

a. Sunscreen! Conversation with Warning and Advice

Background: Harpreet is a newcomer mom who moved to Winnipeg six months ago with her family. Maria is her neighbour who lives in the apartment next door. Maria is also a newcomer mom, and moved to Winnipeg a few years ago.

Harpreet: Good morning Maria! How are you today?

Maria: Hi Harpreet. I'm fine thanks. How are you?

Harpreet: I'm fine thank you. Today is a beautiful day!

Maria: Oh, yes. It's a good day to get out and about.

Harpreet: Because today is a Sunday and a beautiful day, we're going to go downtown to walk around The Forks.

Maria: Good idea! It's so pretty there, and your kids will enjoy walking by the rivers.

Harpreet: Yes, we can all get some exercise and fresh air.

Maria: It's very sunny today, and it's easy to get a sunburn in Winnipeg. You want to watch out and not get a sunburn. You should put on sunscreen before you go.

Harpreet: Really? I didn't know that. Thank you for telling me. I bought sunscreen, but I haven't used it. How long does it protect you from the sun?

Maria: Hmmm.....It can protect you for two or three hours, so putting it on before you go will probably give you enough protection for the afternoon.

Harpreet: Thank you again. You have a nice afternoon.

Maria: No problem. I'm glad to help. Have a good time. See you later.

Harpreet: Good bye. See you.

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b. Breaking Down the Conversation for Level Appropriate Teaching

For all levels:

- Review Openings
- Review contractions (who uses more contractions and why?)
- Rejoinders - *Really?; good idea!; oh, yes...; yes....*
- Review tone of voice as per age of participants or work related level
- Level appropriate verb tense(s) or phrasal verbs
- Slang - *No problem*
- Review Closings

For CLB 4:

- Respond to warnings - *I didn't know that.*
- Body Language: *ex. nodding your head to signal you are understandin*
- Expressing ability - *can/could*
- Polite way to receive advice - *Thank you*

For CLB 5:

- Polite way to give advice - *should*
- Giving reasons why you need advice - *It's easy to get a sunburn in Winnipeg*
- Importance of showing interest in the conversation to encourage more information - *I bought it, but I haven't used it.*

For CLB 6:

- Practice adding more information into the conversation above by predicting what the consequences of not heeding the warning could be - *ex. Sunburns can really hurt and they are harmful*
- Practice using other modals or giving polite advice indirectly - *ex. might want to; I wouldn't go out without*
- Signaling the end of a conversation - *You have a nice afternoon*

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c. Making Up Your Own Conversation Giving Advice

Below is the start of a conversation between two neighbours. With a partner, write a conversation where Harpreet is seeking advice about winter coats and where to shop for one. Use this paper to make notes on what you could say to each other.

Harpreet: Good morning Maria. How are you today?

Maria: Hi Harpreet. I'm fine thank you. How are you?

Harpreet:

Maria:

Harpreet:

Maria:

Harpreet:

Maria:

Harpreet:

Maria:

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d. More Speaking and Pronunciation Practice

Read over the original conversation with students

- a. repeating the lines after you read them;
- b. taking turns for each line;
- c. using different tones (elderly person, teenager, etc.);
- d. practice with reductions (*so puttin' it on....*)
- e. working with a partner in a role play;
- f. changing partners for same role play.

e. Role Play Scenario

Example Character Pairings:

- Between a mother and child
- Between a husband and wife
- Between two co-workers
- Between a young person and their elderly neighbour

Example Topics:

- Putting on sunscreen
- Staying up too late at night and getting overtired
- Getting to school/work on time
- Dressing for cold weather
- You have a sick child and need advice

f. Game and Fluency Practice Using *Can/Could* for Ability

- Have students brainstorm about what they *can* do and what they *cannot* do. Then, with partners, think up three questions about an ability. For example: Can you cook rice? Can I use your pencil?
- Use attached game "You can(not)...." to practice *can* and *cannot*. Copy the game and cut it into right and left halves. With partners, have students take turns reading the situations to each other. For each situation, have students think of something they *can* do and something they *cannot* do.
- Fluency Practice - With new partners, ask students to think of new situations for more speaking practice OR have them write sentences for writing practice.

You Can/Cannot....

Student A

Student B

<p>My car isn't working, and I need to get to work today.</p>	<p>I lost my umbrella, and it's raining.</p>
<p>My husband was snoring last night, and I am tired today.</p>	<p>My children are too noisy, and they don't listen to me.</p>
<p>My neighbour has a loud dog, and it is driving me crazy.</p>	<p>My toilet is broken - again.</p>
<p>I need a better job, but I don't have time for English classes.</p>	<p>I need to get to work early tomorrow.</p>
<p>I need to go downtown to the library, and I don't know which bus to take.</p>	<p>My co-worker asked me to work for her tomorrow, but I am busy.</p>

g. Game and Fluency Practice Using Should/Should Not to Give Advice

- Brainstorm on how *should/had better* can be used to give advice. Ex. *I should get to class on time.* Then ask students what they *can* do to get to class on time.
- Have students brainstorm about what they *should* do and what they *should not* do. Then, with partners, think up three questions using *should*, for example: *Should you stay up late?*
- Use attached game "You should/should (not)..." to practice *should* and *should not*. Copy the game and cut it into right and left halves. With partners, have students take turns reading the situations to each other. For each situation, have students think of something they *can* do and something they *cannot* do.
- Fluency Practice - With new partners, ask students to think of new situations for more speaking practice OR have them write sentences for writing practice.

You Should/Should (not)...

Student A

Student B

I am sick today.	My son has a small fever.
My sister and her four children are coming to visit us this summer.	My daughter's not doing well in math in school.
My neighbour has asked me to watch her children after school.	I just bought a new TV, and it isn't working.
I have a toothache, but I have to go to work tonight.	The sun is very hot today, but my daughter will not put on sunscreen.
My husband was offered a new job, but it's in a different city.	There is so much construction on the road where I walk to school.

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h. Tips for Incorporating *had better*

- Practice the "You should (not)" game above using *had better* and including consequences. Discuss which ones in the activity are more appropriate for using *should* and which ones are more appropriate for using *had better*. For example: "Student B: My son has a small fever. Student A: You *had better* take him to the doctor. If his fever gets worse, it *could* harm your son."

Note: Giving reasons for consequences often involves complex structures in sentences, for example, "*If you get too many sunburns, your skin could be seriously damaged.*"

- Fluency Practice - With new partners, ask students to think of new situations.

i. Tips for Using Indirect Ways to Give Advice

- Brainstorm with students on other ways to give advice, e.g., *might; if I were you; what I find helpful, etc.*
- Have them practice the "You should (not)" game again using some of these indirect phrases.
- Fluency Practice - Ask students to think of situations they have had where someone has asked their advice and how did they accomplished this.

j. Rating Scales for Real World Assessments

Below are some example scenarios to use for an assessment of your students you with as their partner.

Example scenarios:

CLB 4 - Request help or respond to advice / CLB 5 & 6 - Give advice

- Advice about how to take care of yourself when you go out shopping in the evening.
- Advice on how to protect yourself against mosquito bites.
- You have a bad cough but have been invited to go to a party tonight.
- Your neighbour likes to come visit in your home, but he likes to smoke his cigarettes inside, too.

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TASK ASSESSMENT

Student: _____

Date: _____

CLB Competency Speaking - Getting Things Done CLB Level CLB 4

	Beginning	Developing	Completing	Exceeds level
Real World Task: Respond to a warning about (<u>ex. protecting yourself against mosquitos</u>)				
	Beginning	Developing	Completing	Exceeds level
<ul style="list-style-type: none"> - Uses modals with some accuracy - Asks questions politely about warning - Speaks in short sentences with some compound sentences - Adequate control over basic grammar structures 				

Notes:

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TASK ASSESSMENT

Student: _____

Date: _____

CLB Competency Speaking - Getting Things Done CLB Level CLB 5

	Beginning	Developing	Completing	Exceeds level
Real World Task: Give advice to a friend about <u>(ex. protecting themselves against mosquitos)</u>				
	Beginning	Developing	Completing	Exceeds level
<ul style="list-style-type: none"> - Provides details and gives reasons - Uses modals with correct politeness - Speech is connected - Includes a range of common everyday vocabulary 				

Notes:

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TASK ASSESSMENT

Student: _____

Date: _____

CLB Competency Speaking - Getting Things Done CLB Level CLB 6

	Beginning	Developing	Completing	Exceeds level
Real World Task: Give advice to a friend about <u>(ex. protecting themselves against mosquitos)</u> in an indirect way				
	Beginning	Developing	Completing	Exceeds level
<ul style="list-style-type: none"> - Gives reasons and predicts consequences of not following through with the warning - Uses modals with correct level of politeness - Speech is connected - Range of everyday vocabulary 				

Notes:

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