

# Sample Lesson Plan • LINC 2

**THEME:** Canadian Culture

**TOPIC:** Celebrations

**LEVEL:** LINC 2 (CLB 2)

**DURATION:** 5 hours

Planning

## Topic Outcomes:

- ☞ greet familiar and unfamiliar people; use and respond to courtesy formulas
- ☞ respond appropriately to introductions
- ☞ give expanded basic personal information
- 🔍 identify introductions and basic courtesy formulas
- 📖 generally understand the main point of a short written message in an invitation
- ✍ complete an expanded range of greeting cards with minimum required information

**Vocabulary and Expressions:** *balloons, birthday, blow, cake, candles, decorations, delicious, party, everybody, excited, favourite, gift, greeting card, present, wish, nice to meet you, pleased to meet you*

**Grammar:** prepositions of time, ordinal numbers

**Pronunciation:** /ey/ (*birthday, age, today, baby, eighth*) and /ɛ/ (*send, seventh, friend, dress*)

**Computer Skills:** Keyboarding, Page Setup (Orientation), Font, Font Style (Bold, Italic, Underline), Paragraph (Alignment), Insert Picture (Clip Art), Print Preview, Print

**Software:** Microsoft Word

## Resources:

- *Canadian Concepts 2, Second Edition:* Unit 3, “Days and Dates” (pages 32–35)
- instructor-made handouts:
  1. Introductions
  2. Birthdays
  3. Invitation
  4. Prepositions of Time
  5. Prepositions of Time Cards
- a variety of greeting cards (e.g., birthday, sympathy, new baby, wedding) with back page removed

## Procedures:

Instructor writes the following exchanges on the board and models them with a learner. For each example, the instructor asks a few learners to practice while the class listens. Learners then circulate and practice greeting and introducing themselves and others.

A: Hello. My name is Yu Bin.

B: Hello Yu. My name is Ali Ahmed.

A: Nice to meet you, Ali.

B: Nice to meet you too.

A: Hi Vlad. I'd like to introduce my friend, Isobel. Isobel, this is Vlad.

B: Hi Isobel. Nice to meet you.

C: Nice to meet you too, Vlad.

LINC 2

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## Listening Task: Introductions

*Pre-listening:* Instructor sets the scene for two people introducing themselves. Learners generate a few possible expressions for the situation (e.g., *Hello, my name is...*).

*Listening activity:* Learners listen to dialogues on Handout 1 and circle the words and expressions they hear. Students listen and repeat the lines of the dialogue.

## Reading Task: Birthdays and Invitation

*Pre-reading:* Instructor defines *celebrations* (e.g., birthdays, weddings, national celebrations). Next, the instructor guides learners in a short discussion on birthdays and birthday parties (e.g., which birthdays are special, who comes to the celebration, and how people are invited) and asks learners to complete the vocabulary for Birthdays on Handout 2.

*Reading:* Learners read the text on the invitation in Handout 3 and answer the comprehension questions.

*Assessment:* Assessment is based on the number of correct answers to the comprehension questions.

## Grammar Task: Prepositions of Time and Ordinal Numbers

1. **Prepositions of Time:** Instructor introduces prepositions of time by referring to Handout 4. Learners practice the items on the handout by speaking with a partner.
2. **Ordinal Numbers:** Instructor introduces ordinal numbers by referring to Item A on page 32 of *Canadian Concepts 2*. Learners do the listening/writing tasks on pages 32 and 33 with the instructor.

## Speaking Task: Birthday Survey

Learners complete partner task on pages 34 and 35 of *Canadian Concepts 2*. Learners recreate the table on page 35 in their books and conduct the survey.

## Writing Task: Greeting Cards

*Pre-writing:* Learners match different occasions/greetings (e.g., birthday, graduation, wedding, anniversary, get-well, sympathy, newborn) with sample greeting cards (Happy Birthday! – birthday card, Congratulations! – graduation card). Instructor clarifies greetings that may cause some difficulty, such as “*With Sympathy*” or “*Congratulations*”.

*Writing:* Learners choose appropriate cards for different people or occasions and complete with an appropriate message.

*Assessment:* Assessment is based holistically on learners’ ability to complete a greeting card appropriately and analytically on spelling, capitalization, and punctuation.

## Computer Task: Word Processing and Inserting Pictures

Learners word-process one or more of the greeting card messages from the writing task. Experienced learners should add appropriate Clip Art pictures to their finished greeting cards. They print preview and print for evaluation. Display printed messages in class.

## Pronunciation: /ey/ and /ɛ/

Learners select words that use /ey/ and /ɛ/ from Handouts 1, 2, and 3 and place them in columns according to sounds. Learners practice the sounds by reading the words again with a partner.

## Follow-up: Prepositions of Time Cards

Learners form small groups and practice making sentences using the preposition cards on Handout 4.

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## Handout 1: Introductions

**Fold** the paper on the dotted line to hide the dialogues<sup>1</sup>. Listen to the dialogues. Circle the words you hear. Then unfold the paper to check your answers.

Dialogue	Names	Expressions
1	Don John Ron Sandra Susan Anne	Pleased Glad to meet you too. Nice
2	Lucy Larissa Lisa Danny Edward David	Pleased Glad to meet you too. Nice



fold

### Dialogue 1:

Don: Hello. I'm Don Jones. What's your name?  
 Susan: Susan Reid.  
 Don: Nice to meet you, Susan.  
 Susan: Thanks. Nice to meet you too.

### Dialogue 2:

Fred: Hi Lucy. This is my friend, David.  
 Lucy: Hello David. Pleased to meet you.  
 David: Hello Lucy. Glad to meet you too.

<sup>1</sup> Dialogues used with permission from Lisa Petit and Valerie Unwin, *CLB Listening/Speaking Resource*, (Winnipeg, Man.: Committee for Assessment of Language in Manitoba, 1998) p. 12 (Stage I, Social Interaction dialogues 5, 6).

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## Handout 2: Birthday Cards

Match the words and the pictures. Say the words with a partner.



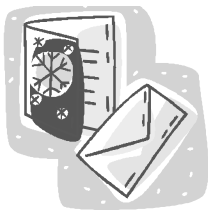
1 \_\_\_\_\_



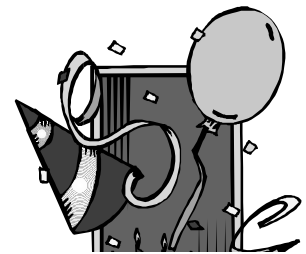
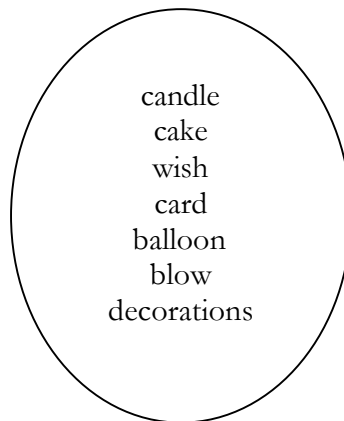
2 \_\_\_\_\_



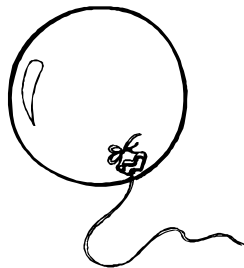
3 \_\_\_\_\_



7 \_\_\_\_\_



4 \_\_\_\_\_



6 \_\_\_\_\_



5 \_\_\_\_\_

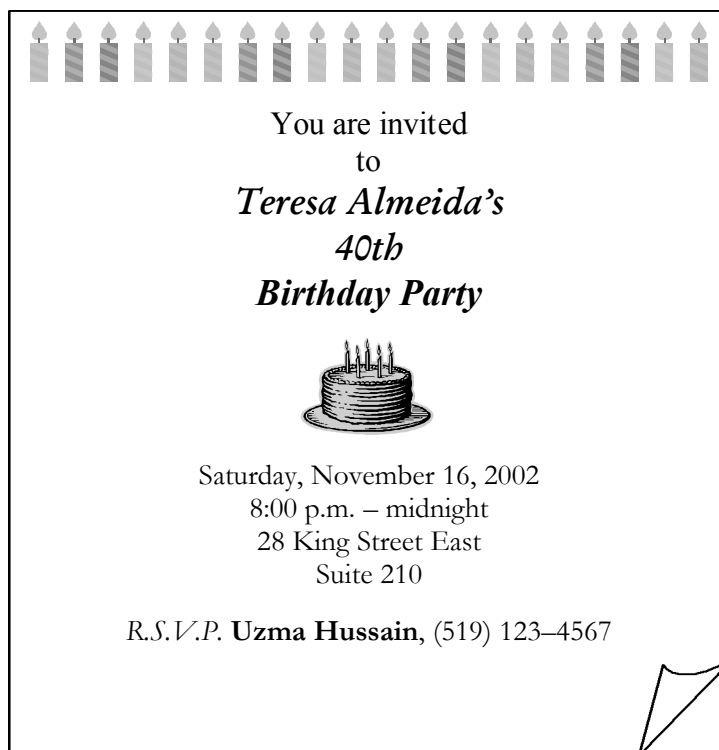
Write and say the numbers.

1st _____	2nd _____	3rd _____
4th _____	5th _____	6th _____
11th _____	20th _____	29th _____

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## Handout 3: Invitation

Read the party invitation.



Answer the questions:

1. Who is the birthday party for?

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2. How old is she?

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3. When is the party?

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4. What time does the party begin and end?

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5. Who do you phone if you want to go to the party?

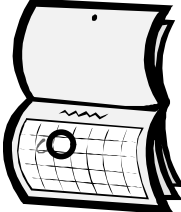
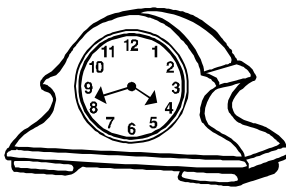
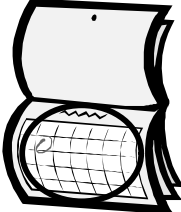
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6. Is this party in a house or apartment?

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## Handout 4: Prepositions of Time

<u>On</u> + day 	<u>At</u> + time of day 	<u>In</u> + month, year, seasons 
<ul style="list-style-type: none"> <li>• <b>on</b> Monday</li> <li>• <b>on</b> April 26th</li> </ul>	<ul style="list-style-type: none"> <li>• <b>at</b> 6:00 p.m.</li> <li>• <b>at</b> noon</li> </ul>	<ul style="list-style-type: none"> <li>• <b>in</b> August</li> <li>• <b>in</b> 1999</li> <li>• <b>in</b> the spring</li> </ul>

Complete the sentences using on, at, or in.

1. My birthday is \_\_\_\_\_ December.
2. She came to Canada \_\_\_\_\_ 1998.
3. Your doctor's appointment is \_\_\_\_\_ 2:30 \_\_\_\_\_ Thursday.
4. His birthday is \_\_\_\_\_ September 29th.
5. It always snows \_\_\_\_\_ the winter.
6. We eat lunch \_\_\_\_\_.


Answer the questions:

1. What time do you get up? \_\_\_\_\_
2. What time do you go to bed? \_\_\_\_\_
3. What time do you eat breakfast? \_\_\_\_\_
4. What time do you eat dinner? \_\_\_\_\_

# Sample Lesson Plan • LINC 2

## Handout 5: Prepositions of Time Cards

Photocopy and cut along the lines to produce cards, each with a time expression on it. Distribute to learners for use in follow-up activity.



<b>March</b>	<b>9:00 a.m.</b>	<b>Saturday</b>
<b>1968</b>	<b>the summer</b>	<b>November</b>
<b>noon</b>	<b>Monday</b>	<b>2:30 p.m.</b>