

# Community Resources

## Topic Development Ideas

### *Classes might want to learn more about...*

- 211 Community Services Information for telephone access to community resources
- community organizations (e.g., church, ethnic, settlement, volunteer)
- emergency shelters
- fees for services (e.g., swimming pools, video/CD rentals from library)
- food banks
- neighbourhood programs (e.g., block parent, neighbourhood watch)
- post offices, libraries, parks, recreation centres, and services available

## Strategies for Learners


### *Learners find it useful to...*

- ask child's teacher about family resources in area (e.g., preschool programs, youth groups, breakfast clubs)
- ask classmates and neighbours about local resources
- ask immigrant settlement agencies about community resources
- volunteer with a local church or community group

## Resources for Developing and Teaching Topic

 *Newcomers Resource Directory*


 *Understanding Community Resources*


 brochures from post office, library, community organizations


 community maps and directories

 local food bank for tours or volunteer opportunities

 Canada Post: <http://www.canadapost.ca> (Your Personal Post)

 Settlement.org: <http://www.settlement.org> (Community and Recreation, Organizations)

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

 **community resources** (specific name of community, e.g., **London**)

# Community Resources

## Topic Outcomes (CLB 4, 5)

### Possible outcomes for this topic:

- 🗣️ give simple informal advice
- 🗣️ give a detailed description
- 🗣️ ask for and give information related to community resources
- 🗣️ express necessity, worry, or concern
- 👂 understand step-by-step instructions or directions
- 👂 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 get information from a community resource brochure, notice, or flyer
- 📖 find information in an authentic form, schedule, table, or directory
- ✍️ write a one-paragraph description of own experience

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary for community resources and services
- conditional sentences: real, unreal
- modals: requests, advice (*could, would, should, ought to*)
- questions: embedded, wh-
- pronunciation: intonation in embedded questions and polite requests

## Sample Tasks

1. Brainstorm a list of newcomer's needs (housing, safety clothing, employment, social, food, financial). Rank the needs according to urgency. Match with community resources.
2. Listen to a presentation about a community resource. Answer comprehension questions.
3. Refer to a post office brochure and calculate the cost of mailing various-sized parcels and letters to local and overseas destinations.
4. Write about the first time you used a community resource (e.g., Post Office) in Canada.
  - 📖 **Novice:** Word-process Language Task 4. Choose a font for the title. Insert the date in an appropriate place. Print for instructor evaluation.

**Skills:** Keyboarding, Print, Font, Font Style, Insert Date and Time

# Public Libraries

## Topic Development Ideas

### *Classes might want to learn more about...*


- accessing computers at public libraries
- fines for lost, damaged, or late materials
- how library materials are organized; how to use call numbers to locate books
- reference and other non-circulating materials
- renewing materials by phone or on-line
- reserving materials
- services and programs offered at public libraries (e.g., children's programs, ESL classes, films and special events, video collections, toy libraries)

## Strategies for Learners


### *Learners find it useful to...*

- access library Internet sites
- ask for assistance in locating materials and using computers
- attend a library orientation session
- borrow English books with audio tapes
- check services offered at different public libraries
- choose books for adults written in simplified English (adult literacy)
- find out if books and periodicals are available in own language
- locate the ESL or language section in the library
- watch the movie version of a story before reading the novel to help with understanding


## Resources for Developing and Teaching Topic

 *Take Charge*: Unit 2, "In the Community"

 *The Oxford Picture Dictionary, Canadian Edition*: Unit 7, "Community"


 *Words We Use*: Unit 11, "Reading Materials"

 public library brochures

 local libraries for orientation tours

 *CLB Listening/Speaking Resource*: Telemessages dialogue 5

 Canadian Library Association: <http://www.cla.ca>

 Canadian library web sites and catalogues by region: Ontario:  
<http://www.nlc-bnc.ca/canlib/eontario.htm>

 Centre AlphaPlus Centre: <http://alphaplus.ca>

 Ontario Library Service – Ontario Public Libraries: <http://www.library.on.ca/ontlibs.html>

 **public libraries Ontario**

# Public Libraries

## Topic Outcomes (CLB 4, 5)

### Possible outcomes for this topic:

- 🗣️ ask for information related to library services (e.g., registering; locating, borrowing, or reserving materials; using equipment)
- 🗣️ give a detailed description of a book or video
- 👂 understand step-by-step instructions or directions
- 👂 understand factual details and some implied meanings in a pre-recorded phone message about library services and locations
- 📖 get information from a library brochure
- 📖 use a complex reference text in the library reference section
- ✂️ copy information from encyclopedias or other reference texts for personal use, to complete a task, or to learn information
- ✂️ write a one-paragraph description of a library-related experience

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*call number, circulation desk, due date, hold, librarian, overdue, periodicals, reference, reserve, talking books*)
- idioms (*bookworm, hit the books, put a book on hold*)
- adjective clauses
- modals: requests, necessity
- phrasal verbs: separable, non-separable (*check out, come across, look into, drop off, fill out, look up, write down*)
- prepositions of location
- questions: embedded, wh-, tag
- pronunciation: /l/ (*librarian, periodical, hold, call*) and /r/ (*reserve, library, circulation, number*)

## Sample Tasks

1. Role-play asking for information about services in the library.
2. Listen to a recorded phone message about library services, locations, and hours of operation. Complete a worksheet.
3. Choose three authors from a list of Canadian authors and find information about each by referring to library reference texts.
  - 📖 **Novice:** Use a library computer catalogue to find call numbers for books by authors listed in Language Task 3. Check their availability in the library.  
**Skills:** Search, Keyboarding, Forms, Controls
  - 📖 **Experienced:** Open an instructor-made file containing a list of authors and birth dates. Sort the list in ascending, descending, alphabetical, or numerical order.  
**Skills:** Open, Table Sort
4. Write a paragraph describing a visit to a local library.

# Volunteering

## Topic Development Ideas

### *Classes might want to learn more about...*











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

## Strategies for Learners

### *Learners find it useful to...*

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

## Resources for Developing and Teaching Topic

-  *New Interchange 3*: Interchange Activity 16, “Viewpoints”
-  volunteer job postings
-  local volunteer centre
-  representatives from a local volunteer centre, non-profit community agencies, nursing homes
-  Charity Village: <http://www.charityvillage.com>
-  Community Literacy of Ontario – Volunteer Management Resource Centre: <http://www.nald.ca/volman.htm>
-  Ministry of Citizenship – Volunteerism: <http://www.gov.on.ca/mczcr/english/citdiv/voluntar>
-  Ontario Volunteer Service Awards: <http://www.gov.on.ca/mczcr/english/citdiv/honours/vsa.htm>
-  Volunteer Canada: <http://www.volunteer.ca>
-  **volunteering Ontario**

# Volunteering

## Topic Outcomes (CLB 4, 5)

### Possible outcomes for this topic:

- express non-comprehension by asking for clarification or repetition
- ask for and give information about volunteer positions
- understand step-by-step instructions or directions
- find information in a short brochure, notice, or flyer about volunteering
- write a short formal letter or e-mail responding to a volunteer ad and requesting information
- write a one-paragraph description about experiences with volunteering or plans for the future, giving reasons

## Language Focus

### Items to help learners achieve the outcomes:

- names and types of volunteer organizations (*Big Brothers, Big Sisters, Meals on Wheels, Red Cross, food banks, nursing homes*)
- adjectives (*dedicated, hard-working*)
- modals: obligation, necessity (*You must be available for a minimum of three hours per week*)
- questions: yes/no, wh-, embedded
- pronunciation: sentence stress (content vs. function words)

## Sample Tasks

1. Work with a partner. Role-play calling an organization about a volunteer posting.
  - **Novice:** Create a presentation of a dialogue developed from the role-play in Language Task 1. Show the dialogue while presenting it to the class.  
**Skills:** (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert Clip Art, Show a Presentation
2. Listen to a set of instructions for securing a volunteer position. Rearrange a scrambled set of instructions and compare in a group.
3. Read a “Volunteer Needed” notice. Find information about the organization, the position, time commitment, and contact person.
4. Choose a volunteer position you might be interested in. Write about how your skills and experience would fit the position.
  - **Experienced:** Word-process text in Language Task 4. Follow instructions to check spelling, align (justify) text, and change the line spacing. Use the thesaurus to find replacements for weak adjectives such as good and nice.  
**Skills:** Format Paragraph (Alignment, Spacing), Spelling, Thesaurus

## Additional Tasks

- **All Levels:** Go to an on-line volunteer web site (e.g., <http://www.volunteer.ca>). Follow instructions to locate volunteer positions in the local community. Copy the contact information.  
**Skills:** Internet Basics, URL, Forms, Controls, Search