write them on another sheet of paper. Have the students place the information in its proper place on the bill.
 - White out the results of certain operations. Have the students perform these operations (e.g. total cost, total kilowatts).
 - Have the students write a cheque to pay the bill.
 - Have the students calculate the approximate yearly cost of telephone or electrical services.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**UNDERSTANDING BILLS****STEP FOUR**

SKILL	OBJECTIVES
1. To read and understand the information on various types of bills.	A.4.4 To calculate percentages. L.S.4.5 To work in pairs and small groups. R.4.4 To use accumulated knowledge to derive meaning from reading. R.4.20 To use the dictionary. W.4.58 To understand and use correct sentence structure. V.4.10 To know and use specialized vocabulary pertaining to a specific subject area. V.4.13 To develop an advanced sight vocabulary.
SUGGESTED ACTIVITIES Learning Situation By studying the most common types of bills, the students will become familiar with the information bills contain and learn the related vocabulary.	

Materials

- One copy per pair of students of three different bills: electrical, cable and telephone
- One copy per pair of students of Appendix 2
- A calculator
- One copy per student of the important information contained on the back of each bill

Procedure

- Begin the activity by asking the following questions:
 - What bills do you most often receive at home?
 - Do you understand all the information on them?
 - Do you think the charges are high?
- Suggest that the students assess their knowledge. Divide the class into pairs. Hand out the list of questions and the copies of the bills. Give the students a set time period to answer the questions. Have them leave those questions they could not answer blank.
- Correct the answers with the class, providing additional information on the most important parts of the bill.

- Once the answers have been corrected, have the students share their knowledge about:
 - the consequences of not paying a bill;
 - the cost of promotions and additional services offered by the company;
 - ways of saving money;
 - possible methods of payment.
- Provide additional information as needed.
- Select a bill. Hand out the copy of the information on the back and read it. Make sure the students understand the information. Have the students look up words in the dictionary as needed. Repeat the same procedure with the other bills.

Texts

- End this series of activities by helping the students make a list of vocabulary related to the various bills.

Vocabulary

- Over the next few days, give the students copies of the same types of bills for the following exercises:
 - White out important information (date, total, PST, GST) and write them on another sheet of paper. Have the students place the information in its proper place on the bill.
 - White out the results of certain operations. Have the students perform these operations (e.g. total cost, total kilowatts).
 - Have the students write a cheque to pay the bill.
 - Have the students calculate the approximate yearly cost of telephone or electrical services.
 - Have the students calculate the discounts offered on long-distance calls according to the rate for 20-minute calls.
 - Have the students calculate the penalties for paying a bill 10 days late.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

VOCABULARY LIST

UNDERSTANDING BILLS

A

account number
add
address
amount
automatic bank machine
automatic teller

B

bank
bank machine
bill

C

calculate
call
change
check
cheque
clientele
collect
complaint
consumption
cost
credit

D

date
day
deposit
due date

E

electricity
envelope
employer

F

family name
first name

I

installation
interest

K

kilowatt

L

late
loan
long distance

M

mail
meter
month

O

owe
owing

P

pay
payment
penalty
previous

R

receive
rent
rental

S

salary
sale
save
service

T
tax
term
total

V
Visa

W
week

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from a vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from a vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

APPENDICES

SAMPLE QUESTIONS* (Steps Two and Three)

Understanding Bills

Electricity Bill

1. This bill covers the period between October 19, 1995, and December 16, 1995. Place these dates in their proper places.
2. How many days of consumption does this bill cover?
3. How many kilowatts were consumed during this period?
4. What is the due date?
5. Today is January 2. How many days are left to pay this bill?

Telephone Bill

1. What is the due date?
2. Which long-distance call cost the most? When was it made?
3. What is the provincial sales tax (PST) on the calls billed?
4. What is the customer's account number?
5. The bill was issued on January 1, 1996. Place this date in its proper place.

* Select questions adapted to the bills from companies in your region.

SAMPLE QUESTIONS* (Step Four)

Understanding Bills

1. Which is the highest bill?
2. On the telephone bill, which long-distance call cost the most? When was it made?
3. How much is the telephone bill before taxes?
4. How many kilowatts did the customer use in the past two months?
5. What is the customer's account number on the telephone bill?
6. What is the number to call in case of a problem with the cable service?
7. What is the due date for the telephone bill?
8. How much provincial sales tax (PST) is payable on the cable bill?
9. What are the charges for using directory assistance?
10. Today is _____ (choose a date relatively close to the due date). How many days are left to pay the electricity bill?

*Select questions adapted to the bills from companies in your region.

Functional Situation

USING THE TELEPHONE BOOK

September 1996

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Functional Situation**USING THE TELEPHONE BOOK****STEP ONE**

SKILL	OBJECTIVES
1. To use directory assistance.	L.S.1.1 To speak loudly enough to be heard. L.S.1.5 To recall specific information heard. L.S.1.6 To receive messages and directions accurately. L.S.1.7 To ask questions and make requests. R.1.1 To understand the need to communicate in society.
SUGGESTED ACTIVITIES Learning Situation By attempting to reach directory assistance, the students will become familiar with the different services offered.	

Materials

- A speaker phone
- 10 cards containing different situations in which directory assistance is required

Example: *I need the telephone number of Dr. Martin DiBiasio, a pediatrician in Laval.*

Procedure

- Begin a discussion by asking the following questions:
 - Have you ever used directory assistance?
 - What did you want to find out?
 - What did you say?
- Ask the students what directory assistance is and if there are any related charges. Provide additional information using the local telephone book. Explain how to use directory assistance.
- Suggest that the students simulate directory assistance calls on the basis of concrete situations. Have a student pick a card and read it. Provide assistance if necessary. Help the students develop a dialogue appropriate to this situation.

Example: If you needed the telephone number of Dr. Martin DiBiasio, a pediatrician in Laval, how would you ask your question?

- Have the students comment on and correct, if necessary, each suggested formulation. Continue the exercise until the students agree on the dialogue.
- Give each student the opportunity to simulate the type of dialogue agreed upon by the class. Vary the exercise by exploring other situations in which it is necessary to use directory assistance.
- End the activity by allowing the students to actually call directory assistance. If possible, use a speaker phone so that all the students can learn from the experience.

Functional Situation

USING THE TELEPHONE BOOK

STEP ONE

SKILL	OBJECTIVES
2. To be familiar with the purpose and contents of the different sections of the telephone book.	R.1.36 To identify the purpose and content of different types of texts.
SUGGESTED ACTIVITIES Learning Situation By looking through the telephone book, the students will learn to find information easily. <i>Activity 1</i> Materials • 24" X 36" sheets of cardboard in different colours (one colour for each section of your local telephone book) • A felt-tipped pen • One telephone book per student or pair of students, including the yellow pages (Have the students bring in copies.)	

Procedure

- Ask the students if they are familiar with the purpose and contents of each section of the telephone book. Have them share what they already know. Suggest that they summarize the contents of the different sections.
- Hang the sheets of cardboard on the wall. Select a colour. Have the students consult the relevant section of the telephone book. Write the information contained in that section on the sheet of cardboard. Repeat the procedure with the other colours. Emphasize the services offered, their accessibility, and so on.

Activity 2**Materials**

- The 24" X 26" sheets of cardboard used in Activity 1
- A box
- Cards containing entries from the telephone book (e.g. Pizzeria Denis, Area Code 418, Aréna Maurice Richard, Spousal Abuse, Bandolero Tony 47 Labonté, Legal Aid)

Procedure

- Hang the sheets of cardboard on the wall. Place the cards in the box. Have each student pick a card and tape it to the corresponding sheet of cardboard.

Functional Situation

USING THE TELEPHONE BOOK

STEP ONE

SKILL	OBJECTIVES
3. To know the alphabet.	R.1.7 To recognize each letter of the alphabet. R.1.32 To respond to basic reading requirements. R.1.33 To use accumulated knowledge to derive meaning from reading. R.1.42 To use alphabetical order.
SUGGESTED ACTIVITIES Learning Situation The students will use their ability to place names in alphabetical order so as to find telephone numbers more easily. Materials • 10 cards containing names and addresses appearing in your local telephone book, e.g. Blake Robert, 355 Ste-Rose, Drvl (Use names that are easy to read and that begin with different letters.) • One telephone book per student or pair of students (Have the students bring in copies.)	

Procedure

- Tape the cards to the board. Have the students place them in alphabetical order. Then, have them find the corresponding telephone numbers. Go over the abbreviations of the different cities.

Functional Situation

USING THE TELEPHONE BOOK

STEP ONE

SKILL	OBJECTIVES
4. To read and understand the information contained in the telephone book.	R.1.3 To associate words with meanings. R.1.32 To respond to basic reading requirements. R.1.33 To use accumulated knowledge to derive meaning from reading. R.1.42 To use alphabetical order. V.1.6 To build a sight vocabulary relevant to the adults.
SUGGESTED ACTIVITIES Learning Situation The students will help draw up a list of vocabulary related to the telephone book. Materials One telephone book per pair of students (Have the students bring in copies.)	

Procedure

- Divide the class into pairs.
- Have each pair find 10 words related to a given section of the telephone book and write them on the board. Have them include family names and cities, as well as words such as *listen*, *speak*, *telephone* and *address*.

Vocabulary

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

USING THE TELEPHONE BOOK

STEP TWO

SKILL	OBJECTIVES
1. To use directory assistance.	L.S.2.2 To speak loudly enough to be heard. L.S.2.5 To recall specific information heard. L.S.2.8 To ask questions and make requests. R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements.
SUGGESTED ACTIVITIES Learning Situation By attempting to reach directory assistance, the students will become familiar with the different services offered. Materials • A speaker phone • 10 cards containing different situations in which directory assistance is required Example: <i>I need the telephone number of Dr. Martin DiBiasio, a pediatrician in Laval.</i>	

Procedure

- Begin a discussion by asking the following questions:
 - Have you ever used directory assistance?
 - What did you want to find out?
 - What did you say?
- Ask the students what directory assistance is and if there are any related charges. Provide additional information using the local telephone book. Explain how to use directory assistance.
- Suggest that the students simulate directory assistance calls on the basis of concrete situations. Have a student pick a card and read it. Provide assistance if necessary.

Functional Situation

USING THE TELEPHONE BOOK

STEP TWO

SKILL	OBJECTIVES
2. To be familiar with the purpose and contents of the different sections of the telephone book.	R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. R.2.24 To use alphabetical order. R.2.28 To become aware of various sources of information. R.2.29 To recognize specific information required. R.2.30 To use telephone directories.
SUGGESTED ACTIVITIES Learning Situation By answering questions, the students will explore the content of the telephone book and become familiar with it. Materials • One copy per student of Appendix 1 • One telephone book per team, including the yellow pages (Have the students bring in copies.)	

Procedure

- Begin the activity by asking the following questions:
 - Are you familiar with the telephone book and the services it contains?
 - Do you use it often?
- Suggest that the students assess their knowledge and learn more by answering the questions in Appendix 1. Have them skip over questions that seem too difficult.
- Correct the exercise with the class. Provide additional information as needed.
- If many of the answers were incorrect, suggest other activities. If necessary, do the exercises in Step One.
- At the end of the activity, help the students draw up a list of vocabulary related to the telephone book (e.g. verbs, nouns, adjectives) and write them on the board.

Vocabulary

Functional Situation

USING THE TELEPHONE BOOK

STEP TWO

SKILL	OBJECTIVES
3. To know the alphabet.	R.2.24 To use alphabetical order. R.2.30 To use telephone directories.
SUGGESTED ACTIVITIES Learning Situation The students will create their own address book with the telephone numbers of their friends and family, as well as those of services they use. Materials • A personal address book purchased by the students, or • A personal address book made by the students (This address book might have coloured sections as in the telephone book. Thus, in addition to being in alphabetical order, the names and numbers of people and services would be in the appropriate section. A student might volunteer to design a cover.) • One telephone book per student, including the yellow pages (Have the students bring in copies.)	

Procedure

- Two weeks before doing this activity, have the students write down the names and telephone numbers of friends, family and services that they call often.
- Write on the board five family names beginning with different letters. Have the students place them in alphabetical order, then repeat the exercise with two names that begin with the same letter.
- Explain how to alphabetize names that begin with the same letter. Have the students practise this skill.
- Have the students write the names and telephone numbers of friends, family and services that they call often in their address book. Have them add the telephone number of the school. Ask if other important names and numbers might be added.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

USING THE TELEPHONE BOOK

STEP TWO

SKILL	OBJECTIVES
4. To read and understand the information contained in the telephone book.	R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. R.2.28 To become aware of various sources of information. R.2.30 To use telephone directories.
SUGGESTED ACTIVITIES Learning Situation Working in pairs, the students will understand the most important information contained in the general information section of the local telephone book.	

Materials

- One telephone book per student (Have the students bring in copies.)
- Cards containing various pieces of information relevant to the students and the corresponding page number of the telephone book (e.g. Emergency Calls p. 1 & 2, Local Directory Assistance Charges p. 45, Busy Line Verification p. 46, Obscene or Harassing Calls p. 59)

Procedure

- Divide the class into pairs. Have each pair pick a card and read the corresponding section in the telephone book. Have them find five key words.
- Have each pair give an oral report on their reading while the rest of the class follows the written text.
- Write the key words on the board.

Vocabulary

Functional Situation**USING THE TELEPHONE BOOK****STEP THREE**

SKILL	OBJECTIVES
1. To use directory assistance.	L.S.3.3 To recall specific information heard. L.S.3.4 To receive messages and give directions accurately. L.S.3.6 To ask questions and make requests. L.S.3.13 To recognize the important ideas in a presentation. R.3.12 To use context cuing. R.3.23 To use the telephone directory. V.3.6 To build an advanced sight vocabulary relevant to the adult learner.
SUGGESTED ACTIVITIES Learning Situation By attempting to reach directory assistance, the students will become familiar with the different services offered.	

Activity 1

Materials

- One copy per student of the page in the telephone book describing directory assistance
- One copy per student of Appendix 2
- One highlighter per student

Procedure

- Begin a discussion by asking the following questions:
 - What is directory assistance?
 - Who is it for?
 - When can it be useful?
- Have the students share their knowledge and experience.
- Hand out the copies of the information page and study it. Focus on the parts that make it easier to find information (e.g. page layout, subtitles, bold characters, key words).
- Have the students read the page and highlight the information important to them. Discuss the difficulties encountered.

- Hand out the copies of Appendix 2 and have the students fill in the blanks. Correct the exercise with the class.

Texts

Activity 2

Materials

- A speaker phone

Procedure

- Begin the activity by asking the following questions:
 - What services does directory assistance offer?
 - Have you ever used directory assistance?
 - What did you want to know?
 - What did you say?
- Suggest that the students simulate directory assistance calls on the basis of concrete situations.

- Help the students develop a dialogue appropriate to a given situation.

Example: If you needed the telephone number of Dr. Martin DiBiasio, a pediatrician in Laval, how would you formulate your question?

- Have the students comment on and correct, if necessary, each suggested formulation. Continue the exercise until the students agree on the dialogue.
- Give each student the opportunity to simulate the type of dialogue agreed upon by the class. Vary the exercise by exploring other situations in which it is necessary to use directory assistance.
- End the activity by allowing the students to actually call directory assistance. If possible, use a speaker phone so that all the students can learn from the experience.

Functional Situation

USING THE TELEPHONE BOOK

STEP THREE

SKILL	OBJECTIVES
2. To be familiar with the purpose and contents of the different sections of the telephone book.	R.3.22 To become aware of various sources of information. R.3.23 To use the telephone directory. R.3.28 To use manuals and guides. W.3.27 To record. T.S.3.7 To classify items by grouping.
SUGGESTED ACTIVITIES Learning Situation By looking through the telephone book, the students will learn to find information easily. <i>Activity 1</i> Materials One telephone book per pair of students, including the yellow pages (Have the students bring in copies.)	

Procedure

- Begin the activity by asking the following questions:
 - How is the information in the telephone book organized? Why are there different-coloured pages? What do the colours mean?
- Have the students look at the contents of each section of the telephone book. Divide the class into five teams and have each one study a different section of the telephone book. Have them give as complete a report as possible and write the information obtained on the board.

Activity 2**Material**

- One copy per student of Appendix 3

Procedure

- Hand out the copies of Appendix 3. Read it aloud. Have the students find which sections of the telephone book contain the places and names mentioned in the text.
- Correct the exercise with the class and have the students explain their answers.

Functional Situation

USING THE TELEPHONE BOOK

STEP THREE

SKILL	OBJECTIVES
3. To know the alphabet.	No objectives
SUGGESTED ACTIVITIES Learning Situation The students will use their ability to place names in alphabetical order so as to find telephone numbers more easily. Materials • One telephone book per student • One copy per student of a filing exercise (see procedure for example)	

Procedure

- Begin the activity by having the students observe how the information in the telephone book is organized. Ask the following questions:
 - What are the different sections for?
 - Why is information placed in alphabetical order?
 - Do you have to know how to place words in alphabetical order to be able to find information in the telephone book?
- Suggest that the students do a filing exercise using the "Emergency Calls" pages of the telephone book. Have them place the names of the organizations in alphabetical order. The telephone numbers are already in their correct positions.

Example:

Emergency Call	Organization	Telephone Number
INFO-SANTÉ	_____	275-7575
SEXUAL ASSAULT	_____	1-800-668-6868
PARENTS ANONYMOUS	_____	288-5555
SPOUSAL ABUSE	_____	934-4504
KIDS HELP PHONE	_____	873-9010

- Have the students correct their answers by checking whether the telephone numbers correspond to the organizations.
- Determine the difficulties encountered.
- Repeat this exercise with names and telephone numbers of businesses appearing in the business section of the telephone book. Use names that begin with the same letter.

Note:

- This exercise is an opportunity to make students aware of these organizations and may lead to a discussion on the subject.

Functional Situation

USING THE TELEPHONE BOOK

STEP THREE

SKILL	OBJECTIVES
4. To read and understand the information contained in the telephone book.	R.3.22 To become aware of various sources of information. R.3.23 To use the telephone directory. R.3.24 To understand and use a dictionary. W.3.52 To understand and use correct sentence structure. V.3.2 To determine the meaning of a word in a sentence from its context. V.3.6 To build an advanced sight vocabulary relevant to the adult learner.
SUGGESTED ACTIVITIES Learning Situation The students will become familiar with the vocabulary commonly used in the telephone book.	

Materials

- One telephone book per student (Have the students bring in copies.)
- One dictionary per student
- One copy of a definition exercise (see example in procedure)

Procedure

- Begin the activity by asking the following questions:
 - Did you find words in the telephone book that you did not understand? What were they?
 - Did you look them up in the dictionary?
- Have the students list the words or expressions they would like to look up in the dictionary. Suggest that they look through the telephone book if necessary. Write the words and expressions on the board. Divide the class into teams and have each team look up a certain number of words in the dictionary, taking context into account.
- Help the students draw up a list of the most commonly used words in the telephone book.

Vocabulary

- A few days later, suggest that the students do an exercise on the definitions of the words and expressions found earlier. Have them match each word to the appropriate definition.

Example:

Word or Expression

Harassing call: _____

Reconnection: _____

Fraudulent use: _____

Long-distance number: _____

Definition

1. The act of connecting once again
2. Intended to deceive
3. Bothering repeatedly
4. Having to do with telephone service to another city

- Correct the exercise with the class. Provide additional information and examples of usage as needed.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

USING THE TELEPHONE BOOK

STEP FOUR

SKILL	OBJECTIVES
1. To use directory assistance.	L.S.4.5 To work in pairs and small groups. L.S.4.12 To evaluate personal strengths and weaknesses. R.4.4 To use accumulated knowledge to derive meaning from reading. V.4.13 To develop an advanced sight vocabulary.
SUGGESTED ACTIVITIES Learning Situation By attempting to reach directory assistance, the students will become familiar with the different services offered. <i>Activity 1</i> Materials • One telephone book per student (Have the students bring in copies.) • One copy per student of Appendix 4	

Procedure

- Begin a discussion by asking the following questions:
 - What is directory assistance?
 - Who is it for?
 - When can it be useful?
- Have the students share their knowledge.
- Study the "Directory Assistance" page in the telephone book. Focus on the elements that make it easier to find information (e.g. page layout, subtitles, bold characters, key words) and have the students read it.
- Hand out the copies of Appendix 4 and have the students correct the inaccurate information using the "Directory Assistance" page of the telephone book.

Texts

Activity 2

Materials

- A tape recorder
- A cassette
- A speaker phone

Procedure

- Begin the activity by asking the following questions:
 - Have you ever used directory assistance?
 - Did you get the information you needed?
 - What did you say?
- Divide the class into pairs. Have them take turns simulating a conversation between the directory assistance operator and a customer. Tape the conversations.
- Have the students listen to the tapes and comment on the conversations, giving their strengths and weaknesses.
- Summarize their comments so as to emphasize the important elements of this type of communication (e.g. politeness, accuracy).

- End the activity by allowing the students to actually call directory assistance. If possible, use a speaker phone so that all the students can learn from the experience.

Functional Situation**USING THE TELEPHONE BOOK****STEP FOUR**

SKILL	OBJECTIVES
2. To be familiar with the purpose and contents of the different sections of the telephone book.	L.S.4.5 To work in pairs and small groups. R.4.18 To become aware of various sources of information. R.4.23 To use particular manuals and guides. W.4.44 To record. T.S.4.6 To classify items by grouping.
SUGGESTED ACTIVITIES Learning Situation By looking through the telephone book, the students will learn to find information easily.	

Activity 1

Materials

- One telephone book per pair of students, including the yellow pages (Have the students bring in copies.)
- One information sheet per student (11" X 17" sheet divided into five sections, depending on your local telephone book: Bell Information Section, Residence Section, Government Section, Business Section, Yellow Pages)

Procedure

- Begin the activity by asking the following questions:
 - How is the information in the telephone book organized?
 - Why are there different-coloured pages?
 - What do the colours mean?
- Suggest that the students study the sections of the telephone book using the information sheet. Have them write the information found in each section of the telephone book in the appropriate space on the sheet. Have them work in teams and share their results with the class.

Activity 2

Materials

- One copy per student of a research exercise adapted to your region (see example in procedure)
- One telephone book per student, including the yellow pages (Have the students bring in copies.)

Procedure

- Have the students do a research exercise.

Example:

	Heading	Section
I need to have my stove repaired.	_____	_____
I want to know whether the skating rink in Laval is open Sundays.	_____	_____
I want to know when I am going to receive my income tax refund.	_____	_____
There is a mistake on my telephone bill. I want someone to check it out.	_____	_____

Variation

- Have the students suggest their own situations.

Functional Situation

USING THE TELEPHONE BOOK

STEP FOUR

SKILL	OBJECTIVES
3. To know the alphabet.	R.2.24 To use alphabetical order. R.3.23 To use the telephone directory.
SUGGESTED ACTIVITIES Learning Situation The students will use their ability to place names in alphabetical order in order to find telephone numbers more easily. Materials • One telephone book per student (Have the students bring in copies.) • One copy per student of a filing exercise (see example in procedure)	

Procedure

- Begin the activity by having the students observe how the information in the telephone book is organized. Ask the following questions:
 - What are the different sections for?
 - Why is information placed in alphabetical order?
 - Are some entries difficult to find, even if you know how to put words in alphabetical order? Which ones?
- Introduce the students to the "Finding a Number" page of the telephone book to illustrate how the book is organized.
- Suggest that the students do a filing exercise using the information on this page. Suggest that they use the telephone book to better consolidate this new knowledge. Have them repeat the exercise without using the telephone book.

FILING EXERCISE (Prepare the exercise using names found in your local telephone book.)

Circle the misplaced entries and draw an arrow to show where they should go.

Example:

1. Métivier Alain
Métivier Albert
Métivier Arsène
Métivier A.

2. Cabane à sucre chez Jean-Guy
CLSC de la Basse-Ville
Comeau Robert
Cooper Patrick

3. Leblond Laurent
Leclerc Yvon
Le coin du trésor enr.
Lecompte Denis

4. Saindon Roger
St-Amand Cécile
Santo A.
Saint-Amand A et G.

5. 1850 Lévis
2 pour 1 inc.
3 D Vision Internationale
3 M Canada Inc.

- Review the exercise and explain each question. Ask the students to which example on the "Finding a Number" page each question corresponds.
- Have the students look up the names in the telephone book.

Functional Situation**USING THE TELEPHONE BOOK****STEP FOUR**

SKILL	OBJECTIVES
4. To read and understand the information contained in the telephone book.	R.4.4 To use accumulated knowledge to derive meaning from reading. R.4.10 To use context cuing. W.4.58 To understand and use correct sentence structure. V.4.6 To choose words to express the exact meaning intended. V.4.10 To know and use specialized vocabulary pertaining to a specific subject area. V.4.13 To develop an advanced sight vocabulary.
SUGGESTED ACTIVITIES Learning Situation The students will become familiar with the vocabulary commonly used in the telephone book.	

Materials

- One telephone book per student (Have the students bring in copies.)
- One dictionary per student
- One copy per student of Appendix 5

Procedure

- Begin the activity by asking the following questions on the vocabulary used in the telephone book:
 - Are they common words?
 - Do they come up in other situations?
 - Are they easy to understand?
- Have the students list the new words and expressions they found in the telephone book.
- Allow each student to formulate hypotheses on the meaning of these words and expressions before looking them up in the dictionary.

Vocabulary

- Over the next few days, have the students do the exercise in Appendix 5.
- Correct the exercise with the class.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

VOCABULARY LIST

USING THE TELEPHONE BOOK

A

account
address book
area code

C

cable
call (local, long-distance)
calling card
charges
city
clientele
communication
company
complaint
customer

D

directory assistance
disconnection

E

emergency call

I

information
installation

O

operator
organization

P

payment

R

reduction
repair
residence

S

service

T

telephone (public telephone)
telephone book

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

APPENDICES

DO YOU KNOW YOUR TELEPHONE BOOK?

Sample Questions*

1. Where can you find the government section?

a) white pages b) blue pages c) yellow pages

2. Find the telephone numbers of the following people:

Guy Tremblay, 44 rue des Cèdres, Beauport _____

Denis Talbot, 60 boul. des Cavari, Limoilou _____

Claire Lafortune, 5 chemin des Oliviers, Charlesbourg _____

3. On what page of the telephone book are the emergency numbers? _____

4. What is the telephone number of the florist in your area? _____

In what section did you find this number?

a) yellow pages b) business section c) government section d) residence section

* Adapt the questions to your local telephone book.

DO YOU KNOW YOUR TELEPHONE BOOK?

5. What are the area codes of the following cities?

Trois-Rivières _____

Sherbrooke _____

Lévis _____

Baie-Comeau _____

6. What is the telephone number of the Canada Employment Centre? _____

Where did you find this number?

a) yellow pages b) business section c) government section d) residence section

7. What is the telephone number of the Hôpital St-Sacrement? _____

Where did you find this number?

a) yellow pages b) business section c) government section d) Bell information section

8. What is the telephone number of the city library? _____

Where did you find this number?

a) yellow pages b) business section c) government section d) Bell information section

DO YOU KNOW YOUR TELEPHONE BOOK?

9. Charles is having trouble finding a number in the telephone book. Where can he get help?

What are the charges involved? _____

10. What must a person who cannot read or write do to use directory assistance free of charge?

DIRECTORY ASSISTANCE

Fill in the Blanks

Louise would like to call her local grocery store, but she cannot find the number in the telephone book. Louise can call _____ to get the number. In this case, she must dial _____. On her next telephone _____, she will have to pay _____ charges.

If Louise cannot use the _____ because she is _____ or _____ or because she is temporarily disabled, directory assistance will be _____.

The last time Louise called directory assistance was last summer. She wanted to reserve a camp site in the Gaspé for her vacation. Louise knew that the _____ could give her the _____ number. Louise did not have to pay for this _____ because the number did not appear in her _____ telephone book.

A DAY IN THE LIFE OF MICHAEL *

In the blank spaces, write the section of the telephone book where you can find the names and places mentioned in the text.

Michael Peters is a security guard at the Palais de justice de Montréal (_____). Usually, he walks to work. This morning, it is raining, so Michael decides to take the bus. Before leaving the house, he has to call the STCUM (_____) to find out the bus schedule.

On his morning coffee break, Michael remembers that today is his wife's birthday. He runs over to The Flower Pot (_____), where he orders a dozen red roses to be delivered to the beauty salon (_____) where his wife works. He also reserves a table for two at the Café de Paris (_____). Besides being an attentive husband, Michael is also a devoted father. That is why he remembers to call Nathalie Lapointe (_____), the babysitter.

After his coffee break, Michael does his rounds on the second floor of the Palais de justice. He says hello to the lawyers (_____) he meets every day in the hall.

* Adapt this exercise to your local telephone book.

A DAY IN THE LIFE OF MICHAEL

He even stops to chat with Mr. Eagleson (_____), who works in the Limoilou Legal Aid office (_____). They know each other well because they meet every weekend at the Victoria Park Arena (_____) where their sons play hockey, next door to the police station (_____).

Michael likes his job because he meets a lot of people and can be useful by ensuring public safety.

CAN I HELP YOU?*

Chantal would like to call directory assistance sometimes, but she has a hard time understanding the information in the telephone book. Her neighbour Mark wants to help her, but he does not have all the information himself.

Pretend you are the operator. Correct the inaccurate information so that Chantal and Mark can learn all about directory assistance. Write complete sentences.

- The directory assistance operator can give you the number of a customer as long as the customer lives in the same city as you.

- You should always use directory assistance. It is faster.

* Adapt this activity to your local telephone book.

CAN I HELP YOU?

- All directory assistance services are free for handicapped people only.

- A fee of \$0.50 is charged to customers who ask for emergency numbers (police, firefighters, ambulance).

- Directory assistance can help you find the number of a business with a 1-900 number.

- To find a telephone number, just dial 0.

Sample Questions

1. Find the meaning of the underlined words.

- I asked to be reconnected.

a) repaired

b) cured

c) hooked up again

- Harassing phone calls bother me.

a) important

b) bothersome

c) dangerous

THE MEANING OF WORDS

2. Circle the word that is not in the same family as the underlined word.

- This man made fraudulent use of the telephone.

- a) fraud
- b) false
- c) defraud

- I received a notice of suspension of service.

- a) suspend
- b) suspicious
- c) suspending

3. Rewrite these sentences from the telephone book using as few words as possible.

- There are no local or long distance Directory Assistance charges for calls from payphones.

THE MEANING OF WORDS

- You can pay your bill by mail or in most financial institutions.

Functional Situation

DRAWING UP A BUDGET

September 1996

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Functional Situation

DRAWING UP A BUDGET

STEP ONE

SKILL	OBJECTIVES
1. To be familiar with their main expenses.	R.1.3 To associate words with meanings. R.1.32 To respond to basic reading requirements. R.1.34 To use context cuing. W.1.3 To print words legibly. V.1.6 To build a sight vocabulary relevant to the adults. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation By becoming familiar with the main parts of a budget and with the related vocabulary, the students will acquire practical knowledge. It is recommended that a budgeting method geared to the students' needs be selected.	

Materials

- Large sheets of different-coloured cardboard
- Illustrations representing budget categories (recreation, lodging, health, transportation, food, clothing, insurance)

Procedure

- Begin the activity by asking the following questions:
 - What are the advantages of drawing up a budget?
 - Do you have a budget? Do you follow it?
 - What do you find difficult about budgeting?
 - What are the consequences of not drawing up a budget?
- Have the students examine the process of budgeting more closely. Suggest that they list their various monthly expenses. Write them on the board.

- Have them divide the expenses into categories.

Example: Restaurant and movie expenses, as well as dance lessons, could be classified as recreational activities. Write a category on each sheet of coloured cardboard and attach the relevant illustration.

Recreation

restaurants
movies
dance lessons



- Have the students classify each expense listed under the appropriate category.
- Make a list of vocabulary related to the categories and expenses.

Vocabulary

Note:

ACEF (the Association coopérative d'économie familiale) is an organization that offers materials related to budgeting.

Functional Situation**DRAWING UP A BUDGET****STEP ONE**

SKILL	OBJECTIVES
2. To balance their income and expenses.	A.1.47 To add and subtract using a calculator. A.1.53 To multiply and divide using a calculator. W.1.12 To provide personal information. W.1.26 To record. W.1.51 To spell words used in social and work settings. V.1.6 To build a sight vocabulary relevant to the adults.
SUGGESTED ACTIVITIES Learning Situation The students will become familiar with a simple budgeting method that will allow them to balance their income and expenses effectively. It is important to take the students' experience and attitudes into account.	

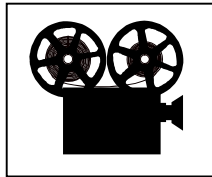
Materials

- One calculator per student
- Three 8½ X 11" envelopes
- Three series of eight cards of the same colour containing the names and illustrations of fixed and variable monthly expenses

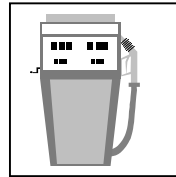
Examples: Telephone: \$26.74



Movies: \$16.00



Gas: \$16.00



- Nine cards of another colour representing possible sources of income
- One copy per student of the budgeting method selected in Skill 1
- A blow-up of the budgeting method

Procedure

- In each envelope, place eight cards representing expenses and three cards representing sources of income. Write different amounts on the cards. Personalize the envelopes.

Examples: Envelope 1: Mr. Peters and Mrs. Lerner's budget

Envelope 2: Mr. Gilbert's budget

Envelope 3: Mrs. Henderson's budget

- Explain the terms related to the selected budgeting method (e.g. fixed and variable expenses).
- Help the students make a list of possible sources of income (e.g. salary, unemployment insurance, pension). Add these terms to the vocabulary list.
- Suggest that the students draw up budgets for various people so that they can become familiar with the selected budgeting method. Have one student select an envelope and give the name of the person for whom he or she will be drawing up a budget. Have him or her take out the cards one by one and write the amounts in the appropriate spaces. Write them on the blow-up posted on the board. Have all the students copy them onto their sheets. Once all the amounts have been recorded, have the students use a calculator to do the necessary calculations.
- If possible, have the students draw up the other budgets a few days later. Once they have mastered these skills, suggest group or individual exercises on the same theme. You might choose to help students individually with their own budgets.

Note:

- If the students have assimilated the knowledge related to telephone and electricity bills (see "Understanding Bills"), use these instead of illustrations.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

DRAWING UP A BUDGET

STEP TWO

SKILL	OBJECTIVES
1. To be familiar with their main expenses.	R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. V.2.6 To use newly learned words in communicating facts and ideas. V.2.11 To know and use specialized vocabulary pertaining to a specific subject area.
SUGGESTED ACTIVITIES Learning Situation By becoming familiar with the main parts of a budget and with the related vocabulary, the students will acquire practical knowledge. It is recommended that a budgeting method geared to the students' needs be selected. Materials • Large sheets of different-coloured cardboard • Illustrations representing budget categories (recreation, lodging, health, transportation, food, clothing, insurance)	

Procedure

- Begin the activity by asking the following questions:
 - What are the advantages of drawing up a budget?
 - Do you have a budget? Do you follow it?
 - What do you find difficult about budgeting?
 - What are the consequences of not drawing up a budget?
- Have the students examine the presentation of a budget. Suggest that they list their various monthly expenses. Write them on the board.
- Have them divide the expenses into categories.

Example: Restaurant and movie expenses, as well as dance lessons, could be classified as recreational activities. Write a category on each sheet of coloured cardboard and attach the relevant illustration.

Recreation

restaurants

movies

dance lessons

- Have the students classify each expense listed under the appropriate category.
- Make a list of vocabulary related to the categories and expenses.

Vocabulary

Functional Situation**DRAWING UP A BUDGET****STEP TWO**

SKILL	OBJECTIVES
2. To balance their income and expenses.	A.2.33 To add sums of money. A.2.34 To subtract sums of money. A.2.37 To apply a problem-solving approach (reasoning) to everyday situations (+, –). L.S.2.10 To relate one's own experiences to ideas and concepts heard and read.
SUGGESTED ACTIVITIES Learning Situation The students will learn how to use the selected budgeting method and the related vocabulary. It is important to take the students' experience, knowledge and attitudes into account.	

Materials

- One calculator per student
- Three 8½ X 11" envelopes
- Three series of ten red cards containing fixed expenses (e.g. telephone: \$26.74)
- Three series of ten blue cards containing variable expenses (e.g. movies: \$24.00)
- Three series of three to five yellow cards containing sources of income (e.g. cheque: \$150.00)
- One copy per student of the budgeting method selected in Skill 1
- A transparency of the selected budgeting method
- An overhead projector

Procedure

- In each envelope, place ten red cards representing fixed expenses, ten blue cards representing variable expenses and three to five yellow cards representing sources of income. Write different amounts on the cards. Personalize the envelopes.

Examples: Envelope 1: Mr. Gilbert's budget
Envelope 2: Mr. River's budget
Envelope 3: Mrs. Angela's budget

- Hand out the copies of the budgeting method. Have one student select an envelope and have each of the others pick a card. Have the students write the amounts in the appropriate spaces. Project the transparency and write in the same amounts. Once all the amounts have been recorded, have the students use a calculator to do the necessary calculations.

- Over the next few days, repeat the procedure with the other envelopes. Once they have mastered these skills, suggest individual exercises on the same theme. You might choose to help students individually with their own budgets.

Note:

- If the students have assimilated the knowledge related to telephone and electrical bills, use these instead of the cards. You may also use pay cheques, unemployment insurance cheques and welfare cheques.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

DRAWING UP A BUDGET

STEP THREE

SKILL	OBJECTIVES
1. To be familiar with their main expenses.	R.3.17 To pronounce words by sound units and to understand and apply the principle of syllabication. R.3.18 To recognize that some letters have more than one sound. R.3.19 To recognize that different letters or combinations of letters may represent the same sounds. R.3.20 To recognize root words, prefixes and suffixes.
SUGGESTED ACTIVITIES Learning Situation By becoming familiar with the main parts of a budget and with the related vocabulary, the students will acquire practical knowledge. Materials • One copy per student of Appendix 1	

Procedure

- Begin the activity by asking the following questions:
 - Why should you draw up a budget?
 - What is the purpose of a budget?
 - Do you have a budget?
 - What is a budget made up of?
- Assess the students' knowledge by asking them to answer a series of questions. Divide the group into teams of four in order to encourage discussion and reflection.
- Have the students justify their answers and share the results of their team discussions with the class. Take advantage of this opportunity to help them define budget-related terms. Ask the following questions:
 - What expenses are normally found in a budget?
 - Do these expenses occur at regular intervals? Why or why not?
 - Does a single person have the same expenses as a family of four?
- Have the students make a list of fixed and variable expenses. Have them determine the probable frequency of these expenses and indicate it in code (e.g. W = weekly, M = monthly, O = occasional).
- End the activity by making a list of the vocabulary most commonly used in budgets.

Vocabulary

Functional Situation

DRAWING UP A BUDGET

STEP THREE

SKILL	OBJECTIVES
2. To balance their income and expenses.	A.3.39 To perform operations on decimal numbers using a calculator. A.3.42 To add decimal numbers. A.3.43 To subtract decimal numbers. A.3.44 To multiply decimal numbers. A.3.46 To divide decimal numbers. A.3.49 To apply a problem-solving approach (reasoning) to everyday situations involving decimal numbers. L.S.3.9 To relate one's own experience to ideas and concepts heard and read.
SUGGESTED ACTIVITIES Learning Situation The students will become familiar with a simple budgeting method that will allow them to balance their income and expenses effectively. It is important to take the students' experience, knowledge and attitudes into account.	

Materials

- One calculator per student and one copy per student of Appendix 2

Procedure

- Develop a budgeting method on the basis of the ones the students already use. Have them comment on each suggested method in order to determine which one would be appropriate for the class.
- Have the students select a simple method by asking the following questions:
 - What should be included in a budget?
 - How is the information organized?
 - What amounts are added? multiplied? subtracted?
 - How do you know if your budget is balanced?
- Encourage exploration by writing the students' answers on the board and organizing the information, even if it is inaccurate. Have the students make corrections until they are comfortable with the selected method.
- Suggest that the students experiment with the selected budgeting method to assess its effectiveness.
- Hand out the copies of Appendix 2 and have the students read it carefully. Have them draw up a budget individually, or as a group if they have little experience in this area.

- Follow this procedure:

1. Enter the amounts (income and expenses).
2. Calculate the amounts on a monthly basis.
3. Add the income.
4. Add the expenses.
5. Subtract the expenses from the income.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

DRAWING UP A BUDGET

STEP FOUR

SKILL	OBJECTIVES
1. To be familiar with their main expenses.	R.4.1 To take risks. R.4.4 To use accumulated knowledge to derive meaning from reading. W.4.9 To spell words used in social and work settings. V.4.13 To develop an advanced sight vocabulary.
SUGGESTED ACTIVITIES Learning Situation By becoming familiar with the main parts of a budget and with the related vocabulary, the students will acquire practical knowledge. Materials One copy per student of Appendix 3	

Procedure

- Begin the activity by assessing whether the students understand what a budget is. Have them suggest definitions. Ask the following questions:
 - Why should you draw up a budget?
 - What is the purpose of a budget?
 - Do you have a budget?
 - What is a budget made up of?
- Have the students list sources of income (e.g. salary, unemployment insurance, tax credit) and expenses (e.g. gas, electricity, rent). Write their answers on the board. Introduce the concept of fixed expenses and variable expenses. Encourage reflection by asking the following questions:
 - What do rent and telephone bills have in common?
 - What is the difference between electrical bills and school taxes?
- Have the students form teams to write definitions of fixed expenses (regular and irregular) and variable expenses on the basis of their answers to the above questions. Have them share their definitions with the class.
- Assess whether the students understand the terms by having them copy the examples on the board onto their charts.

Examples:

REGULAR FIXED EXPENSES

- rent
- car loan

IRREGULAR FIXED EXPENSES

- insurance
- taxes

VARIABLE EXPENSES

- repairs
- taxis

- Divide the class into teams of four. Have each team make a list of budget-related vocabulary.

Vocabulary

Functional Situation

DRAWING UP A BUDGET

STEP FOUR

SKILL	OBJECTIVES
2. To balance their income and expenses.	L.S.4.1 To relate one's experiences to ideas and concepts heard and read. L.S.4.5 To work in pairs and small groups. L.S.4.14 To discuss a problem or question in order to reach a conclusion.
SUGGESTED ACTIVITIES Learning Situation The students will become familiar with a simple budgeting method that will allow them to balance their income and expenses effectively. It is important to take the students' experience, knowledge and attitudes into account. Materials • One calculator per student • One copy per student of Appendix 2 • One copy per student of a budget containing errors	

Procedure

- Divide the class into teams of four. Have each team think about a budgeting method.
- Have each team write their method on the board. Have the students comment on each suggested method, focusing on missing or inaccurate information. Select a method appropriate for the class.
- Suggest that the students experiment with the selected budgeting method to assess its effectiveness.
- Hand out the copies of Appendix 2 and have the students read it carefully. Have them draw up a budget individually, or as a group if they have little experience in this area.
- Follow this procedure:
 1. Enter the amounts (income and expenses).
 2. Calculate the amounts on a monthly basis.
 3. Add the income.
 4. Add the expenses.
 5. Subtract the expenses from the income.

- Ask the students questions that will require mathematical operations (percentage, rule of three):
 - What percentage of Serge's expenses go to savings, rent and groceries?
 - How much would Lisa earn if she took care of children four days a week?
 - How much have Serge and Lisa spent at the convenience store in the past 3 months?
- Over the next few days, present a budget containing errors (e.g. inaccurate calculations, missing expenses, information recorded in the wrong place) and have the students correct it.
- End the activity by asking the students whether the budgets presented are positive, negative or balanced. Have them justify their answers. Assess whether they would be able to draw up their own budget.

VOCABULARY LIST

DRAWING UP A BUDGET

A

add
allocate

B

bank
bill
book
budget

C

cable
calculate
cash
check
cheque
clothing
contingency
course
credit

D

daily
day
daycare
dentist
driver's licence

E

earn
electricity
expense

F

furniture

G

gas
gift
glasses
groceries

H

hairdresser
health
heating

I

income
income tax
insurance

L

loan
lottery

M

magazine
maintenance
meals
month
monthly

N

newspaper

O

outing

P

payment
pension
personal
pharmacy
plan

R

recreation
rent
restaurant

S

salary
set aside
school supplies
spend
sports

T

tax
telephone
tobacco
transportation

V

vacation

W

weekly

Y

year
yearly

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from the vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from the vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

APPENDICES

QUESTIONS

Drawing up a Budget

Are the following statements true (T) or false (F)?

1. A budget is a planning tool. _____
2. Drawing up a budget is more useful for people with high incomes. _____
3. Budgets should be revised annually. _____
4. Budgets should include income, expenses and savings. _____
5. Budgets should always include gross income. _____
6. Rent is a fixed, or predictable, expense. _____
7. Restaurant meals are variable expenses. _____
8. Budgeting helps you see where your money goes. _____
9. Everyone can use the same budget. _____
10. Some documents, such as bills, credit card receipts and income tax returns, can be used to prepare a budget. _____
11. To prepare a budget, all you need is to estimate your income and expenses. _____
12. A budget should take savings into account as a source of income. _____
13. Your expenses depend on your financial situation. _____
14. It is better to save than to pay off your debts. _____
15. Welfare payments are not considered income. _____
16. A budget is negative when expenses exceed income. _____

SERGE AND LISA'S FINANCIAL SITUATION

Serge's net monthly income is \$935.00. His wife, Lisa, takes care of children three days a week, which earns her \$120.00. She also receives \$110.00 per month in family allowance.

Every month, the couple pays \$450.00 for rent, \$35.00 for electricity and \$25.00 for telephone service.

Insurance costs them \$40.00 per month. The family car is old. Maintenance, gas, licensing and insurance for the car costs \$135.00 per month.

The grocery bill is a big expense. It costs \$400.00 per month to feed the family. Serge and Lisa spend \$100.00 per month on clothes, and the children's activities cost about \$50.00 per month.

Like most Quebecers, Serge and Lisa spend \$35.00 per month at the convenience store on lottery tickets and newspapers.

Despite all their expenses, Serge and Lisa believe they can afford to set aside \$50.00 per month for their next vacation. Can they?

CHART

REGULAR FIXED EXPENSES	IRREGULAR FIXED EXPENSES	VARIABLE EXPENSES

Functional Situation

WRITING A CHEQUE

September 1996

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Functional Situation**WRITING A CHEQUE****STEP ONE**

SKILL	OBJECTIVES
1. To read and understand cheques.	R.1.3 To associate words with meanings. R.1.9 To observe the general appearance of a word as a clue to word recognition. R.1.11 To develop a basic sight vocabulary. R.1.32 To respond to basic reading requirements. V.1.6 To build a sight vocabulary relevant to the adults. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation By studying cheques, the students will become familiar with the characteristics of this form of payment.	

Materials

- A laminated blow-up of a blank cheque
- One cheque book per student
- An indelible marker

Procedure

- Begin the activity by asking the following questions:
 - Do you often write cheques? If so, when? If not, why not? What are the advantages and disadvantages of paying by cheque?
- After the discussion, have the students examine the characteristics of cheques more closely. Post the laminated cheque on the board.
- Hand out the cheque books. Have the students read everything written on the cheques and explain the importance and purpose of each item.
- Help the students make a list of vocabulary related to bank transactions (e.g. account, date, signature, bank). Write the terms on the board. Include verbs such as *receive*, *pay*, *sign* and *cash*, as well as the spelled-out versions of numbers from 0 to 10.

Vocabulary

Functional Situation**WRITING A CHEQUE****STEP ONE**

SKILL	OBJECTIVES
2. To fill out a cheque correctly.	W.1.1 To print or write one's name. W.1.3 To print words legibly. W.1.5 To use copying as an aid to writing and spelling. W.1.12 To provide personal information. W.1.34 To use cursive writing. V.1.6 To build a sight vocabulary relevant to the adults. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES	
Learning Situation	
The students will learn how to fill out a cheque correctly, while becoming familiar with the vocabulary related to this form of payment.	

Materials

- One cheque book per student
- A laminated blow-up of a blank cheque
- An indelible marker
- A list of figures with their spelled-out versions
- A list of the months of the year

Procedure

- Hand out the cheque books. Write the following on the board:

ACCOUNT	DATE	NAME	AMOUNT	SIGNATURE
3344	January 6, 1996	Zellers	\$12.00	_____

- Present a situation in which the students would have to write a cheque for a small amount. Have the students use the laminated cheque and the lists of figures and months to help them write the cheque.
- Suggest other situations.

Variation

- Have the students add up the prices of several items using a calculator and pay the bill by cheque.
- The students may suggest actual situations that require payment by cheque.

Functional Situation**WRITING A CHEQUE****STEP ONE**

SKILL	OBJECTIVES
3. To keep their transaction records up to date.	A.1.47 To add and subtract using a calculator. A.1.48 To apply a problem-solving approach (reasoning) to everyday situations using a calculator (+, -). W.1.3 To print words legibly. V.1.6 To build a sight vocabulary relevant to the adults.
SUGGESTED ACTIVITIES Learning Situation It is important to encourage the students, as part of good budgeting, to keep their transaction records up to date. In Step One, this task is accomplished by understanding the transactions recorded in bank books.	

Materials

- One calculator per student
- One blank bank book per student
- A list of the months of the year
- An overhead projector
- A transparency of a completed page of a bank book (Make sure it contains only deposits, administrative charges and withdrawals.)
- One copy of the same page per student

Procedure

- Begin the activity by asking the following questions:
 - How do you know if a cheque has been deposited or withdrawn?
 - Do you understand all the information contained in your bank book?
- Hand out the copies of the bank book page. Project the transparency.
- Have the students help you explain the meaning of the various codes and of the words *Date*, *Code*, *Withdrawal*, *Deposit* and *Balance*.
- Using concrete examples, explain the transactions appearing on the page.

- Hand out the bank books. Have the students study them. Reproduce a page on the board. Have the students record the information related to several transactions in their bank books (Date, Code, Withdrawal, Deposit, Balance).

Examples:

- On May 8, 1996, you withdrew \$25.00.
- On May 10, 1996, you deposited \$40.00.
- On June 12, 1996, you wrote a cheque for \$52.00.

- Give the account number and balance of the account.
- Have the students do the calculations using a calculator.
- Have the students suggest other learning situations.
- Take advantage of this opportunity to talk about administrative fees for writing cheques. Discuss the consequences of writing an NSF cheque.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

WRITING A CHEQUE

STEP TWO

SKILL	OBJECTIVES
1. To read and understand cheques.	R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. R.2.26 To use calendars.
SUGGESTED ACTIVITIES Learning Situation By studying cheques, the students will become familiar with the characteristics of this form of payment. Materials • One cheque book per student • One blow-up per student of a paycheque, an unemployment insurance cheque or a social assistance cheque	

Procedure

- Begin the activity by asking the following questions:
 - Do you often write cheques? If so, when? If not, why not?
 - What are the advantages and disadvantages of paying by cheque?
- After the discussion, have the students examine the characteristics of cheques more closely. Draw a large rectangle on the board.
- Ask the students what information is found on a cheque and reproduce it on the board. Hand out the cheque books. Check whether the information on the board is the same as on a blank cheque.
- Hand out the blow-ups. Have the students examine how the cheque resembles or differs from a personal cheque.
- Help the students make a list of vocabulary related to bank transactions (e.g. account, date, signature, bank). Write the terms on the board. Include verbs such as *receive*, *pay*, *sign* and *cash*, as well as the spelled-out versions of numbers from 0 to 30.

Vocabulary

Functional Situation**WRITING A CHEQUE****STEP TWO**

SKILL	OBJECTIVES
2. To fill out a cheque correctly.	A.2.33 To add amounts of money. W.2.1 To spell and use words related to personal information. W.2.15 To spell words used in social and work settings. W.2.32 To record. W.2.40 To use the appropriate format and style to complete different types of forms.
SUGGESTED ACTIVITIES Learning Situation In various learning situations, the students will fill out cheques correctly.	

Activity 1

Materials

- 11 X 17" copies of four cheques, two for amounts between \$21.00 and \$99.00 and two for amounts exceeding \$100.00
- One copy per adult of each cheque
- A list of figures with their spelled-out versions, if necessary

Procedure

- Hand out the copies of the cheques. Post the blow-ups on the board. Have the students pay particular attention to the amounts. Have them observe the hyphens in the numbers under 100 and explain the rules for writing out numbers. Write some figures on the board and have the students spell them out. Over the next few days, suggest other, similar exercises.

Activity 2

Materials

- An indelible marker
- A laminated blow-up of a blank cheque
- One cheque book per student

Procedure

- Hand out the cheque books. Suggest a situation in which the students would have to write a cheque and write it on the board.

Example:

On April 20, you bought a sweater at Tip Top that cost \$60.00.

- Have the students use the laminated cheque to help them write their own cheque. Suggest several situations in order to allow the students to develop this skill.
- Suggest situations in which the students would have to add amounts before writing the cheque.

Example:

On April 20, you bought a shirt for \$29.00, a tie for \$15.00 and a sweater for \$30.00 at Tip Top.

Functional Situation**WRITING A CHEQUE****STEP TWO**

SKILL	OBJECTIVES
3. To keep their transaction records up to date.	A.2.33 To add amounts of money. A.2.34 To subtract amounts of money. W.2.1 To spell and use words related to personal information. W.2.15 To spell words used in social and work settings. W.2.32 To record. W.2.40 To use the appropriate format and style to complete different types of forms.
SUGGESTED ACTIVITIES Learning Situation By recording Mrs. Lerner's bank transactions, the students will use the record portion of a cheque book and understand the information contained in a bank book.	

Activity 1

Materials

- A transparency of a completed page of the record portion of a cheque book
- One copy per student of the same page
- One cheque book per student
- One calculator per student
- A transparency of Mrs. Lerner's transaction record
- One copy per student of Appendix 1

Procedure

- Begin the activity by asking the following questions:
 - When you write a cheque, do you record it in your cheque book? Do you find it difficult to keep your cheque book up to date?
What are the advantages of using the record portion of your cheque book?
- Suggest that the students study the characteristics of a transaction record. Hand out the copies of the completed page and project the transparency.
- Have the students help you explain the heading for each column. Have them observe the transactions recorded. Ask them when amounts have been added or subtracted.

- Hand out the cheque books.
- Have the students read Appendix 1 and write down all the transactions made by cheque in the record portion of the cheque book.
- Have them do the calculations, using a calculator if necessary.
- Correct the exercise with the class using the transparency of Mrs. Lerner's transaction record.

Activity 2

Materials

- One copy per student of Appendix 1
- One blank bank book per student
- A transparency of a completed page of a bank book (Make sure it contains only deposits, administrative charges and withdrawals.)
- A transparency of Mrs. Lerner's transaction record
- An overhead projector
- One calculator per student

Procedure

- Begin the activity by asking the following questions:
 - How do you know if a cheque has been deposited or withdrawn?
 - Do you understand all the information contained in your bank book?
- Project the transparency of the bank book page.
- Have the students help you explain the meaning of the various codes and of the words *Date*, *Code*, *Withdrawal*, *Deposit* and *Balance*.
- Using concrete examples, explain the transactions appearing on the page.
- Hand out the copies of Appendix 1.
- Have the students record all of Mrs. Lerner's transactions in the bank book and do the calculations, using a calculator if necessary.
- Correct the exercise with the class using the transparency of Mrs. Lerner's transaction record.
- Take advantage of this opportunity to talk about administrative fees for writing cheques. Discuss the consequences of writing an NSF cheque.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

WRITING A CHEQUE

STEP THREE

SKILL	OBJECTIVES
1. To read and understand cheques.	R.3.2 To define personal need and desire to read. R.3.21 To understand the concept of abbreviations. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation By studying cheques, the students will become familiar with the characteristics of this form of payment. Materials • One cheque book per student • One blow-up per student of a paycheque, an unemployment insurance cheque or a social assistance cheque	

Procedure

- Begin the activity by asking the following questions:
 - Do you often write cheques? If so, when? If not, why not?
 - What are the advantages and disadvantages of paying by cheque?
- After the discussion, have the students examine the characteristics of cheques more closely. Draw a large rectangle on the board.
- Ask the students what information is found on a cheque and reproduce it on the board. Hand out the cheque books. Check whether the information on the board is the same as on a blank cheque.
- Hand out the blow-ups. Have the students examine how the cheque resembles or differs from a personal cheque.
- Help the students make a list of vocabulary related to bank transactions (e.g. account, date, signature, bank). Write the terms on the board. Include verbs such as *receive*, *pay*, *sign* and *cash*, as well as the spelled-out versions of numbers from 0 to 50.

Vocabulary

Functional Situation

WRITING A CHEQUE

STEP THREE

SKILL	OBJECTIVES
2. To fill out a cheque correctly.	R.3.1 To take risks when reading. R.3.17 To pronounce words by sound units and to understand and apply the principle of syllabication. R.3.18 To recognize that some letters have more than one sound. R.3.19 To recognize that different letters or combinations of letters may represent the same sounds. W.3.52 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation In various learning situations, the students will write cheques to pay bills. They will put previously acquired knowledge into practice.	

Activity 1

Materials

A transparency of four cheques, two for amounts between \$21.00 and \$99.00 and two for amounts exceeding \$100.00

- One copy per adult of each cheque
- An overhead projector

Procedure

- Hand out the copies of the cheques. Project the transparency. Have the students observe the date, account, address, amount and signature and then pay particular attention to the spelled-out amounts. Have them observe the hyphens in the numbers under 100 and explain the rules for writing out numbers. Write some figures on the board and have the students spell them out. Assess whether they have understood.

Activity 2

Materials

- One copy per student of Appendix 2
- One copy per student of an actual telephone bill, hydroelectric bill and cable bill (Change the customer's name to Pedro Martin.)
- One cheque book per student
- A transparency of four cheques that have been correctly filled out and an overhead projector

Procedure

- Hand out the copies of Appendix 2, the copies of Mr. Martin's bills and the cheque books.
- Have the students write cheques for Mr. Martin after having examined Appendix 2 and the bills.
- Correct the exercise using the transparency. Keep the cheques and the bills for later use.
- Take advantage of this opportunity to talk about administrative fees for writing cheques. Discuss the consequences of writing an NSF cheque.

Functional Situation**WRITING A CHEQUE****STEP THREE**

SKILL	OBJECTIVES
3. To keep their transaction records up to date.	A.3.42 To add decimal numbers. A.3.43 To subtract decimal numbers.
SUGGESTED ACTIVITIES Learning Situation By recording Mr. Martin's bank transactions, the students will use the record portion of a cheque book and understand the information contained in a bank book.	

Activity 1

Materials

- A transparency of a completed page of the record portion of a cheque book
- One copy per student of the same page
- An overhead projector
- One cheque book per student
- One copy per student of Appendix 2
- The cheques made out by the students in Skill 2 (Activity 2)
- A transparency of Mr. Martin's transaction record

Procedure

- Begin the activity by asking the following questions:
 - When you write a cheque, do you record it in your cheque book?
 - Do you find it difficult to keep your cheque book up to date?
 - What are the advantages of using the record portion of your cheque book?
- Suggest that the students study the characteristics of a transaction record. Hand out the copies of the completed page and project the transparency. Have the students help you explain the heading for each column. Have them observe the transactions recorded. Ask them when amounts have been added or subtracted.

- Hand out the cheque books. Have the students use Appendix 2 and the cheques made in Skill 2 (Activity 2) to write down all the transactions made by cheque in the record portion of the cheque book.
- Correct the exercise with the class using the transparency of Mr. Martin's transaction record.

Activity 2

Materials

- One copy per student of Appendix 2
- One blank bank book per student
- An overhead projector
- A transparency of the completed page in Mr. Martin's bank book

Procedure

- Begin the activity by asking the following questions:
 - How do you know if a cheque has been deposited or withdrawn?
 - Do you understand all the information contained in your bank book?
- Hand out the bank books. Have the students examine them. Explain certain terms, if necessary.

- Have the students identify the codes related to the most common banking transactions (e.g. cheques, deposits, withdrawals from an automatic teller, administrative fees). To help the students find these codes in the bank book, write the transactions on the board.
- Have the students read Appendix 2 and record all of Mr. Martin's transactions in the bank book. Have them do the necessary calculations.
- Correct the exercise with the class using the transparency.
- Take advantage of this opportunity to talk about administrative fees for writing cheques. Discuss the consequences of writing an NSF cheque.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

WRITING A CHEQUE

STEP FOUR

SKILL	OBJECTIVES
1. To read and understand cheques.	R.4.1 To take risks. W.4.38 To develop responsibility for self-appraisal and checking.
SUGGESTED ACTIVITIES Learning Situation The students' acquired knowledge will be assessed using cheques containing errors. Materials • One copy per student of at least eight cheques that are incorrectly filled out, unsigned, etc. • A transparency of the eight cheques • An indelible marker • An overhead projector	

Procedure

- Begin the activity by asking the following questions:
 - Do you understand everything that is written on a cheque?
 - Do you find it easy to write cheques?
 - Do you have difficulty writing cheques?
 - Do you write many cheques?
- Suggest that the students assess their knowledge and their sense of observation by finding the errors in a series of cheques. Hand out the copies of the cheques and have them find the errors. Correct the exercise with the class using the transparency. Take advantage of the opportunity to give explanations and review the rules for spelling out numbers.
- Help the students make a list of vocabulary related to bank transactions (e.g. account, date, signature, bank). Write the terms on the board. Include verbs such as *receive*, *pay*, *sign* and *cash*, as well as the spelled-out versions of numbers.

Functional Situation

WRITING A CHEQUE

STEP FOUR

SKILL	OBJECTIVES
2. To fill out a cheque correctly.	A.4.4 To calculate percentages. A.4.6 To apply a problem-solving approach to everyday situations involving percentages.
SUGGESTED ACTIVITIES Learning Situation By simulating the purchase of various consumer goods, the students will calculate the exact amount of the cheques used to pay for the purchases. Materials • One copy per student of Appendix 3 • One cheque book per student • A transparency of six cheques that have been correctly filled out • An overhead projector	

Procedure

- Before beginning the activity, review the rules for calculating PST (6.5%) and GST (7%). Write various amounts on the board and have the students calculate the tax payable.
- Hand out the copies of Appendix 3 and the cheque books. Once the students have completed the exercise, correct it using the transparency.

Functional Situation**WRITING A CHEQUE****STEP FOUR**

SKILL	OBJECTIVES
3. To keep their transaction records up to date.	R.4.1 To take risks. W.4.9 To spell words used in social and work settings. W.4.38 To develop responsibility for self-appraisal and checking.
SUGGESTED ACTIVITIES Learning Situation By recording Ivan Stirling's bank transactions, the students will use the record portion of a cheque book and understand the information contained in a bank book.	

Activity 1

Materials

- The cheques made out by the students in Skill 2
- A transparency of a blank page of the record portion of a cheque book
- One cheque book per student
- An overhead projector
- A transparency of Mr. Stirling's completed transaction record
- An indelible marker

Procedure

- Begin the activity by asking the following questions:
 - When you write a cheque, do you record it in your cheque book?
 - Do you find it difficult to keep your cheque book up to date?
 - What are the advantages of using the record portion of your cheque book?
- Suggest that the students study the characteristics of a transaction record. Project the transparency of the blank page. Have the students help you explain the heading for each column. Record a balance, dates, names, deposits and withdrawals. Do the necessary calculations.

- Hand out the cheque books. Using cheques made in Skill 2, have the students write down all the transactions in the record portion of the cheque book and do the necessary calculations.
- Correct the exercise with the class using the transparency of Mr. Stirling's transaction record.

Activity 2

Materials

- One copy per student of Appendix 3
- The transaction record filled out by the students in the previous activity
- One blank bank book per student
- A transparency of the completed page in Mr. Stirling's bank book
- An overhead projector

Procedure

- Begin the activity by asking the following questions:
 - How do you know if a cheque has been deposited or withdrawn?
 - Do you understand all the information contained in your bank book?
- Hand out the bank books. Have the students examine them. Explain certain terms, if necessary.

- Have the students identify the codes related to the most common banking transactions (e.g. cheques, deposits, withdrawals from an automatic teller, administrative fees).
- Have the students read Appendix 3 and the record portion of the cheque book and record all of Mr. Stirling's transactions in the bank book. Have them do the necessary calculations.
- Correct the exercise with the class using the transparency.
- Take advantage of this opportunity to talk about administrative fees for writing cheques. Discuss the consequences of writing an NSF cheque.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

VOCABULARY LIST

WRITING A CHEQUE

A

account
address
administrative fees
amount
automatic teller

B

book
buy

C

cash
cheque
cheque book
code

D

date
deposit

E

eight
eleven

F

fifteen
fifty
five
forty
four
fourteen

N

name
nine
NSF cheque

O

one

P

pay
payment

R

receipt
receive
repay

S

sale
seven
sign
signature
six
sixteen
sixty

T

telephone
ten
thirteen
thirty
three
transaction
transfer
twelve
twenty
two

W

withdraw
withdrawal

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

APPENDICES

MRS. LERNER'S TRANSACTIONS

- Mrs. Lerner's account number is 88220. Her balance was \$950.00 on April 9, 1996.

The following banking transactions were made after April 9, 1996.

- On April 10, 1996, a cheque for \$36.95 was made out to Sheets Unlimited.
- On April 13, 1996, a cheque for \$50.00 was made out to Bell Canada.
- On April 15, 1996, a cheque for \$160.32 from Revenue Canada was deposited.
- On April 17, 1996, administrative fees of \$2.00 were charged.
- On April 18, 1996, a withdrawal of \$20.00 was made at an automatic teller.

What was Mrs. Lerner's balance on April 19, 1996? _____

MR. MARTIN'S TRANSACTIONS

Mr. Martin's mail box was full this morning. He received a cheque for \$300.00 from Bob Brown for whom he did some renovations. He will deposit the cheque tomorrow. He also received his telephone bill, his electricity bill and his cable bill. And, since today is March 28, he has to pay his rent with a cheque for \$380.00 made out to Daniel Lebnnow.

After supper, he decides to pay his bills by cheque. To make sure he doesn't make any mistakes, he checks his bank book. His account number is 47880. His balance is \$350.00.

With a heavy sigh, he sets to his task.

SHOPPING SPREE

Appendix 3

Mr. Stirling is very happy. Yesterday, he received his first pay cheque, for \$420.00. He deposited it right away at the Royal Bank. His previous balance was \$1180.00. His finances are in good shape, he loves his new job and today is his day off! He wants to go shopping but, first, he will go to the automatic teller to withdraw \$40.00. Looking at the flyers in the Saturday newspaper, he found that several items he needs are on special. He goes to the shopping mall and, since he doesn't want to carry too much cash, he decides to pay for his purchases by cheque.

Go shopping with Mr. Stirling. For each purchase, subtract the price reduction and add PST and GST to the resulting amount.

Then, fill out the cheques that will allow Mr. Stirling to pay for his purchases (his savings account number is 57200).

Appendix 3

1. The Bay

Purchases:

Sheets: \$39.99

Pyjamas: + \$25.99

Reduction: – 20%

Total purchases:

PST: +

GST: +

Total:

Appendix 3

2. Sears

Purchases:

Shoes:	\$65.00
Sleeping bag:	\$59.99
2 pillows:	+ \$14.99 (each)

Reduction:	– 25%
------------	-------

Total purchases:

PST:		+
GST:		+
Total:		

Appendix 3

3. Canadian Tire

Purchases:

Stapler: \$27.99

Flashlight: + \$9.89

Reduction: – 25%

Total purchases:

PST: +

GST: +

Total:

4. Bouclair

Purchases:

3 metres of fabric:	\$9.99 (per metre)
Reduction:	– 10%
Total purchases:	
PST:	+
GST:	+
Total:	

5. Walmart

Purchases:

2 tires:	\$65.99 (each)
Reduction:	– 20%
Total purchases:	
PST:	+
GST:	+
Total:	

Appendix 3

6. Zellers

Purchases:

2 lawn chairs: \$15.99 (each)

3 flower pots: + \$4.99 (each)

Reduction: – 30%

Total purchases:

PST: +

GST: +

Total:

Functional Situation

WRITING A SHORT NOTE

September 1996

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Functional Situation**WRITING A SHORT NOTE****STEP ONE**

SKILL	OBJECTIVES
1. To be familiar with the vocabulary used in notes and messages.	R.1.2 To define personal need and desire to read. R.1.3 To associate words with meanings. R.1.32 To respond to basic reading requirements. R.1.33 To use accumulated knowledge to derive meaning from reading. V.1.6 To build a sight vocabulary relevant to the adults. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation In three learning situations related to their everyday lives, the students will make a list of vocabulary used in notes and messages.	

Materials

No materials

Procedure

- Begin the activity by asking the following questions:
 - In what situations do you have to leave a note?
 - Do you find it difficult to write notes?
- Select learning situations adapted to the students' needs. Present them one by one on the same day or during the same week. Presenting different situations will help the students acquire a large vocabulary.

Examples:

Learning Situation 1

Mrs. Lerner has to leave the house to go to work. Her 15-year-old daughter will be home around 5:00 p.m. She has to leave her a note.

Learning Situation 2

Louis, a teenager, leaves the house before his parents get home. He wants to leave them a note.

Learning Situation 3

Mr. Turner calls to speak with Mr. Tonelli. Mr. Tonelli's wife answers. Her husband is not home, so Mr. Turner leaves a message.

- Read the first learning situation aloud. Ask the students to imagine they are Mrs. Lerner. Give them a few minutes to think about the note they would leave.
- Write each student's note on the board. Add other possible notes. Suggest using abbreviations to shorten the note and emphasize the importance of indicating the date and time.
- Make a vocabulary list from the notes on the board.

Vocabulary

Note:

To facilitate the assimilation of new words, write a short note on the board every day using the vocabulary. Address the note to a student and have him or her read it.

Functional Situation

WRITING A SHORT NOTE

STEP ONE

SKILL	OBJECTIVES
2. To write a short note taking into account the situation and the person addressed.	L.S.1.4 To listen to and correctly interpret a short sequence of instructions. L.S.1.5 To recall specific information heard. L.S.1.6 To receive messages and directions accurately. W.1.3 To print words legibly. W.1.21 To receive and write messages.
SUGGESTED ACTIVITIES Learning Situation In learning situations related to their everyday lives, the students will write or copy short notes. <i>Activity 1</i> Have the students write short notes related to various everyday situations.	

Materials

- A small box
- Five or six learning situations on sheets of paper

Examples:

Julie has to leave for a few hours to run some errands. She would like to leave a note to let her husband know.

Jean was called in to the office. She would like to let her son know that she will not be home for supper.

Marie's daughter was sick yesterday. Marie has to write a note to the teacher to explain why she wasn't in school.

Procedure

- Place the learning situations in the box.
- Have a student pick a paper and read it. Have the students play the role of the person who has to write a note. Suggest that they consult the vocabulary list. Provide assistance as needed. Accept telegraphic-style sentences (e.g. "Gone store.").
- Write the notes on the board or read them aloud. Make the necessary corrections. Repeat the procedure with the other learning situations.

Activity 2

- Have the students simulate a telephone call. Have one student leave a message while the other one writes it down.

Materials

- Two telephones or "Téléformateur 200" (available from Bell Québec in certain regions of Québec)

Procedure

- Divide the class into pairs. Have each team determine the name of the person who will receive the call and the message that will be left.

Example: Luke calls Pedro to tell him that his violin lesson has been cancelled. He leaves a message with Pedro's daughter because Pedro is not home.

- Have each team present their simulation to the class. Have all the students write down the message. Write it on the board.
- Have them check the content of the written message. Make the necessary corrections. Encourage the students to share their message and move on to another team.
- Review oral communication by asking the students whether they expressed themselves clearly, whether the conversations were polite, and so on.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**WRITING A SHORT NOTE****STEP TWO**

SKILL	OBJECTIVES
1. To be familiar with the vocabulary used in notes and messages.	R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. R.2.25 To tell time.
SUGGESTED ACTIVITIES Learning Situation In learning situations related to their everyday lives, the students will make a list of vocabulary used in notes and messages. Materials No materials	

Procedure

- Introduce a learning situation and write it on the board.

Example:

Jose left the house before his mother got home from work. Here is the note he left.

2:05 p.m.

1996-09-10

Dear Mom:

At Dino's.

Back around 6:00.

Jose XXX

- Begin the activity by asking the following questions:
 - Does this note look like notes you have gotten in the past?
 - In what other situations do you get notes?
- Write the situations described on the board. Add to the list if necessary. For each situation, write an appropriate note. Use abbreviations, but write complete sentences (e.g. "I have gone to the store" rather than "Gone store." Make a list of the words and expressions most commonly used in notes.

Vocabulary

- Over the next few days, present a variety of notes and read them. Check whether the students understand them by asking questions.

Functional Situation

WRITING A SHORT NOTE

STEP TWO

SKILL	OBJECTIVES
2. To write a short note taking into account the situation and the person addressed.	L.S.2.2 To speak loudly enough to be heard. L.S.2.5 To recall specific information. L.S.2.6 To interpret directions and messages accurately. W.2.24 To write messages. W.2.32 To record.
SUGGESTED ACTIVITIES Learning Situation In a variety of learning situations, the students will write short notes. <i>Activity 1</i> Materials • A small box	

Procedure

- Have each student write his or her name on a piece of paper and place it in the box.
- Have the students take turns picking names. Have them write a short note to the person whose name they picked, indicating the date and time. Suggest that they use the vocabulary list or the dictionary as needed. Have them deliver their notes and read them aloud.

Activity 2

- Have the students simulate a telephone call. Have one student leave a message while the other one writes it down.

Materials

- Two telephones or "Téléformateur 2000" (available from Bell Québec in certain regions of Québec)

Procedure

- Divide the class into pairs. Have each team determine the name of the person who will receive the call and the message that will be left.

Example: Luke calls Pedro to tell him that his violin lesson has been cancelled. He leaves a message with Pedro's daughter because Pedro is not home.

- Have each team present their simulation to the class. Have all the students write down the message. Write it on the board.
- Have them check the content of the written message. Make the necessary corrections. Encourage the students to share their messages and move on to another team.
- Review oral communication by asking the students whether they expressed themselves clearly, whether the conversations were polite, and so on.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

WRITING A SHORT NOTE

STEP THREE

SKILL	OBJECTIVES
1. To be familiar with the vocabulary used in notes and messages.	R.3.12 To use context cuing. V.3.2 To determine the meaning of a word in a sentence from its context. V.3.6 To build an advanced sight vocabulary relevant to the adult learner. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas. W.3.52 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation Shortly before Christmas (or another holiday), the students will become familiar with the content of greeting cards.	

Materials

- An overhead projector
- One copy per student of five different greeting cards
- A transparency of each greeting card
- One copy per student of two personalized greeting cards
- A transparency of each personalized greeting card

Examples:

Merry Christmas, Sister.

Lots of love and health for the new year.

I hope you will enjoy your trip down South. I'll be thinking of you.

*Your brother,
Andrei*

Hi, everyone!

I hope your Christmas is a happy one. I'll be thinking of you. Enjoy your vacation.

Happy New Year. I wish you health and prosperity.

*Hugs and kisses,
Claire XXX*

Procedure

- Begin the activity by asking the following questions:
 - Do you often send greeting cards?
 - What special occasions would you like to celebrate by sending greeting cards?
 - Do you ever write your own message inside a greeting card?
- Suggest that the students take advantage of the coming holidays to send greeting cards. Have them examine some examples so that they can decide what they like.
- Hand out the copies of the greeting cards. Project the transparencies. Have the students look at the texts and the vocabulary used.
- Begin a discussion by asking the following questions:
 - Who could you send cards to (e.g. friends, family)?
 - Do you like the texts in the cards? Why or why not?
 - Is there a difference between the cards with text and those without text?

Texts

Vocabulary

Functional Situation

WRITING A SHORT NOTE

STEP THREE

SKILL	OBJECTIVES
2. To write a short note taking into account the situation and the person addressed.	W.3.3 To use cursive writing. W.3.18 To write and present a final copy. W.3.19 To write informal notes. W.3.28 To write concisely and clearly. W.3.47 To use proper punctuation in writing. W.3.52 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation The students will take advantage of the coming holidays to send greeting cards. They will use the vocabulary list drawn up earlier to help them in this task. Materials • A Christmas card (without text) purchased by each student (The person addressed should be taken into account. Students may exchange cards among themselves.)	

Procedure

- Suggest that the students write their messages according to the following procedure:
 1. Write down the key words and expressions, i.e., the heart of the message (e.g. health, lots of love, rest, joy, gifts).
 2. Write short sentences using these words. Place the sentences in order. Use the vocabulary list and the dictionary as needed.
 3. Write the message inside the card.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

WRITING A SHORT NOTE

STEP FOUR

SKILL	OBJECTIVES
1. To be familiar with the vocabulary used in notes and messages.	R.4.4 To use accumulated knowledge to derive meaning from reading. R.4.10 To use context cuing. W.4.19 To adapt vocabulary and style to writing purpose. V.4.7 To be familiar with colloquial usage. V.4.13 To develop an advanced sight vocabulary.
SUGGESTED ACTIVITIES Learning Situation After learning about the main tourist attractions in Florida (or another destination), the students will imagine themselves on vacation at the beach. They will share this experience with a friend in Québec by sending a postcard. First, they will study the characteristics of postcards and become familiar with the words and expressions generally used in them.	

Materials

- Books on Florida
- Brochures of various tourist attractions in Florida
- Posters of Florida
- One copy per student of two postcards with text
- A transparency of each postcard

Procedure

- A few weeks before the activity, have the students find books, brochures or posters describing Florida at the library or a travel agency.
- Begin the activity by asking the following questions:
 - Have any of you ever been to Florida?
 - What did you visit?
 - Did you enjoy your trip?
 - Do you know anybody who has been to Florida?
 - Did they like their trip?
 - Can those of you who have never been to Florida imagine what it's like?
 - Do you often receive postcards?
 - When you travel, do you send postcards?

- Suggest that the students write a postcard as if they were in Florida.
- Suggest that they consult the books and brochures. List Florida's tourist attractions on the board.
- Hand out the copies of the postcards. Project the transparencies and have the students observe their characteristics (e.g. date, address, name of person addressed, limited space) and their content (e.g. short sentences, polite language, use of first person singular or plural).
- End the activity by making a list on the board of the most commonly used words and expressions.

Vocabulary

Functional Situation

WRITING A SHORT NOTE

STEP FOUR

SKILL	OBJECTIVES
2. To write a short note taking into account the situation and the person addressed.	W.4.1 To write for content and meaning. W.4.10 To spell words frequently used in writing. W.4.16 To choose words carefully to suit the precise meaning intended. W.4.17 To write concisely and clearly. W.4.58 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation After learning about the main tourist attractions in Florida (or another destination), the students will imagine themselves on vacation at the beach. They will share this experience with a friend in Québec by sending a postcard. First, they will study the characteristics of postcards and become familiar with the words and expressions generally used in them.	

Materials

- One copy per student of a blank postcard
- One postcard per student

Procedure

- Suggest that the students write their messages according to the type of vacation they would like to spend in Florida. To make the activity more interesting, have them address the postcard to a classmate.
- Suggest that they follow this procedure:
 1. Write down the words that describe the main ideas of the text.
 2. Plan the text.
 3. Write the text on the copy of the postcard.
 4. Correct the text.
 5. Write the final copy on the postcard.
- Have each student read the postcard he or she received.

Texts

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

VOCABULARY LIST

WRITING A SHORT NOTE

A

and
at

B

back
breakfast
busy

C

cancel
cook

D

Dad
day
dinner
do

E

early
evening

F

friend

G

go

H

hello
hugs

I

in

K

kisses

L

later
leave

M

Mom

P

prepare

R

remind
restaurant
return

S

school
see
soon
store
supper

T

the
theatre
to
today
tomorrow

W

with
work

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from the vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from the vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

Functional Situation

ESTIMATING THE AMOUNT OF
A BILL

September 1996

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Functional Situation**ESTIMATING THE AMOUNT OF A BILL****STEP ONE**

SKILL	OBJECTIVES
1. To make purchases according to the amount of money available.	A.1.31 To count sums of money. A.1.33 To write sums of money. A.1.36 To round off to the nearest dollar. A.1.37 To apply acquired knowledge to everyday situations. A.1.47 To add and subtract using a calculator. A.1.48 To apply a problem-solving approach (reasoning) to everyday situations, using a calculator (+, -). R.1.32 To respond to basic reading requirements. V.1.4 To associate the spoken word with pictures and symbols. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES	

Learning Situation

By simulating the purchase of taxable and non-taxable items, the students will become familiar with the concept of estimation and develop their ability to estimate the amount of bills.

Materials

- One calculator per student
- 10 to 15 non-taxable items usually found in a grocery store (value between \$0.50 and \$5.00)
- 5 taxable items
- A list of prices and corresponding taxes
- Flyers

Procedure

- Begin the activity by asking the following questions:
 - Are you always sure you have enough money to pay for your purchases?
 - How do you make sure you have enough money?
 - What amounts are added at the cash?
 - When you pay, do you know how much change you will get back?

- Present different items. Write the name and price of each item on the board. Have the students estimate the cost of a few items. If the word "estimate" is unfamiliar to the students, help them define it. Give an example of estimation.
- Explain what it means to "round off." Demonstrate that by rounding numbers off it is possible to estimate the amount of a bill. Have the students round off the price of each item. Write the results next to the actual prices of the items.
- Have a student select two non-taxable items. Ask him or her how much they would cost. Write the estimated price on the board. Have the students add the actual prices using a calculator. Check whether the estimated price approaches the actual price. Repeat the procedure with two other items. Raise the level of difficulty by increasing the number of items.
- Once this skill has been mastered, add taxable items to the non-taxable items. Write their names and prices on the board. Have the students list other taxable items found in grocery stores. Write them on the board. Point out the characteristics of taxable items. The students may use this list for subsequent activities or at home; if they have difficulty reading, provide an illustrated list.

- Define PST (provincial sales tax) and GST (goods and services tax). Ask the students whether they know what these abbreviations mean. Define them. Explain that PST is set at 6.5%, i.e., 6.5¢ is added to every dollar. GST is set at 7%, i.e., 7¢ is added to every dollar. In all, 14% tax is added (1995 rates).

Examples:	Price	PST and GST	Total
	\$0.50	\$0.07	\$0.57
	\$1.00	\$0.14	\$1.14
	\$1.50	\$0.21	\$1.71
	\$2.00	\$0.28	\$2.28

- Have the students select two to five items, including one taxable item. Have them estimate how much the items would cost. Have them check the actual cost using a calculator.

Variation

- Determine a sum of money available. Have one student select items that will not exceed that amount. Use various flyers.

Example:

1. You have \$10.00. What could you buy with it?
2. Select the items.
3. Estimate how much the items would cost.
4. Check the actual cost using a calculator.

Functional Situation

ESTIMATING THE AMOUNT OF A BILL

STEP ONE

SKILL	OBJECTIVES
2. To estimate the amount of change due after a purchase.	A.1.37 To apply acquired knowledge to everyday situations. A.1.47 To add and subtract using a calculator. R.1.32 To respond to basic reading requirements. V.1.4 To associate the spoken word with pictures and symbols. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation By participating in a role-play, the students will learn how to estimate the amount of change due after a purchase. Many students find this difficult. Fortunately, some cash registers indicate the amount of change due.	

Materials

- One calculator per pair of students
- One series per student of 15 illustrations of taxable and non-taxable items (These illustrations may be taken from flyers.)
- A list of prices and corresponding taxes

Procedure

- Divide the class into pairs. Hand out the materials and explain the exercise on estimating the amount of change due.

Suggested method for estimating how much change is due

Price: \$8.59 Money available: \$10.00

- Round off \$8.59 to \$8.60.
- The difference between \$8.60 and \$9.00 is \$0.40.
- The difference between \$9.00 and \$10.00 is \$1.00.
- There will be \$1.40 change.

Role-playStudent A

1. Gives a certain amount of money to Student B.
4. Checks the actual price of the items using a calculator.
6. Checks the amount of change due using a calculator.

Student B

2. Selects the items that can be bought with this money.
3. Estimates the price of all the items.
5. Estimates the amount of change due.

Have the students exchange roles after five transactions.

Note:

The ability to estimate quickly is acquired with practice. Have the students do exercises regularly.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**ESTIMATING THE AMOUNT OF A BILL****STEP TWO**

SKILL	OBJECTIVES
1. To make purchases according to the amount of money available.	A.2.3 To recognize the percent symbol. A.2.4 To define percentage. A.2.5 To use percentage-related vocabulary. A.2.6 To calculate percentages using a calculator. A.2.7 To apply a problem-solving approach (reasoning) to everyday situations, using a calculator. A.2.33 To add sums of money. A.2.35 To check the result of an addition. R.2.1 To take risks. R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements.
SUGGESTED ACTIVITIES	

Learning Situation

By simulating the purchase of taxable and non-taxable items, the students will become familiar with the concept of estimation and develop their ability to estimate the amount of bills.

Materials

- Two flyers (grocery store or drug store) brought in by each student
- One calculator per student

Procedure

- Begin the activity by asking the following questions:
 - How do you make sure you have enough money when you shop for groceries or other items?
 - Do you ever make a mistake?
 - What amounts are added at the cash?
- Select three items in one of the flyers and write the name and price of each one on the board. Have the students estimate how much these items would cost. If the word "estimate" is unfamiliar to the students, help them define it. Give an example of estimation.
- Explain what it means to "round off." Demonstrate that by rounding numbers off it is possible to estimate the amount of a bill.

- Have a student select two non-taxable items in one of the flyers. Write the name and price of each item on the board. Have the students round the prices off to the nearest dollar and estimate the total cost of the items. Check the actual cost using a calculator. Once this skill has been mastered, repeat the procedure with two other items. Raise the level of difficulty by increasing the number of non-taxable items.
- Have the students find taxable items in the flyers. Write the names and prices of the items on the board. Point out the characteristics of taxable items. Add to the list if necessary.
- Define PST (provincial sales tax) and GST (goods and services tax). Ask the students whether they know what these abbreviations mean. Define them. Explain that PST is set at 6.5%, i.e., 6.5¢ is added to every dollar. GST is set at 7%, i.e., 7¢ is added to every dollar. In all, 14% tax is added (1995 rates).
- Have the students select five taxable items from the flyers. Have them calculate the sales tax payable for each item using a calculator.

Example: tooth brush \$1.65
 (\$1.65 + 14% = \$1.89)

- Suggest that the students work together to prepare a list of prices and the corresponding taxes. This activity will help them develop their skills with a calculator.

Example:	Price	PST and GST	Total
	\$0.50	\$0.07	\$0.57
	\$1.00	\$0.14	\$1.14
	\$1.50	\$0.21	\$1.71
	\$2.00	\$0.28	\$2.28
	\$2.50	\$0.35	\$2.85
	\$3.00	\$0.42	\$3.42
	\$3.50	\$0.49	\$3.99

- Have the students select four to seven items from the flyers, including at least two taxable items. Write the names and prices of the items on the board. Have the students round off the prices and estimate how much the items would cost. Check the actual cost using a calculator.

Functional Situation

ESTIMATING THE AMOUNT OF A BILL

STEP TWO

SKILL	OBJECTIVES
2. To estimate the amount of change due after a purchase.	A.2.34 To subtract sums of money. A.2.36 To check the result of a subtraction. L.S.2.1 To listen to others in order to take part in a discussion. R.2.1 To take risks. R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements.
SUGGESTED ACTIVITIES Learning Situation By simulating the purchase of various items advertised in flyers, the students will learn how to calculate the amount of change due after a purchase.	

Materials

- One 11 X 17" copy per student of an illustrated list of 25 taxable and non-taxable items sold in grocery stores or drug stores (Use illustrations from flyers.)
- One calculator per student
- A separate copy of each item illustrated on the list with its price
- Three copies per student of Appendix 1

Procedure

- Begin a discussion by asking the following questions:
 - What happens when you pay for your purchases at the cash?
 - Do you always check your change?
 - Do you have an idea how much change is due?
 - Do you check the amount of change indicated on the cash register?
- Ask the students whether they know how to calculate the amount of change due. Hand out the illustrated lists. Have one student select three items. Post the items on the board and write "taxable" above each taxable item.

- Have the students round off the price of each item, estimate the tax payable if necessary (this will be easier if you round off the tax to 15%) and estimate the amount of the bill. Write the results on the board. Using a calculator, check the actual amount of the bill. Suggest an amount of money available to pay the bill.

Example: The three items cost \$8.59.

Amount of money available: \$10.00

- Have the students estimate the amount of change due and check how they arrived at their answer.

Suggested method for estimating how much change is due

Price: \$8.59 Money available: \$10.00

- Round off \$8.59 to \$8.60.
 - The difference between \$8.60 and \$9.00 is \$0.40.
 - The difference between \$9.00 and \$10.00 is \$1.00.
 - There will be \$1.40 change.
- Have the students check the actual amount of change due using a calculator.

- Repeat the same exercise with other items. Suggest an amount of money much larger than the actual cost of the selected items.

Example: The three items cost \$7.50.

Amount of money available: \$20.00

- Hand out the copies of Appendix 1. Determine a sum of money and a number of items for each exercise. Have the students select the items from the illustrated list or the flyers used earlier. Ensure that at least one item is taxable. Check the students' choices and answers.
- End the second step by suggesting that the students play a game. Divide the class in half. Have each team take turns answering questions. A correct answer is worth five points. If a team answers incorrectly, the other team may answer. In this case, the correct answer is worth two points. Calculators are not allowed. Set an acceptable margin of error, since the exercise involves estimating prices and amounts.

Sample questions:

- How much tax is payable on \$9.00?
- Can you name two taxable items?
- Are razor blades taxable?
- What does PST mean?
- What does GST mean?
- Can you find four items on the list that can be bought for \$10.00?
- If you purchase \$12.88 worth of groceries and give the cashier \$15.00, how much change will you get back?

Note:

The ability to estimate quickly is acquired with practice. Have the students do exercises regularly.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**ESTIMATING THE AMOUNT OF A BILL****STEP THREE**

SKILL	OBJECTIVES
1. To make purchases according to the amount of money available.	A.3.39 To perform operations on decimal numbers using a calculator. A.3.42 To add decimal numbers. A.3.43 To subtract decimal numbers. A.3.44 To multiply decimal numbers. A.3.46 To divide decimal numbers. A.3.49 To apply a problem-solving approach (reasoning) to everyday situations involving decimal numbers. R.3.5 To use accumulated knowledge to derive meaning from reading. W.3.52 To understand and use correct sentence structure. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES	

Learning Situation

The students will select a meal from a menu and estimate the amount of the bill.

Materials

- A copy of a restaurant menu or delivery menu
- A calculator

Procedure

- Begin the activity by asking the following questions:
 - Do you find it easy to estimate the price of purchases?
 - When you go to the restaurant, do you always have a good idea of the price of your meal?
- Suggest that the students estimate the price of various meals from a restaurant menu. Have them look up the word "estimate" in the dictionary and write the definition on the board.
- If necessary, explain PST (provincial sales tax: 6.5%) and GST (goods and services tax: 7%) (1995 rates).

- Hand out the copies of the menu and have each student select a meal for under \$10.00 (tax included). On the board, write down the meals, their prices and the estimated amount of the bill. Have the students calculate the actual amount of the bill (including taxes) for each meal using a calculator and write it on the board. If necessary, review the calculation of percentages.

- Have the students describe how they proceeded, then explain the proper procedure.

1. Round off the price of the meal to the nearest dollar.

Example: Hamburger $\$3.25 = \3.00

Fries $\$1.65 = \2.00

Approximate cost: $\$5.00$

2. Add PST and GST: approximately 15% (for easier calculation)

10% of $\$5.00 = \0.50

5% is half of 10%, therefore, $\$0.50 \div 2 = \0.25

Approximate tax: $\$0.50 + \$0.25 = \$0.75$

3. Calculate the approximate amount of the bill.

$\$5.00 + \$0.75 = \$5.75$

Estimate: $\$5.75$

4. Calculate the actual amount of the bill using a calculator.

- Have the students apply this procedure to estimate the price of various meals. Write the following examples on the board:

How much would a hamburger, fries and a coffee cost?

Estimate: _____ Amount: _____

How much would a small all-dressed pizza, caesar salad and soda cost?

Estimate: _____ Amount: _____

- Repeat the exercise, this time indicating the amount of money available to pay for the meal. Have the students estimate the amount of change due.

Example:

Hamburger, fries and a coffee

Estimate: \$7.00 Amount: \$6.29 Money available: \$10.00 Estimate of amount of change due: \$3.70

Suggested method for estimating how much change is due

- Round off \$6.29 to \$6.30.
 - The difference between \$6.30 and \$7.00 is \$0.70.
 - The difference between \$7.00 and \$10.00 is \$3.00.
 - There will be \$3.70 change.
-
- Have the students check the amount of change due using a calculator.
 - Repeat the same exercise with other meals.

Note:

The ability to estimate quickly is acquired with practice. Have the students do exercises regularly.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**ESTIMATING THE AMOUNT OF A BILL****STEP THREE**

SKILL	OBJECTIVES
2. To estimate the amount of change due after a purchase.	No objectives
SUGGESTED ACTIVITIES See Skill 1.	

Functional Situation**ESTIMATING THE AMOUNT OF A BILL****STEP FOUR**

SKILL	OBJECTIVES
1. To make purchases according to the amount of money available.	A.4.4 To calculate percentages. A.4.5 To check the result of an operation involving a percentage. A.4.6 To apply a problem-solving approach to everyday situations involving percentages. L.S.4.5 To work in pairs and small groups. R.4.1 To take risks. R.4.4 To use accumulated knowledge to derive meaning from reading. W.4.9 To spell words used in social and work settings. V.4.13 To develop an advanced sight vocabulary.
SUGGESTED ACTIVITIES	

Learning Situation

By simulating the purchase of various taxable and non-taxable items, the students will become familiar with the concept of estimation and develop their ability to estimate the amount of a bill.

Materials

- One copy per student of a department store flyer (the same one)
- One copy per student of Appendix 2
- A calculator

Procedure

- Begin the activity by asking the following questions:
 - Do you find it easy to estimate the price of purchases?
 - When you shop, how do you ensure you have enough money?
 - What does it mean to "estimate" the price of an item? Can you find the definition of this word in the dictionary?
- Suggest that the students answer a series of questions in order to assess their ability to estimate the amount of a bill including tax. If necessary, define PST (provincial sales tax: 6.5%) and GST (goods and services tax: 7%) (1995 rates). Hand out the flyers and copies of the appendix. Do not allow the students to use a pencil or a calculator.

- Correct the exercise with the class. Have the students describe their strategy. Is there a big difference between the estimate and the actual amount? Is it difficult to estimate? How do you go about it? If necessary, explain the proper procedure.

Example:

1. Price of a bicycle helmet, rounded off to the nearest dollar

Actual price: \$54.65

Rounded off: \$55.00

2. Add PST and GST: approximately 15% (for easier calculation)

10% of \$55.00 = \$5.50

5% is half of 10%, therefore, $\$5.50 \div 2 = \2.75 , or \$3.00

Approximate tax: $\$5.50 + \$3.00 = \$8.50$

3. Estimate of the amount of the bill: $\$55.00 + \$8.50 = \$63.50$

- If necessary, suggest other methods of estimating.

Note:

The ability to estimate quickly is acquired with practice. Have the students do exercises regularly.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**ESTIMATING THE AMOUNT OF A BILL****STEP FOUR**

SKILL	OBJECTIVES
2. To estimate the amount of change due after a purchase.	No objectives
SUGGESTED ACTIVITIES See Skill 1.	

APPENDICES

SHOPPING INFO**1. Amount of money available**

2. Number of items

Items selected:

3. Amount of bill

Estimated

Actual

4. Change due

Estimated

Actual

Appendix 2

SAMPLE QUESTIONS

Estimating the Amount of a Bill

1. How much would a bicycle helmet cost?

Estimate: _____

2. How much would six litres of Quaker State oil cost?

Estimate: _____

3. A bath towel costs \$14.35 (tax included). If you pay with a \$20.00 bill, how much change will you get back?

Estimate: _____

4. How much would a chair, a package of Duracell batteries and a smoke detector cost?

Estimate: _____

5. You have \$50.00. You want to buy a Sunbeam mixer and an electric kettle. Do you have enough money?

Yes ☐ No ☐

Functional Situation

MAKING A GROCERY LIST

September 1996

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Functional Situation

MAKING A GROCERY LIST

STEP ONE

SKILL	OBJECTIVES
1. To read and write the names of foods and other products usually found on a grocery list.	R.1.3 To associate words with meanings. R.1.11 To develop a basic sight vocabulary. R.1.32 To respond to basic reading requirements. R.1.33 To use accumulated knowledge to derive meaning from reading. W.1.3 To print words legibly. W.1.58 To spell words frequently used in writing. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation By studying grocery store flyers, the students will learn food-related vocabulary.	

Materials

- Grocery store flyers
- Scissors
- Glue
- 11 X 17" sheets of cardboard or paper
- A bank of illustrations of foods and other products purchased on a weekly basis at the grocery store

Procedure

- A few weeks before this activity, ask the students to collect as many grocery store flyers as possible and bring them to class.
- Divide the class into teams of two or three. Give each team a pair of scissors, some glue, some grocery store flyers and an 11 X 17" sheet of paper or cardboard (larger sheets may be used, if necessary).
- Have the students cut out the foods and other products most often purchased at the grocery store and paste them onto the sheet of paper. Keep this grocery list for later use.
- Have a representative of each team read the list aloud. Using the bank of illustrations, post each food or product on the board and write its name. Add to the list as needed. If necessary, make a memory aid so that the students can make their grocery lists by checking off the products they need.

Add verbs to the list (e.g. *buy, eat, cook, drink, cut, wash*) in order to facilitate the construction of simple sentences. This will be the vocabulary list.

Vocabulary

Functional Situation**MAKING A GROCERY LIST****STEP ONE**

SKILL	OBJECTIVES
2. To read and understand the information given in grocery store flyers.	A.1.2 To acquire certain basic concepts necessary for learning arithmetic: situating themselves in time. A.1.11 To recognize the symbols =, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, \$ and ¢. R.1.3 To associate words with meanings. R.1.11 To develop a basic sight vocabulary. R.1.32 To respond to basic reading requirements. R.1.40 To use a calendar. R.1.41 To recognize common symbols. W.1.35 To understand the use of periods in abbreviations.
SUGGESTED ACTIVITIES	

Learning Situation

This activity will help students understand the information and abbreviations found in grocery store flyers.

Example: Limit three per customer
 Prices in effect from May 15 to 20
 \$4.35/kg, \$2.25/lb.
 Millilitre (mL), kilogram (kg)

Materials

- Grocery store and drug store flyers (at least three per student)

Procedure

- Have the students study the first page of each flyer and state the information almost always found there. Provide additional information as needed, focusing on the short sentences that indicate the dates for which the prices are in effect. Write these sentences on the board. Ask the following questions:
 - For how many days are the prices in effect? Are they always the same days?
- Change the dates, days and months and have the students read the sentences. If necessary, add the days of the week and the months of the year to the vocabulary list.

- Have each student cut out a food or other product from a grocery store flyer and give it to you. Write the related information on the board. Read it to the class. Pay particular attention to abbreviations, prices, coupons and expressions such as "Limit three per customer."
- Make a list of abbreviations found in grocery store flyers on the board. Write the meaning of each. Have the students take notes.

Examples: lb. = pound mL = millilitre
 kg = kilogram ea. = each
 pkg. = package g = gram
 L = litre

Notes:

- Point out that copies of coupons are not accepted and that, if a product is sold out, a customer can ask for a rain cheque.
- Reading the store hours can be an opportunity to review time-related concepts.
- The short sentences in the flyers can be used as the weekly reading material.

Functional Situation**MAKING A GROCERY LIST****STEP ONE**

SKILL	OBJECTIVES
3. To choose foods according to their needs and budget.	A.1.20 To place numbers under 100 in order. A.1.21 To apply acquired knowledge (numbers from 1 to 100) to everyday situations. A.1.47 To add and subtract using a calculator. A.1.48 To apply a problem-solving approach (reasoning) to everyday situations, using a calculator (+, -). L.S.1.14 To listen to others in order to take part in a discussion.
SUGGESTED ACTIVITIES Learning Situation This activity will help the students buy food according to their budget. The students will consider the advantages of planning menus so that a given food can be used in several meals.	

Activity 1

Materials

- The grocery list made earlier
- One calculator per student

Procedure

- Begin the activity by asking the following questions:
 - Is it easy to buy what you want given the amount of money you have?
 - Do you have tricks for saving money?
- Encourage discussion and participate as needed.
- Suggest that the students work together to calculate how much it will cost to buy the products on the grocery list made earlier. Have the students find the prices of the foods and other products in the grocery store flyers, always choosing the lowest price. Explain the concept of $<$ and $>$ (e.g. bananas at Provigo \$0.49 $>$ bananas at Metro \$0.42).
- Once they have found the prices, have them write them on the grocery list. End the activity by having the students add up the prices. If there are too many products, divide them among the students, then add all the prices together. Use a calculator.

Activity 2

Materials

- Grocery store flyers
- One copy of Appendix 1 per pair of students

Procedure

- Begin the activity by asking the following questions:
 - Do you plan your meals in advance?
 - Are there advantages to planning your meals in advance?
 - What foods or types of foods should be eaten every day to ensure good health?
- Divide the class into pairs. Have each pair of students select from the grocery store flyers the foods necessary to prepare a day's meals for one person without spending more than \$12.00. Use Appendix 1.
- Have the students present their results to the class.
- Repeat the same procedure, increasing the number of meals and the budget, according to the students' abilities.
- End the activity with a discussion on foods to buy and foods to avoid, in order to stay in good health and keep within a budget.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

MAKING A GROCERY LIST

STEP TWO

SKILL	OBJECTIVES
1. To read and write the names of foods and other products usually found on a grocery list.	R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. R.2.17 To pronounce words by sound units. R.2.21 To understand and apply the principle of syllabication.
SUGGESTED ACTIVITIES Learning Situation By studying grocery store flyers, the students will learn food-related vocabulary. Materials • Grocery store flyers • 8½ X 14" sheets of paper	

Procedure

- A few weeks before this activity, ask the students to collect as many grocery store flyers as possible.
- Divide the class into pairs. Give each pair an 8½ X 14" sheet of paper and some grocery store flyers. Have them write on the sheet the names of the foods and other products most often purchased at the grocery store. Keep this list for later use.
- Have a representative of each team read the list aloud. Write the name of each food or other product on the board. Complete the list if necessary and add verbs (e.g. *buy, eat, cook, drink, cut, wash*) in order to facilitate the construction of simple sentences. This will be the vocabulary list.

Vocabulary

Functional Situation**MAKING A GROCERY LIST****STEP TWO**

SKILL	OBJECTIVES
2. To read and understand the information given in grocery store flyers.	A.2.19 To be familiar with the symbols and vocabulary related to metric units of liquid volume. A.2.22 To be familiar with the symbols and vocabulary related to metric units of weight. R.2.6 To develop an advanced sight vocabulary. R.2.7 To meet basic reading requirements. R.2.23 To understand the concept of abbreviations. W.2.5 To form complete sentences. W.2.37 To understand the use of periods in abbreviations. V.2.7 To use the metric system prefixes.
SUGGESTED ACTIVITIES	

Learning Situation

This activity will help students understand the information and abbreviations found in grocery store flyers.

Example: Limit three per customer
 Prices in effect from May 15 to 20
 \$4.35/kg, \$2.25/lb.

Materials

- Grocery store and drug store flyers (at least three per student)
- A metric scale
- Measuring cups
- Various foods (e.g. canned goods, cookies, in various metric units)
- An 11 X 17" blow-up of a coupon

Procedure

- Hand out the flyers.
- Write the following information on the board:

PRICES IN EFFECT FROM MAY 9 TO 15 (Select the dates according to the flyers used.)

STORE HOURS

- Have the students find this information on the flyers and ask them if it is always in the same place. Ask the following questions:
 - For how many days are the prices in effect?
 - Do the specials always start and end on the same days of the week?
- Present the copy of the coupon. Have the students find a coupon in their flyers and read it. Ask the following questions:
 - Is the information on all coupons similar?
 - How is the information similar or different?
 - Are there rules to follow?
 - Are the coupons really advantageous?
 - Do you use coupons?

- Write the following abbreviations on the board:

ea., pkg.

- Have the students give the meaning of the abbreviations and find them in their flyers.
- Add the following abbreviations to the list:

Gram (g) Kilogram (kg) Millilitre (mL) Litre (L) Pound (lb.)

Cookies	Chicken	Vanilla	Milk	Ham
	Hamburger			
	Bananas			

- Have the students find products that are measured in these units. Write the names of the products under the corresponding abbreviations. Explain the difference between the imperial and metric systems of measurement. Show the difference between prices in pounds and kilograms.
- Check the accuracy of the weight or volume of products using a scale and a measuring cup. Allow the students to use the measuring instruments and explain how to read them. Over the next few days, present new products and have the students classify them under the appropriate metric unit.

- Have the students read the information contained in the flyers. Assess their understanding. If they are unfamiliar with certain words, have them look them up in the dictionary. All the words seen in this activity may be added to the vocabulary list.

Functional Situation**MAKING A GROCERY LIST****STEP TWO**

SKILL	OBJECTIVES
3. To choose foods according to their needs and budget.	A.2.33 To add sums of money. A.2.34 To subtract sums of money. A.2.37 To apply a problem-solving approach (reasoning) to everyday situations (+, –). A.2.49 To multiply sums of money. L.S.2.1 To listen to others in order to take part in a discussion.
SUGGESTED ACTIVITIES Learning Situation This activity will help the students buy food according to their budget. The students will consider the advantages of planning menus so that a given food can be used in several meals.	

Activity 1

Materials

- One copy per student of the grocery list made earlier
- One calculator per student

Procedure

- Begin the activity by asking the following questions:
 - Is it easy to buy what you want given the amount of money you have?
 - Do you have tricks for saving money?
- Encourage discussion and participate as needed.
- Suggest that the students calculate how much it will cost to buy the products on the grocery list made earlier.
- Hand out the copies of the grocery list and copy it onto the board. Have the students find the prices of the foods and other products in the grocery store flyers, always choosing the lowest price. Establish the quantities of each product required.

- Once they have found the prices, have them write them on the grocery list. Write the prices on the board. Have the students calculate the prices according to the quantities required.

Examples: 3 pounds of hamburger at \$2.50 per pound

$$(3 \times \$2.50 = \$7.50)$$

3 litres of milk at \$0.98 per litre

$$(3 \times \$0.98 = \$2.94)$$

- End the activity by having the students add up the prices found. If there are too many products, divide them among the students. Over the next few days, repeat the procedure with other grocery lists.

Activity 2

Materials

- Grocery store flyers
- One copy of Appendix 1 per pair of students

Procedure

- Begin the activity by asking the following questions:
 - Do you plan your meals in advance?
 - Are there advantages to planning your meals in advance?
 - What foods or types of foods should be eaten every day to ensure good health?
- Encourage discussion and participate as needed.
- Divide the class into pairs.
- Have each pair of students select from the grocery store flyers the foods necessary to prepare six meals for one person over two days without spending more than \$25.00.
- Have the students present their results to the class.
- End the activity with a discussion on foods to buy and foods to avoid in order to stay in good health and keep within a budget.

Note:

- This activity can be based on one of the students' budgets.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

MAKING A GROCERY LIST

STEP THREE

SKILL	OBJECTIVES
1. To read and write the names of foods and other products usually found on a grocery list.	R.3.12 To use context cuing. R.3.21 To understand the concept of abbreviations. R.3.24 To understand and use a dictionary. W.3.10 To spell words used in social and work settings. W.3.11 To spell words frequently used in writing. V.3.2 To determine the meaning of a word in a sentence from its context. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation By studying the weekly grocery lists of their classmates and by understanding the information and abbreviations contained on a cash register receipt, the students will learn food-related vocabulary.	

Activity 1

Materials

No materials

Procedure

- A few days before this activity, ask the students to make a grocery list for the week and to check the spelling of the words in the dictionary. Correct the lists.
- Have one student name the foods and other products on his or her list. Write them on the board. Complete the list with suggestions from the other students. These words will be the vocabulary list. Have the students keep their personal lists for later use. If necessary, make a memory aid so that the students can make their grocery lists by checking off the products they need.

Vocabulary

Activity 2

Materials

- A transparency of three cash register receipts
- One copy per student of the three cash register receipts
- An overhead projector

Procedure

- Begin the activity by asking the following questions:
 - Do you check your cash register receipts?
 - Do you understand the information they contain?
 - Have you ever found mistakes?
- Suggest that the students study a few cash register receipts in order to understand the information they contain.
- Hand out the copies of the receipts.
- Project the transparency of the first receipt. Have the students examine it, paying particular attention to the abbreviations and codes used, the quantities purchased, and so on. Repeat the same exercise with the other two receipts.

Functional Situation**MAKING A GROCERY LIST****STEP THREE**

SKILL	OBJECTIVES
2. To read and understand the information given in grocery store flyers.	R.3.12 To use context cuing. R.3.28 To use manuals and guides. W.3.52 To understand and use correct sentence structure. V.3.2 To determine the meaning of a word in a sentence from its context. V.3.6 To build an advanced sight vocabulary relevant to the adult learner. V.3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation The students will learn about grocery store flyers by answering a series of questions.	

Materials

- One copy per student of a grocery store flyer (the same one)
- One copy per student of Appendix 2

Procedure

- Begin the discussion by asking the following questions:
 - Do you use flyers to plan your grocery list?
 - Is the information in the flyers clear?
 - Do you often buy products advertised in the flyers?
- Suggest that the students form pairs to answer the questions in Appendix 2, to assess their knowledge.
- Correct the exercise with the class and give explanations as needed.
- With the students' help, make a list of the taxable products found in the grocery store flyer on the board (Question 10). Complete the list if necessary.
- Have the students observe the particular characteristics of taxable items (e.g. individual portions, non-food items).

Functional Situation**MAKING A GROCERY LIST****STEP THREE**

SKILL	OBJECTIVES
3. To choose foods according to their needs and budget.	A.3.39 To perform operations on decimal numbers using a calculator. A.3.42 To add decimal numbers. A.3.43 To subtract decimal numbers. A.3.44 To multiply decimal numbers. A.3.46 To divide decimal numbers. A.3.49 To apply a problem-solving approach (reasoning) to everyday situations involving decimal numbers (+, -). L.S.3.1 To relate to others by acknowledging their input and opinions.
SUGGESTED ACTIVITIES	

Learning Situation

This activity will help the students buy food according to their budget. The students will consider the advantages of planning menus so that a given food can be used in several meals.

Materials

- One calculator per student
- Grocery store flyers
- One copy of Appendix 1 per pair of students
- A transparency of Appendix 1
- An overhead projector

Procedure

- Begin the activity by asking the following questions:
 - Do you plan your meals in advance?
 - Are there advantages to planning your meals in advance?
 - What foods or types of foods should be eaten every day to ensure good health?

- Divide the class into pairs. Have each pair of students select from the grocery store flyers the foods necessary to prepare nine meals for one person over three days without spending more than \$35.00. Use Appendix 1.
- Have the students write on Appendix 1 the foods chosen, their price, and the ingredients required for each meal.

Note:

- This activity can be based on one of the students' budgets.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**MAKING A GROCERY LIST****STEP FOUR**

SKILL	OBJECTIVES
1. To read and write the names of foods and other products usually found on a grocery list.	L.S.4.5 To work in pairs and small groups. R.4.4 To use accumulated knowledge to derive meaning from reading. R.4.19 To use a newspaper for finding information. R.4.20 To use the dictionary. W.4.1 To write for content and meaning. W.4.9 To spell words used in social and work settings. W.4.25 To understand the formation and use of abbreviations. W.4.38 To develop responsibility for self-appraisal and checking. W.4.58 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES	

Learning Situation

By studying the weekly grocery lists of their classmates and by understanding the information and abbreviations contained on a cash register receipt, the students will learn food-related vocabulary.

Activity 1**Materials**

No materials

Procedure

- A few days before this activity, ask the students to make a grocery list for the week and to check the spelling of the words in the dictionary. Correct the lists.
- Have one student name the foods and other products on his or her list. Write them on the board. Complete the list with suggestions from the other students. These words will be the vocabulary list. Have the students keep their personal lists for later use. If necessary, make a memory aid so that the students can make their grocery lists by checking off the products they need.

Vocabulary

Activity 2

Materials

- A transparency of three cash register receipts
- One copy per student of the three cash register receipts
- An overhead projector

Procedure

- Begin the activity by asking the following questions:
 - Do you check your cash register receipts?
 - Do you understand the information they contain?
 - Have you ever found mistakes?
- Suggest that the students study a few cash register receipts in order to understand the information they contain.
- Hand out the copies of the receipts.
- Project the transparency of the first receipt. Have the students examine it, paying particular attention to the abbreviations and codes used, the quantities purchased, and so on. Repeat the same exercise with the other two receipts.

Functional Situation**MAKING A GROCERY LIST****STEP FOUR**

SKILL	OBJECTIVES
2. To read and understand the information given in grocery store flyers.	L.S.4.5 To work in pairs and small groups. R.4.4 To use accumulated knowledge to derive meaning from reading. R.4.18 To become aware of various sources of information. R.4.19 To use a newspaper for finding information. W.4.58 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation The students will learn about grocery store flyers by answering a series of questions. Materials • One copy per student of a grocery store flyer (the same one) • One copy per student of Appendix 2	

Procedure

- Begin the discussion by asking the following questions:
 - Do you use flyers to plan your grocery list?
 - Is the information in the flyers clear?
 - Do you often buy products advertised in the flyers?
- Suggest that the students form pairs to answer the questions in Appendix 2, to assess their knowledge.
- Correct the exercise with the class and give explanations as needed.
- With the students' help, make a list of the taxable products found in the grocery store flyer on the board (Question 10). Complete the list if necessary.
- Have the students observe the particular characteristics of taxable items (e.g. individual portions, non-food items).

Functional Situation

MAKING A GROCERY LIST

STEP FOUR

SKILL	OBJECTIVES
3. To choose foods according to their needs and budget.	L.S.4.5 To work in pairs and small groups. L.S.4.14 To discuss a problem or question in order to reach a conclusion.
SUGGESTED ACTIVITIES Learning Situation This activity will help the students buy food according to their budget. The students will consider the advantages of planning menus so that a given food can be used in several meals. Materials • One calculator per student • Grocery store flyers • Two copies of Appendix 1 per pair of students and a transparency of Appendix 1 • An overhead projector	

Procedure

- Begin the activity by asking the following questions:
 - Do you plan your meals in advance?
 - Are there advantages to planning your meals in advance?
 - What foods or types of foods should be eaten every day to ensure good health?
- Divide the class into pairs. Have each student select from the grocery store flyers the foods necessary to prepare 15 meals for one person over five days without spending more than \$65.00. Use Appendix 1.
- Have the students write on Appendix 1 the foods chosen, their price, and the ingredients required for each meal.
- When the students have completed the exercise, project the transparency of Appendix 1. Ask one team to state their choices. Write them on the transparency and begin a discussion. Allow the other teams to state their choices.

Note:

- This activity can be based on one of the students' budgets.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

VOCABULARY LIST

MAKING A GROCERY LIST

A

aluminum foil
apple
avocado

B

bag
baguette
bean
beef
blueberry
bread
broccoli
bun
butter
buy

C

cake
can
candy
cantaloup
cart
cash
cashier
cauliflower
celery
cereal
cheese

cherry
chicken
chips
chocolate
coffee
cookie
compare
counter
coupon
cream
crepe
croissant
cucumber

D

deodorant
detergent
direct payment

E

eat

F

fish
food
freeze
fruit

G

garlic
gram
groceries

H

ham
hamburger

I

ice cream

J

jam
juice

K

kilogram
kiwi

L

lamb
lasagna
lettuce
liquid detergent
litre
liver

M

macaroni
margarine
mayonnaise
meat
melon
millilitre
milk
mustard
muffin

O

oatmeal
onion
orange

P

paper towels
paprika
parsley
pasta
pastry
pear
peas
pepper
pickles
pie
potato
pork chop
pumpkin

R

radish
raspberry
ravioli
rice
roast

S

salad
salt
sauce
sausage
save
shrimp
snack
soap
soda
soup
spaghetti
spend
spice
steak
strawberry

T

tea
thyme
toilet paper
tomato
tooth paste
turnip

V

veal
vegetable

W

wax paper
weigh

Y

yogurt

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from the vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.
- Have students identify the abbreviated forms of words from the vocabulary list.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

APPENDICES

MENU PLANNER

Money available: _____

Foods and prices

Breakfast	Lunch	Dinner
Breakfast	Lunch	Dinner
Breakfast	Lunch	Dinner

Amount: _____

GROCERY STORE FLYERS: SAMPLE QUESTIONS

1. When do the prices come into effect?
2. On the front page of the flyer, soft drinks are advertised at \$1.99 for 12. How much would 24 cans cost?
3. Can you use direct payment to pay for your groceries?
4. On page 5, which products are measured in millilitres?
5. How many coupons are there in the flyer?
6. On page 4, some products have the abbreviations **g** and **mL** next to them. What do these abbreviations stand for?
7. On page 2, which products are measured in grams?
8. I want to buy a product on special, but it is sold out. What can I do?
9. What is the most expensive product on page 9? What is the least expensive product?
10. Which items in the flyer are taxable?
11. Clementines are advertised at \$1.39 per pound. How much would 4 pounds cost?
12. Does the special price on Heinz tomato juice refer to 150-mL, 400-mL or 540-mL cans?
13. Pork chops are advertised at \$4.39 per kilogram. How many pounds are there in a kilogram?
14. The price of facial tissues is 2 for \$1.49. How much will 1 box cost?
15. Tide is on special for \$3.99 this week. Can I buy 10 boxes?
16. What do the following abbreviations mean: ea., pkg.?

Functional Situation

FOLLOWING A RECIPE

September 1996

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Functional Situation**FOLLOWING A RECIPE****STEP ONE**

SKILL	OBJECTIVES
1. To read and understand the steps involved in following a recipe.	R.1.2 To define personal need and desire to read. R.1.3 To associate words with meanings. R.1.32 To respond to basic reading requirements. V.1.2 To ask questions to clarify procedures and concepts. V.1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation By studying recipes brought in by their classmates, the students will become familiar with the vocabulary used.	

Materials

- One copy per student of three simple illustrated recipes in which the quantities are expressed as fractions

Procedure

- Begin a discussion by asking the following questions:
 - What kind of recipes do you use at home?
 - What are your favourite foods?
 - Do you have trouble with some recipes?
 - Would you like to share your recipes and learn new ones?
- Ask the students to bring in recipes. Select three of them and hand out copies. Observe the components of each recipe. Read them, referring to the illustrations. Note the information contained in each recipe (steps, ingredients, quantities, equipment). Write the most commonly used words on the board. Add other words commonly found in recipes.

Vocabulary

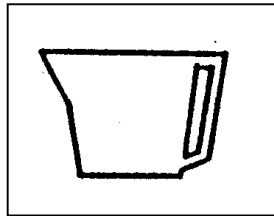
- Over the next few days, read different recipes. Explain directions found on food products.
- Select a few recipes. Rearrange the steps involved and have the students place them in order.
- Suggest that the students make a recipe book. Delegate the tasks related to page layout, illustrations and the table of contents, taking the students' talents into account. End the activity by suggesting that the students prepare a class dinner.

Functional Situation**FOLLOWING A RECIPE****STEP ONE**

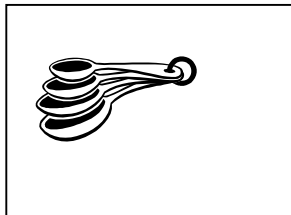
SKILL	OBJECTIVES
2. To understand the different units of measurement.	A.1.2 To acquire certain basic concepts necessary for learning arithmetic: situating themselves in time.
SUGGESTED ACTIVITIES Learning Situation By reading recipes, the students will assess their understanding of the different units of measurement.	

Materials

- The recipes used in the previous activity
- One set of measuring spoons per student (Have the students bring one in.)
- A measuring cup with measurements expressed as fractions
- Four copies per student of an illustration of a non-graduated measuring cup

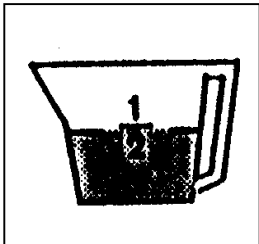


- One copy per student of an illustration of a set of measuring spoons

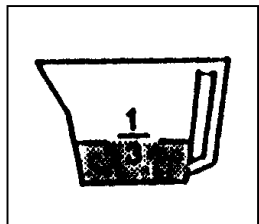


Procedure

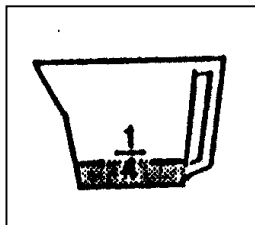
- Hand out the four illustrations of the measuring cup.
- Divide the first one in half. Tell the students that this is written $\frac{1}{2}$. Have the students write $\frac{1}{2}$ on the line.



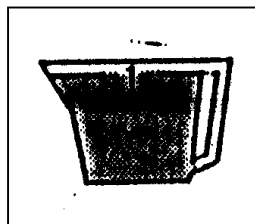
- Divide the second one into three parts. Tell the students that this is written $\frac{1}{3}$. Have the students write $\frac{1}{3}$ on the bottom line.



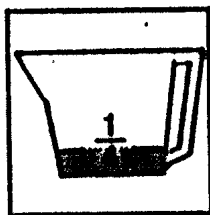
- Divide the third one into four parts. Tell the students that this is written $\frac{1}{4}$. Have the students write $\frac{1}{4}$ on the bottom line.



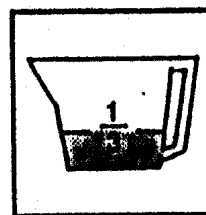
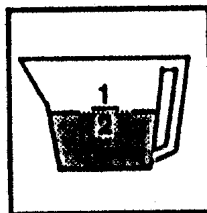
- Have the students trace a line at the top of the cup in the fourth illustration and write the number 1.



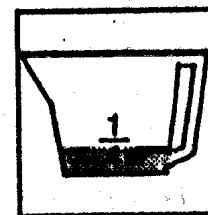
- Explain, if necessary, what the symbols $<$ and $>$ mean. Have the students do exercises using the fractions mentioned above.



$<$



$>$



- Hand out the copies of the illustration of the measuring spoons. Have the students write the corresponding measurement on each one (e.g. 1, $\frac{1}{2}$, $\frac{1}{4}$). Have them do exercises using the symbols $<$ and $>$ (e.g. 1 tbsp. $>$ 1 tsp., $\frac{1}{2}$ tsp. $<$ 1 tsp.)
- Hand out a measuring cup and a set of measuring spoons to each student. Read each recipe, paying particular attention to the different units of measurement. Ask the students to indicate on the measuring cup or spoons each unit mentioned.

Note:

If the students have difficulty working with a graduated measuring cup, use different-sized measuring cups.

Functional Situation

FOLLOWING A RECIPE

STEP ONE

SKILL	OBJECTIVES
3. To calculate cooking time.	R.1.39 To tell time.
SUGGESTED ACTIVITIES Learning Situation The students will learn to calculate cooking time by reading recipes. Materials • A simple kitchen timer Procedure • Ask the students to explain how they calculate cooking time. Begin a discussion on the difficulties they encounter. • Present the timer and explain how it works. Tell the students how much it costs and where they can buy it.	

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

FOLLOWING A RECIPE

STEP TWO

SKILL	OBJECTIVES
1. To read and understand the steps involved in following a recipe.	R.2.3 To define personal need and desire to read. R.2.7 To meet basic reading requirements. R.2.8 To determine the purpose and content of different types of texts. W.2.5 To form complete sentences. V.2.7 To use the metric system prefixes.
SUGGESTED ACTIVITIES Learning Situation By sharing their favourite recipes with their classmates, the students are motivated to try new recipes, which will help them learn to read. Materials • Recipe books and cards and personal recipes	

Procedure

- Place the recipes on a table. Allow the students to become familiar with them. Have each student select a recipe and read it.
- Ask the following questions:
 - How are recipes organized?
 - Are they always presented the same way?
- Suggest that the students classify the most commonly used vocabulary on the board under four headings.

Example:

<u>Equipment</u>	<u>Ingredients</u>	<u>Steps</u>	<u>Measurements</u>
spoon	apple nutmeg	cut	$\frac{3}{4}$ cup

- Classify the words in the selected recipes under the appropriate headings. Include abbreviations of measurements. Then, have the students copy all the words on the board to make a vocabulary list.

Vocabulary

- Suggest that the students design a recipe book that they can sell. Delegate the tasks, taking the students' talents into account. Suggest that they select several recipes and prepare a class dinner.

Functional Situation

FOLLOWING A RECIPE

STEP TWO

SKILL	OBJECTIVES
2. To understand the different units of measurement.	A.2.1 To acquire certain basic concepts necessary for learning fractions (basic concept). A.2.2 To apply knowledge acquired during everyday life. A.2.8 To recognize the symbol for degrees Celsius. V.2.7 To use the metric system prefixes.
SUGGESTED ACTIVITIES Learning Situation The students will become familiar with the concept of fractions by learning about the units of measurement seen earlier. They will also observe equivalencies in millilitres. Materials • One set of measuring spoons per student (Have the students bring one in.) • One measuring cup divided into both fractions and millilitres per student (Have the students bring one in.)	

Procedure

- Hand out a measuring cup to each student. Review the units of measurement seen in Skill 1. Have the students find the measurements on the cup and their equivalencies in millilitres. Have them compare the different quantities using the symbols $<$, $>$ and $=$.

Example: $\frac{1}{3}$ cup $>$ $\frac{1}{4}$ cup $\frac{1}{2}$ cup $<$ 1 cup $\frac{1}{2}$ cup = 125 mL

- Hand out a set of measuring spoons to each student. Review the units of measurement seen in Skill 1. Have the students find the spoon that corresponds to each unit of measurement. Have them compare the different quantities using the symbols $<$, $>$ and $=$.

Example: 1 tbsp. $>$ 1 tsp. $\frac{1}{4}$ tsp. $<$ 1 tbsp. 1 tsp. = 5 mL

Functional Situation

FOLLOWING A RECIPE

STEP TWO

SKILL	OBJECTIVES
3. To calculate cooking time.	R.2.25 To tell time.
SUGGESTED ACTIVITIES Learning Situation The students will use different methods to calculate cooking time. Materials • A kitchen timer • One analog wristwatch per student (Have the students bring one in.) • Ten 8 ½ X 11" cards containing a food and its required cooking time 45 minutes 	

Procedure

- Explain how the timer works and point out that most timers are programmable for a maximum of one hour.
- Draw a clock face on the board. Have a student pick a card and calculate at what time the food represented should be done. Repeat the exercise allowing the students to calculate using their wristwatches.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation

FOLLOWING A RECIPE

STEP THREE

SKILL	OBJECTIVES
1. To read and understand the steps involved in following a recipe.	L.S.3.1 To relate to others by acknowledging their input and opinions. L.S.3.5 To listen to and correctly interpret a short sequence of instructions. R.3.4 To identify the purpose and content of different types of texts. R.3.17 To pronounce words by sound units and to understand and apply the principle of syllabication. R.3.28 To use manuals and guides. W.3.52 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation The students will become familiar with the different sections of a recipe book (e.g. index, parts, glossary, recipes, conversion table, helpful hints), as well as with the related vocabulary.	

Materials

- One recipe book per pair of students from the library or the students' homes
- One copy per student of the index of a recipe book
- One copy per student of three recipes (soup, main course, dessert)

Procedure

- Divide the class into pairs. Hand out a recipe book to each pair of students. Allow them to observe how the book is organized and the recipes and illustrations it contains.
- Have each pair of students share their observations with the class. Write their comments on the board. Review the sections usually found in recipe books.
- Hand out the copies of the index. Have the students describe it. Explain how to use an index. Ask each pair of students whether the index of their recipe book has the same characteristics as the one handed out.
- Hand out the copies of the recipes. Read each one and point out its particular characteristics. If necessary, look up certain words in the dictionary. Emphasize the different abbreviations and quantities used.

Texts

- After reading the recipes, make a list of the most commonly used vocabulary, including abbreviations.

Vocabulary

Note:

You might suggest that the students make a recipe book based on the various books observed (e.g. organization into parts, index, glossary). Each student would contribute one or more recipes.

Functional Situation**FOLLOWING A RECIPE****STEP THREE**

SKILL	OBJECTIVES
2. To understand the different units of measurement.	A.3.1 To recognize ordinary fractions in everyday situations. A.3.25 To multiply a whole number by a fraction. A.3.28 To divide a whole number by a fraction. A.3.68 To recognize symbols and words related to metric units of liquid volume. A.3.71 To use instruments for measuring liquid volume. A.3.75 To recognize symbols and words related to metric units of weight. A.3.78 To use instruments for measuring weight. V.3.11 To understand and use the metric system prefixes.
SUGGESTED ACTIVITIES	

Learning Situation

The students will assess their ability to use measuring instruments, then learn the operations that will allow them to prepare recipes for different numbers of people.

Materials

- One copy per student of a conversion table for metric and imperial system measurements
- One copy per student of the three recipes (soup, main course, dessert) used earlier

Procedure

- Hand out the copies of the conversion table and have the students look at it. Explain how to use it.
- Hand out the recipes. Have the students convert the measurements to the metric system if necessary. Suggest other conversion exercises.
- Ask the students whether they have ever doubled or reduced the quantities of a recipe. If so, ask them how they did it.

- If necessary, explain how fractions can be multiplied and divided as a means of increasing or reducing the number of portions. Give examples.
- Have the students double the quantities given in each recipe. Repeat the exercise, having them reduce the quantities by half. Suggest other, similar exercises.

Functional Situation**FOLLOWING A RECIPE****STEP THREE**

SKILL	OBJECTIVES
3. To calculate cooking time.	A.3.58 To add and subtract units of time in everyday situations. R.2.25 To tell time.
SUGGESTED ACTIVITIES Learning Situation The students will determine at what time the foods in the recipes used earlier will be ready. Materials • One copy per student of the three recipes used earlier • An analog clock	

Procedure

- Have the students find the cooking time for each recipe. Write the foods and their cooking times on the board.
- Give the starting times and have the students determine at what time the food will be ready.

Example: It is now 2:00 p.m.

Cooking time is 40 minutes

Add: 2:00

$$\begin{array}{r} + \quad \quad 40 \\ \hline 2:40 \end{array}$$

End of cooking time: 2:40 p.m.

- Repeat the exercise for each recipe. Change the starting times and have the students determine at what time the food will be ready using an analog clock.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

Functional Situation**FOLLOWING A RECIPE****STEP FOUR**

SKILL	OBJECTIVES
1. To read and understand the steps involved in following a recipe.	L.S.4.5 To work in pairs and small groups. R.4.4 To use accumulated knowledge to derive meaning from reading. R.4.18 To become aware of various sources of information. R.4.23 To use particular manuals and guides. W.4.25 To understand the formation and use of abbreviations. W.4.32 To take dictation and improve spelling. W.4.44 To record. W.4.58 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES	

Learning Situation

The students will become familiar with the different sections of a recipe book (e.g. index, parts, glossary, recipes, conversion table, helpful hints), as well as with the related vocabulary.

Activity 1**Materials**

- One recipe book per pair of students from the library or the students' homes
- One copy per student of the index of a recipe book
- One copy per student of three recipes (soup, main course, dessert)
- One measuring cup and set of measuring spoons per pair of students

Procedure

- Divide the class into pairs. Hand out a recipe book to each pair of students. Allow them to observe how the book is organized and the recipes and illustrations it contains.
- Have each pair of students share their observations with the class. Write their comments on the board. Review the sections usually found in recipe books.
- Hand out the copies of the index. Have the students describe it. Explain how to use an index. Ask each pair of students whether the index of their recipe book has the same characteristics as the one handed out.
- Hand out the copies of the recipes. Read each one and point out its particular characteristics. If necessary, look up certain words in the dictionary. Emphasize the different abbreviations and quantities used.

Texts

- After reading the recipes, make a list of the most commonly used vocabulary, including abbreviations.

Vocabulary

Note: You might suggest that the students make a recipe book based on the various books observed (e.g. organization into parts, index, glossary). Each student would contribute one or more recipes.

Activity 2

Learning Situation

The students will take down a recipe given orally. (It would be useful to have access to a kitchen.) They will use the vocabulary studied in Activity 1.

Materials

- One recipe selected by the instructor
- A transparency of the recipe ingredients
- The necessary ingredients and equipment

Procedure

- Begin the activity by asking the following questions:
 - Do you find it easy to take down recipes given on television?
 - Do you have enough time to write them down?
 - How do you write them down?
- Prepare a recipe in front of the students. Help them find ways of taking notes, such as using abbreviations and omitting unimportant words.

Example: "Cut onions + carrots" instead of "Cut the onions and carrots into pieces."
- During the activity, ensure that the students take down all the information. Follow the instructions below:
 1. Give the name of the recipe.
 2. List the ingredients twice.
 3. Explain each step using short sentences.
 4. Present the transparency of ingredients to allow the students to check whether they missed anything.
- Repeat the procedure, having a student prepare a recipe of his or her choice.

Functional Situation**FOLLOWING A RECIPE****STEP FOUR**

SKILL	OBJECTIVES
2. To understand the different units of measurement.	V.3.11 To understand and use the metric system prefixes.
SUGGESTED ACTIVITIES Learning Situation The students will assess their ability to use measuring instruments, then learn the operations that will allow them to prepare recipes for different numbers of people. Materials • One copy per student of a conversion table for metric and imperial system measurements • One copy per student of the three recipes (soup, main course, dessert) used earlier	

Procedure

- Hand out the copies of the conversion table and have the students look at it. Explain how to use it.
- Hand out the recipes. Have the students convert the measurements to the metric system if necessary. Suggest other conversion exercises.
- Ask the students whether they have ever doubled or reduced the quantities of a recipe. If so, ask them how they did it.
- If necessary, explain how fractions can be multiplied and divided as a means of increasing or reducing the number of portions. Give examples.
- Have the students double the quantities given in each recipe. Repeat the exercise, having them reduce the quantities by half. Suggest other, similar exercises.

Functional Situation

FOLLOWING A RECIPE

STEP FOUR

SKILL	OBJECTIVES
3. To calculate cooking time.	A.4.7 To be familiar with the rule of three. A.4.8 To know when and how to use the rule of three. A.4.9 To check the result of a problem solved using the rule of three. A.4.10 To apply a problem-solving process using the rule of three in everyday situations. R.2.25 To tell time.
SUGGESTED ACTIVITIES Learning Situation The students will determine at what time the foods in the recipes used earlier will be ready. Materials One copy per student of the three recipes used earlier and an analog clock	

Procedure

- Have the students find the cooking time for each recipe. Write the foods and their cooking times on the board.
- Give the starting times and have the students determine at what time the food will be ready.

Example: It is now 2:00 p.m.

Cooking time is 40 minutes

Add: 2:00

$$\begin{array}{r} + \quad \quad 40 \\ \hline 2:40 \end{array}$$

End of cooking time: 2:40 p.m.

- Repeat the exercise for each recipe. Change the starting times and have the students determine at what time the food will be ready using an analog clock.

Review

- Do you feel better prepared to perform this task?
- Did you learn something new?
- Will what you learned help you function more efficiently in everyday life? Will you find it easy to use this new knowledge in your daily life?
- Are there any skills that you do not feel comfortable with? Would you like to spend more time on them?

VOCABULARY LIST

FOLLOWING A RECIPE

A

appetizer

B

baking powder

baking soda

basil

beat

beef

board

bowl

bran

bread

brown sugar

bun

butter

C

cake

cereal

cheese

cinnamon

cold cuts

cook

cookie

cookie sheet

cornstarch

cover

crepe

cup

cut

D

dessert

doughnut

drain

E

egg

egg white

egg yolk

F

fish

flour

fruit

G

game

garlic clove

garnish

ginger

grate

J

jam

K

kilogram (kg)

L

lamb

litre (L)

M

main course

marinade

marjoram

meat

melt

milk

millilitre (mL)

mix

mixer

mould

muffin

N

nuts

O

oil

P

parsley
pasta
pastry
pepper
pie
pizza
place
plate
pork
pound (lb.)
pour
preheat
prick
pudding

R

reduce
refrigerate
remove

S

salad
salt
sandwich
sausage
seafood
season
serve
soup
spice

spoon
sprinkle
stock
sugar

V

vanilla
veal
vegetable

W

whip

Y

yeast
yogurt

VOCABULARY

STEP ONE

- Use a list of vocabulary to help students recognize familiar and new sounds.
- Have students find the number of consonants and vowels in words.
- Have students separate words into syllables.
- Have students group words with the same initial or final sounds, the same long or short vowel sounds, the same consonant blends, the same digraphs, the same common roots, and so on.
- Present picture/word matching games.
- Have students read and write words regularly.
- Give dictation.
- Have students make complete sentences (as opposed to sentence fragments) using the correct verb tense, possessives, punctuation, and so on.
- Read sentences written by students.
- Have students find common nouns, proper nouns and verbs in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEP TWO

- Have students place words in alphabetical order.
- Have students group words that sound alike and words with silent letters, consonant blends, two-consonant digraphs, prefixes, suffixes, roots, and so on.
- Have students read and write words regularly.
- Have students classify words as nouns, verbs or adjectives.
- Have students capitalize proper nouns.
- Have students form noun plurals for common and unusual plural forms.
- Have students put regular and common irregular verbs in the past tense.
- Have students make complete compound and complex sentences (as opposed to sentence fragments) using the correct verb tense, punctuation, capitalization, and so on.
- Read sentences written by students.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students identify the abbreviated forms of words from the vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.

STEPS THREE AND FOUR

- Have students place words in alphabetical order.
- Have students classify words as nouns, verbs or adjectives.
- Have students write words regularly.
- Give dictation.
- Have students find synonyms and antonyms.
- Have students find words in the same family and point out similarities in spelling.
- Have students form new words by adding prefixes and suffixes.
- Have students make compound and complex sentences using the correct transitional devices, verb tense, punctuation, capitalization, sentence structure, and so on.
- Have students find the nature and function of certain words in these sentences.
- Have students incorporate new words from a vocabulary list into their sight vocabulary list.
- Have students use the dictionary to find the meaning of unknown words.
- Have students identify the abbreviated forms of words from the vocabulary list.

TEXTS

STEPS THREE AND FOUR

- Select words and ask the students to find:
 - their meaning according to the context;
 - synonyms;
 - antonyms;
 - their nature;
 - their function.
- Have students identify common irregular verbs in the past tense.
- Have students identify root words, prefixes and suffixes.
- Have students identify verbs in the passive or active voice.
- Have students recognize types of sentences.
- Have students choose nouns and identify them as common or proper, singular or plural, or possessive.
- Have students identify the purpose and content of a text.

A GUIDE TO CUSTOMIZED LITERACY TRAINING

APPENDIX 3

Functional Situations for Immigrant Literacy Students

Third edition

A GUIDE TO CUSTOMIZED LITERACY TRAINING

APPENDIX 3

Functional Situations for Immigrant Literacy Students

Third edition

Direction de la formation générale des adultes

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INTRODUCTION: FUNCTIONAL SITUATIONS FOR IMMIGRANT LITERACY STUDENTS

INTRODUCTION

Transfer of learning, functional skills, integration of knowledge, autonomy in everyday life—these are concepts familiar to all teachers. Who can argue with an andragogical approach based mainly on the concerns and needs of adults? But how can these concepts be integrated into the classroom? For many years now, this question has been the object of various experiments designed to find an approach to help adults who cannot read, write or calculate attain a degree of autonomy while they are learning.

The appendix is intended as a guide containing examples of functional situations and suggested procedures that must be adapted to each group of students. The guide should not be seen as a program with a fixed set of objectives, but as a bank of learning activities on which literacy teachers can draw at their discretion.

We have enough experience in literacy training to know that teachers always have to customize material to suit the needs of a given class. Consequently, although we have tried to present functional situations that correspond closely to the needs of allophones, inevitably, some of the situations will have to be altered. The aim of the guide is to show how situations based on the interests and requirements of immigrants can be used to help them learn English and arithmetic. We do not claim to have designed situations to meet every need!

The aim of this document is twofold: to enable illiterate allophones to develop skills and to facilitate the task of their literacy teachers.

WHAT IS A FUNCTIONAL SITUATION?

A functional situation may be defined as a task or activity that an adult must perform regularly or occasionally in everyday life. The ability to perform such tasks demonstrates that the adult has acquired the autonomy necessary to function in society. Succeeding in a functional situation requires cognitive skills (knowing how to listen, to read, to write, to reflect and reason), affective skills (interest, attitudes, social behaviours, values) and psychomotor skills.

Classifying information (planning the menu for a meal) and calculating percentages (planning a budget) entail cognitive skills. Having a positive attitude towards learning and an interest in transferring new skills to everyday situations involve affective skills. Being able to write in restricted spaces (to write a cheque, for example) and to use a calculator call on psychomotor skills.

An adult who can handle a functional situation satisfactorily has acquired the kind of skills necessary for that activity (knowledge, skills and attitudes).

WHY SPECIFIC FUNCTIONAL SITUATIONS FOR IMMIGRANT LITERACY STUDENTS?

People who cannot read and write in their mother tongue face the double challenge of acquiring basic skills in a new language while integrating into a new culture. Learning to read and write a language and assimilating the other cultural codes of Québec society involves a particular set of requirements.

According to a 1994 ministère de l'Éducation survey, the number of allophones enrolled in literacy training increased 181 percent during the five years preceding 1994. In the Montréal region, more than two thirds of the participants in literacy programs are allophones. Given the large size of this group, it is essential to develop educational services that respond to its particular needs.

WHICH FUNCTIONAL SITUATIONS?

Specific programs have been developed for allophone literacy students. The programs offered respectively by the ministère des Communautés culturelles et de l'Immigration (1991), and administered by the COFIs, the CECM (1994) and the CECQ (1990) all offer learning activities designed to facilitate the integration of their clientele into our society. These programs represent an obvious reference point for anyone seeking to improve the pedagogical content and general approach of literacy programs for allophones. This is also the case as regards "Québec, mode d'emploi" whose texts are well-adapted to the needs of this population.

The *Guide to Customized Literacy Training* (GCLT) is based on functional situations suggested by consultants who have worked with immigrants who are not literate in their mother tongue. We have sought to identify the characteristics of this clientele in order to enable teachers to devise programs adapted to their students' needs. Our principal aim has been to stimulate student motivation. Along these lines, we propose functional situations based on the management of small businesses of the sort many immigrants in fact run. Other situations are based on communicating with the students' home country.

Most of the activities presented here begin with a discussion of the way in which a theme is handled in the class members' home countries. Two aspects of this approach deserve to be underlined. First, it is important to encourage the students to express themselves out loud in order to learn to speak fluently. In this connection, each functional situation involves an oral communication objective. Second, the students' diverse origins represent a source of mutual enrichment. Recognizing and understanding differences, and making use of them as guidelines while integrating into a host country seems like a promising strategy for integration.

On the other hand, the selection of functional situations presented here is not an exhaustive one. It merely offers a set of possibilities. For example, the absence of situations related to the use of various services available in Québec society is not intended to suggest that the students do not need to know how use these services. Part of those needs could probably be met by using functional situations developed in the course of the update of the GCLT for all literacy students rather than for a specific clientele.

In short, what teachers will find here are procedures enabling them to offer educational responses adapted to the needs and interests of allophones with low reading and writing skills. By having the students themselves suggest subjects of concern to them, teachers may be able to identify other situations that correspond more closely to their needs.

HOW ARE THE FUNCTIONAL SITUATIONS PRESENTED?

Each situation identifies one or two skills and includes a list of suggested objectives corresponding to the related content of the four steps set out in the GCLT.

The activity is illustrated by a hypothetical situation, for which appropriate materials and procedural details are described. In most cases, language exercises are also associated with the functional situations.

The objectives proposed with each functional situation are no more obligatory than the situations. Other objectives might be appropriate as well, as long as they are adapted to the needs of the students.

LIST OF FUNCTIONAL SITUATIONS DEVELOPED FOR IMMIGRANT LITERACY STUDENTS (Marie-France Paradis, April, 1995)

THEMES	FUNCTIONAL SITUATIONS	SKILLS	STEPS
1. EMPLOYMENT	LOOKING FOR WORK	1.1.1 Finding out what jobs are available	Step 1
		1.2.1 Describing their work experience	Step 1
		1.3.1 Consulting classified advertisements for job offers	Step 1
		1.3.2 Writing a job notice stating that they are looking for work	
		1.4.1 Describing their work experience.	Step 2
		1.5.1 Writing a resume.	Step 3
		1.6.1 Writing a resume and a letter seeking employment.	Step 4
2. COMMUNICATING WITH THEIR HOME COUNTRY	SENDING MONEY	2.1.1 Sending money to their home country.	Step 1
	PHONING FAMILY OR FRIENDS BACK HOME	2.2.1 Understanding how long distance calls are billed	Step 2
		2.2.2 Choosing the best time to place an overseas call	
	SENDING NEWS	*2.3.1 Recording news on a cassette and sending it to family or friends.	Step 1
		2.4.1 Choosing a greeting card for the purpose of sending news to family or friends.	Step 1
		*2.4.2 Sending a greeting card to a friend or relative.	
		*2.5.1 Writing a letter conveying news to family or friends.	Step 2
		*2.6.1 Writing a letter conveying news to family or friends.	Step 3
		*2.7.1 Writing a letter conveying news to family or friends.	Step 4
3. MANAGING TIME AND MONEY	RUNNING A SMALL BUSINESS	3.1.1 Knowing the vocabulary associated with commercial activities.	Step 1
		3.1.2 Determining the kinds of income and expenses associated with businesses.	
		3.2.1 Conveying the information necessary to promote a small business (business card).	Step 1
		3.2.2 Writing the information necessary to promote a small business.	
		3.3.1 Knowing the vocabulary associated with the management of a small business.	Step 2
		3.3.2 Calculating the cost price of a product.	
		3.4.1 Knowing the vocabulary associated with recording earnings and expenses, in order to improve their ability to manage a small business.	Step 2
		3.4.2 Calculating expenses and earnings.	
		3.5.1 Reading and obtaining information from advertising flyers.	Step 3
		3.5.2 Creating an advertising flyer.	

	PARTICIPATING IN A TONTINE	3.6.1	Understanding, on the basis of the operating rules of a tontine, the mathematical operations involved.	Step 3
		3.7.1	Establishing the operating rules of a tontine.	Step 2
		3.7.2	Managing a tontine.	
	BUYING ON CREDIT	3.8.1	Calculating the interest on an article purchased on credit.	Step 2
		3.9.1	Evaluating how much interest adds to the price of a product.	Step 3
		3.10	Calculating the interest on purchases made on credit using the rule of three and determining the equivalences between ordinary fractions, decimals and percentages.	Step 4
	TIME MANAGEMENT	3.11.1	Planning a day's schedule, taking into account everything that has to be done including all travel time between locations.	Step 1
		3.12.1	Planning a week's schedule, taking into account everything that has to be done including all travel time between locations.	Step 2
		3.12.2	Modifying their weekly schedule in response to unforeseen circumstances.	
4. PUBLIC SERVICES	PREPARING FOR A MEETING AT SCHOOL WITH THEIR CHILD'S TEACHER	4.1.1	Understanding a written invitation to participate in an open house for parents at school.	Step 2
		4.2.1	Participating in a parents' meeting at school.	Step 3
5. RECREATION	PLANNING A TRIP OR AN OUTING	5.1.1	Getting information about schedules and fares to a vacation site in Québec.	Step 1
		5.1.2	Evaluating total travel expenses.	
		5.2.1	Preparing for a trip by consulting public transportation schedules.	Step 2
		5.2.2	Calculating total travel expenses.	
		5.3.1	Planning a trip, choosing the most advantageous means of transportation and describing to the class the steps taken.	Step 3
		5.3.2	Planning the budget for the trip.	
	PLANNING A MEAL FOR A SPECIAL OCCASION	5.4.1	Planning a class outing, sharing the responsibilities.	Step 4
		5.4.2	Planning the budget for the outing, dividing the costs among the participants and collecting the money.	
		5.5.1	Making a guest list	Step 3
		5.5.2	Planning the menu for the meal	
		5.5.3	Calculating the cost of the meal	
		5.6.1	Writing an invitation	Step 4
		5.6.2	Planning the menu for the meal	
		5.6.3	Calculating the cost of the meal	
	PLANNING SEASONAL RECREATIONAL ACTIVITIES	5.7.1	Knowing which recreational activities may be practised in each season	Step 3

1. EMPLOYMENT

Functional Situation

STEP 1

1.1 LOOKING FOR WORK

SKILL	OBJECTIVES
1.1.1 Finding out what jobs are available.	L.S. 1.2 To answer specific factual questions. L.S. 1.3 To be able to provide personal information clearly. L.S. 1.6 To receive messages and directions accurately. L.S. 1.7 To ask questions and make requests. R. 1.3 To associate words with meanings. R. 1.32 To respond to basic reading requirements. R. 1.33 To use accumulated knowledge to derive meaning from reading. R. 1.34 To use context cuing. W. 1.13 To write questions. W. 1.36 To use verbs and verb forms correctly. W. 1.51 To spell words used in social and work settings. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.

SUGGESTED ACTIVITIES

Learning Situation

Using images of different occupations, the students will begin a discussion about the jobs held by members of the class (place of work, hours, tasks and responsibilities, wages, etc.). Then, in small teams, the students prepare questions to ask prospective employers. Volunteers from the class will pose these questions to the teacher, who plays the role of employer.

Materials

- Images representing various occupations.

Procedure

- Ask the class to identify the various ways of finding work (through friends, family, neighbours and acquaintances; immigrant associations; newspapers; notices posted in stores, etc.).
- Give the students examples of the type of questions to ask and the kind of answers they might receive. They may want to write down the questions to use as models at a later date. Here are some examples:

Questions:

- on the availability of work: (e.g. "My name is X. I'm looking for work. Are there any jobs available in your store?"),

Answers:

- on the availability of work: (e.g. "Yes, we're looking for someone."),

- the nature of the work,
- the experience and skills required,
- the hours,
- the salary,
- etc.

- the nature of the work,
- the experience and skills required,
- the hours,
- the salary,
- etc.

- Particular attention should be paid to the oral part of this activity. Make sure that all class members fully understand the information given by asking them questions about the simulation.

Language Exercises

- Update the vocabulary list (experience, schedule, salary, wages, etc.).
- Observe the variations in interrogative and affirmative sentences.
- Observe verb tenses (past, present, future) and persons (third person singular or plural).
- Distinguish between proper and common nouns and observe the marks of the plural (determiners and nouns).
- Observe the different types of discourse (expressive, persuasive and informative) and note that the simulation is an instance of informative discourse.
- Other exercises.

1.2 LOOKING FOR WORK

SKILL	OBJECTIVES	
1.2.1 Describing their work experience.	A. 1.27	To compare and rank numbers of three or more digits.
	L.S. 1.1	To speak loudly enough to be heard.
	L.S. 1.2	To answer specific factual questions.
	L.S. 1.3	To be able to provide personal information clearly.
	R. 1.24	To pronounce words by sound only.
	R. 1.25	To understand and apply the principle of syllabication.
	W. 1.51	To spell words used in social and work settings.
	W. 1.57	To use an auditory approach to spelling.
SUGGESTED ACTIVITIES Learning Situation Following the guidelines established during class discussion, the students will prepare an outline, which they will subsequently use to describe their work experience.		

Materials

- Images illustrating various occupations;
- Outline prepared by the class as a whole.

Procedure

- Begin a discussion about looking for work. Explain the importance of describing their work experience properly and of highlighting experience that is pertinent to the job they are applying for.
- Use the experience of a member of the class as an example, taking care not to embarrass the person, especially if the student chosen is a woman. Ask this person when he or she got his or her first job and what type of job it was, including the particular tasks involved. Continue, asking about subsequent jobs. Write the answers on the board in the form of guidelines that will help the other students describe their work experience. For example:

Duration	Position held	Responsibilities
1975 to 1978	Cook	• Prepare meals in a 50-bed hospital; • supervise the cooks' helpers; • etc.
2nd job		
3rd job		
Etc.		

- Since this is primarily an oral exercise, the written description of the tasks may be brief and should be in note form, using key words, not whole sentences.
- The dates of employment may serve as the basis for arithmetic exercises, such as calculating which job was held for the longest duration, total number of years on the labour market, etc.
- Ask each member of the class to describe his or her work experience out loud.

Language Exercises

- Update the vocabulary list.
- Observe the variation in the forms of nouns and adjectives without formulating any rules.
- Group words according to their spelling.
- Do exercises on syllables.
- Other exercises.

1.3 LOOKING FOR WORK

SKILL	OBJECTIVES
1.3.1 Consulting classified advertisements for job offers.	L.S. 1.14 To listen to others in order to take part in a discussion. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.11 To develop a basic sight vocabulary. R. 1.26 To understand the concept of abbreviation. R. 1.32 To respond to basic reading requirements. R. 1.33 To use accumulated knowledge to derive meaning from reading. R. 1.44 To use a dictionary to find the meaning of words. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.

SUGGESTED ACTIVITIES

Learning Situation

The students will become familiar with the contents of the classified ads and will then choose ads corresponding to their competencies.

Materials

- Photocopies of job offers listed in classified advertisements (try to select ads with no abbreviations).

Procedure

- Discuss looking for a job. Explain the role of classified ads and point out other ways to look for work (acquaintances, immigrant associations, employment centres, ads placed in stores, etc.).
- Have the class list the occupations for which they see the largest number of ads. Do reading and comprehension exercises by identifying the key information in the classified ads.
- Have the students imagine a job seeker and check ads in a newspaper for someone with this profile.
- Have the students select, individually, job ads for which they might be suited.

Language Exercises

- Update the vocabulary list.
- Look up the meaning of a word in a beginner's dictionary or a visual dictionary.
- If necessary, discuss abbreviations.
- Other exercises.

SKILL	OBJECTIVES
1.3.2 Writing a notice stating that they are looking for work.	R. 1.24 To pronounce words by sound only. R. 1.25 To understand and apply the principle of syllabication. W. 1.8 To write simple sentences. W. 1.12 To provide personal information. W. 1.17 To write independently. W. 1.24 To address an envelope correctly. W. 1.31 To choose words carefully to suit the precise meaning intended. W. 1.51 To spell words used in social and work settings.
SUGGESTED ACTIVITIES Learning Situation The students will write a notice suitable for posting in a store or business, offering their services. Materials • Examples of notices posted in stores or small businesses. Procedure • Have the class write a job-wanted ad, following the guidelines established in class discussion as regards the type of job sought, the candidate's previous work experience, his or her address, etc.	

Language Exercises

- Update the vocabulary list.
- Observe the variation in the form of nouns and adjectives without formulating any rules.
- Divide words into syllables.
- Pronounce words, emphasizing the correspondence between the written letters and the spoken sounds.
- Other exercises.

1.4 LOOKING FOR WORK

SKILL	OBJECTIVES
1.4.1 Describing their work experience.	L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.4 To provide personal information clearly. V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area. W. 2.5 To form complete sentences. W. 2.14 To create a personal spelling dictionary of troublesome words. W. 2.35 To use regular verbs in the past tense. W. 2.36 To understand and use common irregular verbs in the past tense. W. 2.47 To use the present tense correctly in the third person singular.
SUGGESTED ACTIVITIES Learning Situation Following the guidelines established during class discussion, the students will prepare an outline which they will subsequently use to describe their work experience. Materials Outline prepared by the class as a whole.	

Procedure

- Begin a discussion about looking for work. Explain the importance of describing their work experience properly and of stressing experience that is pertinent to the job one is applying for.
- Use the experience of a member of the class as an example. Ask this person when he or she got his or her first job and what type of job it was, including the particular tasks involved. Continue, asking about subsequent jobs. Write the answers on the board in the form of guidelines that will help the other students describe their work experience. For example:

Duration	Position held	Responsibilities
1975 to 1978	Cook	• Prepare meals in a 50-bed hospital; • supervise the cooks' helpers; • etc.
2nd job		
3rd job		
Etc.		

- Each person completes the table with the jobs he or she has held.
- Using as examples jobs currently held by class members, suggest exercises involving changes in the subjects of verbs: I prepare, I supervise, she prepares, she supervises, etc.
- Ask the students to vary the tense and subject of verbs. For example, they could rewrite a given text in the present, using the third person singular, etc.

Language Exercises

- Update the vocabulary list.
- Use the appropriate vocabulary.
- Work on the auxiliaries "have" and "be" as well as with the most common regular and irregular verbs in the present indicative.
- Do exercises involving changes in verb person (I, you, she, he, we, they).
- Do exercises on syntax (subject + verb + complement).
- Other exercises.

1.5 LOOKING FOR WORK

SKILL	OBJECTIVES
1.5.1 Writing a resume.	L.S. 3.1 To relate to others by acknowledging their input and opinions. L.S. 3.13 To recognize the important ideas in a presentation. L.S. 3.16 To evaluate personal strengths and weaknesses. R. 3.21 To understand the concept of abbreviations. R. 3.24 To understand and use a dictionary. W. 3.10 To spell words used in social and work settings. W. 3.47 To use proper punctuation in writing. W. 3.52 To understand and use correct sentence structure. W. 3.55 To develop responsibility for self-appraisal and checking. W. 3.63 To use sound clues to look up words in a dictionary. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.

SUGGESTED ACTIVITIES

Learning Situation

Using a model resume produced by the class, the students will write their own resumes.

Materials

- A photocopy of the model resume for each member of the class.

Procedure

- Begin a discussion about looking for work. Explain that, for certain jobs, it is necessary to submit a high-quality resume in order to distinguish oneself from other candidates. Stress the importance of a coherent resume, with the information clearly set out, and attractive layout and general presentation.
- Have the class as a whole create a resume for an imaginary job candidate. Have the students participate in choosing the information used in the resume. The resume is to be photocopied and distributed to class members, to serve as a model for their own resume.

Choose a **functional** model and arrange the imaginary information as follows:

RESUME

Name

Address

Telephone number

Personal information

This item now appears on several models of resumes. Personal information should only be provided if it is relevant to the work sought. Otherwise we advise against using it, in order to avoid discrimination.

Social insurance number

Age

Citizenship

Work experience

Mechanic

(Oct. 1992 - June 1994)

Best Deal Garage, Duberger (Québec)

Under the supervision of the equipment manager, my responsibilities included repairing motors, transmissions and hydraulic appliances, delivering parts to work sites, buying parts, repairing service vehicles.

Apprentice mechanic

(Sept. 1991 - Sept. 1992)

Rapido Garage, Guatemala City, Guatemala

Under the supervision of the head mechanic, my responsibilities included ordering and delivering parts, assisting the head mechanic in changing motors and repairing transmissions. I also took care of the ordinary maintenance needs of the Avis company's cars.

Training

- Schooling

Ubico Elementary School

(Nov. 1983 - Aug. 1985)

- Occupational training

Mechanics Program (May 1991 - Sept. 1991)

(90 hours, including a practicum)

Other Activities

List any organizations or groups you belong to, or training certificates you have obtained (e.g. lifeguard certificate).

List hobbies that are directly relevant to the job sought, if you have any.

References

You can either give the names and addresses of people who will give you references or indicate that references are available upon request.

- Indicate the type of information you are sending:
 - concerning education and training: name and address of schools attended;
fields of specialization;
etc.;
 - concerning work experience: chronological order beginning with the most recent job;
title and duration of employment;
name of employer and address of place of employment;
description of job and level of difficulty.
- Once the model is distributed, ask the students to write their own resumes, following the model.
- Have the students check their spelling in a dictionary.
- Work with abbreviations using the months cited in the resume.

Language Exercises

- Update the vocabulary list.
- Work on punctuation and the use of capital letters.
- Use appropriate vocabulary.
- Other exercises.

1.6 LOOKING FOR WORK

SKILL	OBJECTIVES
1.6.1 Writing a resume and a letter seeking employment.	L.S. 4.5 To work in pairs and small groups. L.S. 4.12 To evaluate personal strengths and weaknesses. W. 4.9 To spell words used in social and work settings. W. 4.24 To use proper punctuation in writing. W. 4.25 To understand the formation and use of abbreviations. W. 4.35 To write different types of business letters. W. 4.40 To write and present a final copy. W. 4.58 To understand and use correct sentence structure. V. 4.10 To know and use specialized vocabulary pertaining to a specific subject area. V. 4.11 To use knowledge of root words and suffixes to understand various job titles and duties.
SUGGESTED ACTIVITIES Learning Situation Using an example, the students will write a resume and a letter seeking employment.	

Materials

- A photocopy of the model resume for each member of the class.

Procedure

- Begin a discussion about looking for work. Explain that, for certain jobs, it is necessary to submit a high-quality resume in order to distinguish oneself from other candidates. Stress the importance of a coherent resume, with the information clearly set out, and attractive layout and general presentation.
- Have the class as a whole create a resume for an imaginary job candidate. Have the students participate in choosing the information used in the resume. The resume is to be photocopied and distributed to class members, to serve as a model for their own resumes.

Choose a **functional** model and arrange the imaginary information as follows:

Resume

Name
Address
Telephone number

Personal information

Social insurance number	This item now appears on several models of resumes. Personal information should only be provided if it is relevant to the work sought. Otherwise we advise against using it, in order to avoid discrimination.
Age	
Citizenship	
Etc.	

Work experience

Mechanic
(Oct. 1992 - June 1994)

Best Deal Garage, Duberger (Québec)

Under the supervision of the equipment manager, my responsibilities included repairing motors, transmissions and hydraulic appliances, delivering parts to work sites, buying parts, repairing service vehicles.

Apprentice mechanic
(Sept. 1991 - Sept. 1992)

Rapido Garage, Guatemala City (Guatemala)

Under the supervision of the head mechanic, my responsibilities included ordering and delivering parts, assisting the head mechanic in changing motors and repairing transmissions. I also took care of the ordinary maintenance needs of the Avis company's cars.

Training

- Schooling
- Occupational training

Ubico Elementary School
(Nov. 1983 - Aug. 1985)

Mechanics Program (May 1991 - Sept. 1991)
(90 hours, including a practicum)

Other Activities

List the organizations or groups you belong to, or the certificates you have obtained (e.g. lifeguard certificate).
List hobbies that are directly relevant to the job sought, if you have any.

References

You can either give the names and addresses of people who will give you references, or indicate that references are available upon request.

- Indicate the type of information you are sending:
 - concerning education and training:
name and address of schools attended;
fields of specialization;
etc.
 - concerning work experience:
chronological order beginning with the most recent job;
title and duration of employment;
name of employer and address of place of employment;
description of job and level of difficulty.
- Once the model is distributed, ask each student to write their own resume, following the model.
- Have the students check their spelling in a dictionary.
- Work with abbreviations using the abbreviations of the months, as in the resume.

Language Exercises

- Update the vocabulary list.
- Work on punctuation and the use of capital letters.
- Use appropriate vocabulary.
- Suggest various polite forms of closing the letter and explain the differences between them.
- Other exercises.

2. COMMUNICATING WITH THEIR HOME COUNTRY

2.1 SENDING MONEY

SKILL	OBJECTIVES
2.1.1 Sending money to their home country.	A. 1.33 To read and write sums of money. L.S. 1.14 To listen to others in order to take part in a discussion. R. 1.3 To associate words with meanings. R. 1.24 To pronounce words by sound only. R. 1.32 To respond to basic reading requirements. R. 1.43 To become familiar with the organization of a simple dictionary. W. 1.3 To print words legibly. W. 1.12 To provide personal information. W. 1.14 To use capitals for proper nouns. W. 1.51 To spell words used in social and work settings. W. 1.53 To create a personal spelling dictionary. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.

SUGGESTED ACTIVITIES

Learning Situation

The students will listen to the teacher's explanation of how to send money abroad. They will bring in forms and papers that have to be filled out, for use in exercises.

Materials

- Forms that have to be filled out in order to send money.

Procedure

- Lead a discussion on the procedure for sending money abroad. Each student explains the type of documents he or she needs and brings a copy of the documents to the next class.
- Use the most relevant examples for exercises. In all cases, the students should write the name and address of the person to whom the money is being sent, and the amount of money being sent.
- Point out that sending money always entails fees, and compare the amount charged by different agents.

Language Exercises

- Update the vocabulary list.
- Verify the students' use of capitals for proper names.
- Find new words in a beginner's dictionary or a visual dictionary.
- Pronounce the words, emphasizing the correspondence between the written letters and the spoken sounds.
- Other exercises.

2.2 PHONING FAMILY OR FRIENDS BACK HOME

SKILL	OBJECTIVES
2.2.1 Understanding how long-distance calls are billed.	L.S. 2.2. To speak loudly enough to be heard. L.S. 2.5. To recall specific information heard. L.S. 2.8. To ask questions and make requests. R. 2.26. To use calendars. W. 2.15. To spell words used in social and work settings.
SUGGESTED ACTIVITIES Learning Situation The students will simulate a conversation with a telephone operator in which they seek information about the cost of overseas calls. Materials • Two telephones or a Bell teletrainer; • Map of the world; • Map of Québec; • Calendar.	

Procedure

- Ask the students to explain the rate structure for overseas calls.
- Do you often place calls outside of Canada?
- Do all phone calls cost the same amount?
- Why not?
- Etc.
- Pair the students and have them prepare the questions to ask the operator. They must indicate the place they wish to call, the rate according to the time of day (daytime, night, Saturday or Sunday), and so on. Once the teams are ready, each one does its simulated telephone request for information on the rates for a specific call. The students should note the appropriate questions to ask and the information obtained.

Note:

1. Explain that calls within the same region are not billed by the call (as is often the case abroad). However, the cost varies from one region to another according to distance, time and day of the week. The students will need a calendar to identify the Saturdays and Sundays. This activity may also provide the opportunity to teach the students some geography.
2. The rate structure is no longer published. To obtain information about long-distance rates, one must call the operator (0).

Language Exercises

- Work with sounds and new words, making the necessary phonetic corrections.
- Update the vocabulary list.
- Other exercises.

2.2.2 Choosing the best time to place an overseas call.	A. 1.35 To compare and rank sums of money. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. R. 2.30 To use telephone directories.
SUGGESTED ACTIVITIES Learning Situation The students will bring in telephone bills with billings for overseas or long-distance calls. Use these examples to explain the rate structure. Materials • Copies of telephone bills for each person; • Written on the blackboard, a list of the categories used by Bell (call number, place, telephone number, duration of the call, rates, reduction and amount).	

Procedure

- Ask the students to complete the list on the blackboard by giving examples of billed calls that can be used to form the basis of exercises, such as:
 - Identify the call with the greatest price reduction.
 - Identify the most expensive call and the reasons why it cost so much.
 - Determine whether the cost of the most expensive call could have been reduced, and how.
 - Other exercises.
- In teams, using copies of telephone bills, the students answer the teacher's questions, such as:
 - Identify two calls to the same location: why is there a difference in cost?
 - How much did the first call cost? The second? Which cost more? Why?

2.3 SENDING NEWS

SKILL	OBJECTIVES
2.3.1. Recording news on a cassette and sending it to family or friends.	L.S. 1.1 To speak loudly enough to be heard. L.S. 1.9 To relate experiences, feelings and ideas. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.32 To respond to basic reading requirements. R. 1.33 To use accumulated knowledge to derive meaning from reading. W. 1.24 To address an envelope correctly. W. 1.51 To spell words used in social and work settings. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation The students will record a message to a recipient of their choice.	

Materials

- One or more cassette recorders;
- Blank cassettes.

Procedure

- Ask the members of the class to describe how they convey news back home, and to talk about the importance of sending and receiving news. This discussion requires skill and diplomacy in order to avoid touching on painful memories. Ask the students to whom they would like to send a cassette in English and what type of information they would like to record on it (e.g. family, health, climate, work, etc.). List the proposed subjects on the board.
- Pair the students and have them prepare the message to be recorded, using the themes proposed by the class and setting a time limit (five minutes, for example, to allow several people to participate). Each person should choose the themes he or she wants to talk about.
- Record the messages. If there is only one cassette recorder, ask for a few volunteers to record their messages and then have the class correct them as a group

Language Exercises

- Update the vocabulary list.
- Use new words in spoken sentences.
- Work with new words and with sounds.
- Other exercises.

2.4 SENDING NEWS

SKILL	OBJECTIVES
2.4.1 Choosing a greeting card for the purpose of sending news to family or friends.	L.S. 1.14 To listen to others in order to take part in a discussion. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.24 To pronounce words by sound only. R. 1.25 To understand and apply the principle of syllabication. R. 1.32 To respond to basic reading requirements. R. 1.33 To use accumulated knowledge to derive meaning from reading. W. 1.23 To write greeting cards and postcards. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation The students will choose or make a greeting card for a recipient of their choice.	

Materials

- A selection of greeting cards covering the gamut of occasions for which cards are used. The cards should have pictures illustrating the purpose for which they are used.

Procedure

- Begin a discussion about the occasions for sending greeting cards to their home countries.
- Note on the board the occasions mentioned (New Year, birthdays, etc.).
- Using greeting cards the students have brought in, discuss the occasions for which cards are used most typically in Québec (birthday cards, get well cards, births, condolences, etc.). This discussion encourages the students to share their intercultural perspectives and also to learn about the way things are done in this culture.

Language Exercises

- Update the vocabulary list.
- Use new words in spoken sentences.
- Observe the different types of discourse (expressive, persuasive and informative) and point out that greeting cards represent an example of expressive discourse.
- Pronounce words, emphasizing the correspondence between the written letters and the spoken sounds.
- Divide words into syllables.
- Add or replace words in sentences.
- Other exercises.

2.4.2 Sending a greeting card to a friend or relative.	W. 1.3 To print words legibly. W. 1.7 To recognize a sentence as a complete thought. W. 1.8 To write simple sentences. W. 1.23 To write greeting cards and post cards. W. 1.24 To address an envelope correctly. W. 1.34 To use cursive writing.
SUGGESTED ACTIVITIES Learning Situation The students will send the cards they have chosen. Materials Each student brings the card he or she has chosen and an envelope. Procedure • The students write messages on their cards. • If the card the students have chosen comes with a printed message, the students should add a few words or short sentences to personalize the message. • The students must write the address correctly. They will probably require examples.	

Language Exercises

- Update the vocabulary list.
- Respect the rules for capitals and periods.
- Place words in a logical order to form a sentence.
- Use the appropriate vocabulary.
- Other exercises.

2.5 SENDING NEWS

SKILL	OBJECTIVES
2.5.1 Writing a letter conveying news to family or friends.	L.S. 2.1 To listen to others in order to take part in a discussion. W. 2.5 To form complete sentences. W. 2.12 To be willing to write despite spelling problems. W. 2.15 To spell words used in social and work settings. W. 2.27 To know the required format for a letter. W. 2.29 To gain confidence in writing different types of personal letters.
SUGGESTED ACTIVITIES Learning Situation The students will write a letter to a recipient of their choice.	

Procedure

- Start a discussion about the occasions for sending news back home and the importance of keeping in touch.
- Ask everyone in the class to choose a correspondent.
- The whole class should discuss the main subjects to write about in a letter (news about the family, work, courses, etc.). Write the themes on the board.
- Ask the members of the class to select a few themes from the class discussion for their own letters.
- Give some guidelines concerning the form of the letter: place, date, etc.
- Next, ask each student to write a letter to a recipient of their choice, using some of the selected themes.

Language Exercises

- Update the vocabulary list.
- Use new words in written sentences.
- Identify nouns, verbs, determiners, qualifying adjectives.
- Add an adjective to a noun to make it more specific (e.g. a bus; a big bus, a fast bus).
- Other exercises.

2.6 SENDING NEWS

SKILL	OBJECTIVES
2.6.1 Writing a letter conveying news to family or friends.	L.S. 3.1 To relate to others by acknowledging their input and opinions. R. 3.1 To take risks when reading. W. 3.1 To become a willing and confident writer. W. 3.21 To know the required format for a personal letter. W. 3.22 To gain confidence in writing different types of personal letters. W. 3.23 To address an envelope correctly. W. 3.52 To understand and use correct sentence structure. V. 3.10 To enrich vocabulary by learning new meanings for familiar words.
SUGGESTED ACTIVITIES Learning Situation The students will write a letter to a recipient of their choice. One letter will be chosen for a class activity focused on reading comprehension.	

Materials (Activity 2)

Photocopy of the letter chosen for each person in the class.

Procedure**Activity 1**

- Start a discussion about the occasions for sending news back home and the importance of keeping in touch.
- Ask everyone in the class to choose a correspondent.
- The whole class should discuss the main subjects to write about in a letter (news about the family, work, courses, etc.). Write the themes on the board.
- Ask the members of the class to select a few themes from the class discussion for their own letters.
- Next, ask the students to write a letter to a recipient of their choice, using some of the selected themes.

Activity 2

- With the author's consent, choose a letter for the reading comprehension exercise, which might include the following questions:
 - For whom is the letter intended?
 - What topics does it cover?
 - Etc.
- Other exercises may be proposed, such as:
 - Discuss the feelings expressed in a sentence.
 - Transform sentences by changing a word.
 - Look for the opposite of certain words.
 - Identify punctuation marks.

Language Exercises

- Update the vocabulary list.
- Observe the expressive nature of certain letters.
- Use new words in written sentences.
- Identify nouns, verbs, determiners, qualifying adjectives.
- Do exercises on verb tense.
- Change affirmative sentences into the interrogative or negative form.
- Work with prepositions (to, from, at, etc.).
- Other exercises.

2.7 SENDING NEWS

SKILL	OBJECTIVES
2.7.1 Writing a letter conveying news to family or friends.	L.S. 4.5 To work in pairs and small groups. R. 4.1 To take risks. R. 4.20 To use the dictionary. W. 4.1 To write for content and meaning. W. 4.19 To adapt vocabulary and style to writing purpose. W. 4.22 To gain confidence in writing different types of personal letters. W. 4.39 To edit and revise. W. 4.40 To write and present a final copy.
SUGGESTED ACTIVITIES Learning Situation The students will write a letter to a recipient of their choice. Letters will be chosen for a class activity focused on reading for comprehension. Materials (Activity 2) Photocopies of the letters chosen for each person in the class.	

Procedure

Activity 1

- Start a discussion about the occasions for sending news back home and the importance of keeping in touch.
- Ask everyone in the class to choose a correspondent.
- The whole class should discuss the main subjects to write about in a letter (news about the family, work, courses, etc.). Write the themes on the board.
- Ask the members of the class to select a few themes from the class discussion for their own letters.
- Next, ask each student to write a letter to a recipient of their choice, using some of the themes selected.

Activity 2

- With the authors' consent, choose some letters for the reading comprehension exercise, which might include the following questions:
 - For whom is the letter intended?
 - What topics does it cover?
 - Etc.

- Other exercises may be proposed, such as:
- Discuss the meaning and the aspects covered in a letter and give their opinion of the message conveyed.
- Discuss the feelings expressed in a sentence.
- Change sentences by changing a word.
- Look for the antonyms and synonyms of certain words.
- Identify punctuation marks.
- Form words by adding prefixes and suffixes.
- Use different verb endings.

Language Exercises

- Update the vocabulary list.
- Look up new words in the dictionary.
- Identify nouns, verbs, determiners, qualifying adjectives, pronouns.
- Do exercises on verb tense.
- Transform affirmative sentences into the interrogative or negative form.
- Other exercises.

3. MANAGING TIME AND MONEY

3.1 RUNNING A SMALL BUSINESS

SKILL	OBJECTIVES
3.1.1 Knowing the vocabulary associated with commercial activities.	L.S. 1.12 To pronounce correctly all words commonly used. L.S. 1.14 To listen to others in order to take part in a discussion. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.32 To respond to basic reading requirements. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation Using examples of commercial activities practised by members of the class, the teacher will introduce the students to the vocabulary they need to know for business purposes (sales, earnings, expenses, etc.).	

Procedure

- Begin by asking each person to describe his or her commercial activities (or those of an acquaintance).
- Help the members of the class explain their business activities properly (pronunciation, vocabulary, etc.).
- If the activity involves processing, determine all the necessary raw materials (for example, in a restaurant business, note the ingredients required to prepare certain dishes). Consult the members of the class to select a business activity and make a purchase list.
- Write this information on the board under the heading "purchases" or "sales."

Language Exercises

- Update the vocabulary list.
- Identify familiar sounds and words.
- Work with new sounds and words.
- Use new words in spoken sentences.
- Associate an image with the most difficult words.
- Other exercises.

3.1.2 Determining the kinds of income and expenses associated with businesses.	A. 1.33 To read and write sums of money. A. 1.31 To count sums of money. R. 1.40 To use a calendar.
SUGGESTED ACTIVITIES Learning Situation Using examples of commercial activities practised by members of the class, lead a discussion about basic management concepts. Procedure • Ask the students to consider the price of various articles, and place the answers under the headings "purchases" and "sales." • To help the students, establish a time frame within which the purchases and sales are made: for example, one week.	

- Write the time period and the amounts spent or earned each day on the board, as follows:

WEEK OF _____ **TO** _____

Purchases (expenses):

1. (Mon.) _____
2. (Tues.) _____
3. (Wed.) _____
4. (Thurs.) _____
5. (Fri.) _____
6. (Sat.) _____
7. (Sun.) _____

Sales (income):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

- Vary the amounts in order to make sure the students understand the difference between dollars and cents.
- You may also suggest other activities, such as:
 - List the amounts in ascending or descending order.
 - Find the amount that comes immediately before or after another amount.
 - Compare the amounts using the symbols $>$, $<$ and $=$.

3.2 RUNNING A SMALL BUSINESS

SKILL	OBJECTIVES
3.2.1 Conveying the information necessary to promote a small business (business card).	L.S. 1.1 To speak loudly enough to be heard. L.S. 1.14 To listen to others in order to take part in a discussion. L.S. 1.15 To learn to keep to the topic under discussion. R. 1.3 To associate words with meanings. R. 1.24 To pronounce words by sound only. R. 1.25 To understand and apply the principle of syllabication. R. 1.44 To use a dictionary to find the meanings of words. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment. V. 1.15 To use synonyms and antonyms to bring precision and variety to language.

SUGGESTED ACTIVITIES

Learning Situation

Using examples of commercial activities practised by members of the class, the students will discuss the sort of information that appears on a business card.

Materials

- A week before the activity, ask the students to bring in business cards to use as examples in the activity.

Procedure

- Ask each person to describe his or her commercial activities (or those of an acquaintance).
- Help the members of the class explain their activities properly (vocabulary, pronunciation, etc.).
- Using this information and the business cards the students have brought in, choose, together with the class, a commercial activity for which to prepare a card.
- Select appropriate information and prepare a business card on cardboard with the class.

Language Exercises

- Update the vocabulary list.
- Associate an image with the most difficult words.
- Identify words that mean the same thing (synonyms) and words that have opposite meanings (antonyms).
- Look up new words in a beginner's dictionary or a visual dictionary.
- Group all words that are written the same or sound the same.
- Do exercises with syllables.
- Other exercises.

3.2.2 Writing the information necessary to promote a small business.	A. 1.25 To read and write a number greater than 100. A. 1.28 To apply the knowledge acquired about numbers greater than 100 to everyday situations. R. 1.9 To observe the general appearance of a word as a clue to word recognition. R. 1.11 To develop a basic sight vocabulary. W. 1.14 To use capitals for proper nouns. W. 1.51 To spell words used in social and work settings.
SUGGESTED ACTIVITIES Learning Situation The students will create a business card in order to promote a small business of their choice.	

Procedure

- Divide the class into small teams and ask each team to create a business card using an existing business card as an example.
- Once the cards are ready:
 - use them as a source for the vocabulary list (e.g. caterer, seamstress or tailor, sale, cloth, etc.);
 - use the names of streets and people to distinguish between proper nouns and common nouns.
- Use the telephone numbers and addresses to increase students' familiarity with numbers.
- Pay particular attention to the writing of the postal code in order to underscore its importance for prompt mail delivery.

Language Exercises

- Update the vocabulary list.
- Pronounce words, emphasizing the correspondence between the written letters and the spoken sounds.
- Observe variations in the form of certain words without formulating any rules.
- Other exercises.

3.3 RUNNING A SMALL BUSINESS

SKILL	OBJECTIVES
3.3.1 Knowing the vocabulary associated with the management of a small business.	L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. R. 2.32 To use a dictionary to find the meaning of a word. W. 2.15 To spell words used in social and work settings. V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area.

SUGGESTED ACTIVITIES

Learning Situation

Using examples of commercial activities practised by members of the class, the students will become more familiar with the vocabulary used in managing a small business.

Procedure

- Begin a discussion about the management of small businesses and the problems that may arise, such as:
 - Do you know how much your business has earned?
 - Do you keep account of your income and expenses?
 - Do you calculate the amount of time you devote to your business?
 - Do you keep account of **all** expenses (e.g. transportation, your salary, etc.)?
 - Do you calculate your profits, and if so, how?
- Use the discussion to draw attention to new words and explain their meaning (e.g. account, accounting, profit, deficit, amortization, etc.).
- Next, introduce the exercises, stressing that keeping accounts is an important way to improve business profitability. By way of example, point out that if the price of an article is set without taking into account all expenses, the owner of the business either loses money or works excessively hard at an activity that is not really profitable.

Language Exercises

- Update the vocabulary list.
- Look up new words in a dictionary.
- Observe variations in the form of certain words without formulating any rules.
- Other exercises.

3.3.2 Calculating the cost price of a product.	A. 2.33 To do addition exercises using sums of money. A. 2.34 To do subtraction exercises using sums of money. A. 2.50 To do division exercises using sums of money.
SUGGESTED ACTIVITIES Learning Situation Using examples of small businesses run by members of the class, the students, with the teacher's help, will improve their ability to manage their businesses by learning to calculate the cost price of an article. Procedure • Choose a family that sells home-prepared food (e.g. cakes, meat turnovers, imperial rolls, etc.), and calculate the cost price of its product. Ask a class member who is involved in this sort of activity for the information below, and write the answers on the board: • the value of all the ingredients necessary to make a given quantity of the food they sell; • the amount of time necessary to make the same quantity of the food and a figure for a reasonable salary for the person preparing the food; • the amount of time spent selling the product and a figure for a reasonable salary for the people who sell the product; • the transportation costs of everyone involved in selling the product;	

- how much the business spends on electricity;
- costs involved in the use of a stove, freezer, etc;*
- utensils (e.g.: molds, plastic film wrap, paper, etc.).*

* In connection with these elements, explain the concept of amortization (the sums necessary to replace goods as they depreciate), which is the purchase price divided by the useful life of the item.

- Add up the expenses and divide by the quantity of the item sold. The cost price should establish the sales price. The difference between the two represents the profit or the loss.
- The class, as a whole or in teams, should calculate the cost price of other items sold by class members.

3.4 RUNNING A SMALL BUSINESS

SKILL	OBJECTIVES
3.4.1 Knowing the vocabulary associated with recording earnings and expenses, in order to improve their ability to manage a small business.	A. 2.13 To read and write measures of time in metric units. L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. W. 2.15 To spell words used in social and work settings. V. 2.6 To use newly learned words in communicating facts and ideas. V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area.

SUGGESTED ACTIVITIES

Learning Situation

Using examples of commercial activities practised by members of the class, the students will become more familiar with the vocabulary used to keep account of business expenses and earnings.

Materials

- For each team, a table for entering the operations associated with the business activities of class members (see example below).

Procedure

- Begin a discussion about managing small businesses by asking the members of the class to explain how they keep their accounts and to discuss any problems they may have experienced.
- Take as an example the business of a class member. Draw the table below on the board and have the class complete it as a group. Explain the meanings of new words that arise in the course of discussion.

Date	Operation (examples)	Earnings (income)	Expenses
1995-01-28	Purchase of cloth		X
1995-01-28	Transportation	Z	Y
1995-01-30	Sale at training centre		

- | | |
|--|--|
| <ul style="list-style-type: none">• Enter the dates of the various operations using numbers. | |
|--|--|

<table border="1"><tr><td>Language Exercises</td></tr></table>	Language Exercises
Language Exercises	

- | |
|--|
| <ul style="list-style-type: none">• Update the vocabulary list.• Other exercises. |
|--|

3.4.2 Calculating expenses and earnings.	A. 2.33 To do addition exercises using sums of money. A. 2.34 To do subtraction exercises using sums of money.
SUGGESTED ACTIVITIES Learning Situation Using examples of small businesses run by members of the class, the students, with the teacher's help, will enter the expenses and earnings of their businesses. Procedure • Divide the class into small teams and ask them to choose an activity for which they will register the expenses and earnings. On the basis of the examples provided by members of the class, have the students calculate the income and expenses for a period of their choice.	

3.5 RUNNING A SMALL BUSINESS

SKILL	OBJECTIVES
3.5.1 Reading and obtaining information from advertising flyers.	L.S. 3.1 To relate to others by acknowledging their input and opinions. L.S. 3.9 To relate one's own experience to ideas and concepts heard and read. W. 3.52 To understand and use correct sentence structure. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas. T.S. 3.6 To recognize similarities and differences.
SUGGESTED ACTIVITIES Learning Situation The students will first identify the key information in flyers advertising commercial services or activities, and then use this information to prepare a flyer for the business of one or more members of the class.	

Materials

- A week before the activity, ask each student to bring in a flyer.

Procedure

- Ask each student to describe the products or services presented in the flyer he or she has brought. Point out the way goods or services are described in a favourable light. Stress the importance of good presentation in conveying the message

Language Exercises

- Identify action words, verbs, determiners and adjectives.
- Recognize verb tense.
- Replace certain words by synonyms and antonyms to show that they understand the meaning.
- Work on punctuation (exclamation point, colon, etc.);
- Do exercises with pronouns;
- Other exercises.

3.5.2 Creating an advertising flyer.	R. 3.24 To understand and use a dictionary. W. 3.14 To prepare to write. W. 3.15 To write a first draft. W. 3.16 To edit, to revise. W. 3.18 To write and present a final copy.
SUGGESTED ACTIVITIES Learning Situation The students will produce flyers advertising the business activities of members of the class. Procedure • Divide the class into small teams and ask each team to produce a flyer advertising the business of one of its members. Have them check their spelling in the dictionary. • Remind the students to include all necessary information, to describe the product or service in terms likely to appeal to the clientele and to produce an attractive leaflet. • The class should correct the leaflets as a group, adding any necessary information.	

Language Exercises

- Update the vocabulary list.
- Reinforce the leaflet's appeal.
- Other exercises.

3.6 PARTICIPATING IN A TONTINE¹

SKILL	OBJECTIVES
3.6.1 Understanding, on the basis of the operating rules of a tontine, the mathematical operations involved. 1. Association whose members contribute regularly to a fund which is attributed to each member in turn. This common saving mechanism is known by different names in different countries.	A. 1.44 To use the vocabulary associated with addition. A. 1.46 To learn to use a calculator. A. 1.47 To add and subtract using a calculator. A. 1.51 To use the vocabulary associated with multiplication. A. 1.53 To multiply and divide using a calculator. L.S. 1.5 To recall specific information heard. L.S. 1.12 To pronounce correctly all words commonly used. V. 1.7 To accumulate a reading vocabulary of words needed in the adults' immediate environment.
SUGGESTED ACTIVITIES Learning Situation Using examples provided by class members, the students will do exercises using basic arithmetic operations	

Materials

- One calculator per person.

Procedure

- Ask the members of the class to explain what they know about tontines.

Stress the importance of clear explanations and correct pronunciation. Identify the similarities and differences in the forms of tontines used in various countries.

- For some of the examples mentioned by the students, note on the board the number of participants, each participant's regular contribution and the point in time when the pooled fund is paid out to one participant. For example, if 12 persons each contribute \$5.00 a week, each week there will be \$60 in the pot, which will be turned over to the person whose name is at the top of the list. For the sake of clarity, examples may be presented in table form:

Participants	Amounts
Participant 1	\$5.00
Participant 2	\$5.00
Participant 3	\$5.00
Participant 4	\$5.00
etc.	
TOTAL	\$60.00

- The example given represents the simplest case. The participants may decide to leave the money in the fund for a month in order to allow a larger amount to accumulate. The same contributions would yield $\$60.00 \times 4 = \240.00 a month, which would likewise be attributed to one member per month, on a rotating basis. Provide several examples to make sure the students understand how a tontine works.
- Point out that the number of participants influences the amount in the pot and also the amount of time that each person has to wait before he or she receives the contents of the pot. On the basis of the example cited previously, if the pot is retired each week, the members of the tontine will have to wait 12 weeks before accumulating another \$60.00. If the pot is retired once a month, the total amount accumulated will be greater (\$240.00) but the period necessary to re-accumulate the same amount will be longer—12 months.
- Explain also that when a participant drops out of the tontine, it affects the pool and reduces the duration of time before someone in the tontine takes home the pot.

Language Exercises

- Update the vocabulary list.
- Other exercises.

3.7 PARTICIPATING IN A TONTINE¹

SKILL	OBJECTIVES
3.7.1 Establishing the operating rules of a tontine. 1. Association whose members contribute regularly to a fund which is attributed to each member in turn. This common saving mechanism is known by different names in different countries.	L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. R. 2.24 To use alphabetical order. R. 2.26 To use calendars. R. 2.33 To use a dictionary to find the spelling of a word. W. 2.15 To spell words used in social and work settings. T.S. 2.4 To classify items by grouping.

SUGGESTED ACTIVITIES

Learning Situation

In small teams, the students will determine the rules of procedure of a tontine.

Procedure

- Begin a discussion about tontines by asking some members of the class for examples based on their experience. Observe that certain elements are always present: the number of participants, the amount they put in, the frequency of their contributions and the frequency of the retirement of the pot.
- Have the students form small teams and ask them to determine rules for an imaginary tontine:
 - who (the number of participants and their names in alphabetical order);
 - how much (the amount contributed by each participant);
 - when (the frequency of contributions and retirements).
- Have one spokesperson for each team explain the rules the team has devised for its tontine.

Language Exercises

- Update the vocabulary list.
- Look up the spelling of new words in a dictionary.
- Do a number of exercises using people's names (order them by first names, group the names by sex, etc.).
- Other exercises.

SKILL	OBJECTIVES
3.7.2 Managing a tontine.	A. 2.47 To do multiplication exercises using a multiplier with at least two digits. A. 2.48 To do division exercises using a divider with at least two digits.
SUGGESTED ACTIVITIES Learning Situation Using the tontines worked out in the teams, the students will do arithmetic exercises. Materials • A photocopy of each team's description of its tontine.	

Procedure

Tontines can serve as a basis for a number of questions and exercises. The answers to these questions may be worked out either individually or in teams. The following types of exercises may be suggested for each tontine:

- If one member of the tontine decides to leave the group, how will this departure change the amount in the kitty? How much will it now be?
- Two new members want to join the tontine. How much will the kitty come to with the inclusion of the newcomers?
- The members of the tontine decide to double their contributions. How much will there be in the kitty?
- The members of the tontine decide to terminate it and share the amount in the kitty. How much will each participant receive?
- The third person on the list received the kitty two weeks ago. When will this person's turn to collect come again?

3.8 BUYING ON CREDIT

SKILL	OBJECTIVES
3.8.1 Calculating the interest on an article purchased on credit.	A. 2.01 To acquire certain concepts they need in order to learn fractions. A. 2.03 To recognize the percent symbol. A. 2.04 To define percentage. A. 2.05 To use the vocabulary associated with percentages. A. 2.06 To calculate percentages using a calculator. A. 2.33 To do addition exercises using sums of money. L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements.

SUGGESTED ACTIVITIES

Learning Situation

Using materials brought in by class members, the students will do exercises to calculate interest rates on purchases made on credit.

Materials

Ask the students to bring in bills, contracts and offers to purchase which will be used to calculate interest. Choose three examples and make photocopies of them for each student.

Procedure

- Begin a discussion of the use of credit. Compare the practice here with that in the students' home countries. Explain that credit **always** has a price, and that it is essential to find out what it will cost before buying on credit.
- Together, as a class, choose an example and:
 - write down the price of the item or service;
 - write down the interest applied on the credit;
 - using a calculator, multiply the initial costs by the interest rate;
 - explain that the purchaser pays this amount in addition to the list or initial price;
 - explain that the interest represents a fraction of the price.

- Have the class form small teams and, using three photocopies of contracts or bills, ask the teams to do the following type of exercises:
 - determine which interest rate is the most advantageous;
 - calculate the highest interest (using a calculator);
 - other exercises.
- In this step, what matters most is to make sure the students understand the concept of a percentage and the way in which the interest rate (as a percentage) raises the price of goods or services.

Language Exercises

- Update the vocabulary list (including vocabulary associated with percentages and fractions).
- Other exercises.

Functional Situation**STEP 3****3.9 BUYING ON CREDIT**

SKILL	OBJECTIVES
3.9.1 Evaluating how much interest adds to the price of a product.	A. 3.39 To do exercises with decimal numbers using a calculator. L.S. 3.3 To recall specific information heard. R. 3.1 To take risks when reading. R. 3.12 To use context cuing. T.S. 3.6 To recognize similarities and differences.
SUGGESTED ACTIVITIES Learning Situation Using the material brought in by members of the class, the students will do exercises to calculate the interest rate and the amount of interest to be paid on various credit purchases, and to choose the best bargains. Materials Bills, contracts or offers to purchase brought in by members of the class. Group together examples concerning a particular sales item and photocopy them.	

Procedure

- Begin a discussion about the use of credit. Compare the practice here with that in the students' home countries. Explain that credit **always** has a price, and that it is essential to find out what it will cost before buying on credit.
- Using examples brought in by members of the class, or, if possible, using two similar contracts or offers to purchase, ask the students to figure out which is a more advantageous purchase. For example:
 - a kitchen set selling for \$950.00 with an annual interest rate of 9%, and another set selling for \$899.00 and 16% interest (the \$950.00 set represents a better deal: $\$950.00 + \$85.50 = \$1\,035.50$; $\$899.99 + \$143.99 = \$1\,043.98$).

Vary the examples to make sure the students understand.

- Divide the class into teams and ask each team to choose, from among a set of bills or sales offers, the one that costs the least. You can make the exercises more complex by asking the students to compare more than two examples.

Language Exercises

- Update the vocabulary list.
- Replace certain words by synonyms and antonyms (credit, term payment, instalment, etc.).
- Other exercises.

3.10 BUYING ON CREDIT

SKILL	OBJECTIVES
3.10.1 Calculating the interest on purchases made on credit using the rule of three and determining the equivalences between ordinary fractions, decimals and percentages.	A. 4.4 To calculate percentages. A. 4.8 To know when and how to use the rule of three. L.S. 4.5 To work in pairs and small groups. L.S. 4.14 To discuss a problem or question in order to reach a conclusion. R. 4.1 To take risks. R. 4.4 To use accumulated knowledge to derive meaning from reading. R. 4.15 To recognize, understand and use root words, prefixes and suffixes. V. 4.6 To choose words to express the exact meaning intended. T.S. 4.14 To solve problems by applying flexible thinking skills.
SUGGESTED ACTIVITIES Learning Situation Using as examples purchases made on credit by members of the class, the students will do exercises using different ways of calculating interest.	

Materials

A grid (see the example) to be filled in by each team.

Procedure

- Ask the class members to give some examples of interest rates they have paid. Observe the various ways in which interest rates are represented: $11\frac{3}{4}\%$, 16.5%, 1.25% per month, etc.
- Explain the equivalences (e.g. $12\frac{1}{2}\% = 12.5\% = 0.125$), using examples.
- Divide the class into teams and ask each team to fill in the blank spaces in a table, such as the one below:

Item	Purchase price (with taxes)*	Interest (%)	Interest (\$)	Total cost
video	\$298.00	13.75%	(\$40.98)*	\$338.98
coat	(\$99.99)	16.5%	\$16.50	116.49
washing machine	\$468.00	(13.25%)	\$62.01	\$530.01
matress	\$124.00	17.5%	(\$21.70)	(\$145.70)

- Explain that interest is calculated on an annual basis and propose exercises involving the calculation of interest for periods under a year using the rule of three. For example, if the interest rate on a washing machine is 17.5%, and the debt was paid off in six months, how much interest did the purchaser have to pay? Vary the examples to make sure the students have understood.

Note:

- the sums in parentheses are those the students must calculate;
- *other exercises may be done to calculate the GST and the QST;
- *you should explain that the sums are rounded upward: for example, 49.975 becomes 49.98.

Language Exercises

- Update the vocabulary list.
- Change a word by adding a prefix (e.g. disinterest, etc.).
- Other exercises.

3.11 TIME MANAGEMENT

SKILL	OBJECTIVES
1.1 Planning a day's schedule, taking into account everything that has to be done including all travel time between locations.	L.S. 1.10 To express opinions. L.S. 1.12 To pronounce correctly all words commonly used. L.S. 1.14 To listen to others in order to take part in a discussion. R. 1.46 To use schedules/timetables. W. 1.3 To print words legibly. W. 1.34 To use cursive writing. W. 1.51 To spell words used in social and work settings. V. 1.6 To build a sight vocabulary relevant to the adults.
SUGGESTED ACTIVITIES Learning Situation The students will make a list of activities to do on a given day, arranged in terms of a timetable and allowing for travel time. Materials For each person, a grid indicating hours and half-hours (e.g. a Quo Vadis agenda).	

Procedure

Begin a discussion about how time is organized in the students' home countries. Raise the question of punctuality and underscore its importance in Québec by having the students give examples illustrating this theme.

- Explain the importance of planning one's schedule properly. Explain the utility of an agenda, and display some agendas.
- Next, ask for examples of things people typically do in a day (e.g. grocery shopping, doctor's appointment, courses, serving the children lunch, parent-teacher meeting at school, going to the bank, meeting clients for one's small business, etc.). Write the suggested activities on the board. Stress the importance of taking into account the time needed to get from one place to another.
- Using the list established in the previous step, choose a realistic number of activities for one day and write them in the schedule on the board. Ask each person to describe the schedule of one of their own days—the busiest day of the week, for example.

Language Exercises

- Update the vocabulary list.
- Pronounce a word, emphasizing the correspondance between the written letters and the spoken sounds.
- Work on new sounds and new words.
- Other exercises.

Functional Situation**STEP 2****3.12 MANAGING ONE'S TIME**

SKILL	OBJECTIVES
3.12.1 Planning a week's schedule, taking into account everything that has to be done including all travel time between locations.	L.S. 2.1 To listen to others in order to take part in a discussion. R. 2.7 To meet basic reading requirements. R. 2.26 To use calendars. R. 2.32 To use a dictionary to find the meaning of words. R. 2.36 To use schedules/timetables. W. 2.15 To spell words used in social and work settings. W. 2.42 To use and spell correctly common plural forms of nouns. W. 2.43 To form unusual noun plurals correctly. V. 2.11 To know and use specialized vocabulary pertaining to a specific subject area.

SUGGESTED ACTIVITIES

Learning Situation

The students will make a list of activities to do in a given week, arranged in terms of a timetable and allowing for travel time.

Materials

For each person, a photocopy of a grid representing one week (e.g. Quo Vadis agenda).

Procedure

- Begin a discussion about how time is organized in the students' home countries. Raise the question of punctuality and underscore its importance in Québec by having the students give examples illustrating this theme.
- Explain the importance of planning one's schedule properly. Explain the utility of an agenda, and display some agendas.
- Next, ask for examples of things people typically do in a week (e.g. grocery shopping, doctor's appointment, courses, serving the children lunch, parent-teacher meeting at school, going to the bank, meeting clients for one's small business, etc.). Write the suggested activities on the board. Stress the importance of taking into account the time needed to get from one place to another.
- Using the list established in the previous step, choose a realistic number of activities for one day and ask each student to write them in his or her agenda.

Language Exercises

- Look up new words in the dictionary.
- Update the vocabulary list.
- Do exercises with determiners (**a** grocery, **some** banks, **his** doctor, etc.).
- Other exercises.

3.12.2 Modifying their weekly schedule in response to unforeseen circumstances.	A. 2.13 To read and write measures of time in metric units. A. 2.14 To determine the equivalence between different units of time measurement. A. 2.15 To do additions and subtractions using units of time, R. 2.7 To meet basic reading requirements. R. 2.25 To tell time. W. 2.15 To spell words used in social and work settings. W. 2.42 To use and spell correctly common plural forms of nouns. W. 2.43 To form unusual noun plurals correctly.
SUGGESTED ACTIVITIES Learning Situation The students will modify the selected activities and the established schedule. They will also answer questions based on the activity planned in the previous lesson.	

Procedure

Modify the activities as a whole class, relying on the individual student schedules for new activities. Ask the students to make up a new grid by answering questions presented orally to the class, such as:

- The 4:00 p.m. doctor's appointment on Monday has been cancelled and put off until Thursday of the same week at 5:15 p.m.. Enter this change in the grid.
- On Thursday it will be necessary to cancel a planned activity in order to make time for the doctor's visit. Which activity will it be?
- Courses finish at 4:15 on Tuesday and Thursday. How much time does that leave between the end of the course on Thursday and the doctor's appointment? Is it enough to allow time to get there? What means of transportation will be used? How much time does each portion of the trip take (bus, metro, walking, etc.)?
- How many hours per week do you spend getting from one place to another? Other exercises.

Language Exercises

- Update the vocabulary list.
- Observe variations in the form of words (e.g. journal, journals, etc.) without formulating any rules.
- Form common and unusual noun plurals correctly. Other exercises.

4. PUBLIC SERVICES

4.1 PREPARING FOR A MEETING AT SCHOOL WITH THEIR CHILD'S TEACHER

SKILL	OBJECTIVES
4.1.1 Understanding a written invitation to participate in an open house for parents at school.	L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. L.S. 2.10 To relate one's own experiences to ideas and concepts heard and read. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. R. 2.26 To use calendars. W. 2.5 To form complete sentences. W. 2.7 To distinguish between a complete sentence and a sentence fragment. W. 2.51 To understand and use correct sequential structure.
SUGGESTED ACTIVITIES Learning Situation The students will bring in examples of invitations to attend meetings at school.	

Materials

- A letter of invitation from the school.

Procedure

- Ask those students who are parents to explain the sort of relations they maintain with their child's school and the difficulties they have experienced as parents. Also ask them to compare the way similar situations (involving children and school) are handled in Québec and in their home countries.
- Use the invitations brought in by the students to verify the students' understanding of: the date, place, type of meeting (individual or collective), purpose, etc. For example, ask the students to read the information out loud. Mention that it is important to be on time for appointments, etc.

Language Exercises

- Update the vocabulary list.
- Point out punctuation marks.
- Observe verb tense (future: "the meeting **will** take place...").
- Other exercises.

Functional Situation

STEP 3

4.2 PREPARING FOR A MEETING AT SCHOOL WITH THEIR CHILD'S TEACHER

SKILL	OBJECTIVES
4.2.1 Participating in a parents' meeting at school.	L.S. 3.3 To recall specific information heard. L.S. 3.6 To ask questions and make requests. L.S. 3.12 To agree or disagree courteously. R. 3.1 To take risks when reading. R. 3.5 To use accumulated knowledge to derive meaning from reading. W. 3.47 To use proper punctuation in writing. W. 3.52 To understand and use correct sentence structure. V. 3.6 To build an advanced sight vocabulary relevant to the adult learner. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.

SUGGESTED ACTIVITIES

Learning Situation

In small teams, the students will simulate a parents' meeting at school.

Materials

- Invitation from the school;
- Cue card(s), prepared by each team, containing questions to ask during the meeting.

Procedure

- Ask the participants to form small teams and to write down questions to ask during the simulation. The questions may bear on various subjects—their child's academic progress, the child's behaviour or friends, a new rule, homework, etc. Each person should think of at least one question.
- The parents' meeting is simulated in front of the rest of the class, with the teacher in the role of teacher.

Language Exercises

- Update the vocabulary list.
- Work on interrogative sentences and punctuation.
- Use the appropriate vocabulary.
- Do exercises on prepositions.
- Other exercises.

5. RECREATION

5.1 PLANNING A TRIP OR AN OUTING

SKILL	OBJECTIVES
5.1.1 Getting information about schedules and fares to a vacation site in Québec.	A. 1.33 To read and write sums of money. L.S. 1.1 To speak loudly enough to be heard. L.S. 1.6 To receive messages and directions accurately. L.S. 1.7 To ask questions and make requests. R. 1.24 To pronounce words by sound only. R. 1.25 To understand and apply the principle of syllabication. R. 1.46 To use schedules/timetables. W. 1.54 To use a logical approach to spelling.
SUGGESTED ACTIVITIES Learning Situation The students will make telephone calls in order to obtain information about the price of a ticket to a predetermined destination, and the transportation schedule to that destination.	

Materials

- Two telephones or a Bell teletrainer
- A map of Québec

Procedure

- Ask the students to indicate places they know on the map of Québec. Begin a discussion about things to see and do in the regions they have visited. Then each student is to choose a spot he or she would like to visit, as well as the date of the hypothetical visit and the means of transportation (train or bus).
- Pair the students off and ask them to simulate a conversation in which one seeks information and the other provides answers. Volunteers from the class can demonstrate this procedure before the class is divided into pairs. The information provided may be noted on the board and serve as a model.

Language Exercises

- Pronounce a word, emphasizing the correspondence between the written letters and the spoken sounds.
- Update the vocabulary list.
- Divide words into syllables.
- Read words.
- Other exercises.

5.1.2 Evaluating total travel expenses.	A. 1.31 To count sums of money. A. 1.36 To round off to the nearest dollar.
SUGGESTED ACTIVITIES Learning Situation The students determine the number of participants in the trip and the total travel cost. Procedure • Ask the students to determine how many people will be making the trip and, on that basis, to calculate the total travel cost. • Inform or remind the students that children may pay a lower fare.	

5.2 PLANNING A TRIP OR AN OUTING

SKILL	OBJECTIVES
5.2.1 Preparing for a trip by consulting public transportation schedules.	A. 2.13 To read and write measures of time in metric units. A. 2.14 To determine equivalences between units of measure of time. L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.6 To interpret directions and messages accurately. R. 2.2 To understand the need to communicate in society. R. 2.7 To meet basic reading requirements. R. 2.9 To analyze the organization of reading material. R. 2.25 To tell time. R. 2.33 To use a dictionary to find the spelling of a word. R. 2.36 To use schedules and timetables.

SUGGESTED ACTIVITIES

Learning Situation

The students will choose a destination and a means of transportation and set a date for their trip. Then they will consult the information about schedules and fares and choose a schedule. They will break up into small teams and do exercises based on the various choices individual students have made.

Materials

- Information on the schedule and fare for the means of transportation chosen for each student's trip.

Procedure

- Begin a discussion about the main reasons why people travel (vacations, visits to family in home country, etc.). Have the students choose the destination, means of transportation and departure and return dates for a trip. It is preferable to use real travel information, which means allowing the students enough time to obtain the appropriate information.
- Divide the class into small teams, and mark on a table the information concerning each person's trip, as in the table on the following page:

Person 1					Time				
	Destination	Mode of Transportation	Date		To DestinationReturn Trip				Cost
			Departure	Arrival	Departure	Arrival	Departure	Arrival	
	Matane	Bus	22 April 1997	30 April 1997	12:30	22:30	7:50	03:50	\$67.00
	Person 2	Santiago, Chile	Airplane	1 July 1997	30 July 1997	10:30	14:30	8:20	22:20
Person 3	etc.								
etc.									

- The time may be expressed in metric units, as follows:
 - departure for Matane: 1997-04-22 - 12:30;
 - arrival: 1997-04-30 - 03:50;
 - etc.
- You might also work on time equivalences, by asking, for example:
 - the number of weeks the second person will spend in Chile;
 - the length of the trip to Matane;
 - etc.

Language Exercises

- Update the vocabulary list.
- Check the spelling of words in the dictionary.
- Other exercises.

SKILL	OBJECTIVES
5.2.2 Calculating total travel expenses.	A. 2.33 To do addition exercises using sums of money. A. 2.34 To do subtraction exercises using sums of money. A. 2.49 To do multiplication exercises using sums of money. A. 2.50 To do division exercises using sums of money.
SUGGESTED ACTIVITIES Learning Situation The students will calculate the cost of transportation given the number of travellers. Procedure • Ask the students to determine how many people will be making the trip and, on that basis, to calculate the total cost. • Inform or remind the students that children may pay a lower fare.	

- Several other exercises may be proposed, such as:
 - Two family members will be travelling with the second person in the table. Calculate the total cost for the group.
 - What is the difference in cost between a single ticket to Matane and a single ticket to Santiago, Chile?
 - Half the cost of the second person's ticket will be paid for by that person's partner. How much money does that come to?

5.3 PLANNING A TRIP OR AN OUTING

SKILL	OBJECTIVES
5.3.1 Planning a trip, choosing the most advantageous means of transportation and describing to the class the steps taken.	L.S. 3.3 To recall specific information heard. L.S. 3.6 To ask questions and make requests. L.S. 3.11 To express opinions. R. 3.24 To understand and use a dictionary. R. 3.29 To use schedules and timetables. W. 3.27 To record. V. 3.1 To talk about things heard, seen or read.

SUGGESTED ACTIVITIES

Learning Situation

The students will choose a destination and go about identifying the most advantageous means of transportation. Once this is done, they will tell the class what information they sought and obtained.

Procedure

- Begin a discussion of the main reasons why people travel. Ask the members of the class to pick a destination and to inquire about the most appropriate and least expensive means of transportation, given the amount of time at their disposal. Make sure they choose destinations that have a real interest for them. They might want to visit their home country, for example, for receive a visit from someone from their home country.

- The question of obtaining visas could form the subject of a separate learning activity.
- This activity is essentially an oral one, both as regards the students' efforts to obtain information and their subsequent reports to the class. However, the students must also record the information obtained.

Language Exercises

- Correct pronunciation errors, if necessary.
- Check the spelling of words in the dictionary.
- Update the vocabulary list.
- Other exercises.

5.3.2 Planning the budget for the trip.	A. 3.39 To do exercises with decimal numbers using a calculator. A. 3.61 To recognize the symbols and the vocabulary associated with metric units of length. A. 3.66 To carry out the four operations (+, -, x, ÷) using metric units of length.
SUGGESTED ACTIVITIES Learning Situation The students will plan the budget for their projected trip. Materials One photocopy per student of a table in which to enter the travel expenses according to specific category (see example). Procedure • Begin a discussion about the importance of having a clear idea of all the costs a trip is likely to involve. Then ask the students to name the main expenses. • Write the main types of expenses suggested on the board. List additional information, if necessary, and create a table representing all the expenses for a trip, along the following lines:	

DATE	TRANSPORT.	LODGING	MEALS					
			BREAK.	LUNCH	SUPPER	RECREATION	SUB-TOTAL	NO. OF PERSONS
TOTAL								

- Several exercises may be proposed, such as:
 - Calculate the total cost for each category of expense.
 - Multiply the individual costs by the number of persons.
 - If the trip is to be done by car, calculate the number of kilometres of car travel.
 - If a hotel stay is planned, calculate how many rooms will be necessary for the number of travellers in the party.
 - Divide the total cost of all categories of expenses by the number of travellers to obtain expenses per person.

5.4 PLANNING A TRIP OR AN OUTING

SKILL	OBJECTIVES
5.4.1 Planning a class outing, sharing the responsibilities.	L.S. 4.3 To express opinions. L.S. 4.4 To agree or disagree courteously. L.S. 4.14 To discuss a problem or question in order to reach a conclusion. R. 4.20 To use the dictionary. R. 4.23 To use particular manuals and guides. W. 4.9 To spell words used in social and work settings.
SUGGESTED ACTIVITIES Learning Situation If interested, the students will choose an activity and designate class members to organize it.	

Procedure

- Propose a class outing. Make suggestions to help the class choose an activity (e.g. sugaring off party, museum or other exhibition, picnic, restaurant meal, etc.). Help students express their preferences. The oral part of the activity is important, as is the cultural content of the proposed outings. The democratic process of choosing an activity by majority vote may also be worth pointing out.
- Once the activity has been chosen (additional information may be needed to help the students choose), organize the various aspects of the outing together. This will involve identifying and reserving the most appropriate means of transportation, planning the date and duration of the activity, making reservations, getting information on prices, etc.
- Divide the tasks among volunteers, who will report on their activities at a subsequent class meeting, at which time the budget will be prepared.

Language Exercises

- Check the spelling of words in the dictionary.
- Update the vocabulary list.
- Other exercises.

SKILL	OBJECTIVES
5.4.2 Planning the budget for the outing, dividing the costs among the participants and collecting the money.	A. 4.04 To calculate percentages. A. 4.08 To know when and how to use the rule of three. A. 4.33 To evaluate dimensions and distances. L.S. 4.5 To work in pairs and small groups. L.S. 4.14 To discuss a problem or question in order to reach a conclusion.
SUGGESTED ACTIVITIES Learning Situation The students will plan the budget for the outing, establish the cost per person and name one person in charge of collecting this amount from each person. They will also do individual exercises proposed by the teacher. Materials • One photocopy per student of a table in which to enter expenses by category (see example); • Photocopies of individual exercises; • A map showing where the outing will occur.	

Procedure

- The organizers of the outing report on their fact-finding efforts. The information they find will enable the class to establish the cost of the outing.
- Note on the board expenses such as transportation, food, reservations, etc.
- Calculate the total cost of the activity and the cost per person. Check with the members of the class whether the cost per person is acceptable for them. If it is too high, some costs may be reduced, or supplementary funds sought.
- Propose exercises involving percentages, the rule of three and the calculation of distances, such as:
 - Calculate the proportion of total costs represented by each category of expenses.
 - Reduce the budget by 10 percent (for example).
 - Calculate the tax on restaurant meals.
 - Calculate the cost of transportation over a shorter distance (using rented cars or privately owned cars) in order to reduce the overall cost.
 - Calculate the percentage by which this change would reduce the overall cost.
 - Calculate the amount of time the trip will take (kilometres per hour) and the cost of gas (kilometres and litres).
 - Using the map, calculate the distance between various points.
 - Other exercises.

**5.5 PREPARING A MEAL FOR
A SPECIAL OCCASION**

SKILL	OBJECTIVES
5.5.1 Making a guest list.	L.S. 3.1 To relate to others by acknowledging their input and opinions. R. 3.24 To understand and use a dictionary. W. 3.27 To record. T.S. 3.7 To classify items by grouping.
SUGGESTED ACTIVITIES Learning Situation The students will draw up a list of people to invite to a meal. Procedure Begin a discussion about meals with invited family members or friends. Check with the class to know whether this practice is common in their cultures and ask them for examples of particularly pleasant occasions.	

- Ask the students to imagine an occasion for which they would invite people to their house for a meal. The first step is to make a guest list.
- The guest list can serve as a basis for exercises, such as:
 - Arrange the names of all the guests in alphabetical order (but including only people whose names begin with the first three letters of the alphabet).
 - Classify guests by sex.
 - Create other classifications by age, by kinship, etc.

SKILL	OBJECTIVES
5.5.2 Planning the menu for the meal.	W. 3.10 To spell words used in social and work settings. W. 3.28 To write concisely and clearly. W. 3.61 To correct patterns of spelling errors. W. 3.63 To use sound clues to look up words in a dictionary. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas. T.S. 3.6 To recognize similarities and differences.
SUGGESTED ACTIVITIES Learning Situation The students will plan the menu for the meal, either individually or in small teams.	

Procedure

- Begin a discussion about menu planning and the categories of dishes proposed (hors d'oeuvres, main dishes, desserts, etc.). Point out the importance of varying the foods in order to create a balanced menu. Ask members of the class to give examples of menus. The cultural element in this activity is important: bring out both the common aspects and the differences.
- In small teams or individually, the students prepare menus, taking care to include several dishes from each category.
- This activity could give rise to a meal prepared by the members of the class. Doing this would offer the advantage of an immediate transfer of learning and also enable members of the class to share each other's culinary traditions.

Language Exercises

- Update the vocabulary list.
- Make sure the vocabulary used is appropriate for the context.
- Identify synonyms and antonyms.
- Classify words from the list of dishes, for example (entrees, desserts, etc.).
- Other exercises.

SKILL	OBJECTIVES
5.5.3 Calculating the cost of the meal.	A. 3.33 To read decimal numbers. A. 3.34 To write decimal numbers. A. 3.39 To carry out the four operations (+, -, x, ÷) on decimal numbers, using a calculator. A. 3.73 To carry out the four operations (+, -, x, ÷) using the metric units of liquid volume. L.S. 3.1 To relate to others by acknowledging their input and opinions. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation On the basis of the menu, the students will calculate the cost of the proposed meal. Materials One photocopy per person of a table on which they can indicate the cost of each item. Procedure Propose a table on which the students can note the expenses. For example:	

CATEGORY	DISH	INGREDIENTS		TOTAL
		Type and quantity	Price	
Hors d'oeuvre	Nem	Wrappers (1 kg)	\$5.00/500 g	\$10.00
		Shrimps (500 g)	\$18.00/kg	\$9.00
		etc.		
	etc.			
Main dish	Kedjenou	Chicken (3 kg)	\$3.25/kg	\$9.75
		Tomatoes (500 g)	\$7.39/kg	\$3.70
		etc.		
Dessert	Papayas	Papayas (10)	\$1.28 (ea.)	\$12.80
	etc.	etc.		
TOTAL				

The table can be used for a number of exercises on decimal numbers and metric units of volume, such as:

- Calculate the total cost of the meal.
- Calculate the cost of the hors d'oeuvres.
- Calculate the cost per guest.
- Calculate the cost without dessert.
- Calculate the cost with twice as much chicken.

**5.6 PREPARING A MEAL FOR
A SPECIAL OCCASION**

SKILL	OBJECTIVES
5.6.1 Writing an invitation.	L.S. 4.5 To work in pairs and small groups. W. 4.15 To use the negative form correctly. W. 4.22 To gain confidence in writing different types of personal letters. W. 4.24 To use proper punctuation in writing. W. 4.29 To use visual techniques to aid in learning spelling. W. 4.39 To edit and revise. W. 4.40 To write and present a final copy. W. 4.58 To understand and use correct sentence structure.
SUGGESTED ACTIVITIES Learning Situation The students will write an invitation to the meal they are preparing.	

Procedure

- Begin a discussion about meals with invited family members or friends. Check with the class to know whether this practice is common in their cultures and ask them for examples of particularly pleasant occasions.
- Ask each person to imagine an occasion for which invitations to a meal would be sent out, and then to write an invitation providing details about the occasion (place, hour, etc.). The invitations should reflect the nature of the event (happy or sad). The style should be suitable for their recipients

Language Exercises

- Update the vocabulary list.
- Make sure the vocabulary used is appropriate.
- Work with syntax problems and verb tenses.
- Change sentences from affirmative to negative.
- Work on punctuation.
- Other exercises.

SKILL	OBJECTIVES
5.6.2 Planning the menu for the meal.	R. 4.20 To use the dictionary. W. 4.9 To spell words used in social and work settings. W. 4.31 To correct patterns of spelling errors. T.S. 4.5 To recognize similarities and differences.
SUGGESTED ACTIVITIES Learning Situation The students will plan the menu for the meal, either individually or in small teams. Procedure • Begin a discussion about menu planning and the categories of dishes proposed (hors d'oeuvres, main dishes, desserts, etc.). Point out the importance of varying the foods in order to create a balanced menu. Ask members of the class to give examples of menus. The cultural element in this activity is important: bring out both the common aspects and the differences. • In small teams or individually, the students prepare menus, taking care to include several dishes from each category. • This activity could give rise to a meal prepared by the members of the class. Doing this would offer the advantage of an immediate transfer of learning and also enable members of the class to share each other's culinary traditions.	

Language Exercises

- Update the vocabulary list.
- Make sure the vocabulary used is appropriate for the context.
- Check new words in the dictionary.
- Other exercises.

SKILL	OBJECTIVES
5.6.3 Calculating the cost of the meal.	A. 4.4 To calculate percentages. A. 4.8 To know when and how to use the rule of three. L.S. 4.5 To work in pairs and small groups.
SUGGESTED ACTIVITIES Learning Situation On the basis of the menu, the students will calculate the cost of the proposed meal. Materials - One photocopy per person of a table on which they can indicate the cost of each item. Procedure - Propose a table on which the students can note the expenses. For example:	

CATEGORY	DISH	INGREDIENTS		TOTAL
		Type and quantity	Price	
Hors d'oeuvre	Nem	Wrappers (1 kg)	\$5.00/500 g	\$10.00
		Shrimps (500 g)	\$18.00/kg	\$9.00
		etc.		
	etc.			
Main dish	Kedjenou	Chicken (3 kg)	\$3.25/kg	\$9.75
		Tomatoes (500 g)	\$7.39/kg	\$3.70
		etc.		
Dessert	Papayas	Papayas (10)	\$1.28 (ea.)	\$12.80
	etc.	etc.		
TOTAL				

- Before filling in the table, decide on the number of guests. Stress the importance of carefully calculating quantities, to keep costs down and avoid wasting food.

The table can be used for exercises on decimal numbers and metric units of volume, such as:

- Calculate the hors d'oeuvre as a proportion of the cost of the meal.
- Calculate the price of 1.5 kg of chicken.
- Calculate the average cost of dessert per person with two additional guests but without adding any fruit.

5.7 PLANNING SEASONAL RECREATIONAL ACTIVITIES

SKILL	OBJECTIVES
5.7.1 Knowing which recreational activities may be practised in each season.	A. 3.52 To read and write the temperature. A. 3.53 To estimate the temperature. L.S. 3.1 To relate to others by acknowledging their input and opinions. R. 3.24 To understand and use a dictionary. W. 3.10 To spell words used in social and work settings. W. 3.61 To correct patterns of spelling errors. V. 3.16 To know and use specialized vocabulary pertaining to specific subject areas.
SUGGESTED ACTIVITIES Learning Situation After listening to an explanation of the measurement of time in metric units, and after discussing this subject, the students will form small teams. Each team will make a list of recreational activities that may be practised in the various seasons of the year in Québec, mentioning the ideal temperature for each activity, and the acceptable range of temperatures for each activity.	

Materials

- A thermometer or a picture of a thermometer, in degrees Celsius;
- A table offering guidelines for reading temperatures.

Procedure

- Begin a discussion about the recreational activities class members enjoyed in their home countries, and those they practise now. Bring out the relationship between temperature and certain activities. Note the importance Quebecers attribute to the weather compared to the attitude in places where temperatures fluctuate little. The cultural aspect of this activity is important; you should encourage the students to talk about the activities in their home countries. This learning activity could precede the one devoted to the class outing.
- Next, explain how time is measured in metric units. Each student is to prepare a table with guidelines for reading temperatures, which they will use in the second part of this learning activity. The table of guidelines can refer either to the student's home country or to Québec. For example:

29°C	•	hot summer day in Québec; an average summer day in Jamaica
20°C	•	indoor household temperature
10°C	•	cool fall or spring day
3°C	•	average temperature inside a refrigerator
0°C	•	freezing point of water
-10°C	•	cold winter day
-20° C	•	very cold winter day

Note: the thermometer on a litre container of milk may also serve as an example.

- In small teams, the students make up lists of recreational activities, and relate them to temperature. For example:

SUMMER	FALL	WINTER	SPRING
swimming (20° to 30°)	hunting (0° to 10°)	outdoor skating (-20° to 0°)	sugaring-off (5° to 15°)
picnics (20° to 30°)	walking (5° to 15°)	visiting museums (20°)	skiing (-5° to 5°)

Language Exercises

- Update the vocabulary list.
- Pronounce or write down new words.
- Check spelling in a dictionary.
- Other exercises.

A GUIDE TO CUSTOMIZED LITERACY TRAINING

APPENDIX 4

***Alphanumerical Codes for
English Literacy Training***



Third edition

Québec 

A GUIDE TO CUSTOMIZED LITERACY TRAINING

APPENDIX 4

***Alphanumerical Codes for
English Literacy Training***



Third edition

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Annexe 1: Distribution of content: English Literacy Units

Annexe 2: Distribution of content: Arithmetic Literacy Units

INTRODUCTION

This document, which will become Appendix 4 of *A Guide to Customized Literacy Training*, reflects the substantial changes that have been made to the *Administrative Manual for Literacy Units*, in response to a follow-up conducted in 13 school boards. The main changes are as follows:

- Chapters 1 and 2 of the *Administrative Manual for Literacy Units* were deleted. The points covered in these two chapters were simply a reminder of the points already presented in *A Guide to Customized Literacy Training*¹.
- The title was changed. The term *Guide* was dropped to avoid any possible confusion with the title *A Guide to Customized Literacy Training*. In addition, the terms “alphanumeric codes” replaced the term “units.” The former *Administrative Manual for Literacy Units* thus became *Alphanumeric Codes for English Literacy Training*.

The distribution of content into alphanumeric codes, which are in turn broken down into units, also underwent major simplification. For English, there are no more than four codes for each step and each of these codes includes four units. For Arithmetic, only steps 3 and 4 were modified and in very minor ways: the last code in each of these steps was replaced by two different codes.

It is hoped that these changes, which are intended to simplify matters, will make it easier to implement alphanumeric codes in literacy training.

¹ These points concerned the underlying principles of literacy training; the basic aspects (goal, purpose and objectives); integrated training; the customized training process; the learning process and an introduction to the various documents included in the Guide.

NOTES

According to section 34 of the *Basic school regulation respecting educational services for adults in general education*, literacy is the first of four steps (referred to as “phases” in the Regulation) in general education for adults (i.e. literacy, pre-secondary education, Secondary Cycle One and Secondary Cycle Two). Each step includes a set of learning activities or courses that are assigned an alphanumerical code, and each of these codes is in turn broken down into a number of units. The model for distributing alphanumerical codes for purposes of literacy training in school boards takes into account the specific characteristics of individuals with low literacy skills, as well as the goals defined in *A Guide to Customized Literacy Training*.

The particular nature of literacy training should in no way set it apart from other types of educational processes. It is an integral part of general education, and as such, must not only be regarded as having the same educational value, but also be subject to the same organizational constraints.

1. RELEVANCE OF ALPHANUMERICAL CODES TO ADULT EDUCATION

1.1. Basic Principles of Literacy Training

The introduction of alphanumerical codes does not mean that the goals set forth in *A Guide to Customized Literacy Training* have been abandoned. What is important here is to remember the main goals:

- literacy training must be understood and undertaken as an integral process, by both teachers and adult learners. It is characterized by the fact that it is an integrated process (see point 1.3.3 entitled “Integrated Training”). This approach implies certain obligations, including the production of material, adult education discussions and the planning of a variety of functional activities.²
- managing diversity in a literacy session is also an important task, in terms of the wide range of adult needs, placement levels, and learning paces and styles.
- formative evaluation, which is carried out both during and on completion of the integrated learning activities, must be regarded as an essential part of the training process. Evaluation must also be seen as a process of assessing the competencies acquired, both in terms of themes, functional situations and projects, and in terms of English and Arithmetic per se.

² Whether used in the phrases “functional literacy training,” “functional learning” or “functional situations,” the word “functional” must always be understood as it is used in the fields of pedagogy and functional psychology, which are based on functionalist thought.

In pursuing certain goals, purposes and objectives, training based on functional learning leaves great leeway for individuals and their particular characteristics, such as their needs, motivation, goals, understanding of events, and level of adaptation.

Training based on functional learning aims at integrating learning (functional integration) by encouraging, in both a realistic and practical context, the harmonization of an individual's personal characteristics with the opportunities available in his or her external (social) or internal (personal) environment. In this sense, all training should be functional.

These competencies may be declarative (knowledge, i.e. what), procedural (skills, i.e. how), and conditional (attitudes, i.e. when and why). For example, declarative knowledge may be assessed in the context of a given theme, procedural competencies may be assessed in the context of functional situations, and conditional competencies, in the context of projects.

- the progress made by adult learners must be monitored on a personal and ongoing basis. Moreover, it is in this context that the use of the new codes has an important influence. It requires a systematic personalized follow-up of the adult, which is both efficient and precise. The steps taken and observations made in the course of follow-up are recorded, as is the progress made by the adult learner, the problems encountered, and the steps taken to resolve these problems. The Learner's Notebook is the preferred instrument for purposes of follow-up. It provides invaluable information in an empirical manner, thereby raising the follow-up process to the level of "the scientific method in action."³

1.2 ADVANTAGES

The introduction of alphanumerical codes involves a certain number of constraints, but also several advantages. These advantages are classified in three groups below: advantages for the Ministère, for teachers and for adult learners.

³ We could speak of "the scientific method in action" when the person is involved in a process of systematic reflection about the activity during the activity (informed action). This reflection process is intended to improve the quality of the actions taken and increase the person's knowledge and understanding of what makes certain actions both effective and rewarding.

1.2.1 For the Ministère

- It will be possible to evaluate services or programs.
- It will be possible to offer distance education in literacy (thanks to alphanumerical codes). Example: ALPHASIM.
- It will lend greater credibility to literacy training.
- It will be possible to issue ministry transcripts.
- It will provide statistics on the adult learner's progress in relation to the length of attendance.
- It will provide statistics on which step (1st, 2nd, 3rd or 4th) receives the highest percentage of adult learners at the time of initial placement.

1.2.2 For Teachers

- It will make possible more accurate identification (using a specific code) of any content that presents a problem for adult learners.
- It will make possible in-depth knowledge of learning difficulties (disabilities and disorders) that may affect the adult learners' training projects (a realistic approach).

1.2.3 For Adult Learners

- It allows for greater precision in the placement of adult learners. Sometimes they are placed in steps that are too advanced for them and are unable to attain the corresponding objectives. The training profile then has to be revised, which, for the adult, means having to repeat demoralizing experiences that have already been attempted.
- It also allows for uniformity in adult learners' files when they are passed on from one centre or region to another.

- And the last, though not least, advantage is that it motivates adult learners, who can see the progress made (they need to see this often). Some codes require few prerequisites, thus making progress more attainable.

Notes

A number of the advantages listed above provide a greater understanding of low literacy skills as a psychosocial reality. Yet to date, our understanding of the problem remains limited. Better understanding will help make our efforts to improve low literacy skills more effective and more rewarding.

1.3 DISTRIBUTION OF CONTENT INTO ALPHANUMERICAL CODES

The content was distributed according to four criteria: a logical progression in terms of level of difficulty, a realistic approach, integrated training, and objective data.

1.3.1 Logical Progression in Terms of Level of Difficulty

The content was distributed in a logical progression that took into account the difficulties encountered in acquiring such content. Determining prerequisites therefore constituted a major part of the work involved.

1.3.2 A Realistic Approach

The task of distributing the content was also carried out from a very realistic perspective. The learning difficulties experienced by adult literacy learners (i.e. disabilities and disorders) were therefore taken into consideration. Specific attention was also paid to learning pace, which is slower than that of the average adult learner, and to the ways in which literacy students learn (i.e. learning profile and style).

1.3.3 Integrated Training

The distribution of content also had to take the goal of integrated training into account, for it is one of basic features of literacy training identified in *A Guide to Customized Literacy Training*. Integrated training makes it possible to carry out learning in the context of everyday life. It also facilitates the learning process and makes it meaningful, thanks to the variety of functional situations presented. Integrated training, which also pursues learning objectives related to both the customized training process and the functional learning process, is essential in the literacy context.⁴

Notes

The creation of alphanumerical codes broken down into units that include specific learning content must in no way encourage or promote training that is strictly academic or theme-related⁵ in nature. While academic progress constitutes an important aspect of learning, it must always take place within the context of functional situations that are closely linked to the adults' concrete needs and that foster the transfer of learning. Theme-related objectives are designed to meet the needs of adult learners.⁶

⁴ Integrated training does not necessarily mean that English and Arithmetic are studied in the same session. It means that theme-related and functional learning are brought together by ensuring that the two are interrelated.

⁵ Remember to consult *A Guide to Customized Literacy Training* so as to keep in mind the spirit in which theme-related content must be learned.

⁶ It is also important to remember that certain theme-related objectives have to be attained in order to meet specific functional needs. If the theme-related objectives cannot be attained, then the needs have to be reformulated.

1.3.4 Objective Data

The content was also distributed on the basis of objective data. Two sources were used: ministry statistics and a longitudinal study.

- Statistics taken from the databank of the Ministère de l'Éducation, which indicate that since 1987,
 - Out of more than 90,000 people enrolled in school board literacy services, half of these accumulated 444 hours or less of literacy training;
 - 14% of adults enrolled in literacy services benefited from 1 500 teaching hours or more and 1 210 people used 2 000 hours or more.
 - Francophones and people aged 30 years and over, enrolled in the French programme, have accumulated the most teaching hours in literacy.

— The longitudinal study carried out by the Commission scolaire Jacques-Cartier from 1987 to 1991 shows the following:

- Most adults who are classified in Step 1 do not reach Step 3;
- Most adults classified in Step 2 do not proceed beyond Step 4;
- Not all adults who enrol in literacy training are classified in Step 1; many are classified in steps 2, 3 or 4.

In light of this data, it may be asserted that the vast majority of adult learners will not use all the hours allocated to the entire training program. However, the objective is not necessarily for them to use the full 2 300 hours, but rather the number of hours they need to carry out their specific project.

Note

When adult learners meet the criteria listed in *A Guide to Customized Literacy training* (Books 2 and 3), they may enrol at the pre-secondary level, after Step 2, or after or during Steps 3 and 4.

1.4 TABLE SHOWING DISTRIBUTION OF CONTENT INTO ALPHANUMERICAL CODES

The following table shows

- the four steps in the learning process in literacy training;
- two coded domains of learning for each step: English and Arithmetic;
- 32 codes comprising 92 units, for a total of 2300 teaching hours.

Adults who attend training centres full-time receive between 600 and 875 hours of instruction per year, which works out to a minimum of 20 hours per week for 30 weeks or a maximum of 25 hours per week for 35 weeks.

DISTRIBUTION OF CONTENT: ALPHANUMERICAL CODES FOR ENGLISH LITERACY TRAINING
--

STEP 1	STEP 2	STEP 3	STEP 4
600 hours 24 units 8 codes	650 hours 26 units 8 codes	550 hours 22 units 8 codes	500 hours 20 units 8 codes
<u>ENGLISH:</u> <u>400 hours</u> ENG-B011-4 (13 P) ENG-B012-4 (1 P) ENG-B013-4 (2 P) ENG-B014-4 (2 P)	<u>ENGLISH:</u> <u>400 hours</u> ENG-B021-4 (7 P) ENG-B022-4 (3 P) ENG-B023-4 (5 P) ENG-B024-4 (9 P)	<u>ENGLISH:</u> <u>400 hours</u> ENG-B031-4 (9 P) ENG-B032-4 (4 P) ENG-B033-4 (8 P) ENG-B034-4 (5 P)	<u>ENGLISH:</u> <u>400 hours</u> ENG-B041-4 (17 P) ENG-B042-4 (17 P) ENG-B043-4 (9 P) ENG-B044-4 (6 P)
<u>ARITHMETIC:</u> <u>200 hours</u> MTH-B011-2 (8) MTH-B012-2 (17) MTH-B013-1 (11) MTH-B014-3 (4)	<u>ARITHMETIC:</u> <u>250 hours</u> MTH-B021-1 (2) MTH-B022-2 (0) MTH-B023-3 (14) MTH-B024-4 (12)	<u>ARITHMETIC:</u> <u>150 hours</u> MTH-B031-2 (14) MTH-B032-2 (11) MTH-B033-1 (16) MTH-B034-1 (13)	<u>ARITHMETIC:</u> <u>100 hours</u> MTH-B041-1 (5) MTH-B042-1 (3) MTH-B043-1 (10) MTH-B044-1 (5)

Legend: ENG-B011-4 (3 P) means:

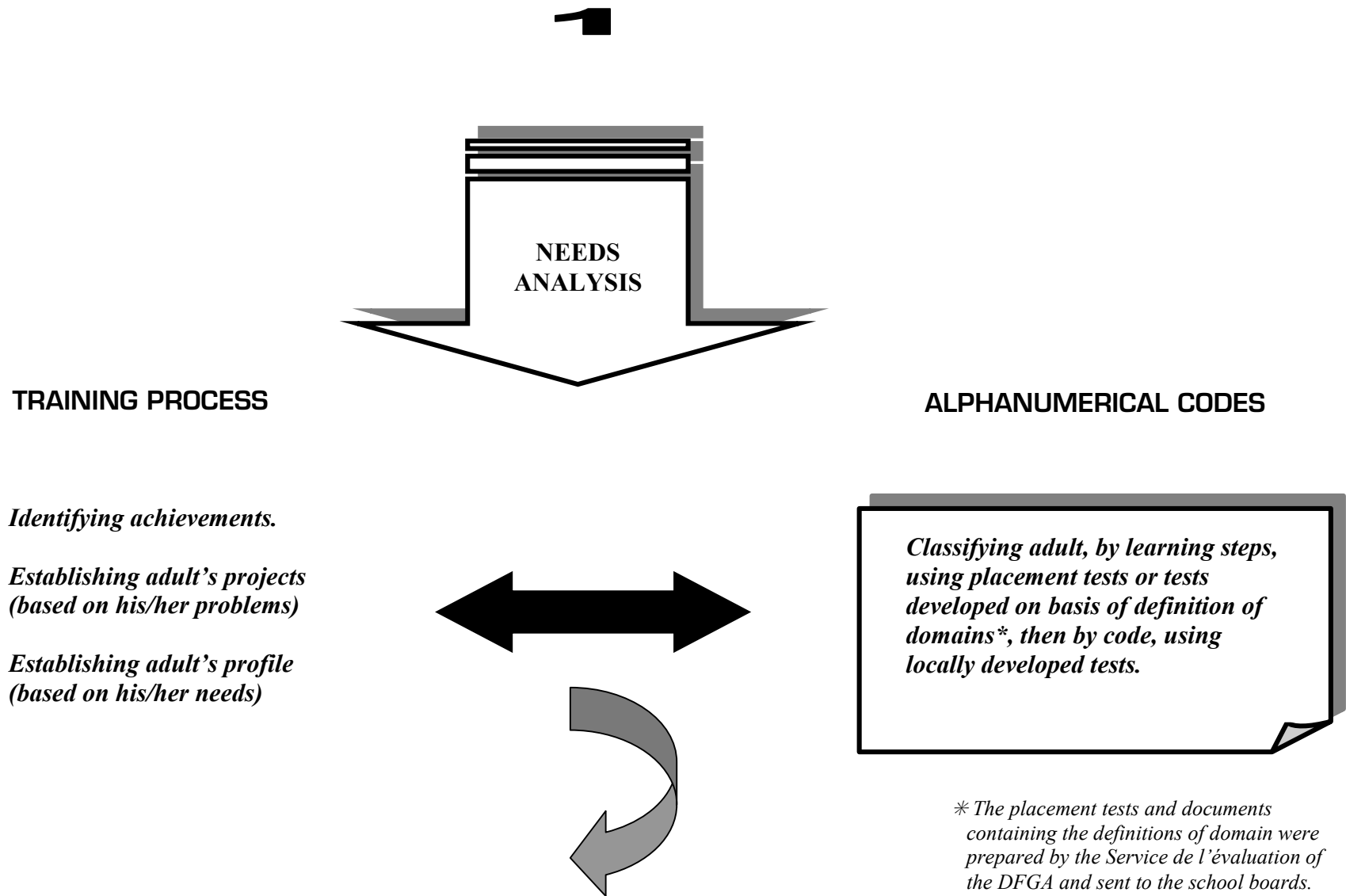
ENGLISH - BASIC (1ST STEP) - 4 UNITS (of 25 hours each) (3 prerequisites)

1.5 DOCUMENTS SHOWING THE DISTRIBUTION OF CONTENT

The appendices include two documents showing the content classified according to the criteria discussed in Section 1.3. The first document shows the English (language of instruction) content distributed among the four steps and corresponding to a total of 16 codes. The second document shows the Arithmetic content also distributed among the four steps and corresponding to a total of 16 codes.

THE FOLLOWING TABLES SHOW THE DIFFERENT POSSIBLE TIMES WHEN ALPHANUMERICAL CODES MAY BE USED OR REFERRED TO DURING THE TRAINING PROCESS.

THE CUSTOMIZED TRAINING PROCESS AND ALPHANUMERICAL CODES



2

**DEVELOPMENT
OF A TRAINING
STRATEGY**

TRAINING PROCESS

Choosing a functional situation or project related to the profile established.

Formulating learning objectives related to functional situations, English (language of instruction) and Arithmetic.

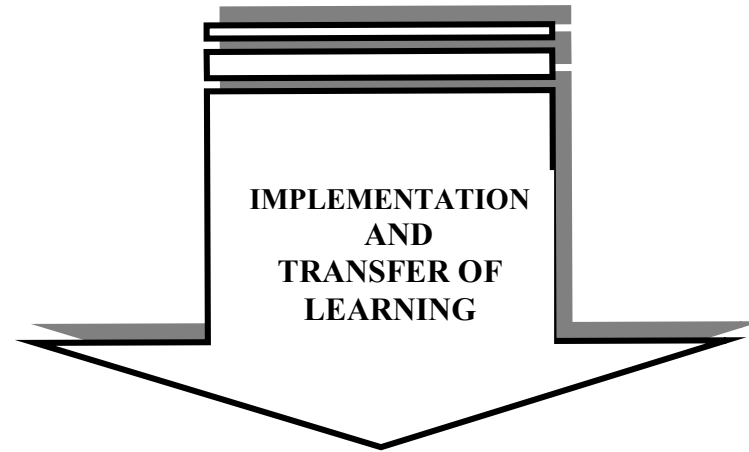
Planning activities, according to 4 modes of the functional learning process or some other learning process, with a view to learning transfer.

ALPHANUMERICAL CODES

Identifying alphanumerical codes to be completed in relation to the objectives set for each adult.



3



TRAINING PROCESS

*Carrying out activities and
exploring content.*

*Evaluating activities on an
ongoing basis and preparing for
transfer (follow-up and formative
evaluation)*

Verifying transfer of learning.

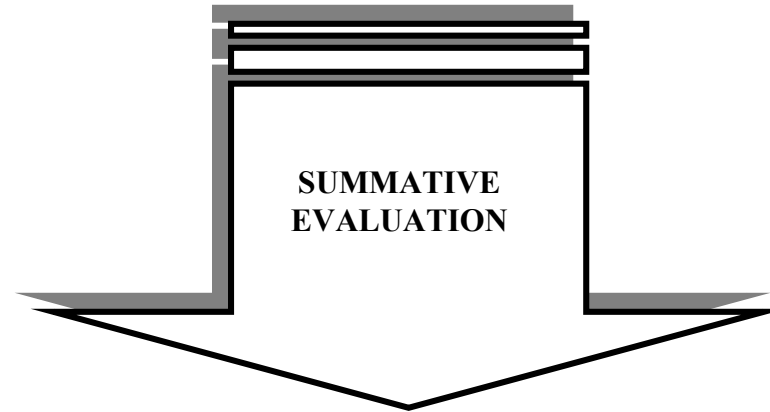


ALPHANUMERICAL CODES

*Exploring content pertaining to functional
situations and theme-related content
pertaining to prerequisites to be acquired
in the alphanumeric code identified for
each adult learner.*



4



TRAINING PROCESS

ALPHANUMERICAL CODES

Evaluating objectives achieved, on completion of each step using complementary examinations prepared by the Service d'évaluation of the DFGA or by BIM (bank of measurement instruments) or using examinations prepared by the school board.

Specifying action to be taken.



Reporting codes for which prerequisites have been completed, when considered appropriate by the school board.



**DIRECTION DE LA FORMATION GÉNÉRALE DES ADULTS
SERVICE DE L'ALPHABÉTISATION**

ANNEXE 1

DISTRIBUTION OF CONTENT

English Literacy Units

Direction de la formation générale des adultes
Service de l'alphabétisation
Ministère de l'Éducation

October 1999

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INTRODUCTION TO ENGLISH LITERACY CODES

According to Section 34 of the *BASIC SCHOOL REGULATION RESPECTING EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION*, literacy is the first of the four learning phases in general education for adults. Each phase comprises a series of learning activities or courses, which are broken down into alphanumerical codes. The system used to define codes under the literacy program in school boards takes into account the characteristics of literacy learners and the guidelines presented in *A Guide to Customized Literacy Training*.

The creation of codes corresponding to specific learning content should in no way suggest a purely academic or theme-related approach to literacy training.¹ Although schooling is an important part of the learning process, it must always be integrated into functional learning situations that are closely linked to the real needs of adult learners and which are essential to the transfer of learning. Theme-related objectives are designed to meet functional needs.

In this part of the document, the literacy objectives are grouped under four learning phases, or steps, comprising a total of 27 codes. The letter “P” in the right hand column indicates that mastery of the code is a prerequisite for the adult to progress to the next step.

A letter accompanied by an asterisk indicates content that will be studied at the pre-secondary level.

The English Adaptation

We have opted to maintain a similar format to the original French version of this document by including (to the best of our abilities) only those objectives that are measurable and/or

¹

Remember to consult *A Guide to Customized Literacy Training* so as not to lose sight of the spirit in which theme-related content should be learned.

observable (for testing and placement test purposes). Contrary to the order presented in Book 2, (the English objectives) we have presented the “writing” objectives first, as they are the most measurable.

Please keep in mind that the objectives from the *Guide* that are identifiable as learning strategies or functional objectives are not included in the codes, although they continue to play a primary role in the orientations of the *Guide*. We have included any of those objectives that are more concrete and measurable, but we wish to remind the teacher that many whole-language objectives may and should be reviewed repeatedly, and must be reviewed and expanded upon from level to level, (most especially, in the “Listening and Speaking” and “Thinking” categories). Also, it is expected that the objectives from previous codes and steps will be elaborated on and be reviewed and tested before progressing to the next step.

STEP ONE

ENG B 011 - 4

ENG B 012 - 4

ENG B 013 - 4

ENG B 014 - 4

STEP ONE

ENG B 011 - 4

W. 1.1	To print or write one's name	2.73	P
W. 1.2	To print lower-case and capital letters of the alphabet	2.74	P
W. 1.3	To print words legibly	2.75	P
W. 1.8	To write simple sentences	2.80	P
W. 1.9	To distinguish between a complete sentence and a sentence fragment	2.81	
W. 1.10	To use a capital at the beginning of a sentence	2.82	P
W. 1.11	To use end punctuation correctly	2.83	P
W. 1.12	To provide personal information	2.84	P
R. 1.7	To recognize each letter of the alphabet	2.33	P
R. 1.8	To recognize the difference between capital and lower-case letters	2.34	P
R. 1.11	To develop a basic sight vocabulary	2.37	
R. 1.12	To identify initial and final sounds	2.38	P
R. 1.13	To recognize and distinguish between short vowel sounds	2.39	P
R. 1.14	To recognize two-consonant digraphs as representing one sound.	2.40	
R. 1.15	To listen for words that rhyme	2.41	
R. 1.16	To recognize the sounds of <i>er, ur, ir, ar, or</i>	2.42	P
R. 1.17	To recognize long vowel sounds	2.43	P
L.S. 1.2	To answer specific factual questions	2.12	
L.S. 1.3	To be able to provide personal information clearly	2.13	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP ONE

ENG B 012 - 4

W. 1.13	To write questions	2.85	
W. 1.14	To use capitals for proper nouns	2.86	
W. 1.21	To receive and write messages	2.93	
W. 1.22	To write informal notes	2.94	
W. 1.23	To write greeting cards and postcards	2.95	
W. 1.24	To address an envelope correctly	2.96	
W. 1.25	To narrate	2.97	
W. 1.26	To record	2.98	
R. 1.18	To recognize frequently used homophones	2.44	
R. 1.19	To recognize root words	2.45	
L.S. 1.4	To listen to and correctly interpret a short sequence of instructions ..	2.14	
L.S. 1.5	To recall specific information heard	2.15	
L.S. 1.6	To receive messages and directions accurately	2.16	
L.S. 1.7	To ask questions and make requests	2.17	P
L.S. 1.8	To relate one's own experiences to ideas and concepts heard and read	2.18	
V. 1.1	To talk about things heard, seen or read	2.134	
V. 1.2	To ask questions to clarify procedures and concepts	2.135	
V. 1.3	To express ideas, facts and opinions clearly	2.136	
V. 1.4	To associate the spoken word with pictures and symbols	2.137	
T.S. 1.11	To distinguish between fact and fiction	2.160	
T.S. 1.13	To predict events, given facts	2.162	
T.S. 1.14	To understand analogy	2.163	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP ONE

ENG B 013 - 4

W. 1.27	To inform	2.99	
W. 1.28	To describe	2.100	
W. 1.33	To use transitional devices smoothly	2.105	
W. 1.34	To use cursive writing	2.106	
W. 1.35	To understand the use of periods in abbreviations	2.107	
W. 1.36	To use verbs and verb forms correctly	2.108	
W. 1.37	To make subject and predicate agree	2.109	
W. 1.38	To form the present tense in the third person	2.110	
W. 1.39	To form the negative correctly	2.111	
W. 1.40	To use and spell common plural nouns correctly	2.112	
W. 1.41	To use and spell singular and plural possessive pronouns correctly	2.113	
W. 1.42	To use auxiliary verbs	2.114	
W. 1.43	To use the apostrophe in contractions and possessives	2.115	
W. 1.44	To use negative and affirmative forms of contractions	2.116	
R. 1.21	To form contractions	2.47	P
R. 1.23	To recognize compound words	2.49	
R. 1.25	To understand and apply the principle of syllabication	2.51	
R. 1.26	To understand the concept of abbreviation	2.52	
R. 1.27	To use possessives	2.53	
L.S. 1.9	To relate experiences, feelings and ideas	2.19	
L.S. 1.10	To express opinions	2.20	
L.S. 1.13	To give instructions clearly so that others may follow them.....	2.23	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

V. 1.10	To predict the meaning of an unknown word when it is part of a list of known words	2.143	P
V. 1.11	To use familiar words to help in defining a new word	2.144	
V. 1.12	To use root words as an aid to understanding meanings	2.145	
V. 1.13	To recognize compound words	2.146	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP ONE

ENG B 014 - 4

W. 1.45	To use the comma correctly	2.117	P
W. 1.46	To avoid using double negatives	2.118	
W. 1.48	To use capitals in titles	2.120	
W. 1.49	To choose the correct forms of pronouns for subject and object.....	2.121	
W. 1.50	To understand and use the letter format	2.122	
W. 1.51	To spell words used in social and work settings	2.123	
W. 1.52	To know the spelling of frequently used words with unusual spellings	2.124	
W. 1.59	To take dictation to help learn spelling	2.131	
W. 1.61	To use sound clues to look up words in a simplified dictionary	2.133	
R. 1.28	To recognize that some letters have more than one sound	2.54	P
R. 1.30	To recognize silent letters in frequently used words	2.56	
R. 1.31	To recognize, understand and use the most common prefixes and suffixes	2.57	
R. 1.39	To tell time	2.65	
R. 1.40	To use a calendar	2.66	
R. 1.41	To recognize common symbols	2.67	
R. 1.42	To use alphabetical order	2.68	
R. 1.44	To use a dictionary to find the meaning of words	2.70	
R. 1.45	To use a dictionary to find the spelling of a word	2.71	
R. 1.46	To use schedules/timetables	2.72	
V. 1.15	To use synonyms and antonyms to bring precision and variety to language	2.148	
V. 1.16	To develop new words by expanding on familiar words	2.149	

Note:It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP TWO

ENG B 021 - 4
ENG B 022 - 4
ENG B 023 - 4
ENG B 024 - 4

STEP TWO

ENG B 021 - 4

W. 2.1	To spell and use words related to personal information	2.223	P
W. 2.4	To use cursive writing	2.226	
W. 2.5	To form complete sentences	2.227	P
W. 2.6	To write questions	2.228	
W. 2.7	To distinguish between a complete sentence and a sentence fragment	2.229	
W. 2.8	To capitalize the first word in a formal piece of writing	2.230	P
W. 2.9	To capitalize proper nouns	2.231	
W. 2.10	To capitalize calendar divisions	2.232	P
W. 2.11	To know when words referring to people should be capitalized	2.233	
W. 2.15	To spell words used in social and work settings	2.237	
W. 2.16	To spell words frequently used in writing	2.238	
R. 2.6	To develop an advanced sight vocabulary	2.190	P
R. 2.7	To meet basic reading requirements	2.191	P
R. 2.13	To recognize consonant sounds including consonant blends	2.197	P
R. 2.14	To recognize two-consonant digraphs as representing one sound	2.198	
R. 2.15	To recognize silent letters	2.199	
R. 2.16	To recognize words that sound alike (homophones)	2.200	
R. 2.17	To pronounce words by sound units	2.201	
R. 2.18	To recognize that some letters have more than one sound	2.202	
R. 2.19	To recognize that different letters or combinations of letters may represent the same sounds	2.203	
V. 2.1	To talk about things heard, seen and/or read	2.284	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP TWO

ENG B 022 - 4

W. 2.17	To spell frequently used words with difficult spellings	2.239	P
W. 2.22	To choose words carefully to convey the precise meaning intended	2.244	
W. 2.24	To write messages	2.246	
W. 2.25	To write informal notes	2.247	
W. 2.26	To write greeting cards and postcards	2.248	
W. 2.27	To know the required format for a letter	2.249	
W. 2.28	To keep a personal diary or journal	2.250	
W. 2.29	To gain confidence in writing different types of personal letters	2.251	
R. 2.20	To recognize, understand, and use prefixes and suffixes and root words	2.204	
R. 2.21	To understand and apply the principle of syllabication	2.205	
L.S. 2.3	To answer specific factual questions	2.177	P
L.S. 2.4	To provide personal information clearly	2.178	P
L.S. 2.5	To recall specific information heard	2.179	
L.S. 2.6	To interpret directions and messages accurately	2.180	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP TWO

ENG B 023 - 4

W. 2.30	To narrate	2.252	P
W. 2.31	To describe	2.253	
W. 2.32	To record	2.254	
W. 2.33	To write compound and complex sentences	2.255	
W. 2.34	To correct faulty sentences	2.256	
W. 2.35	To use regular verbs in the past tense	2.257	
W. 2.36	To understand and use common irregular verbs in the past tense ...	2.258	
W. 2.37	To understand the use of periods in abbreviations	2.259	
W. 2.38	To use the apostrophe in contractions and possessives	2.260	
W. 2.39	To meet standards for headings, margins, indentations, and writing and spelling in all written work	2.261	
W. 2.40	To use the appropriate format and style to complete different types of forms	2.262	P
R. 2.22	To read possessives correctly	2.206	P
R. 2.23	To understand the concept of abbreviations	2.207	
L.S. 2.7	To listen to and correctly interpret a short sequence of instructions .	2.181	
L.S. 2.8	To ask questions and make requests	2.182	
L.S. 2.9	To give instructions and directions so that others may follow them ..	2.183	
L.S. 2.10	To relate one's own experiences to ideas and concepts heard and read	2.184	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

V. 2.5	To recognize compound words	2.288	P
V. 2.7	To use the metric system prefixes	2.290	
V. 2.8	To enrich vocabulary by learning new meanings for already familiar words	2.291	
V. 2.9	To be aware of idioms and colloquial usage	2.292	
T.S. 2.3	To recognize similarities and differences	2.297	P
T.S. 2.4	To classify items by grouping	2.298	
T.S. 2.9	To distinguish between fact and fiction	2.303	
T.S. 2.10	To distinguish fact from opinion	2.304	
T.S. 2.11	To understand analogy	2.305	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP TWO

ENG B 024 - 4

W. 2.41	To use initial capitals for names of buildings, places and geographical features, and organizations and businesses	2.263	P
W. 2.42	To use and spell correctly common plural forms of nouns	2.264	P
W. 2.43	To form unusual noun plurals correctly	2.265	
W. 2.44	To use and spell singular and plural possessive nouns and pronouns correctly	2.266	
W. 2.45	To choose the correct pronouns for subject and object	2.267	
W. 2.46	To use proper punctuation in writing	2.268	
W. 2.47	To use the present tense correctly in the third person singular	2.269	P
W. 2.48	To use negative and affirmative contractions	2.270	
W. 2.49	To avoid using double negatives	2.271	
W. 2.50	To omit redundant words in the subject of a sentence	2.272	
W. 2.51	To understand and use correct sequential structure	2.273	
W. 2.54	To take dictation to improve spelling	2.276	
W. 2.60	To distinguish between homophones	2.282	
W. 2.61	To use sound clues to look up words in a dictionary	2.283	
R. 2.24	To use alphabetical order	2.208	P
R. 2.25	To tell time	2.209	P
R. 2.26	To use calendars	2.210	P
R. 2.27	To recognize common symbols	2.211	P
R. 2.29	To recognize specific information required	2.213	
R. 2.30	To use telephone directories	2.214	
R. 2.32	To use a dictionary to find the meaning of a word	2.216	P

R. 2.36	To use schedules and timetables	2.220	
R. 2.37	To read plans and diagrams	2.221	
R. 2.38	To use an encyclopedia	2.222	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP THREE

ENG B 031 - 4
ENG B 032 - 4
ENG B 033 - 4
ENG B 034 - 4

STEP THREE

ENG B 031 - 4

W. 3.4	To distinguish between a complete sentence and a sentence fragment	2.369	
W. 3.5	To capitalize proper nouns	2.370	P
W. 3.6	To know when words referring to people are to be capitalized	2.371	P
W. 3.10	To spell words used in social and work settings	2.375	
W. 3.11	To spell words frequently used in writing	2.376	
W. 3.12	To know frequently used words containing silent letters	2.377	
W. 3.17	To choose words carefully to suit the precise meaning intended	2.382	
W. 3.19	To write informal notes	2.384	
W. 3.20	To keep a personal diary or journal	2.385	
R. 3.13	To recognize consonant sounds, including consonant blends	2.346	
R. 3.14	To recognize two-consonant digraphs as representing one sound	2.347	P
R. 3.15	To recognize silent letters	2.348	P
R. 3.16	To recognize words that sound alike (homophones)	2.349	
R. 3.17	To pronounce words by sound units and to understand and apply of the principle of syllabication	2.350	P
R. 3.18	To recognize that some letters have more than one sound	2.351	
R. 3.19	To recognize that different letters or combinations of letters may represent the same sounds	2.352	
L.S. 3.2	To answer specific factual questions	2.317	
L.S. 3.3	To recall specific information heard	2.318	P
L.S. 3.4	To receive messages and give directions accurately	2.319	P
L.S. 3.5	To listen to and correctly interpret a short sequence of instructions	2.320	P
L.S. 3.6	To ask questions and make requests	2.321	
L.S. 3.7	To give instructions clearly so that others can follow them	2.322	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP THREE

ENG B 032 - 4

W. 3.21	To know the required format for a personal letter	2.386	P
W. 3.22	To gain confidence in writing different types of personal letters	2.387	
W. 3.23	To address an envelope correctly	2.388	P
W. 3.24	To narrate	2.389	
W. 3.25	To inform	2.390	
W. 3.26	To describe	2.391	
W. 3.27	To record	2.392	
W. 3.28	To write concisely and clearly	2.393	
W. 3.29	To adapt vocabulary and style to writing purpose	2.394	
R. 3.20	To recognize root words, prefixes and suffixes	2.353	P
L.S. 3.9	To relate one's own experience to ideas and concepts heard and read	2.324	
L.S. 3.10	To relate experiences, feelings, and ideas	2.325	
V. 3.1	To talk about things heard, seen, or read	2.429	P
V. 3.5	To use root words as an aid in determining the meanings of words .	2.433	
T.S. 3.6	To recognize similarities and differences	2.450	
T.S. 3.7	To classify items by grouping	2.451	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP THREE

ENG B 033 - 4

W. 3.30	To know the required format for business letters.....	2.395	P
W. 3.31	To write different types of business letters	2.396	
W. 3.32	To write questions	2.397	P
W. 3.33	To use periods in abbreviations	2.398	
W. 3.34	To use the apostrophe in contractions and possessives	2.399	P
W. 3.35	To write compound and complex sentences using transitional devices	2.400	
W. 3.36	To correct faulty sentences	2.401	
W. 3.37	To understand and use common irregular verbs in the past tense	2.402	
W. 3.38	To form the present tense in the third person	2.403	P
W. 3.39	To show agreement of subject and verb	2.404	
R. 3.21	To understand the concept of abbreviations	2.354	
R. 3.23	To use the telephone directory	2.356	P
L.S. 3.11	To express opinions	2.326	
L.S. 3.12	To agree or disagree courteously	2.327	
L.S. 3.13	To recognize the important ideas in a presentation	2.328	P
V. 3.7	To ask questions to clarify procedures or concepts	2.435	
V. 3.8	To express ideas, facts and opinions clearly	2.436	
V. 3.9	To use knowledge of root words and suffixes to understand various job titles and duties	2.437	
V. 3.10	To enrich vocabulary by learning new meanings for familiar words	2.438	P
V. 3.11	To understand and use the metric system prefixes	2.439	P
V. 3.12	To choose words to express the exact meaning intended	2.440	
V. 3.13	To be aware of idioms and colloquial usage	2.441	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP THREE

ENG B 034 - 4

W. 3.40	To use capital letters for proper nouns	2.405	
W. 3.41	To use quotation marks in direct quotations	2.406	
W. 3.42	To use the comma correctly	2.407	
W. 3.43	To form the plural of common nouns	2.408	
W. 3.44	To form unusual noun plurals correctly	2.409	
W. 3.45	To use and spell singular and plural possessive pronouns and nouns	2.410	P
W. 3.46	To choose the correct pronouns for subject and object	2.411	
W. 3.47	To use proper punctuation in writing	2.412	
W. 3.48	To use negative and affirmative contractions	2.413	P
W. 3.49	To avoid using double negatives	2.414	P
W. 3.50	To omit unnecessary words in the subject of a sentence	2.415	P
W. 3.51	To understand and use commonly misused adverbs and adjectives	2.416	
W. 3.52	To understand and use correct sentence structure	2.417	
W. 3.54	To adapt printing to complete different types of forms	2.419	P
W. 3.62	To distinguish between homophones	2.427	
W. 3.63	To use sound clues to look up words in a dictionary	2.428	
R. 3.24	To understand and use a dictionary	2.357	
R. 3.25	To understand and use a thesaurus	2.358	
R. 3.27	To use a newspaper for finding information	2.360	
R. 3.28	To use manuals and guides	2.361	
R. 3.29	To use schedules and timetables	2.362	
R. 3.30	To read plans and diagrams	2.363	
R. 3.31	To read maps	2.364	
R. 3.32	To use an encyclopedia	2.365	

T.S. 3.11	To distinguish between fact and fiction	2.455	
T.S. 3.12	To distinguish fact from opinion	2.456	
T.S. 3.13	To understand analogy	2.457	
T.S. 3.16	To predict events, given facts	2.460	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP FOUR

ENG B 041 - 4

ENG B 042 - 4

ENG B 043 - 4

ENG B 044 - 4

STEP FOUR

ENG B 041 - 4

W. 4.3	To express opinions and values in writing	2.520	
W. 4.4	To distinguish between a complete sentence and a sentence fragment	2.521	P
W. 4.5	To use complete sentences and know the various sentence forms	2.522	P
W. 4.6	To write compound and complex sentences	2.523	P
W. 4.7	To correct faulty sentences	2.524	P
W. 4.8	To recognize and use paragraphs	2.525	P
W. 4.9	To spell words used in social and work settings	2.526	P
W. 4.10	To spell words frequently used in writing	2.527	P
W. 4.11	To spell common words containing silent letters	2.528	P
W. 4.12	To understand and use common irregular verbs in the past tense ..	2.529	P
W. 4.13	To make subject and verb agree	2.530	P
W. 4.14	To identify the subject and predicate in a sentence	5.531	
W. 4.15	To use the negative form correctly	5.532	P
W. 4.16	To choose words carefully to suit the precise meaning intended	2.533	P
R. 4.7	To identify a writer's intent	2.495	
R. 4.12	To recognize words that sound alike (homophones)	2.500	P
R. 4.13	To recognize that some letters may have more than one sound	2.501	P
R. 4.14	To recognize that different letters or combinations of letters may represent the same sounds	2.502	P
L.S. 4.1	To relate one's experiences to ideas and concepts heard and read	2.472	P
T.S. 4.5	To recognize similarities and differences	2.594	P

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP FOUR

ENG B 042 - 4

W. 4.17	To write concisely and clearly	2.534	P
W. 4.18	To use transitional devices smoothly	2.535	
W. 4.19	To adapt vocabulary and style to writing purpose	2.536	P
W. 4.20	To use comparisons to make writing more lively and vivid	2.537	
W. 4.21	To keep a diary or journal	2.538	
W. 4.22	To gain confidence in writing different types of personal letters	2.539	
W. 4.23	To use initial capital letters in proper names	2.540	P
W. 4.24	To use proper punctuation in writing	2.541	P
W. 4.25	To understand the formation and use of abbreviations	2.542	P
W. 4.26	To use the comma correctly	2.543	P
R. 4.15	To recognize, understand, and use root words, prefixes, and suffixes	2.503	P
L.S. 4.2	To relate experiences, feelings, and ideas	2.473	P
L.S. 4.3	To express opinions	2.474	P
L.S. 4.4	To agree or disagree courteously	2.475	
L.S. 4.9	To summarize an oral report	2.480	P
V. 4.1	To use synonyms and antonyms to enhance writing	2.577	P
V. 4.2	To use root words as an aid in determining meaning	2.578	P
V. 4.3	To ask questions to clarify procedures or concepts	2.579	P
V. 4.4	To express ideas, facts, and opinions clearly	2.580	P

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

V. 4.6	To choose words to express the exact meaning intended	2.582	P
V. 4.7	To be familiar with colloquial usage	2.583	P
V. 4.11	To use knowledge of root words and suffixes to understand various job titles and duties	2.587	
T.S. 4.6	To classify items by grouping	2.595	P

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP FOUR

ENG B 043 - 4

W. 4.27	To use quotation marks in direct quotations	2.544	P
W. 4.32	To take dictation to improve spelling	2.549	
W. 4.34	To distinguish between common homophones	2.551	P
W. 4.41	To narrate	2.558	
W. 4.42	To inform	2.559	
W. 4.43	To give directions	2.560	P
W. 4.44	To record	2.561	
W. 4.45	To write a simple report	2.562	
W. 4.46	To take minutes	2.563	
W. 4.47	To use dialogue in writing	2.564	
W. 4.48	To write in the poetic mode	2.565	
W. 4.49	To use the essay form	2.566	
R. 4.16	To understand and apply the principle of syllabication	2.504	P
R. 4.17	To understand the concept of abbreviations	2.505	P
R. 4.19	To use a newspaper for finding information	2.507	
R. 4.20	To use the dictionary	2.508	P
R. 4.21	To understand and use a thesaurus	2.509	
T.S.4.10	To distinguish between fact and fiction	2.599	P
T.S.4.11	To distinguish fact from opinion	2.600	P
T.S.4.12	To understand analogy	2.601	P
T.S.4.15	To predict events, given facts	2.604	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP FOUR

ENG B 044 - 4

W. 4.35	To write different types of business letters	2.552	P
W. 4.36	To write letters to the editor of a newspaper or magazine	2.553	
W. 4.37	To meet standards for headings, margins, indentations, writing and spelling in all written work	2.554	P
W. 4.50	To write a simple research paper	2.567	
W. 4.51	To use the colon and semi-colon	2.568	
W. 4.52	To use the hyphen	2.569	
W. 4.53	To use parentheses and brackets	2.570	
W. 4.54	To know the functions of various parts of speech	2.571	P
W. 4.55	To distinguish between common and proper nouns, singular and plural nouns, possessive nouns	2.572	P
W. 4.56	To distinguish between adverbs and adjectives	2.573	P
W. 4.57	To choose the correct pronouns for subject and object	2.574	P
W. 4.58	To understand and use correct sentence structure	2.575	
W. 4.59	To use verbs in the active and passive voice	2.576	
R. 4.23	To use particular manuals and guides	2.511	
R. 4.25	To use schedules and timetables	2.513	
R. 4.26	To read plans and diagrams	2.514	
R. 4.27	To read maps	2.515	
R. 4.28	To use an atlas	2.516	
R. 4.29	To use an encyclopedia	2.517	
LS. 4.16	To participate effectively in various interview situations	2.487	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

**DIRECTION DE LA FORMATION GÉNÉRALE DES ADULTS
SERVICE DE L'ALPHABÉTISATION**

ANNEXE 1

DISTRIBUTION OF CONTENT

Arithmetic

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INTRODUCTION TO ARITHMETIC ALPHANUMERICAL CODES

According to Section 34 of the *BASIC SCHOOL REGULATION RESPECTING EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION*, literacy is the first of the four learning phases in general education for adults. Each phase comprises a series of learning activities or courses which are broken down into alphanumerical codes. The system used to define codes under the literacy program is school boards takes into account the characteristics of literacy learners and the guidelines presented in *A Guide to Customized Literacy Training*.

The creation of units, which bear codes corresponding to specific learning content, should in no way suggest a purely academic or theme-related approach to literacy training.¹ Although schooling is an important part of the learning process, it must always be integrated into functional learning situations which are closely linked to the real needs of adult learners and which are essential to the transfer of learning. Theme-related objectives are designed to meet functional needs.

In this part of the document, the literacy objectives are grouped under four learning phases, or steps, comprised of a total of 16 codes. The letter “P” in the right hand column indicates that mastery of the code is a prerequisite for the adult to progress to the next step. A letter accompanied by an asterisk indicates content which will be studied at the pre-secondary level.

¹

Remember to consult *A Guide to Customized Literacy Training* so as not to lose sight of the spirit in which theme-related content should be learned.

STEP ONE

MTH-B011-2

MTH-B012-2

MTH-B013-1

MTH-B014-3

STEP ONE

MTH-B011-2

A 1.01	To acquire certain basic concepts necessary for learning arithmetic: situating themselves in space.	P
A 1.02	To acquire certain basic concepts necessary for learning arithmetic: situating themselves in time.	P
A 1.03	To apply acquired knowledge to everyday objects or situations: situating themselves in space.	P
A 1.04	To apply acquired knowledge to everyday objects or situations: situating themselves in time.	P
A 1.05	To acquire certain basic concepts necessary for learning geometry: situating themselves in space.	P
A 1.06	To apply acquired knowledge to everyday objects or situations.	P
A 1.07	To recognize certain geometric shapes.	
A 1.08	To apply acquired knowledge to everyday objects or situations.	
A 1.09	To acquire certain basic concepts necessary for learning arithmetic (quantity).	P
A 1.10	To apply acquired knowledge to everyday objects or situations.	P

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP ONE

MTH-B012-2

A 1.11	To recognize the symbols =, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, \$ and ¢	P
A 1.12	To use symbols.	P
A 1.13	To count, using numbers (1 to 99).	P
A 1.14	To form a two-digit number.	P
A 1.15	To break down a two-digit number.	P
A 1.16	To read a number less than 100.	P
A 1.17	To write a number less than 100.	P
A 1.18	To distinguish between odd and even numbers.	
A 1.19	To compare numbers under 100.	P
A 1.20	To rank numbers under 100.	P
A 1.21	To apply acquired knowledge (numbers from 1 to 100) to everyday situations.	P
A 1.22	To form a number of three or four digits	P
A 1.23	To break down a number of three or more digits.	P
A 1.24	To read a number greater than 100.	P
A 1.25	To write a number greater than 100.	P

A 1.26	To compare numbers of three or more digits	P
A 1.27	To rank numbers of three or more digits.	P
A 1.28	To apply acquired knowledge (numbers greater than 100) to everyday situations.	P

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP ONE

MTH-B013-1

A 1.29	To distinguish between coins and bills.	P
A 1.30	To establish equivalences between different monetary values.	
A 1.31	To count sums of money.	P
A 1.32	To read sums of money.	P
A 1.33	To write sums of money.	P
A 1.34	To compare sums of money.	P
A 1.35	To rank sums of money.	P
A 1.36	To round off to the nearest dollar.	P
A 1.37	To apply acquired knowledge to everyday situations.	P
A 1.38	To write numbers as words.	P
A 1.39	To write cheques.	P
A 1.40	To read receipts.	P
A 1.41	To apply acquired knowledge to everyday situations.	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP ONE

MTH-B014-3

A 1.42	To recognize the plus sign.	
A 1.43	To recognize the minus sign.	
A 1.44	To use the vocabulary associated with addition.	
A 1.45	To use the vocabulary associated with subtraction.	
A 1.46	To become familiar with the calculator.	
A 1.47	To add and subtract using a calculator.	P
A 1.48	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator (+, -).	P
A 1.49	To recognize the multiplication sign.	
A 1.50	To recognize the division sign.	
A 1.51	To use the vocabulary associated with multiplication.	
A 1.52	To use the vocabulary associated with division.	
A 1.53	To multiply and divide using a calculator.	P
A 1.54	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator ($\times$, $\div$).	P

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP TWO

MTH B 021 - 1

MTH B 022 - 2

MTH B 023 - 3

MTH B 024 - 4

STEP TWO

MTH B 021 - 1

A 2.01	To acquire certain basic concepts necessary for learning fractions.	P
A 2.02	To apply acquired knowledge to everyday objects or situations.	P
A 2.03	To recognize the percent sign.	
A 2.04	To define “percentage.”	
A 2.05	To use the vocabulary associated with percentage.	
A 2.06	To calculate percentages using a calculator.	
A 2.07	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator.	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP TWO

MTH B 022 - 2

A 2.08	To recognize the symbol for degrees Celsius.	
A 2.09	To use instruments for measuring temperature.	
A 2.10	To read the temperature.	
A 2.11	To indicate key points on the temperature scale.	
A 2.12	To estimate the ambient temperature.	
A 2.13	To read and write metric units of time.	
A 2.14	To establish equivalences between different units of time.	
A 2.15	To add and subtract units of time in everyday situations.	
A 2.16	To be familiar with the symbols and vocabulary associated with metric units of length.	
A 2.17	To estimate length in metric units.	
A 2.18	To use instruments for measuring length.	
A 2.19	To be familiar with the symbols and vocabulary associated with metric units of liquid volume.	
A 2.20	To estimate quantity in metric units of liquid volume.	
A 2.21	To use instruments for measuring liquid volume.	

A 2.22	To be familiar with the symbols and vocabulary associated with metric units of weight.	
A 2.23	To estimate weight in metric units.	
A 2.24	To use instruments for measuring weight.	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP TWO

MTH B 023 - 3

A 2.25	To recognize the plus sign.	P
A 2.26	To recognize the minus sign.	P
A 2.27	To use the vocabulary associated with addition.	P
A 2.28	To use the vocabulary associated with subtraction.	P
A 2.29	To add numbers without carrying over.	P
A 2.30	To subtract numbers without borrowing.	P
A 2.31	To add numbers using carry-over.	P
A 2.32	To subtract numbers using borrowing.	P
A 2.33	To add sums of money.	P
A 2.34	To subtract sums of money.	P
A 2.35	To estimate the result of an addition.	
A 2.36	To estimate the result of a subtraction.	
A 2.37	To apply a problem-solving approach (reasoning) to everyday situations (+, -).	P
A 2.38	To become familiar with the calculator.	P
A 2.39	To use a calculator.	P
A 2.40	To check results obtained using a calculator.	P

STEP TWO

MTH B 024 - 4

A 2.41	To recognize the multiplication sign.	P
A 2.42	To recognize the division signs.	P
A 2.43	To use the vocabulary associated with multiplication.	P
A 2.44	To use the vocabulary associated with division.	P
A 2.45	To multiply by a one-digit multiplier.	P
A 2.46	To divide by a one-digit divisor.	P
A 2.47	To multiply by a multiplier with at least two digits.	P
A 2.48	To divide by a divisor with at least two digits.	P
A 2.49	To multiply sums of money.	P
A 2.50	To divide sums of money.	P
A 2.51	To multiply a number by 10, 100 and 1000 using mental calculation.	
A 2.52	To divide a number by 10, 100 and 1000 using mental calculation.	
A 2.53	To master the multiplication tables.	
A 2.54	To master the division tables.	
A 2.55	To estimate the result of a multiplication.	

A 2.56	To estimate the result of a division.	
A 2.57	To multiply and divide using a calculator.	P
A 2.58	To apply a problem-solving approach (reasoning) to everyday situations (x, ÷).	P

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP THREE

MTH B 031 - 2

MTH B 032 - 2

MTH B 033 - 1

MTH B 034 - 1

STEP THREE

MTH B 031 - 2

A 3.01	To recognize proper fractions in everyday situations.	P*
A 3.02	To recognize numerical representations of fractions.	P
A 3.03	To recognize what a fraction is: perceiving a fraction as part of a whole.	P*
A 3.04	To recognize what a fraction is: perceiving a fraction as part of a group of similar objects.	P*
A 3.05	To read proper fractions.	P*
A 3.06	To write proper fractions.	P*
A 3.07	To compare different fractions.	P*
A 3.08	To use the vocabulary associated with proper fractions.	*
A 3.09	To add fractions with the same denominator.	P*
A 3.10	To subtract fractions with the same denominator.	P*
A 3.11	To find a fraction that is equivalent to a given fraction.	P*
A 3.12	To simplify or reduce a fraction to its lowest terms.	*
A 3.13	To recognize the equivalence between a mixed number and an improper fraction with the same denominator.	P
A 3.14	To change a mixed number into an improper fraction.	
A 3.15	To change an improper fraction into a mixed number.	*

* seen at the presecondary level

A 3.16	To compare two fractions using a table of fractions.	P*
A 3.17	To add two fractions, one of whose denominators is a multiple of the denominator of the other.	*
A 3.18	To add two fractions with prime denominators.	*
A 3.19	To add a fraction and a mixed number or a whole natural number, or to add two mixed numbers.	*
A 3.20	To subtract a fraction from a mixed number or subtract two mixed numbers without borrowing.	*
A 3.21	To subtract a fraction or a mixed number from a mixed number with the same denominator by borrowing.	
A 3.22	To subtract two fractions, one of whose denominators is a multiple of the denominator of the other.	*
A 3.23	To subtract two fractions with prime denominators.	*
A 3.24	To subtract a fraction from a mixed number or a natural whole number, or to subtract one mixed number from another by borrowing.	
A 3.25	To multiply a whole number by a fraction.	P*
A 3.26	To multiply two fractions.	*
A 3.27	To multiply a fraction by a mixed number.	
A 3.28	To divide a whole number by a fraction.	
A 3.29	To change a proper fraction into a decimal.	P
A 3.30	To estimate the results of the four basic operations with the most common fractions.	
A 3.31	To apply a problem-solving approach (reasoning) to everyday situations involving proper fractions.	

* *seen at the presecondary level*

STEP THREE

MTH B 032 - 2

A 3.32	To use the vocabulary associated with decimals.	P
A 3.33	To read decimals.	P*
A 3.34	To write decimals.	P*
A 3.35	To compare decimals.	P*
A 3.36	To round off decimals to the nearest whole or half.	P
A 3.37	To arrange decimals in order.	P*
A 3.38	To change a proper fraction into a decimal, using a calculator.	P
A 3.39	To perform operations on decimals using a calculator.	P
A 3.40	To estimate the results of operations on decimals using a calculator.	
A 3.41	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator.	P
A 3.42	To add decimals.	*
A 3.43	To subtract decimals.	*
A 3.44	To multiply decimals.	*
A 3.45	To multiply a decimal by 10, 100 or 1000, using mental calculation.	P*
A 3.46	To divide decimals.	
A 3.47	To divide a decimal by 10, 100, or 1000, using mental calculation.	P*

* *seen at the presecondary level*

A 3.48	To estimate the results of operations on decimals.	
A 3.49	To apply a problem-solving approach (reasoning) to everyday situations.	*

* *seen at the presecondary level*

STEP THREE

MTH - B033 - 1

A 3.50	To recognize the symbol for degrees Celsius.	P
A 3.51	To use instruments for measuring temperature.	P
A 3.52	To read and write the temperature.	P*
A 3.53	To indicate key points on the temperature scale.	P
A 3.54	To estimate the ambient temperature.	
A 3.55	To read and write metric units of time.	P*
A 3.56	To establish equivalences between different units of time.	P*
A 3.57	To recognize the vocabulary associated with metric units of time.	P*
A 3.58	To add and subtract units of time in everyday situations.	P
A 3.59	To multiply units of time in everyday situations.	P
A 3.60	To divide units of time in everyday situations.	P
A 3.61	To recognize the symbols and vocabulary associated with metric units of length.	P
A 3.62	To determine the metric unit of length appropriate to a given item.	P*
A 3.63	To estimate different lengths.	*
A 3.64	To use instruments for measuring length.	P*
A 3.65	To establish equivalences between different metric units of length.	P*

* *seen at the presecondary level*

A 3.66	To perform the four basic operations (+, -, x, ÷) on metric units of length.	P
A 3.67	To apply acquired knowledge to problems involving metric units of length in everyday situations.	P*

* *seen at the presecondary level*

STEP THREE

MTH - B034 - 1

A 3.68	To recognize the symbols and vocabulary associated with metric units of liquid volume.	P
A 3.69	To determine the metric unit of liquid volume appropriate to a given item.	P
A 3.70	To estimate a quantity in metric units of liquid volume.	
A 3.71	To use instruments for measuring liquid volume.	P
A 3.72	To establish equivalences between different metric units of liquid volume.	P
A 3.73	To perform the four basic operations (+, -, x, ÷) on metric units of liquid volume.	P
A 3.74	To apply acquired knowledge to problems involving metric units of liquid volume in everyday situations.	P
A 3.75	To recognize the symbols and vocabulary associated with metric units of weight.	P*
A 3.76	To determine the metric unit of weight appropriate to a given item.	P*
A 3.77	To estimate weight in metric units.	*
A 3.78	To use instruments for measuring weight.	P
A 3.79	To establish equivalences between metric units of weight.	P*

* *seen at the presecondary level*

A 3.80	To perform the four basic operations (+, -, x, ÷) on metric units of weight.	P
A 3.81	To apply acquired knowledge to problems involving metric units of weight in everyday situations.	P*
A 3.82	To solve problems involving metric units, using a calculator.	P

* *seen at the presecondary level*

STEP FOUR

MTH-B041-1
MTH-B042-1
MTH-B043-1
MTH-B044-1

STEP FOUR

MTH-B041-1

A 4.01	To recognize the percent sign.	P
A 4.02	To define “percentage.”	P*
A 4.03	To use the vocabulary associated with percentage.	P
A 4.04	To calculate percentages.	P*
A 4.05	To estimate the result of an operation involving a percentage.	*
A 4.06	To apply a problem-solving approach to everyday situations involving percentages.	P*

* *seen at the presecondary level*

STEP FOUR

MTH-B042-1

A 4.07	To be familiar with the rule of three.	P
A 4.08	To know when and how to use the rule of three.	P
A 4.09	To estimate the result of a problem solved using the rule of three.	
A 4.10	To apply a problem-solving approach using the rule of three in everyday situations.	P

STEP FOUR

MTH-B043-1

A 4.11	To recognize certain geometric figures.	P*
A 4.12	To measure straight lines.	P*
A 4.13	To recognize certain symbols and vocabulary associated with geometry.	P*
A 4.14	To use measuring instruments.	P
A 4.15	To measure angles.	P
A 4.16	To construct angles.	P
A 4.17	To estimate the size of angles.	
A 4.18	To recognize the symbols and vocabulary associated with perimeter.	P*
A 4.19	To calculate perimeters.	P*
A 4.20	To recognize the symbols and vocabulary associated with area.	P*
A 4.21	To calculate area.	P*
A 4.22	To estimate perimeters and areas.	*

* *seen at the presecondary level*

STEP FOUR

MTH-B044-1

A 4.23	To recognize the symbols and vocabulary associated with circles.	
A 4.24	To measure a diameter.	
A 4.25	To find a radius.	
A 4.26	To measure a circumference.	
A 4.27	To recognize the symbols and vocabulary associated with volume.	P*
A 4.28	To calculate volume.	P*
A 4.29	To estimate volume.	*
A 4.30	To recognize the symbols associated with scale drawings.	P
A 4.31	To calculate real dimensions or distances from a scale drawing or a road map.	P
A 4.32	To do a scale drawing.	P
A 4.33	To estimate size and distance.	

* *seen at the presecondary level*

