

Community & Government Services ■ Community Resources


Classes might want to learn more about ...


- ① resources available through local churches and other organizations in their community
- ① volunteers who work in their community
- ① food drives
- ① shelters
- ① block parent neighbourhoods


Learners find it useful to ...

- ◇ listen to a presentation by a local volunteer, community worker
- ◇ identify key words when listening; continue listening when unfamiliar vocabulary is encountered
- ◇ ask child's teacher about family resources in area (e.g. preschool programs, youth groups, breakfast clubs)
- ◇ organize a food drive
- ◇ ask immigrant settlement agencies about community resources
- ◇ ask classmates and neighbours about local resources
- ◇ volunteer with a local church or community group

Suggested Resources

 *Understanding Community Resources*

 Food donation bags with written instructions about what and where to donate

 Local food bank for tours or volunteer opportunities

Volunteer organizations: <http://www.volontario.org>

United Way of Canada: <http://www.uwc.cc.ca>

 **community resources** (Canadian sites), enter specific name (e.g. **United Way**)

LINC 4

Community & Government Services ■ Community Resources

Topic Outcomes

By the end of this topic, learners will be able to:

- give suggestions and advice about appropriate community resources
- express worry, concern
- follow written instructions for donating food items
- find telephone numbers in white or blue pages for community resources
- understand brochures about available resources and how to access them
- write a paragraph about an important community resource

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for resources (*non-perishable foods, breakfast club, donation, volunteer, non-profit, charity, fundraising*)
- expressions for conveying worry or concern (*I'm worried about . . . I'm afraid that . . .*)
- modals for requesting assistance, information (*Could you tell me . . . / Would you mind telling me . . .*)
- count and noncount nouns
- pronunciation: intonation in indirect questions and polite requests - see Ellis - Master Pronunciation

Sample Language Tasks

1. Brainstorm needs (housing, safety clothing, employment, social, food, financial) and community resources to meet needs (food banks, meal programs, neighbourhood watch, clothing exchange, food vouchers).
2. Read instructions on food drive donation bag or other similar text. Categorize food items under headings Donate/Don't Donate.
3. Write advice-column type letters (Dear Abby) about needs and concerns. Exchange letters and write responses suggesting various resources.

Sample Computer Tasks

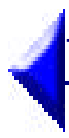
Computer Levels: Novice-Advanced

Computer Skills: Insert/Edit Bullet, Columns

Novice: Word-process the list of foods from Language Task 2. Create 2 columns with headings Donate/Don't Donate. Follow instructions to insert and edit bullet styles.

Experienced/Advanced: Word-process Language Task 2 as above. Insert appropriate symbols as bullets (e.g. webdings).

All levels: Ellis-Master Pronunciation-Speech Acts-Getting Things Done-Requests: **Make/Respond to**



Community & Government Services ■ Public Libraries

Classes might want to learn more about ...

- ① how library materials are organized, how to use call numbers to locate books
- ① other services and programs offered at some public libraries (children’s programs, ESL classes, films and special events, video collection, toy libraries)
- ① computer labs at some public libraries
- ① fines for lost, damaged or late materials
- ① reference and other non-circulating materials
- ① renewing materials by phone
- ① compare services offered at different public libraries

Learners find it useful to ...

- ◇ attend a library orientation with class
- ◇ ask librarian for ESL materials
- ◇ ask for assistance in locating materials and using computers
- ◇ find out if books and periodicals in native language are available
- ◇ choose books for adults written in simplified English (adult literacy)
- ◇ borrow English books with audiotapes
- ◇ access library Internet sites

Suggested Resources

-  Public library brochures and flyers detailing services, hours of operation, overdue fines, etc.
-  Centre Alpha Plus Centre: <http://alphaplus.ca>
- Toronto Public Library: <http://www.tpl.toronto.on.ca/>
- Toronto Reference Library: <http://www.mtrl.toronto.on.ca/>
-  **public libraries** (Ontario only)

LINC 4

Community & Government Services ■ Public Libraries

Topic Outcomes

By the end of this topic, learners will be able to:

- ask for and give directions to nearest public library
- ask for information about services and location of particular materials in library
- provide personal information to obtain library card for self or child
- invite someone to attend a library event
- understand posted notices about fines for overdue materials, library programs and special events
- follow written instructions for using computer to search for or reserve materials; check position in queue
- fill out a registration form for a library program

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*talking books, librarian, overdue, due date, reference, periodicals, circulation desk, reserve, hold, call number*)
- expressions for inviting (*Would you like to.. . Are you free on . . .*)
- wh-questions
- sequence markers
- prepositions of location
- basic personal letter-writing conventions

Sample Language Tasks

1. Give and follow directions to various sections of the library using a floor plan.
2. Read a text containing names of Canadian authors. Locate the names in the text and list in alphabetical order.
3. Write a note thanking library staff for orientation tour.

Sample Computer Tasks

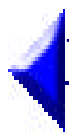
Computer Levels: Novice-Advanced

Computer Skills: Border, Insert/Edit graphics, Watermark, Columns, Sort

Novice: Use a library computer to find information about author, subject, and call number.

Experienced: Sort a list of authors' names and call numbers in ascending, descending alphabetical or numerical order.

Experienced/Advanced: Create a flyer to encourage others to use local library's services.



Community & Government Services ■ Volunteering

Classes might want to learn more about ...

- ① the need for volunteers in community
- ① training available for volunteers
- ① responsibilities, commitment when volunteering
- ① volunteering as means of getting 'Canadian experience' to include on resume or job application
- ① the contribution made by volunteers to Canadian society
- ① personal satisfaction through volunteering
- ① volunteerism as a way to increase contacts

Learners find it useful to ...

- ◇ volunteer for an organization for immigrants who speak learners' native language
- ◇ consider volunteering as a way to develop skills and learn language
- ◇ ask speakers to speak slowly, repeat or rephrase information as needed
- ◇ talk to someone who found employment as a direct result of volunteering
- ◇ find the number for local volunteer centre in the telephone directory (hard copy or on the Internet)

Suggested Resources

Local volunteer centre

<http://www.volontario.org/>

<http://www.sdc.uwo.ca/vip/>

<http://info.london.on.ca/volunteer/>

Ontario volunteer service awards: <http://www.gov.on.ca/mczcr/englishcitdiv/honours/vsa.htm>.

 **volunteering** (Ontario sites)

LINC 4

Community & Government Services ■ Volunteering

Topic Outcomes

By the end of this topic, learners will be able to:

- give and respond to compliments
- ask and answer questions about volunteer work, offer to volunteer
- understand newspaper and school notices asking for volunteers
- find specific information such as required skills, experience or time commitment in notices about volunteering
- write a short note inviting a volunteer to visit class and talk about volunteering

Language Focus

Items to help learners achieve the outcomes:

- names of organizations (*Big Brothers/ Sisters, Meals on Wheels, Red Cross*)
- idioms and informal expressions for giving compliments, expressing approval (*nice job/ good for you/ way to go*)
- adjectives (*patient, outgoing*)
- modals for obligation and necessity (*You must be available for a minimum of three hours per week*)
- wh-questions
- pronunciation: sentence stress (content vs function words)

Sample Language Tasks

1. Role-play calling an organization about opportunities to volunteer.
2. Read “volunteers needed” notices. Find information about the organization, the volunteer position, time commitment, and contact person.
3. Write a paragraph about future plans to volunteer. Describe the skills and qualities needed in this volunteer position.

Sample Computer Tasks

Computer Levels: All

Computer Skills: Alignment, Spelling, Spacing

Word-process text in Language Task 3. Follow instructions to check spelling, align (justify) and space document.