

PRACTICUM II: TESL ONTARIO

Personal Teacher Profile

April 15th, 2015

Andrés Melo Cousineau

1. What are your strengths as a teacher? Consider previous teaching experiences (formal and informal).

I believe the greatest strength I have as a teacher is my own permanent interest in learning. I even taught myself photography. Since I love to learn, I truly admire and try to help out people who like to learn. Since I have tried to learn other languages, I always try to put myself in the position of the person learning a new language. Consequently, being a model as a “learner” and being a “facilitator” are my strengths. In the case of LINC, my having dual-citizenship may help in connecting with students as well. However, I have had many changes in the history of my teaching (ESL and Humanities) and what one believed was important as a “beginner teacher” changes as one has more years of experience. Now, of great importance to me is to provide learners with greater independence so that they can pursue their learning, as much as possible, on their own. Secondly, of great concern to me is learning beyond a specific area (ESL), and trying to think of education more globally. In the ESL area, my current interests lie in LINC, Business English and EAP.

2. What areas skills or qualities in you teaching repertoire do you see as being so-so and in need of attention?

The greatest issue in terms of teaching ESL in my case is that, although I have received a lot of training and have had previous teaching experience, I never received a degree in the teaching of ESL. However, I have taken my training seriously. In the particular case of this Practicum, it will be the first time I teach in a multicultural setting, so I know I will come up with issues I have not seen before. But I believe that is part of learning and risk-taking. As with many teachers with some experience, the greatest challenge may be to value the humility required to engage new students. Also, because of the excitement that is involved in actually having the opportunity to teach, it is important for me to try to adapt my pace.

3. What specific strategies can you use to improve?

a) Since this is a LINC course, I would like to better understand and engage students from different cultures. In this respect I have become more culturally aware through the years, specially after living in Toronto for about 10 years before. b) Likewise, by trying to remember the different learning strategies and multiple intelligences that allow one to understand individual students better. c) Moreover, by engaging students with issues relevant to them, specially as regards the LINC program and their status as Newcomers. d) Finally, by paying attention to SS cues about moving to quickly; then, pausing, breathing, enjoying.

PRACTICUM II

APRIL 20th, 2015

Andrés Melo Cousineau

MONDAY: LESSON PLAN 1

THEME: TRAVEL AND TRANSPORTATION

READING LESSON: "GO TRAIN"

ABBREVIATIONS: T = Teacher, SS, Students, BB = Blackboard

TOTAL TIME: (90 minutes: 10:45 a 12:15)

OBJECTIVE: To introduce the GO TRAIN system to SS by means of two realistic reading exercises under the LINC theme: "Travel and Transportation": 1) The first reading involves starting to learn to read the general GO Transit Map (notorious for its difficulty!), 2) The second reading involves sections from an actual GO TRANSIT brochure, accessible to all online. It has been reduced and modified specifically for length and content. This second reading can be found at the GO Transit website, "Customer Newsletter Summer 2014 Special Edition", at:

<http://www.gotransit.com/public/en/aboutus/publications.aspx>

The specific "pdf." file can be found here:

http://www.gotransit.com/public/en/docs/publications/GO_Explore_Summer_2014_EN_FR.pdf

A) PRE-READING OR WARM UP: (10 minutes)

T begins class by presenting a summary of all the activities for the PRACTICUM week. After this, T tells SS that today the class is about "Transit and Transportation" in Toronto and Ontario. T asks SS to brainstorm ways to move around the city and the Province. Write the word "TRANSPORTATION" on the BB.. Write down all forms of transportation SS come up with. As SS come up with possible ways, write them around the word itself.

**TRANSPORTATION**

Examples can be:

Car / TTC Bus / TTC Street Car / VIA RAIL / Subway / on foot / Uber / Taxi / Bike / Wheel-Trans / LRT / PARK BUS

T asks SS: "What is your favorite? Why?"

T checks to see if SS mentioned "GO TRANSIT". If SS do, tell SS we will be looking at it. T begins the class by showing the video of the GO TRAIN on T's iPad. T asks: Do you recognize it? Tell SS they will be looking at this form of travel today. T may ask if time allows: What is special about a train?



B) READING PART I : READING THE GO TRANSIT MAP : (15 minutes)

Show SS the GO TRANSIT MAP and ask if they know what it is. (Note: Some SS might have taken GO TRANSIT before). Now T divides the class into groups and gives each group a COLOUR map of the GO TRANSIT lines. (Note: Try to use the GO TRAIN only, as doing both GO TRAIN and GO BUSES would be too much.) Now T asks some questions in order to familiarize the SS with the Map. Tell SS you will send the link to the map and brochure to their emails at the end of the week. T asks:

- 1) How many different colour lines are there? T tells SS that these are the GO TRANSIT lines. They are called CORRIDORS in the GO TRANSIT system. (T reviews pronunciation of colours: green, orange, red black, blue, light-brown, dark-brown)
- 2) Now T asks: What is the name of the “Blue Line”? SS answer: “Richmond Hill”.
- 3) Where is Union Station? T indicates for all. What is special about it? (it is the last stop for all incoming trains, it is the first stop for all outgoing trains)
- 4) How many lakes do you see in the map? (2)

T makes sure ALL SS get these answers right.

Now teacher writes on the BB the following 7 questions and gives SS a few minutes to find the answers:

1. What line goes to Oshawa?
2. What line do you take to visit Lake Simcoe?
3. Is Hamilton to the East?
4. Which line goes to Brampton?
5. Can you go to Montreal on the GO Transit System? (What is the other train called that does go to Montreal?)
6. What is special about the Niagara Falls line?
7. Which stops have a connection with the TTC?

T reviews answers with SS. Finally, T asks SS.

- 1) What is the closest GO TRANSIT station to where you live?
- 2) Again, what's the last stop for ALL GO transit coming into Toronto?
- 3) How many stops are there from Union Station to Georgetown?
- 4) How many stops from Unionville to Lincolnville?
- 5) How do you say "train map" in French? (joke; it is in the actual photocopy itself!)



C) READING PART II: READING using real brochure from GO TRANSIT (40 minutes)

T shows the cover of the GO transits brochure GO EXPLORE. T may ask if time allows: "What ideas come to mind?"

B) VOCABULARY REVIEW: (20 minutes)

T tells SS we will look at some vocab first as a class. Write down words on BB. Go through each one individually following some of the ideas in the chart below. For all words check pronunciation by modeling, then having SS repeat as a class, and then by picking out some "volunteers". Tell SS that they should keep a vocabulary diary with a minimum of three columns: 1) WORD/ 2) MEANING + EXAMPLE/ 3) PART OF SPEECH. Tell them to have a special notebook dedicated ONLY to vocabulary. Tell SS they can add other notes, e.g. pronunciation, draw pictures, write info in their own language. IT IS THEIR VOCAB DIARY, not the T's!

VOCABULARY NOTEBOOK

WORD	MEANING + EXAMPLE	PART OF SPEECH + NOTES
1. to get away / a get away	<p>Ideas for eliciting: What is to "go away" on a trip? A vacation. But what is the difference? Get away is URGENT you need to do it!</p> <p>QUESTION TO CHECK: When was the last time you got away for a long weekend?</p> <p>Example: She got away for a week and came back reenergized. .</p> <p>Means: to go on a vacation. Idea is that too much work.</p>	Phrase verb: phrasal verbs are very graphic, compare saying just "go"
2. vast	<p>Ideas for eliciting: Have you seen the Canadian prairies? Can you see any mountains? When you cannot see any end, it is VAST. Outside Earth space is VAST. The Sahara is a vast desert. Uninterrupted view.</p> <p>QUESTION TO CHECK: Can you say</p>	adjective

	<p>Mount Everest is vast? Not really</p> <p>Example: Canada is has vast boreal forests.</p> <p>Means: very big, without an end</p>	
3. to run extra lines	<p>Ideas for eliciting: Are they speaking of lines you draw? How many lines to the GO Transit System?</p> <p>QUESTION TO CHECK: When does GO TRANSIT run extra lines?</p> <p>Example: The GO train ran 3 extra lines because of the number of people.</p> <p>Means: to provide more service</p>	Verb/ GO TRANSIT collocation
4. a day-trip	<p>ideas for eliciting: To leave your city for a day and come back; usually leave in the morning and return at night.</p> <p>QUESTION TO CHECK: Can you go on a day trip to Calgary? Where can you go on a day trip?</p> <p>Example: My day-trip was nice but it went by too fast!</p> <p>Means: you travel, but go and return the same day</p>	noun
5. overnight	<p>Ideas for eliciting: A short vacation you sleep at a hotel or other place and return the next day. Can you have an overnight Adventure in Teheran or in Beijing if you live in Toronto?</p>	adjective

	<p>QUESTION TO CHECK: IS it the same as a day-trip?</p> <p>Example: “They had an overnight adventure and got married in Las Vegas the next morning. They dressed up as Elvis Presley!</p> <p>Means: Travel and stay and a hotel and return the next day</p>	
6. to escape to	<p>Ideas for eliciting: Show picture of prisoner. What does it mean that you escape to a place? Why use the word escape and not travel?</p> <p>QUESTION TO CHECK: Where do you like to escape to on your vacation?</p> <p>Example: IN Colombia I escaped to the coast when I had vacation. It is so beautiful. Show pictures.</p> <p>Means: Means: To go for vacation, to leave the place you work at.</p>	Phrase verb: phrasal verbs are very graphic, compare saying just “go”
7. a parade	<p>Ideas for electing: A public celebration in the streets. Which are famous Toronto parades? Santa Claus, and St Patrick’s, Pride and Caribana</p> <p>QUESTION TO CHECK: Do you participate in parades?</p> <p>Example: The parade was filled with color and music.</p> <p>Means: a public festival</p>	noun

8. a coach	<p>Ideas for eliciting: How do you call each section of a train carrying passengers?</p> <p>QUESTION TO CHECK: How many coaches does a regular train to Montreal have?</p> <p>Example: The train had an extra coach for bikes.</p> <p>Means: passenger car in a train</p>	noun
9. to hit the trails	<p>Ideas for eliciting: What is the difference between a trail and a street? What is the difference sensation? High Park has many trails. I know them all!</p> <p>QUESTION TO CHECK: Do you often hit Toronto s trails??</p> <p>Example: I hit the trails when I can. I love to be with nature.</p> <p>Means: TO go to less popular places/roads/towns.</p>	Idiomatic expression
11. to soar	<p>Ideas for eliciting: What kind of machine soars?</p> <p>QUESTION TO CHECK: Can a bike soar? Can a train soar?</p> <p>Example: I dreamt I was soaring above the Andes!</p> <p>Means: to fly real high</p>	verb
12. The Niagara Escarpment	<p>Ideas for electing: SHOW PICTURES from above. Where is it</p>	Proper noun

	<p>Why is it so famous?</p> <p>QUESTION TO CHECK: Is the Niagara Escarpment in Toronto?</p> <p>Example: The Niagara Escarpment is protected by UNESCO.</p> <p>Means: geographical zone in Ontario and other Great Lakes. Show picture Bruce peninsula</p>	
13. farm-to-table	<p>Ideas for eliciting: Why do you have two words in this word?</p> <p>QUESTION TO CHECK: Does farm to table food come in an airplane? Mention BUY LOCAL.</p> <p>Example: "I love to eat naturally; I prefer food that is farm to table.</p> <p>Means: Food that comes directly from the farm to your plate</p>	Idiomatic expression
14. to stroll	<p>Ideas for eliciting: What is a stroller?</p> <p>QUESTION TO CHECK: Do you often stroll in Harbourfront? Where do you like to take stroll?</p> <p>Example: "I took a stroll in the park after having lunch</p> <p>Means: to take a nice slow-paced walk</p>	Verb/noun
15. quaint	<p>Ideas for eliciting: SHOW PICTURE OF NIAGARA-ON-THE-LAKE FROM BROCHURE Have you been to Niagara-on-the Lake? Do you have older cities in your country? Are</p>	adjective

	<p>they pretty and preserved in time?</p> <p>QUESTION TO CHECK: Is Toronto Quaint?</p> <p>Example: Niagara-on-the-Lake is a quaint city.</p> <p>Means: older and picturesque with many colours, and small</p>	
16. to kick off	<p>Ideas for electing: TAKE SMALL BALL AND KICK IT! How do you call it when you play soccer? What do you do to the ball? How do you say when the game starts?</p> <p>QUESTION TO CHECK: Can you say the class kicked off at 9:00?</p> <p>Example: Summer programs kick off in June.</p> <p>Means: to start</p>	<p>Phrase verb: phrasal verbs are very graphic, compare saying just “start”</p>

Other words S might ask about:

Boutiques, intimate, distinctive Greater Golden Horseshoe.,



C) GIST QUESTION: (WRITE IT ON THE BB)

What makes the GO TRANSIT system so special?

D) READING: (Give 15-20 minutes)

T emphasis that the idea is not to understand EVERY SINGLE WORD. Read for the general idea and remember as many details as possible. **T tells SS about the importance of a Public Library Card**. SHOWS PUBLIC LIBRARY BROCHURE "WHAT'S ON". (T may mention apps for free movies/magazines/movies. It depends if SS have smartphone or not. Such apps include zinnia, hoopla and overdrive. They give you FREE access to magazines movies and books.)



Get away on GO

Summer is finally here and it's time to discover all our region has to offer. From charming shopping districts to major sporting events, from museums to outdoor festivals, parades, world-class theatre and more, there is so much to explore.

GO can get you there.

With our vast network of train and bus services, you can sit back, relax and ride in comfort, without having to worry about traffic or parking. Save with our GO Group Pass, where up to three children can travel for free with two paying adults.

In addition to our regular services, this summer we'll run extra trains for the World Pride Parade, the Caribbean Carnival Parade and the Canadian National Exhibition, giving you more ways to get to these popular events. We're pleased to once again offer GO Train service to Niagara Falls and Barrie and lots of places in between on summer weekends and holidays.

GO Explore will give you great ideas for day-trips, overnight adventures and interesting places to discover, and show you how easily GO can get you there.

Your summer get-away begins on GO. Enjoy!

Mary Proc
Vice President, Customer Service
GO Transit

Niagara Region

*Whether you're planning a day-trip or
a long-weekend away, Niagara*

Region is a beautiful place to escape to.

How to GO

From June 28 to September 1, on Friday evenings and over the weekends, GO Trains run between Union Station in Toronto and Niagara Falls, stopping at Exhibition, Port Credit, Oakville, Burlington and St. Catharines GO Stations. Once you arrive in Niagara Falls, it's a quick ride on Niagara Transit to all the summer fun you can handle.

If you'd like to explore Niagara-on-the-Lake, GO also runs a shuttle that will take you between the train station at St. Catharines and Niagara-on-the-Lake.

GO Bus service is available year-round between Niagara Falls and Burlington GO Station.



GO TRAIN LINES:

Lakeshore West / Niagara



GO BUS ROUTES:

11 - Niagara-on-the-Lake
St. Catharines

12 - Niagara Falls/Toronto

LOCAL TRANSIT:

Niagara Falls Transit, St. Catharines
Transit Commission

What to do

Bring your bike on one of our bike-friendly coaches and hit the trails. The Niagara Falls station is just one block from the **Niagara River Recreation Trail**. Pack a picnic, enjoy the views and make memories you'll want to recreate every year.

Watch the fireworks over the Falls, soar high above the Niagara Gorge with **Niagara Whirlpool Aero Car** or take in the fun sights and sounds along **Clifton Hill**. You can pack all this fun into a day and relax while GO gets you home in the evening.

St. Catharines station is a great starting point to explore the 20 Valley wine routes and mountain biking trails around the Niagara Escarpment. Along the **Culinary Trail**, you'll find dozens of unique wineries and farm-to-table restaurants to sample and explore.

Info To GO

APRIL 2015

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Enjoy local cuisine, or explore the wineries by catching our GO Bus shuttle from St. Catharines to downtown **Niagara-on-the-Lake**. Spend an afternoon strolling around this quaint shopping village and stop by the boutiques, bakeries, cheese shops and tea rooms. In the evening, you can catch a show at **Shaw Festival** or an intimate concert under the stars at **Jackson-Triggs Winery Amphitheatre**. Featuring the best in Canadian music, their concert season kicks off in June with Sam Roberts and ends in September with Arkells.

Plan your trip at gotransit.com/GOgetaway



GO Transit is the regional public transit service for the Greater Toronto and Hamilton Area, with routes extending to communities across the Greater Golden Horseshoe. GO's distinctive green and white trains and buses serve a population of more than seven million across more than 11,000 square kilometres, stretching from Hamilton and Kitchener-Waterloo in the west to Newcastle and Peterborough in the east, and from Orangeville, Barrie and Beaverton in the north to Niagara Falls in the south.

E) POST READING: (20 minutes)

E.1.) CHECK GIST QUESTION

E.2) GIVE COMPREHENSION QUESTIONS (Write Questions on the BB: work in pairs)

1. What events can you explore with the GO TRANSIT SYSTEM?
2. Do you have to worry about traffic on the GO train?
3. What is a GO Group Pass?
4. Can you go to Niagara Falls all year?
5. Which stations does the Niagara Line Stop at?
6. Does the Go train go to Niagara-on-the-Lake?
7. Are Niagara Falls and Niagara-on-the-Lake the same?
8. What can you do in Niagara?
9. Is Niagara on the Lake a big city? Why is it quaint?
10. What website can you visit to plan your get away?

Show brochures Niagara and Niagara-on-the-Lake. Show SS the add that shows how you can go to Niagara on your bike using the GO TRAIN. Show picture of your going to Niagara. Tell SS that Wednesday Afternoon they will look at buying a ticket for the GO TRAIN,

E.5) DISCUSSION QUESTIONS (in groups, and then as a class.)

T takes up the questions from the Warm-Up once again:

- 1) Have you taken the GO TRANSIT Train? The GO bus? Did you like it? Do you recommend it for others?
- 2) Do you know people who take the GO TRANSIT system'? What do think about it?
- 2) Doe your country have a similar system of transportation?
- 3) What are some problems you can see with the system?

E.6) Have SS fill out the accompanying GO TRANSIT exercise-page in pairs. T moves around checking for answers.

GO TRANSIT: GO EXPLORE!

A) Use the following words to complete the sentences: “escape”, “parade”, “coaches”, “The Niagara Escarpment”, “kick off”, “to soar”, “farm-to-table”, “stroll”, “hit the trails”, “day-trip”, “get away”,

- 1) I went to Niagara and came back the very same day. It went on a _____.
- 2) I just work and work and work. I need to _____. Seriously, I need a vacation!
- 3) Caribana is one of the biggest _____ in Toronto. Over a million people join in!
- 4) The _____ is protected by UNESCO. Visit it!
- 5) The famous Hot-Docs festival _____ in May. Best documentaries ever!
- 6) I had a beautiful dream last night. I _____ over mountains.
- 7) I love eating naturally. That is why I love _____ restaurants .
- 8) I don't feeling like doing much. Let's _____ around High Park this afternoon.
- 9) I'm leaving Toronto next July for Algonquin Provincial Park. I _____ the trails .
- 10) Love the GO transit system. It has a few bike-friendly _____.

B) Discuss with your classmates:

- 1) Have you taken the GO TRANSIT Train? The GO bus? Did you like it? Do you recommend it for others?
- 2) Do you know people who take the GO TRANSIT system? What do they think about it?
- 3) Does your country have a similar system of transportation? How do they compare?
- 4) What are some problems you can see with the system? What kind of city to they build?

C) Write 5 sentences/questions with the following words. Make the meaning clear.

1. to soar: _____
2. vast: _____
3. quaint: _____
4. a shuttle: _____
5. overnight: _____



E.9.) Finally, if time allows, have the class read the story out loud by having each student read a paragraph. (If you like, tape them –use app on cell phone (Recorder App is excellent) if you have one-- and have them hear themselves reading. Focus more on stress, rhythm and intonation rather than pronunciation. You can even send the recording to their emails)

F) POSSIBLE HOMEWORK

F.1) ENCOURAGE SS to actually take the trip to Niagara this Summer. Remind them on Wednesday's class when they learn to purchase tickets.

F.2.) Have SS go to the website and download the GO EXPLORE brochure for Summer 2014. Have them read the Interview with a GO TRANSIT customer. YOU can also send the link at the end of the week.

F.3.) Have SS go to record their own reading; we will listen to them on Thursday as part of the LISTENING CLASS LESSON!

F) FOLLOW UP

- 1) SS will learn how to purchase a GO ticket in class then Wednesday during the afternoon xenon-observed exercise.
- 2) Have SS bring photos of their GO TRAIN experiences.

PRACTICUM II

Monday, April 20th, 2015

Andrés Melo Cousineau

AFTERNOON EXERCISE: FUNCTION

PRIORITY SEATING: “OFFERING YOUR SEAT IN THE TTC”

TOTAL TIME: (45 minutes: 12:45 to 1:30)

OBJECTIVE: The objective of this “Function Lesson Plan” is to familiarize SS with the function of “OFFERING A SEAT” in the Public Transportation System. SS should become familiar with the idea of “Priority Seating” in all Public Transportation within Toronto. T will emphasize that this is characteristic of the politeness that has made Canadians famous around the world.

PROCEDURE:

T shows SS the picture of the TTC sign for “Priority Seating”. Make sure to show to SS that it is part of the TTC map SS can get at any SUBWAY Station.; SS will be using the very same maps the next day as part of the function of “asking for directions” and “reading the TTC map”. SS’s homework is to get a TTC map from a TTC Collector.

T asks SS if they have seen the “Priority Seating” sign before. T asks What does it mean? T asks what does it mean? T asks, “What is Priority”. Now T asks SS if they have been in this situation. What happened? Did you have a situation where a pregnant woman or with a baby could not sit down? What did you think? Ask SS what color designates or is used to show Priority seating? Who can use PRIORITY SEATING?

TTC INFO: How will I know what seats are designated for priority seating?

Seats with blue fabric are designated priority seats.



Decals also indicate where priority seating is located. It is generally located near the entrance of vehicles.

T asks SS if priority seating is obligatory. The answer at the TTC website says “no, it is not obligatory”.

“I am a person with a disability. When I board a bus which is full and people are both seated and standing, do other customers need to vacate the bus to make room for me in the Priority Seating area?”

No. Public transit is first-come, first-served. Other customers who have paid a fare are not expected to vacate the bus to make room for other customers. If you are not comfortable completing your trip without a seat, please wait for the next vehicle.”

(All info from:

https://www.ttc.ca/Riding_the_TTC/Frequently_Asked_Questions/Priority_Seating_FAQ1.jsp)

Now T speaks about the cultural importance of politeness in Canada. T gives examples: 1) bumping into a tree and saying “I’m sorry”; 2) T also mentions the joke “How do you get 50 Canadians out of a pool? You make an announcement “Could ALL Canadians please leave the pool” (!) (IN this regard see CBC, “The Current’s ironic episode on “Canadians the nicest people in the world:” <http://www.cbc.ca/radio/thecurrent/the-current-for-march-31-2015-1.3016006/canadians-the-nicest-people-in-the-world-says-bbc-but-are-we-1.3016015>



Toronto Transit Commission

Priority Seating

on all TTC vehicles

What is priority seating?

Priority seating is seating that is meant to be used by customers using wheelchairs or other mobility devices, or used by customers with disabilities, the elderly or pregnant women, as noted in the decals posted above the seating. It is located in designated areas on all accessible TTC vehicles.

How will I know what seats are designated for priority seating?

Seats with blue fabric are designated priority seats.



Decals also indicate where priority seating is located. It is generally located near the entrance of vehicles.



Is priority seating only for people with a mobility device?

Priority seating may also be used by the elderly or pregnant women.

Do I have to move for a person with a disability?

If you do not have a disability and are sitting in one of the designated priority seats, you must give up your seat for a customer with a disability, the elderly or a pregnant woman. A customer with a disability occupying a priority seat is not required to move for another customer with a disability. In this situation,

Now T asks SS if they remember how one can offer your seat in English. T elicits as much as possible the different ways the function of OFFERING is expressed in English. As the T moves along, he/she will start to fill out the chart that appears on the next page. The chart is divided by levels of formality and includes both forms for accepting and refusing/declining an offer. Teacher:

- 1) mentions to SS that in the chart, the most frequently used expressions are followed by three asterisks.
- 2) mentions to SS that to answer YES or NO is considered VERY rude in Canada. (The same thing goes for short answers. This has been practiced with SS previously Remind SS how polite Canadians are. Tell SS what Americans think of Canadians! Sooooo polite!)
- 3) Reminds SS of the informal contraction of “want to”: /wanna/. Point out that “would you like” is usually heard as: /wudja/, NOT AS “WOULD YOU LIKE”. Same thing for “That would /that’d/ be nice”.
- 4) Reminds SS that functions involve EMOTIONS. Have them express their excitement/happiness (accepting) or sadness/anger (declining)!

OFFERING YOUR SEAT

<p><u>VERY FORMAL</u></p> <p>May I offer you my seat.</p> <p><u>FORMAL</u></p> <p>***<u>Would you like to sit down?</u></p> <p><u>INFORMAL</u></p> <p>***<u>Do you want to sit down?</u></p> <p><u>VERY INFORMAL</u></p> <p>You <u>want to sit down?</u> (/want to/)</p> <p>***<u>Want to sit down?</u> (/wanna/)</p>	<p><u>ACCEPTING</u></p> <p><u>FORMAL</u></p> <p>***<u>That's very kind of you.</u></p> <p>***<u>Appreciate it.</u></p> <p><u>INFORMAL</u></p> <p>***<u>Thank you.</u></p> <p>***<u>Sure, Thanks.</u></p> <p>YES = RUDE</p>	<p><u>EXTRA INFORMATION</u></p> <p><u>ACCEPTING</u></p> <p>You are so kind.</p> <p>You don't see this anymore.</p> <p>Do you want me to carry your bag for you?</p> <p>ADD YOUR OWN</p>
	<p><u>REFUSING = NOT ACCEPTING</u></p> <p><u>FORMAL</u></p> <p><u>That's very kind of you, but</u></p> <p><u>INFORMAL</u></p> <p>***<u>No. I'm O.K. thanks.</u></p> <p>NO = RUDE</p>	<p><u>EXTRA INFORMATION</u></p> <p><u>REFUSING</u></p> <p>I sit down all day. I prefer to stand.</p> <p>I get off at the next Station.</p> <p>ADD YOUR OWN</p>

T'S EMPTY CHART SHOULD LOOK LIKE THIS, AND THEN BY ELICITING IT SHOULD BE FILLED UP

OFFERING YOUR SEAT

<p><u>VERY FORMAL</u></p> <p><u>May I offer you my seat.</u></p>	<p><u>ACCEPTING = SAY YES</u></p> <p><u>FORMAL</u></p> <p><u>INFORMAL</u></p>	<p><u>EXTRA INFORMATION</u></p> <p><u>ACCEPTING</u></p> <p>ADD YOUR OWN</p>
<p><u>FORMAL</u></p> <p><u>INFORMAL</u></p> <p><u>VERY INFORMAL</u></p>	<p><u>DECLINING = SAY NO</u></p> <p><u>FORMAL</u></p> <p><u>INFORMAL</u></p>	<p><u>EXTRA INFORMATION</u></p> <p><u>DECLINING</u></p> <p>ADD YOUR OWN</p>

PRACTICE AND PRODUCTION:

OFFERING YOUR SEAT

EXERCISE: In pairs, look at the situation and complete the conversation by offering a seat and accepting/declining. MAKE SURE you continue the conversation. Use your imagination . Pay attention to the level of formality. When finished you will do some in front of the class.

1. **Situation:** "You see a pregnant woman with two bags on the subway". You ask:

STUDENT A: _____

STUDENT B (accepts) _____

STUDENT A: _____

STUDENT B: _____

2. **Situation:** "You see an elderly man with a cane." You ask:

STUDENT A: _____

STUDENT B: (accepts) _____

STUDENT A: _____

STUDENT B: _____

3. **Situation:** "You see an young woman, but she looks sick ". You ask:

STUDENT A: _____

STUDENT B: (declines) _____

STUDENT A: _____

STUDENT B: _____

4. **Situation:** "You and your best friend just got on the Subway. You're both elderly and tired. Three teenagers are sitting down and do not offer a seat to you.

STUDENT A: _____

STUDENT B: _____

STUDENT A: _____

STUDENT B: _____

PRODUCTION:

Arrange chairs in front of the class as if they were part of the subway system. Have SS act out the different situation in front of the class. Have them mimic the situation as best they can.

DISCUSSION:

1. How do you feel when someone offers you their seat?
2. Do you agree with the idea that "Priority Seating" is not obligatory?
3. Does your home country have "Priority Seating"? Why do you think it is so important for Canadians?
4. What are some of the problems for people with disabilities? Is it easy for them to get around?
Show booklet from Literacy course,

HOMEWORK

Have SS do some research about WHEEL-TRANS. Why is it so special? What kind of society thinks of these options?

PRACTICUM II

April 21st, 2015
Andrés Melo Cousineau

TUESDAY LESSON PLAN 2

VOCABULARY LESSON PLAN

TTC VOCABULARY/COLLOCATIONS/SIGNS

ABBREVIATIONS: T = Teacher, SS, Students, BB = Blackboard

TOTAL TIME: (90 minutes: 10:45 a 12:15)

OBJECTIVE: To look at frequent collocations and vocabulary used in the TTC Public Transportation System. This will be done: a) by looking at the TTC map, b) by eliciting in SS their everyday experiences, and c) by using pictures of signs actually taken by the T in the Subway itself .

REVIEW FROM PREVIOUS DAY: T quickly shows SS the map of the GO TRAIN SYSTEM and asks some general comprehension questions regarding the different corridors/lines. T also tries to review some of the vocabulary seen the day before (*to get away, to escape to, a day-trip, an overnight adventure, to soar, vast, a parade, a coach, farm-to-table, The Niagara Escarpment*). T reminds SS that on Wednesday they will learn how to buy tickets for the GO TRAIN to Niagara, and on Thursday they will listen to TTC announcements. T briefly asks SS way to “offer a seat”. Finally, T tells SS today it is all about the TTC, its maps and its vocabulary.

A) WARM UP: (5 minutes)

T asks SS what is the famous motto of the TTC. (“The better way”). Teacher asks SS if they know the nickname for the TTC subway (“The Rocket”). T tells SS they will be looking at some vocabulary and some special expressions used in the TTC subway. They will focus primarily on the subway and not the buses. Tell them that in the afternoon they will continue looking at reading the TTC map and asking for directions.

T asks SS a general question related to the use of the TTC: How often they go to take the Subway? Now T divides the class into pairs and asks SS to write 3 good things about the TTC subway and three bad things about the subway. What are 3 things you love about it? What are three things you hate about it? If time allows, use the exercise to review GIVING OPINIONS, which were seen the week before.

Examples in TWO COLUMNS :

BEST THINGS

Clean, public spirit, no traffic!

WORST THINGS

Crowded, slow, expensive!

If time allows, discuss a few of these as a class. (e.g., Does the country you come from have a subway? How does it compare? (cleaner, faster, more crowded, safer ...))

B) VOCABULARY PRESENTATION: (30 minutes)

The Vocabulary Presentation is divided into three parts. A) Presentation of the TTC Subway Stations and realia by listening to their actual names as recorded by T on the subway itself using iPhone; B) Presentation of some TTC signs that are important for daily life: and finally, C) Presentation of vocabulary/actions/collocations in the TTC that SS should now to use the TTC effectively.

A) INTRO TO TTC MAP

T hands out TTC maps to all SS and asks them to be returned at the end of the day. T tells SS that as homework they must go to a TTC collector and ask for a map themselves.

T asks the whole class:

- 1) How many different color lines are there? 4. (T reviews pronunciation of colors:)
- 2) Now T asks: What is the name of the "Green Line, the Purple Line, The Yellow line the Blue Line?" T checks for Pronunciation.
- 3) What are the six terminal stations?
- 4) Which are the interchange stations?
- 5) Can you go to Mississauga on the subway?

Now teacher writes on the BB the following questions:

1. What line goes to Don Mills Subway Station?
2. What line do you take to Finch??
3. What is the closest station to the NC Tower? Eaton Centre? High Park?
- 4 Is the Scarborough line the same as the rest?
5. Name three accessible stations.
6. What is the closest SUBWAY station to where you live?
7. Can you tell which station have GO TRANSIT service in the map?
8. How many stops are there from Finch to Union Station?

B) SUBWAY STATIONS VOCABULARY

Now T works a bit on the Pronunciation/Spelling of some difficult stations:

Easy ones: King, Queen, High Park,

More difficult ones: Runnymede Station, Wellesley Station, Lawrence West, Warden, Royal York, Lansdowne, Downsview, Old Mill, North York Centre, Sherbourne, Glencairn, North York Centre, Victoria Park,

T does the listening exercise for Subway Stations with the real recordings done with the iPhone while taking the Subway. The order of listening is as follows:

1. Osgoode
2. Rosedale
3. Summerhill
4. St. George
5. Sheppard
6. Wellesley (arriving)
7. St. Patrick
8. Ossington
9. Finch (terminal station)
10. St. Andrews (most important TTC station because of the T's name! !)

If time allows, T will also do a check on the ability for SS to say and listen to the alphabet by doing a dictation of the TTC subway Stations. Remind SS they will do announcements on Thursday.



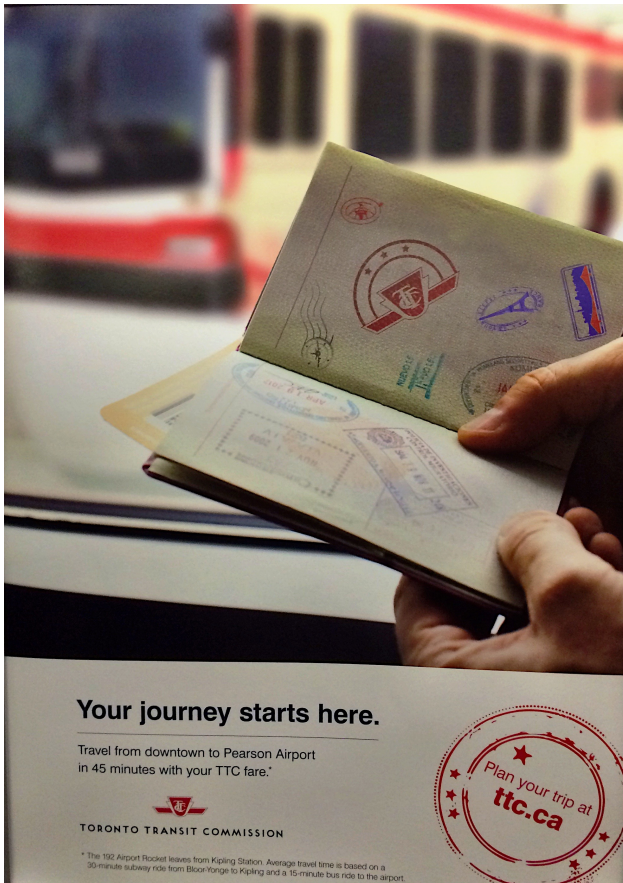
C) TTC SIGNS VOCABULARY

T shows pictures of the different TTC signs and tries to elicit some of them from SS. If they cannot say many, T points them out and briefly looks at their meaning, T writes the Vocab on the board and then erases it to the corresponding written exercise. Teacher gives out photocopy of pictures taken by the T of the signs themselves on the Subway. Remind SS that English is out there to be explored. The class is important but secondary. English is out there; do not be afraid, use and learn by living in the city.

1. Be safe and considerate
 2. Do not lean against doors
 3. Mind the gap
 4. Priority seating
 5. Station and Vicinity
 6. The journey starts here
 7. Do not charge or hold the doors
 8. Do not block the doorway
 9. In case of emergency
- (one word is missing) and asks SS to complete them. Exercise is corrected orally as a class.



D) TTC SPECIFIC VOCABULARY



As in yesterday's class, follow these general guidelines for the presentation of vocabulary:

Write down words on BB. Go through each one individually following some of the ideas in the chart below. For all words check pronunciation by modeling, then having SS repeat as a class, and then by



picking out some "volunteers". Tell SS that they should keep a vocabulary diary with a minimum of three columns: WORD/MEANING +

EXAMPLE/PART OF SPEECH. Tell them to have a special notebook dedicated ONLY to vocabulary.

Tell SS they can add other notes, e.g. pronunciation, draw pictures, write info in their own language. IT IS THEIR VOCAB DIARY, not the T's!



LIST OF WORDS AND COLLOCATIONS TO BE SEEN IN



TODAY'S CLASS:

- 1-to swipe your metropass
- 2-to ask for a transfer/ to show your transfer
- 3- an accessible station
- 4-metropass vending machine
- 5-to be delayed
- 6-an interchange station
- 7-POP Proof or Payment
- 8- peak service hours
- 9- to get on / to get off
- 10- a platform (eastbound, westbound/northbound/ southbound)
- 11- a short turn
- 12- miss the bus
- 13- the fare
- 14- a fine
- 15- a bus route
- 16- an announcement

VOCABULARY NOTEBOOK

WORD	MEANING + EXAMPLE	PART OF SPEECH + NOTES
1. to swipe your metropass	<p>Ideas for eliciting: Do the action. You do this to get into a station</p> <p>QUESTION TO CHECK: Can you swipe a token? How often do you swipe your metropass in a day?</p> <p>Example: When I swiped my metro pass nothing happened!</p> <p>Means: You do this to get into a station</p>	Verb / collocation
2. to ask for a transfer/ show me	<p>Ideas for eliciting: Show a transfer. Where do you get it?</p>	collocation

your transfer	<p>QUESTION TO CHECK: Can you use a transfer to return to where you started?</p> <p>Example: The security officer came into the Street car as asks us to show the transfer.</p> <p>Means: you need this paper to continue your trip</p>	
3. an accessible station	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK:</p> <p>Example:</p> <p>Means:</p>	TTC noun
4. a metropass vending	<p>ideas for eliciting: Show picture</p> <p>QUESTION TO CHECK: Have you used the vending machine?</p> <p>Example: I bought my metropass in the vending machine. It was easy and I did not have to stand in line!</p> <p>Means: The machine where you buy a metropass</p>	TTC noun
5. to be delayed	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK: What is an antonym for being delayed?</p> <p>Example: The street car was delayed and that is why I arrived late to class teacher.</p> <p>Means: When something is not on time</p>	-ed Adjective (point out difference with -ing if time allows)

6. an interchange station	<p>Ideas for eliciting: Show in map</p> <p>QUESTION TO CHECK: Is Finch an interchange station? Which one is?</p> <p>Example: I did not get off at the interchange station and got lost quickly!</p> <p>Means: A special station where you can get on another TTC line</p>	TTC noun
7. POP Proof of Payment	<p>Ideas for eliciting: You always need to have this with you on the TTC. Security might ask for it.</p> <p>QUESTION TO CHECK:</p> <p>Example:</p> <p>Means:</p>	Collocation / TTC Idiomatic expression
8. Peak service hours	<p>Ideas for electing:</p> <p>QUESTION TO CHECK: Can you take your bike on peak service hours?</p> <p>Example: Rush hours: hours when most people go back to their houses in the evening, or to work in the mornings</p> <p>Means:</p>	TTC expression
9. to get on / to get off	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK:</p>	Phrasal verb

	Example: Means: Another way to say “Take the bus.”	
10. a platform (eastbound / westbound / northbound / southbound)	Ideas for eliciting: QUESTION TO CHECK: Example: Means:	noun
11. - A short turn	Ideas for eliciting: QUESTION TO CHECK: Example: Means: When a bus or street car does not go to the end of its normal trip.	TTC collocation
12. miss the bus	Ideas for electing: The place where people stand waiting for the subway QUESTION TO CHECK: Example: Means: The place where people stand waiting for the subway	verb
13. the fare	Ideas for eliciting: QUESTION TO CHECK: Example: Means:	noun

14. a fine	Ideas for eliciting: QUESTION TO CHECK: Example: “ Means:	noun
15. a bus route	Ideas for eliciting: QUESTION TO CHECK: Example: Means:	noun
16. an announcement	Ideas for eliciting: When you hear a special instruction over the TTC speakers QUESTION TO CHECK: Example: Means:	noun

EXERCISE:

TO practice these new TTC specific collocations and vocabulary do the “Disappearing Vocabulary” activity with 10/11 words from the list. T writes down all the words. T has SS repeat the words in order as T points to each one with his hand. Slowly T starts to erase the words from the list, but continues pointing to the empty space left after erasing. T does this for all ten words and has SS repeat the words, although at the end there are only empty spaces on the BB!

1-swipe your metropass

- 2-ask for a transfer
- 3-peak service hours
- 4- a metropass vending machine
- 5- to be delayed
- 6- an interchange station
- 7-a fine
- 8-a platform
- 9- the fare
- 10-miss the bus
- 11-an announcement

COLLOCATIONS, TTC EXPRESSIONS, VOCABULARY

A) Match the vocabulary word with the best possible meaning/relation:

- | | |
|--------------------------------|--|
| 1-to swipe your metropass | a- The machine where you buy a metropass |
| 2-to ask for a transfer | b- to be a kind citizen |
| 3- an announcement | c- you need this paper to continue your trip |
| 4- "The journey starts here" | d- You do this to get into a station |
| 5- to get on | e- When something is not on time |
| 6-an interchange station | f- A special station where you can get on another TTC line |
| 7-POP: "Proof of Payment" | g- You always need to have this with you on the TTC. Security might ask for it |
| 8- to be delayed | h- You have to be careful not to fall on the tracks. Look at the open space |
| 9-"Mind the gap" | i- The place where people stand waiting for the subway |
| 10-peak service hours | j- The new motto of the TTC |
| 11-"Do not lean against doors" | k- When you hear special instructions over the TTC speakers |
| 12- a platform | l- Another way to say "neighbourhood" |
| 13- Priority seating | m- When a bus or street car does not go to the end of its normal trip. |
| 14-a short turn | n- Giving your seat to people in special need (the elderly, pregnant women, the ill, the disabled) |
| 15- metropass vending machine | o- Another way to say: "Take the bus." |
| 16-"Station and Vicinity" | p- Rush hours: hours when most people go back to their houses in the evening, or to work in the mornings |
| 17- "Be safe and considerate" | q- DANGER! The doors may open! |

B). COMPLETE THE FOLLOWING TTC SIGNS WITH THE CORRECT WORD:

1. Be safe and _____
2. Do not _____ against doors
3. _____ the gap
4. _____ seating
5. Station and _____
6. The _____ starts here
7. Do not _____ or hold the doors
8. _____ block the doorway
9. In case of _____
10. In Emergency pull _____ down

TTC VOCABULARY: THE BETTER WAY!

A) WRITE 9 YES/NO QUESTIONS with the following TTC vocabulary. (3 in the simple past, 3 in the simple future, 3 in the simple present)

- 1) metropass vending machine:
 - 2) miss the bus:
 - 3) an announcement:
 - 4) the fare:
 - 5) an accessible station:
 - 6) to ask for a transfer:
 - 7) to swipe your metropass:
 - 8) platform:
 - 9) to be delayed:
-

B) DISCUSS WITH YOUR CLASSMATES:

- 1) What do you think about TTC service? Do you know anything about its history?
- 2) Have you ever been in a major disruption of the TTC? When? What happened? What did you do?
- 3) Return to the warm-up. What are the three best things and the three worst things about the TTC?
- 4) What is your opinion of the difference between private and public modes of transportation. Why does North America LOVE the car so much?
- 5) How does the TTC compare to the public transportation system in your native country?
- 6) Would you like to drive a subway car, a street car, or bus? Why? Why not?

F) You arrived late for work. You must tell your Boss it was the TTC's fault. Write your boss a letter and use as many of the words in the vocabulary as possible.

G) FIND THE VOCABULARY IN THE MAP you are going to get from the TTC collector as homework. Underline them with a highlighter.

HOMEWORK

1) Ask students to request a TTC map at their closest station.

2) Send old YouTube video titled, "The Better Way." Discuss how the TTC has changed!

3) Have SS go online to the TTC's information page:

https://www.ttc.ca/Riding_the_TTC/Frequently_Asked_Questions/Service_Information.jsp

PRACTICUM II

April 21st, 2015

Andrés Melo Cousineau

TUESDAY AFTERNOON EXERCISE

TTC MAP AND ASKING FOR BASIC DIRECTIONS

TOTAL TIME: (45 minutes: 12:45 to 1:30)

OBJECTIVE: The objective of this “Function Lesson Plan” is to familiarize SS with the function of ASKING FOR DIRECTIONS and USING the TTC SUBWAY MAP in order to get to places around the city of Toronto.

PROCEDURE

Quickly show picture “I am lost”. Asks SS if they have ever been lost. Ask them what question you use in English to “Ask for Directions”. T elicits as much as possible. As the T moves along, he/she will start to fill out the chart that appears below. The chart is divided by levels of formality and includes questions, sequence words, imperatives for direction and other expressions with prepositions. Write the example on the BB.



ASKING FOR AND GIVING DIRECTIONS: TTC SUBWAY

QUESTIONS	SEQUENCE WORDS	IMPERATIVES FOR DIRECTION	OTHERS
<p>Can you tell me how to get to __x__?</p> <p>Excuse me, How do you get to __x__?</p> <p>Sorry, Do you know where __x__ is?</p> <p>Sorry, I'm looking for __x__.</p>	<p>First,</p> <p>Then,</p> <p>After that,</p>	<p><u>IN THE SUBWAY</u></p> <p>Take the subway to _____ station</p> <p>Follow the signs to _____</p> <p>Take the stairs to _____</p> <p>Go up/down the stairs marked _____</p> <p>(northbound/southbound/eastbound/westbound)</p>	<p><u>IN THE STREET</u></p> <p>It's close to _____</p> <p>It's between _____ and _____</p> <p>It's next to _____</p> <p>It's in front of _____</p>
		<p><u>ON THE STREET</u></p> <p>Walk/go to _____</p> <p>Turn left/right on _____</p> <p>Cross _____.</p> <p>Walk up/down _____</p>	

EXAMPLE: ASKING FOR AND GIVING DIRECTIONS

A: Excuse me, how do I get to the "LINC School" at Yonge and Finch?

B: Walk to the Dundas West subway station. Take the eastbound subway to the Yonge/Bloor subway station. Go up the stairs to the northbound platform. Get on the northbound train to Finch Station. Follow the signs to Passenger Pick-up. Take the stairs marked "North Yonge Street Exit" (on your right before going to the Passenger Pick-up exit). The school building is directly in front of you. It is an 8-storey office building. We're on the 2nd floor.

D) PRODUCTION

D1) GIVE YOUR CLASSMATE DIRECTIONS TO THE FOLLOWING PLACES, USE YOUR MAP AND DRAW A SIMPLE MAP IF POSSIBLE.

- 1) Your house.
- 2) Your favorite restaurant in Toronto
- 3) The CN Tower from their house.
- 4) Your children's/grandchildren's school.
- 5) Eaton Centre
- 6) High Park.
- 7) Queens Park Provincial Government Buildings.
- 8) Chinatown.
- 9) Union Station (and Tourism Office)
- 10) ADD YOUR OWN.

E) HOMEWORK

1) Have students draw the maps of their 3 favorite places in Toronto. Next class, a classmate will ask for the directions to them. Don't include the places you like in your map.

F) FOLLOW-UP

- 1) Have students actually go to the "Travel Information Office" at Union Station. Have them bring to class 3 maps they really liked. Discuss in groups with classmates; then, present one to the whole class.
- 2) Have SS download the amazing app "Toronto Walks". Have them actually do one of the walks presented in it. Remind SS about the OPEN DOORS weekend.

PRACTICUM II

April 22nd, 2015

Andrés Melo Cousineau

WEDNESDAY LESSON PLAN 3:

GRAMMAR LESSON: QUANTIFIERS

ABBREVIATIONS: T = Teacher, SS, Students, BB = Blackboard

TOTAL TIME: (90+ minutes: 10:45 to 12:15)

OBJECTIVE: The objective of this “Grammar Lesson Plan” is to present English Indefinite Quantifiers to SS. The class will focus on expressions such as: “*many, much, a few, a little, some and any.*” This involves a previous review of Count Nouns (CN) and Non-count Nouns (NCN) as well. Remind SS that the point of Grammar is to actually USE it, to be able to SPEAK and LISTEN to it

WARM UP: (10 minutes)

T hands out Photocopy entitled “Henry’s Kitchen”. The objective of this photocopy is for SS’s to review the difference between count nouns (CN) and non-count nouns (NCN). T has SS do the exercise in pairs by separating CNs from NCNs. For instance, Henry has tomatoes (CN), and milk (NCN) in his kitchen. If time allows, have them add examples from their own kitchen.

What's in Henry's Kitchen?



Count Nouns

_____ tomatoes _____
 _____ eggs _____
 _____ bananas _____
 _____ apples _____

Non-Count Nouns

_____ cheese _____
 _____ milk _____
 _____ ice cream _____
 _____ bread _____

Add foods from your kitchen.

If during the exercise some SS say "a carton of milk", then T reminds SS that milk IS a NCN, but that it can be made countable with expressions such as "a carton of" ... (other expressions include: *a bottle of* water, *a glass of* wine, *a teaspoon of* sugar,) If there is time, T gives out the following list of NCN and the expression which can be used to make them countable. SS must match the NCN with the corresponding expression. **THIS EXERCISE IS NOT TO BE DONE IN THE PRACTICUM** because of time limitations.

CEREAL	A HEAD OF
LETTUCE	A CARTON OF
WINE	A LOAF OF
SALT	A PACK OF
EGGS	A BOTTLE OF
SPAGUETTI	A PINCH OF
COFFEE	A PLATE OF
GRAPES	A CUP OF
SOAP	A GLASS OF
BREAD	A STALK OF
GUM	A BOWL OF
COOKIES	A JAR OF
OIL	A POUND OF
JUICE	A TEASPOON
MEAT	A GALLON OF
TOMATO PASTE	A TUBE OF
TOOTH PASTE	A CAN OF
MUSTARD	A BAG OF

PRESENTATION: (20 minutes)



PART 1) NON-COUNT NOUNS

T tells SS that he went to Niagara on the GO TRAIN ---following the “Theme of the Week”, namely, “Travel and Transportation in Toronto and Ontario”--- and won in the CASINO. T says “ I am a millionaire!” T shows SS many bills (all are copy bills the T has in Colombian , US and Canadian currency). Now T elicits the question for NCN. Some SS might say:

“How much money do I have”.

T points out that it is so much that it is impossible to tell EXACTLY the amount. Some SS might answer with a specific number 3,000 thousand, for example. Others incorrectly with “many”. Maybe some SS will answer with “a lot of/lots of”. T asks if this is a large quantity or a small quantity of money. S answer “a large quantity”. T tries to elicit the corresponding expressions used in English for this situation. T then says that when you have a big amount, but you do not know exactly how much, then you can say “A LOT OF/LOTS OF”. Finally, T asks if money is a NC, or a NCN. By following this procedure, the T will starts to fill out the chart found on the next page. (NOTE: Make sure you ask whether you can use MUCH here, write down MUCH and cross it out so that SS can visually see that it is not correct.)

Now the T tells the class he/she returned to Niagara, returned to the Casino and LOST! T reduces the amount of money in his/her hands. Again T asks:

“How much money do I have now? “

T asks, “ do I have a lot of money?” SS answer “NO”. T asks : “How do you say in English when you do have a small quantity of money, but you do not know exactly how much?” Some SS might answer “SOME”. T says this is correct, and adds that you can also say “a little”, if nobody has mentioned it.. T completes the chart, found below, on the BB.

Finally, T tells SS that he/she really is a gambling addict and that he returned to Niagara and LOST ALL the money. T asks:

How much money do I have?

Some SS will answer “zero”. T says, “that is right”, T asks: “what is a another way to say zero in English?” Some SS might say “ANY”. T completes the chart found below on the BB.

(IMPORTANT NOTE: USE DIFFERENT CHALK COLOUR for the different quantifiers so that SS can see the connections visually (multiple intelligences))

PART 2) COUNT NOUNS

Now, T now grabs all the money again. T asks SS what each individual piece of paper with printed money is called. T says: “If it is metal, you call it a coin”. “If it is a piece of paper, you call it a _____?” Some SS might as “a BILL”. T asks SS if a bill is CN, or NCN. Some SSs might answer “CN”. T says: “ Yes, and look I am counting ... one bill, two bills, three bills, four bills.” (You know it is a CN because you can count, you can use the plural form and you can use an article before it.) The T retells the story of his gambling addiction and does the same for the question. Now T elicits the question for CN. Some SS might say:

“How many bills do I have?”

By focusing now on the CN word, “bills”, T will complete the chart for CN as well.

QUANTIFIERS DIAGRAM

NOUN	COUNT NOUNS	NON-COUNT NOUNS
?	HOW <u>MANY</u> BILLS DO YOU HAVE ? DO YOU HAVE <u>ANY</u> BILLS ?	HOW <u>MUCH</u> MONEY DO YOU HAVE ? DO YOU HAVE <u>SOME</u> MONEY ?
+++++	I HAVE <u>MANY</u> <u>A LOT OF</u> BILLS. <u>LOTS OF</u>	I HAVE <u>A LOT OF</u> MONEY. I HAVE <u>LOTS OF</u>
+/-	I HAVE <u>SOME</u> I HAVE <u>A FEW</u> BILLS. I <u>DON'T</u> HAVE <u>MANY</u>	I HAVE <u>SOME</u> I HAVE <u>A LITTLE</u> MONEY. I <u>DON'T</u> HAVE <u>MUCH</u>
0	I <u>DON'T</u> HAVE <u>ANY</u> BILLS.	I <u>DON'T</u> HAVE <u>ANY</u> MONEY.

PRACTICE: (30 minutes)

1) CONTROLLED: (10 minutes)

a) Do Photocopy dedicated to the practicing of "*some/any*". Have SS fill out the sentences by choosing the correct answer. Have SS work in pairs. Go around checking for any possible questions. Photocopy will be provided to mentor. Do the same for the photocopy for "*many/much/a lot /lots of/a little/ a few*". (This photocopy is NOT included here, due to time limitations)



FIND • Read this article about a flea market. Underline **some** + noun and **any** + noun. Circle **some** and **any** without a noun.

DAILY GAZETTE • 22

LOCAL TREASURE HUNTING

You can find flea markets all over the world: in city streets, parking lots, and fields. Read what some people at a local market found this weekend. Then find a flea market in your neighborhood. Maybe you won't find any treasures, but you'll certainly have some fun!

- I wanted some old dishes. I didn't find any, but I got some cups.
- They have some great vintage clothes. (*Vintage* means at least twenty years old.) I bought some sweaters. I also bought some jewelry from around 1920.
- I don't see any paintings here, but I found some photographs and CDs.
- I got some comic books. They were cheap! I wanted some toys too, but there aren't any today.

CHECK • What did people see at the flea market? Check all the items.

- | | | | | |
|--|--|------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> dishes | <input type="checkbox"/> vintage clothes | <input type="checkbox"/> jewelry | <input type="checkbox"/> photographs | <input type="checkbox"/> comic books |
| <input checked="" type="checkbox"/> cups | <input type="checkbox"/> sweaters | <input type="checkbox"/> paintings | <input type="checkbox"/> CDs | <input type="checkbox"/> toys |



CHOOSE • Read these conversations. Circle the correct words.

1. ANDREA: Excuse me. I'm looking for any / some old cookbooks.
 SELLER: We had any / some yesterday, but I sold them all.
 ANDREA: Do you have any / some books about art?
 SELLER: Yes, there are any / some on that shelf.
2. YASMIN: I'm hungry. Do they sell any / some food at this flea market?
 GALENO: They usually have food, but I don't see any / some this afternoon.
 YASMIN: Wait here. I think I see any / some food stands over there.
 GALENO: Here's any / some money. Could you get me any / some coffee, please?
3. HIDEKI: Look at those old tools! My grandfather used any / some just like them!
 NANAKO: Did he give you any / some? Any / Some people collect them.

b) Do photocopy dedicated to practicing a lot of/a few/ a little. Have SS fill out the sentences by choosing the correct answer. Have SS work in pairs; go around checking for any possible questions. Photocopy will be provided to mentor.

2) SEMI-CONTROLLED: (20 minutes)

a) Do Photocopy “Could I possibly borrow some paper clips” which has been provided below. Do the examples with SS, and then have SS work in pairs. Go around checking for any possible questions. Remind SS that the point of Grammar is to actually USE it, to be able to SPEAK and LISTEN to it. For this reason, SS must not write down anything on the page.

Could I Possibly Borrow Some Paper Clips?

many	much
a few	a little
paper clips	sugar
eggs	paper
mushrooms	toothpaste

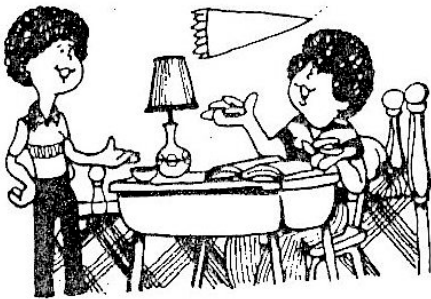


- A. Could I possibly borrow some paper clips?*
- B. Sure. How many do you need?
- A. Just a few.
- B. Here! Take as many as you want!
- A. Thanks.
- B. You're welcome.



- A. Could I possibly borrow some sugar?*
- B. Sure. How much do you need?
- A. Just a little.
- B. Here! Take as much as you want!
- A. Thanks.
- B. You're welcome.

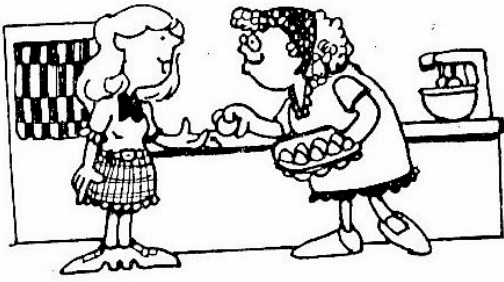
*Or: Could you possibly lend me some paper clips/sugar?
Could you possibly spare some paper clips/sugar?



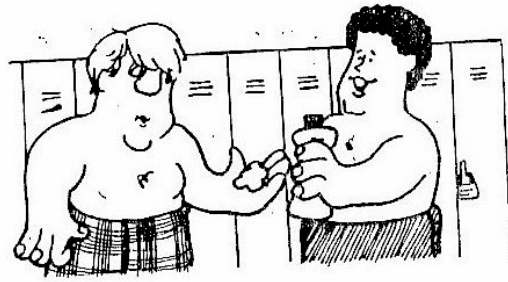
1. rubber bands
bandes élastiques



2. typing paper



3. eggs



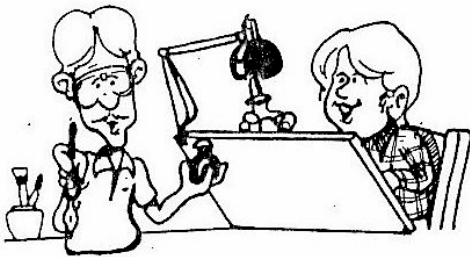
4. shampoo



5. flour



6. envelopes



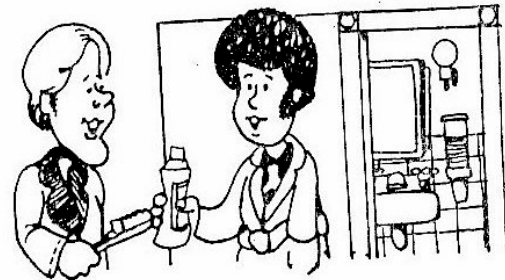
7. ink



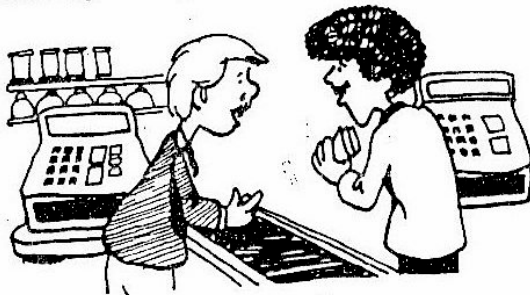
8. mushrooms



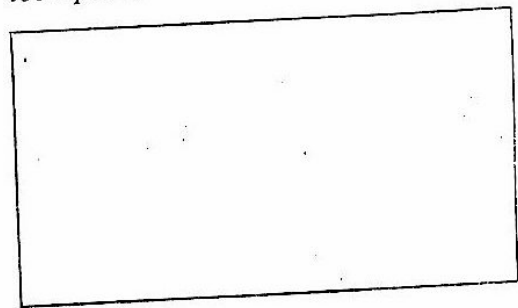
9. laundry detergent



10. toothpaste



11. one-dollar bills



12.

PRODUCTION: (30 minutes)

a) Do Photocopy of exercise created by T entitled, "FIND SOMEONE WHO and use quantifiers with multiple tenses". Provide an example on the board with all tenses used.

Write on BB:

FIND SOMEONE WHO:

A) _____ has a lot of money.

(Question to be asked: Do you have a lot of friends?) Short answer: Yes, I do/No, I don't. + extra information.

b) _____ had a lot of money. (Question to be asked: "Did you have a lot of money?") Short answer: Yes, I did/No, I didn't. + extra information.

, and finally;

c) _____ will have a lot of money. (Question to be asked: "Will you have a lot of money?") Short answer: Yes, I will/No, I won't. + extra information.

(IMPORTANT NOTE: Remind SS NOT to show their lists to others. Have them practice the example orally and have them answer using SHORT answers, not simply saying "yes" or "no". Remind them that saying simply "yes" or "no" is usually considered quite rude in Canada.)

Finally, select a few examples from each group (funny or interesting ones) and do them orally as a class.

LINC COURSE: Indefinite Quantifiers

GROUP A

Find someone who:

1. has a lot of strange, beautiful or old furniture in his house or apartment
2. didn't eat many vegetables this week
3. is receiving some mail this week
4. doesn't have much jewelry
5. thinks he/she has a lot of intelligence

GROUP B

Find someone who:

1. studied lots of English for this course
2. isn't going to have any time to relax next weekend
3. gives some flowers to his/her partner regularly
4. is spending a little money on his/her teacher
5. dances to lots of music

GROUP C

Find someone who

1. tells you lots of gossip from a classmate
2. bought some new clothing this week
3. is drinking some alcohol this weekend
4. has more than seven keys in his pocket
5. likes to have a lot of fun doing crazy things

GROUP D

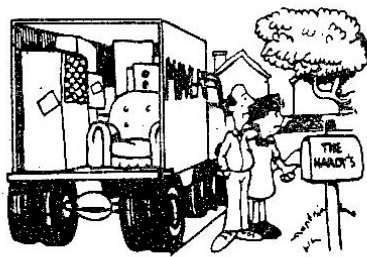
Find someone who

1. listened to some important news today
2. doesn't like to eat much lettuce or fruit
3. tried a few cigarettes in the past
4. is going to have a lot of love for his/her spouse
5. had many romantic dinners before

HOMEWORK:

- a) Hand out the following photocopies and have SS do them at home. Correct them the day after. One is included, others will be shown to mentor. WILL NOT BE DONE IN THE PRACTICUM AS THERE IS NO TIME TO CORRECT IT.
- b) Have SS look at their own kitchens and use the quantifiers to tell us what they actually eat. Do as review exercise the next day.
- c) Think about what a healthy diet requires and have SS ask for the “Canadian Health Guide” online. Develop this exercise much further the next day.

WHAT'S THE WORD?



2

1. Mr. and Mrs. Hardy are moving because their old neighborhood has too

much
many

 unfriendly people, too

much
many

 fast cars, and too

much
many

 noise.
2. I love your recipe for soup. It's not as spicy as mine. I don't think you use as

much
many

 onions or as

much
many

 pepper as I do.
3. Poor Jim! He did poorly on his English examination because he took too

much
many

 time to think about his answers and made too

much
many

 mistakes.
4. Emily has to find a new job. She was fired from her old job because her boss said she used too

much
many

 typing paper, too

much
many

 envelopes, and too

much
many

 ink. He also said she drank too

much
many

 coffee and made too

much
many

 telephone calls to her friends.
5. Since you went to cooking school your cheese omelettes are much better. I don't think you use as

much
many

 eggs, as

much
many

 cheese, or as

much
many

 salt as you did before.
6. Paul always complains about his high school. He says that taking too

much
many

 books home from school gives him a backache, going to too

much
many

 noisy classes gives him an earache, and doing too

much
many

 homework gives him a headache.

PRACTICUM

April 22nd, 2015

Andrés Melo Cousineau

WEDNESDAY AFTERNOON EXERCISE

BUYING GO TRAIN TICKETS: A DIALOGUE

TOTAL TIME: (45 minutes: 12:45 to 1:30)

OBJECTIVE: The afternoon exercise is focused on having SS practice how to purchase a GO TRAIN ticket to Niagara Falls. T will provide SS with the real GO TRAIN schedule for the Niagara Falls Summer Line.

PROCEDURE:

A) T will briefly tell SS that the GO TRANSIT system is different from the TTC because the price is based on the distance you travel. If you travel farther, you pay more. The only exception is the fixed price for the Toronto-Niagara Bike Train! T now provides SS with the actual GO TRAIN “Bike to Niagara” leaflet. T writes the following questions on the BB and has SS search for the information in pairs:

1. What time does the GO Train depart from Toronto?
2. How many bikes can the special coach carry?
3. How long does the trip take?
4. How much did the round trip cost in 2014?

B) Now the Teacher provides SS with the following cut up dialogue which is a concrete example of the kind of language used in purchasing tickets from GO TRAIN:

DIALOGUE: PURCHASING GO TRAIN TICKETS TO NIAGARA

SITUATION: You and your best friend arrive to Union Station with your bikes to buy your first GO TRAIN tickets.

A: Excuse, me. Do you know where the GO train ticket service is?

B: Sure, just go up the stairs. It's in front of McDonald's.

A: Excuse me, how much do GO TRAIN tickets cost?

C: Well, it depends. The GO train charges depending on the length of your travel. If you travel far, it is more expensive. Are you taking the train here at Union Station?

A: Yes, we are.

C: And, where are you going?

A.: We're going to Niagara Falls. How much do these cost?

C: Ohh, I see. That's a special train. Tickets for that train cost 41 dollars per adult.

A: Is there any extra charge for taking your bikes?

C: No, we have bike-friendly coaches to Niagara during the summer.

A: Is that a single ride, or a round trip?

C: It's a round trip for both and your bikes.

A: That's cheap! Thanks so much.

C: You're welcome. Hurry up! I think the train is leaving soon.

C) T asks SS to re-organize the dialogue. T will go around checking to see that it is in the right order. Then, SS will practice the dialogue together in pairs. Some SS will do the dialogue in front of the class. (Don't pay too much attention to pronunciation and focus more on fluency)

D) Finally, teacher asks SS what is the most common expressions used for buying things. After looking at the dialogue, SS will likely tell the T:

a) HOW MUCH IS/ARE _____?

b) HOW MUCH DO/DOES _____ COST?

.

PRACTICUM II

April 23rd, 2015

Andrés Melo Cousineau

THURSDAY LESSON PLAN 4

LISTENING: TTC ANNOUNCEMENTS

TOTAL TIME: (90 minutes: 10:45 to 12:15)

OBJECTIVE: To further develop listening skills by looking at TTC ANNOUNCEMENTS within the TTC subway system.. T creates a dialogue that includes real live TTC announcements recorded with an iPhone during his commutes. The dialogue incorporates vocabulary from the whole Practicum week. Dialogue is recorded with mentor. Announcements are kept real. All audio files are stitched together using software and/or website (audio joiner). A more advanced version of the script is included for higher levels.

A) PRE-LISTENING OR WARM UP: (5-10 minutes)

T writes the word EMERGENCY on BB or shows TTC picture showing the famous YELLOW EMERGENCY BAND on TTC subways. T asks SS: “have you ever been in a public transportation emergency? What happened? How did you react? What should one do in an emergency?” If no examples are available for public transportation, have SS think of other ones. Avoid extremely tragic and/or personal cases. T recounts different stories.



B) VOCABULARY: (10 minutes)

Write down words on BB. Go through each one individually following some of the ideas in the chart below. TRY TO ELICIT THE MEANING. For all words check pronunciation by modeling, then having SS repeat as a class, and then by picking out some “volunteers”. Tell SS that they should keep a vocabulary notebook with a minimum of three columns: WORD/ EXAMPLE + MEANING /PART OF SPEECH. Tell them to have a special notebook dedicated ONLY to vocabulary. Tell SS they can add other notes, e.g. pronunciation, draw pictures, write info in their own language. IT IS THEIR VOCAB NOTEBOOK, not the T’s!

1. darned
2. a collector
3. an issue
4. a disruption
5. to board
6. to hold
7. response personnel
8. Murphy’s Law
9. to clear an emergency
10. to resume service
11. to be grumpy
12. to freak out (slang)

VOCABULARY NOTEBOOK

WORD	MEANING + EXAMPLE	PART OF SPEECH + NOTES
1. darned	Ideas for eliciting:	adjective

	<p>QUESTION TO CHECK:</p> <p>Example:</p> <p>Means:</p>	
2. a collector	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK:</p> <p>Example: “.</p> <p>Means:</p>	noun
3. an issue	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK:</p> <p>Example: “.</p> <p>Means: country</p>	noun
4. a disruption	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK:</p> <p>Example: “.</p> <p>Means:</p>	noun
5. to board	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK:</p> <p>Example: “.</p> <p>Means:</p>	verb
6. to hold	<p>Ideas for eliciting:</p> <p>QUESTION TO CHECK:</p>	verb

	Example: “. Means:	
7 response personnel	Ideas for eliciting: QUESTION TO CHECK: Example: “. Means:	noun
8. Murphy's' Law	Ideas for eliciting: QUESTION TO CHECK: Example: “. Means:	idiomatic
9. To clear an emergency	Ideas for eliciting: QUESTION TO CHECK: Example: “. Means:	expression
10, to resume service	Ideas for eliciting: QUESTION TO CHECK: Example: “. Means:	TTC collocation
11 To be grumpy	Ideas for eliciting: QUESTION TO CHECK: Example: “. Means:	adjective
12. to freak someone out	Ideas for eliciting: QUESTION TO CHECK:	Phrasal verb

	Example: “. Means:	
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C) GIST QUESTION: (WRITE IT ON THE BB)

What are Paul and Mary talking about? Why are they interrupted?

D) LISTENING: (15 minutes)



E) POST LISTENING: (45 minutes)

E.1.) CHECK GIST QUESTION. SS might not know the general answers yet, and this is not a problem. They will listen and do many exercises to try to get the idea of the conversation.

E.2) GIVE COMPREHENSION QUESTIONS (Hand out the questions individually after listening once. If time allows write questions on the BB; if not do orally.)

COMPREHENSION QUESTIONS

1. What is the station they start at?
2. Which is the final station? What is special about this station?
3. Do they have similar opinions about TTC service?
4. What just happened to Paul?
5. Does Mary agree with Paul? How do you know?
6. How many times was Paul late to work last week?
7. Why does Mary think “Proof-of-Payment” is a good idea?
8. Who interrupts the conversation?
9. What is Paul’s joke against the TTC?
10. Who is Murphy?
11. What is different in the second announcement?
12. How did Mary feel in Colombia?
13. Where’s Mary going tomorrow?

QUANTIFIER QUESTIONS:

(DO NOT ANSWER WITH SPECIFIC NUMBERS)

- 1) How many times are they interrupted?
- 2) How much love does Mary have for the TTC?
- 3) How many emergency sirens can you hear?
- 4) How much patience does Paul have?
- 5.) How many times has Paul been late to work this week?

E.3) Because the conversation is quite long, do the following instead of simply cutting up the conversation and having SS reorganize it. Divide the class into three groups. GROUP ONE will only work on the ANNOUNCEMENTS. GROUP TWO will ONLY do PAUL, and GROUP THREE will ONLY do MARY. Have them redo the conversation as a class. When their turn arrives the WHOLE group must read their section. The group that says it louder wins!

E.4) If time allows, cut up the conversation into larger blocks and have groups reorganize it.

E.5) DISCUSSION QUESTIONS (in groups, and then as a class.)

- 1) Show pictures of what the TTC looked like a hundred years ago. Can you imagine a reality without it?
- 2) T gives SS the picture of how Toronto was imagined in 1901. T asks; What do you think about it? What do you see in the pic?
- 2) Class discusses: Does the TTC provide good service? If you're the TTC CEO, what would you invest more in?
- 3) Have you seen the new street cars? Why are street cars so special?
- 4) What would you do in a TTC emergency?

F) HOMEWORK:

- 1) Remind SS about getting the TTC MAP.
- 2) Have SS ask 3 strangers for directions to a place they already know! Have them pretend they do not know.
- 3) Have SS listen to the video TTC "The Better Way" from the 1980s.

EXERCISES AND SOURCES:

DIALOGUE SCRIPT: TTC ANNOUNCEMENTS (WITH VOCAB, ONE PAGE)

*****TTC ANNOUNCEMENT --DOORS CLOSE:** "Tutu tuuu tu **Please stand clear of the doors.**"

*****TTC ANNOUNCEMENT:** "The next station is St. George St. George Station. This station connects with the Bloor-Danforth Subway."

STUDENT A: Hey Mary, how are you doing? I'm, so late. I swiped my metropass and the **darned machine** did not work. Then I had to speak to the TTC **collector** and he wasn't very helpful. This TTC system has so many issues. And, it is always delayed as well.

STUDENT B: Hi Paul. Good to see you. I see what you mean, but I think it has improved quite a lot. There are less delays nowadays. Before it had many more problems. Now we have more subway cars and a faster service. It's a big city, you know.

STUDENT A: No, no, no. I think you live in a another city, Just this week I have been late to work three times due to the TTC.

STUDENT B: I don't know. I haven't had any problems this month, except for that major **disruption** at the beginning of the month, Remember? And then there is the Proof of Payment service of street cars. You can **board** through the back doors

*****TTC ANNOUNCEMENT:** "Attention all passengers on Line One, Yonge/University/Spadina Line We **are currently holding** southbound at the Dundas Station with **a medical on board** the train Again, attention all passengers Line One Yonge/University/Spadina, We are currently holding southbound at Dundas, with a medical on board the train. **Response personnel** are on their way."

STUDENT A: You see, what did I tell, I am going to be late again! TTC "the journey starts here", yeah right. It should be "the journey stops here"!

STUDENT B: These things happen. It's **Murphy's Law**. And it seems you're Murphy, Paul ! I just think you've been unlucky lately.

STUDENT A: Unlucky? I don't think so. It has nothing to do with luck. It's bad service,

STUDENT B: I don't agree. Things are not perfect but they are better. I love public transportation; it brings citizens together. And they need funds to improve service, right?

*****TTC ANNOUNCEMENT :** "Attention all passengers on Line One Yonge/University/Spadina The medical we were having at Dundas Station has now cleared. Once again, attention all passengers on Line One ... The medical we were having at Dundas Station **has now cleared**. Regular service **has resumed**."

STUDENT B: You see, that was not bad. It was just a few minutes. Imagine you were the one with the emergency! You sure would like the train to stop for you, wouldn't you?

STUDENT A: Ok, ok, I guess I am bit **grumpy** today. You're right. So many other places don't even have a subway line.

STUDENT B: Yeah, I know. Remember when we went to Bogotá, Colombia? That was **freaking me out!**

*****ANNOUNCEMENT:** "Arriving at Finch, Finch Station This is a terminal station."

*****ANNOUNCEMENT .. DOORS CLOSE:** "Tuuuu tuuu tu Please stand clear of the doors."

STUDENT A: See you tomorrow?

STUDENT B: Actually no, I'm getting away for a day-trip to Niagara on the GO Train. We're taking our bikes!

STUDENT A: Have a good trip!

MORE INTERMEDIATE VERSION
DIALOGUE SCRIPT: TTC ANNOUNCEMENTS (WITH VOCAB)

*****TTC ANNOUNCEMENT --DOORS CLOSE:** “Tuuuu tuuu tu **Please stand clear of the doors.**”

*****TTC ANNOUNCEMENT:** “The next station is St. George St George Station. This station connects with the Bloor Danforth Subway.”

STUDENT A: Hey Mary, how are you doing? I’m, so late. I swiped my metropass and the **darned machine** did not work. Then I had to speak to the TTC **collector** and he wasn’t very helpful. This TTC system has so many issues. And, it is always delayed as well.

STUDENT B: Hi Paul. Good to see you. I see what you mean, but I think it has improved quite a lot. There are less delays nowadays. Before it had many more problems. Now we have more subway cars and a faster service. It’s a big city, you know.

STUDENT A: No, no, no. I think you live in a another city, Just this week I have been late to work three times due to the TTC.

STUDENT B: I don’t know. I haven’t had any problems this month, except for that major **disruption** at the beginning of the month, Remember? And then there is the Proof of Payment service of street cars. You can **board** through the back doors

*****TTC ANNOUNCEMENT:** “Attention all passengers on Line One, Yonge/University/Spadina Line We **are currently holding** southbound at the Dundas Station with **a medical on board** the train Again, attention all passengers Line One Yonge/University/Spadina, We are currently holding southbound at Dundas, with a medical on board the train. **Response personnel** are on their way.”

STUDENT A: You see, what did I tell, I am going to be late again! TTC “the journey starts here”, yeah right. It should be “the journey stops here”!

STUDENT B: These things happen. It’s **Murphy’s Law**. And it seems you’re Murphy, Paul ! I just think you’ve been unlucky lately.

STUDENT A: Unlucky? I don’t think so. It has nothing to do with luck. It’s bad service,

STUDENT B: I don’t agree. Things are not perfect but they are better. I love public transportation; it brings citizens together. And they need funds to improve service, right?

*****TTC ANNOUNCEMENT :** “Attention all passengers on Line One Yonge/University/Spadina The medical we were having at Dundas Station has now cleared. Once again, attention all passengers on Line One ... The medical we were having at Dundas Station **has now cleared**. Regular service **has resumed**.”

STUDENT B: You see, that was not bad. It was just a few minutes. Imagine you were the one with the emergency! You sure would like the train to stop for you, wouldn't you?

STUDENT A: Ok, ok, I guess I am bit **grumpy** today. You're right. So many other places don't even have a subway line.

STUDENT B: Yeah, I know. Remember when we went to Bogotá, Colombia? That was **freaking me out!**

*****ANNOUNCEMENT:** "Arriving at Finch, Finch Station This is a terminal station."

*****ANNOUNCEMENT .. DOORS CLOSE:** "Tuuuu tuuu tu Please stand clear of the doors."

STUDENT A: See you tomorrow?

STUDENT B: Actually no, I'm getting away for a day-trip to Niagara on the GO Train. We're taking our bikes!

STUDENT A: Have a good trip!

DIALOGUE SCRIPT: TTC ANNOUNCEMENTS (WITH VOCAB)

ONLY ANNOUNCEMENTS

*****TTC ANNOUNCEMENT --DOORS CLOSE:** "Tuuuu tuuu tu Please stand clear of the doors."

*****TTC ANNOUNCEMENT:** "The next station is St. George St George Station. This station connects with the Bloor Danforth Subway."

STUDENT A:

STUDENT B:

STUDENT A:

STUDENT B:

*****TTC ANNOUNCEMENT:** "Attention all passengers on Line One, Yonge/University/Spadina Line We **are currently holding** southbound at the Dundas Station with **a medical on board** the train Again, attention all passengers Line One Yonge/University/Spadina, We are currently holding southbound at Dundas, with a medical on board the train. **Response personnel** are on their way."

STUDENT A:

STUDENT B:

STUDENT A:

STUDENT B:

*****TTC ANNOUNCEMENT :** "Attention all passengers on Line One Yonge/University/Spadina The medical we were having at Dundas Station has now cleared. Once again, attention all passengers on Line One ... The medical we were having at Dundas Station **has now cleared**. Regular service **has resumed**."

STUDENT B:

STUDENT A:

STUDENT B:

*****ANNOUNCEMENT:** "Arriving at Finch, Finch Station This is a terminal station."

*****ANNOUNCEMENT .. DOORS CLOSE:** "Tuuuu tuuu tu Please stand clear of the doors."

STUDENT A:

STUDENT B:

STUDENT A:

DIALOGUE SCRIPT: TTC ANNOUNCEMENTS (WITH VOCAB)

ONLY MARY

*****TTC ANNOUNCEMENT --DOORS CLOSE: “**

*****TTC ANNOUNCEMENT: “**

STUDENT A:

STUDENT B: Hi Paul. Good to see you. I see what you mean, but I think it has improved quite a lot. There are less delays nowadays. Before it had many more problems. Now we have more subway cars and a faster service. It's a big city, you know.

STUDENT A:

STUDENT B: I don't know. I haven't had any problems this month, except for that major **disruption** at the beginning of the month, Remember? And then there is the Proof of Payment service of street cars. You can **board** through the back doors

*****TTC ANNOUNCEMENT:**

STUDENT A:

STUDENT B: These things happen. It's **Murphy's Law**. And it seems you're Murphy, Paul ! I just think you've been unlucky lately.

STUDENT A:,

STUDENT B: I don't agree. Things are not perfect but they are better. I love public transportation; it brings citizens together. And they need funds to improve service, right?

*****TTC ANNOUNCEMENT :**

STUDENT B: You see, that was not bad. It was just a few minutes. Imagine you were the one with the emergency! You sure would like the train to stop for you, wouldn't you?

STUDENT A:

STUDENT B: Yeah, I know. Remember when we went to Bogotá, Colombia? That was **freaking me out!**

*****ANNOUNCEMENT:**

*****ANNOUNCEMENT .. DOORS CLOSE: “**

STUDENT A:

STUDENT B: Actually no, I'm getting away for a day-trip to Niagara on the GO Train. We're taking our bikes!

STUDENT A:

DIALOGUE SCRIPT: TTC ANNOUNCEMENTS (WITH VOCAB)

ONLY PAUL

*****TTC ANNOUNCEMENT --DOORS CLOSE:**

*****TTC ANNOUNCEMENT: “**

STUDENT A: Hey Mary, how are you doing? I'm, so late. I swiped my metropass and the **darned machine** did not work. Then I had to speak to the TTC **collector** and he wasn't very helpful. This TTC system has so many issues. And, it is always delayed as well.

STUDENT B:

STUDENT A: No, no, no. I think you live in a another city, Just this week I have been late to work three times due to the TTC.

STUDENT B:

*****TTC ANNOUNCEMENT:**

STUDENT A: You see, what did I tell, I am going to be late again! TTC “the journey starts here”, yeah right. It should be “the journey stops here”!

STUDENT B:

STUDENT A: Unlucky? I don't think so. It has nothing to do with luck. It's bad service,

STUDENT B:

*****TTC ANNOUNCEMENT :**

STUDENT B:

STUDENT A: Ok, ok, I guess I am bit **grumpy** today. You're right. So many other places don't even have a subway line.

STUDENT B:

*****ANNOUNCEMENT:** “Arriving at Finch, Finch Station This is a terminal station.”

*****ANNOUNCEMENT .. DOORS CLOSE:** “Tuuuu tuuu tu Please stand clear of the doors.”

STUDENT A: See you tomorrow?

STUDENT B:

STUDENT A: Have a good trip!

DIALOGUE SCRIPT: TTC ANNOUNCEMENTS (WITH VOCAB)
MORE ADVANCED VERSION

*****TTC ANNOUNCEMENT --DOORS CLOSE:** “Tuuuu tuuu tu **Please stand clear of the doors.**”

*****TTC ANNOUNCEMENT:** “The next station is St. George St George Station. This station connects with the Bloor Danforth Subway.”

STUDENT A: Hey Mary, how are you doing? I’m, so late. I swiped my metropass and the **darned machine** did not work. Then I had to speak to the TTC **collector** and he wasn’t very helpful. This TTC system has so many issues. And, it is always delayed as well. I **m fed up with** it.

STUDENT B: Hi Paul. Good to see you. I see what you mean, but I think it has improved quite a lot. There are less delays nowadays. Before it had many more problems. Now we have more subway cars and a faster service. It’s a big city, you know; and it’s **heavily underfunded!**

STUDENT A: No, no, no. I think you live in a another city, Just this week I have been late to work three times due to the TTC. I’m afraid they’ll **let me go!**

STUDENT B: I don’t know. I haven’t had any problems this month, except for that major **disruption** at the beginning of the month, Remember? And then there is the Proof of Payment service of street cars. You can **board** through the back doors. It **speeds things up.**

*****TTC ANNOUNCEMENT:** “Attention all passengers on Line One, Yonge/University/Spadina Line We **are currently holding** southbound at the Dundas Station with **a medical on board** the train Again, attention all passengers Line One Yonge/University/Spadina, We are currently holding southbound at Dundas, with a medical on board the train. **Response personnel** are on their way.”

STUDENT A: You see, what did I tell, I am going to be late again! TTC “the journey starts here”, yeah right. It should be “the journey stops here”! But who can you complain to?

STUDENT B: These things happen. It’s **Murphy’s Law.** And it seems you’re Murphy, Paul ! I just think you’ve been unlucky lately.

STUDENT A: Unlucky? I don’t think so. It has nothing to do with luck. It’s bad service, **plain and simple.**

STUDENT B: I don’t agree. Things are not perfect but they are better. I love public transportation; it brings citizens together. And they need funds to improve service, right?

*****TTC ANNOUNCEMENT :** “Attention all passengers on Line One Yonge/University/Spadina The medical we were having at Dundas Station has now cleared. Once again, attention all passengers on Line One ... The medical we were having at Dundas Station **has now cleared.** Regular service **has resumed.**”

STUDENT B: You see, that was not bad. It was just a few minutes. Imagine you were the one with the emergency! You sure would like the train to stop for you, wouldn’t you?

STUDENT A: Ok, ok, I guess I am bit grumpy today. You're right. So many other places don't even have a subway line.

STUDENT B: Yeah, I know. Remember when we went to Bogotá, Colombia? That was freaking me out!

*****ANNOUNCEMENT:** "Arriving at Finch, Finch Station This is a terminal station."

*****ANNOUNCEMENT .. DOORS CLOSE:** "Tuuuu tuuu tu Please stand clear of the doors."

STUDENT A: See you tomorrow?

STUDENT B: Actually no, I'm getting away for a day-trip to Niagara on the GO Train. We're taking our bikes!

STUDENT A: Enjoy, and "mind the gap" in Niagara!"

*****TTC ANNOUNCEMENT:** "494 please contact central: 494 ,please contact central."

PRACTICUM II

THURSDAY
April 23rd, 2015

Andrés Melo Cousineau

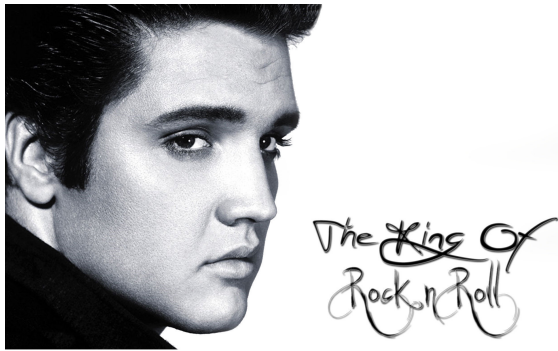
AFTERNOON EXERCISE: **SONG: ELVIS PRESLEY**

(ANOTHER OPTION: UB40's SONG "SHE CAUGHT THE TRAIN!" because of Theme TRAVEL AND TRANSPORTATION)

TOTAL TIME: (45 minutes: 12:45 to 1:30)

OBJECTIVE: Using an appropriate level song to have SS understand that learning a language can be fun. This song must be appropriate level, and for LINC 4 the T has chosen "I'm all shook up" by **Elvis Presley, the King of Rock 'n Roll**. It is totally disconnected from the theme of transportation, although your mind might be transported elsewhere! T emphasizes that songs can help in learning the rhythm and stress of English. The procedure is: 1) to begin by asking some questions about The Beatles;; 2) then, listening to the complete song one time; 3) then, handing out the blanked-out copies; and finally, 4) together with SS, listening line-by-line to try to get what the lyrics of the song are. At the end, the whole Class sings the song. SS are invited to sing the song to their Valentine's or family, for Valentine's Day or Family Day!

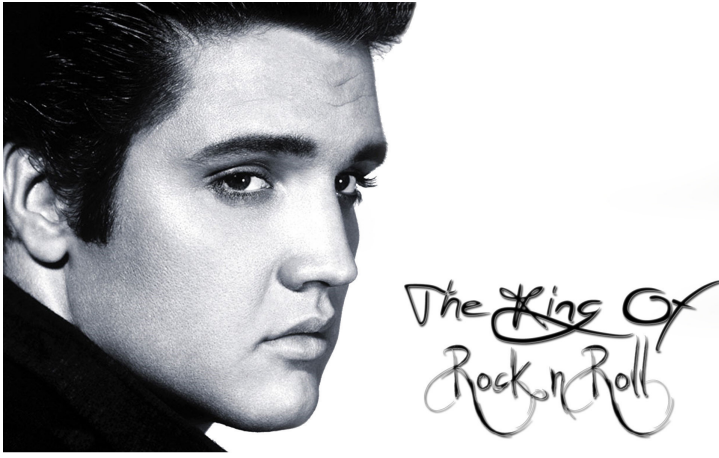
WARM UP:



1. Who Is Elvis? Where is he from?
2. What is his nickname?
3. Why is he so famous? Do you know any of his songs?
4. Why is Rock 'n Roll so famous? See the contraction in the words? Why?
5. What songs do you remember by him? Did you sing them?

SHOW OR SEND VIDEO OF ELVIS SINGING AND DANCING "I'M ALL SHOOK UP". Ask SS what they think. Focus on the amazing energy that made Elvis THE KING!

ELVIS PRESLEY: “THE KING”



Elvis Presley was rock & roll's first real star, not to mention one of the most important cultural forces in history, a hip-shaking symbol of liberation for the staid America of the 19 50s. A white Southerner singing blues laced with country, and country laced with gospel, he brought together American music from both sides of the color line and performed it with a natural sexuality that made him a teen idol and role model for generations of cool rebels. He was repeatedly dismissed as vulgar, incompetent, and a bad influence, but the force of his music and his image was no mere merchandising feat. Presley signaled to mainstream culture that it was time to let go. Four decades after his death, Presley's image and influence remain undiminished. While certainly other artists preceded him to the alter of rock & roll, he is indisputably The King.

As a recording artist, Presley's accomplishments are unparalleled. He is believed to have sold more than one billion records worldwide, about 40 percent of those outside the U.S. Though the figures are controversial due to the methods of computation by the Recording Industry Association of America, Presley still appears to hold the largest number of gold, platinum, and multiplatinum certifications of any artist in history; as of While certainly other artists preceded him to the alter of rock & roll, he is indisputably its king.'2010, 151 different albums and singles. He remained an unmatched chart performer from the Seventies until the first decade of the 21st Century when, as the population of record buyers increased, the chart numbers of top sellers like Mariah Carey and Madonna began to challenge his. According to *Billboard*, Elvis had 149 charting pop singles: 114 Top 40, 40 Top Ten, and 18 Number Ones.

Born January 8, 1935 in East Tupelo, Mississippi, Presley was the son of Gladys and Vernon Presley, a sewing-machine operator and a truck driver. Elvis' twin brother, Jesse Garson, was stillborn, and Elvis grew up an only child. When he was three, his father served an eight-month prison term for writing bad checks, and afterward Vernon Presley's employment was erratic, keeping the family just above poverty level. The Presley's attended the First Assembly of God Church, and its Pentecostal services always involved singing.

Read more: <http://www.rollingstone.com/music/artists/elvis-presley/biography#ixzz3XbOxLsLN>

SONG: "ALL SHOOK UP", ELVIS PRESLEY

1) Well bless my soul
What's wrong with me?
I'm itching like a man on a fuzzy tree
My friends say I'm actin' wild as a bug
I'm in love
I'm all shook up
Mm oh, oh, yeah, yeah!

2) My hands are shaky and my knees are weak
I can't seem to stand on my own two feet
Who do you thank when you have such luck?
I'm in love
I'm all shook up
Mm mm oh, oh, yeah, yeah!

3) Please don't ask me what's on my mind
I'm a little mixed up, but I'm feelin' fine
When I'm near that girl that I love best
My heart beats so it scares me to death!

4) She touched my hand, what a chill I got
Her lips are like a volcano that's hot
I'm proud to say she's my buttercup
I'm in love
I'm all shook up
Mm mm oh, oh, yeah, yeah!

5) My tongue get tied when I try to speak
My insides shake like a leaf on a tree
There's only one cure for this body of mine
That's to have the girl that I love so fine!

6) (repeat) She touched my hand, what a chill I got
Her lips are like a volcano that's hot
I'm proud to say she's my buttercup
I'm in love
I'm all shook up
Mm mm oh, oh, yeah, yeah!
Mm mm oh, oh, yeah, yeah!
I'm all shook up

SONG: "ALL SHOOK UP", ELVIS PRESLEY

1) Well _____
What's _____ me?
_____ like a man _____
_____ as a bug
I'm _____
_____!

2) My _____ and _____
I _____ on my _____
Who _____ have _____?
I'm _____
_____!

3) Please _____ mind
I'm _____, but _____
_____ that _____
My _____ it _____!

4) _____ what _____
Her _____ like _____
I'm _____ to _____
I'm _____
_____!

5) _____ when _____
My _____ like a _____
There's _____ for _____
That's _____ that _____!

6) (repeat)
_____ what _____
Her _____ like _____
I'm _____ to _____
I'm _____

I'm _____

SONG: "SHE CAUGHT THE TRAIN" (UB40)

Another night of loneliness.
My love is gone
She made a fuss and she was wrong,
yet she is gone

I asked her friends if they'd seen her
They said she'd take the train
I ran to catch the train,
Oh my, the train is gone

Another night of loneliness.
My love is gone
She made a fuss and she was wrong,
yet she is gone

I ran to catch the train,
Oh my, the train is gone

SONG: "SHE CAUGHT THE TRAIN" (UB40)

OTHER POSSIBLE ELVIS SONG
"Stuck On You"

You can shake an apple off an apple tree
Shake-a, shake- sugar,
But you'll never shake me
Uh-uh-uh
No-sir-ee, uh, uh
I'm gonna stick like glue,
Stick because I'm
Stuck on you

Gonna run my fingers thru your long black hair
Squeeze you tighter than a grizzly bear
Uh-uh-uh,
Yes-sir-ee, uh, uh
I'm gonna stick like glue
Stick, because I'm
Stuck on you

Hide in the kitchen, hide in the hall
Ain't gonna do you no good at all
'Cause once I catch ya and the kissin' starts
A team o' wild horses couldn't tear us apart

Try to take a tiger from his daddy's side
That's how love is gonna keep us tied
Uh-uh-uh
Yes-sir-ee, uh,uh
I'm gonna stick like glue
Stick, because I'm
Stuck on you