Lesson Plan (CLB 3 LS)

Theme: Diversity and Inclusion **Module:** Immigrant Seniors **Level:** CLB 3

Approximate Total Time: 1 hour

Background Notes to Instructor

New Vocabulary: identity, immigrant senior, retired, bored, babysit, content

Module Overview

CLB descriptors, drawn from CLB 3, Listening and Speaking:

CLB 3	Statements
Listening Comprehending Information	Understand short, simple, descriptive or narrative communication on topics of personal relevance (CLB 3) • Gets the gist (CLB 3) • Identifies factual details, keywords, and expressions as required (CLB 3)
Speaking Sharing Information	Ask for and give information about immediate needs and some feelings related to common, everyday activities (CLB 3) • Asks and answers some simple questions • Expresses some feelings

Outcomes

By the end of this module, learners will be able to

Outcomes related to role-playing:

- Identify words for feelings
- Use who, what, and where in conversation

Activity Overview

		Approximate time	Page numbers
Activity 1	Warm-up: "Find your Fit"	5 minutes	Instructor Guide, page 3
Activity 2	Vocabulary Story "Anna Teaches Again"	5–10 minutes	Instructor Guide, page 4 Student Package, page 1
Activity 3	Listen to "Interview of Anna and Alexander" and fill in the blanks	10 minutes	Instructor Guide, pages 4–5 Student Package, pages 2–3
Activity 4	Writing – Handout "Anna and Alexander Questions Chart"	15 minutes	Instructor Guide, page 6 Student Package, page 4
Activity 5	Speaking – Role-Play	15 minutes	Instructor Guide, page 7 Student Package, pages 5–6

Resource/Materials

Picture dictionary, laptop + projector or whiteboard + video player

- **Listening: Video with audio only for "**Interview with Anna and Alexander," immigrant seniors [separate file]
- **Handout:** An Interview with an Immigrant Senior Couple – Anna and Alexander:
  - Fill in the blank worksheet
- **Handout:** An Interview with an Immigrant Senior Couple – Anna and Alexander:
  - Fill in the blank worksheet Answer Key
- **Handout:** Final CLB3 (LS) Story: "Anna Teaches Again"
- **Handout:** Final CLB3 (LS) Anna and Alexander Questions Chart
- **Handout:** Final CLB3 (LS) Role-Play Interview with Anna and Alexander

Activities

Activity 1: Warm-up

Student Package	Outcomes	Approximate time
N/A	N/A	5 minutes

Instructions for the Warm-Up: "Find your Fit"

1. Ask the students to stand up.
2. Students should talk to classmates and find those who come from the same country, then form a group.
3. The instructor asks "Who likes fruit?" and has those students form a group. Those who don't like fruit gather in another group.
4. The instructor writes age groups on the board: Adults Under 55, Adults 55+, Adults 65+
5. Students then find the classmates who are the same age group.
6. The instructor states the aim of the warm-up—that each student has different identities. The instructor should write the following on the board:

   Different identities: Country born in group
   "I like fruit" group or "I don't like fruit" group
   Age group

Activity 2: Story – "Anna Teaches Again" (Vocabulary)

Student Package	Outcomes	Approximate time
Page 1	N/A	5–10 minutes

Instructions for Activity 2

1. The instructor hands out the story "Anna Teaches Again."
2. The instructor directs the students' attention to the vocabulary at the end of the story:

   Vocabulary:
   Russia, Canada, married, teacher, engineer, retired, boring/bored, lonely, grandson, babysit, neighbors, telephone, grocery shopping, make plans, seniors, driving lessons, library, classmates, busy, content

3. Students read the story to find the vocabulary words.
4. Students learn each word in the context of the story and with a picture dictionary.
5. The instructor circulates among the students to help with unfamiliar words.

Activity 3: Interview with an Immigrant Senior Couple – Anna and Alexander (Fill in the blanks)

Student Package	Outcomes	Approximate time
Pages 2–3	N/A	10 minutes

Instructions for Activity 3

1. **Play the listening video:** *An Interview with an Immigrant Senior Couple – Anna and Alexander*
2. **Refer to the handout:** An Interview with an Immigrant Senior Couple – Anna and Alexander
   a. Fill-in-the-blanks worksheet
3. Students listen again to fill in the blanks for the questions asked to Anna and Alexander.
4. Students listen a third time to complete filling in the blanks.
5. Go over the answers as a class.

Answer Key

1. Where are you from?

   We are from Russia.

2. When did you come to Canada?

   We came to Canada two years ago.

3. Who are you living with?

   We live with our daughter and her family.

4. What do you do at home, Anna?

   I take care of my grandson every day. I also cook for my family every day.

   Alexander?

   I drive my grandson to school every day. I pick him up after school every day. I also fix things at home.

5. What things were difficult for you at first?

   We did not understand what people were saying. We were afraid to go shopping alone.

6. Where did you go to get help with English?

   First we only spoke English with our family. We also watched TV. Then our daughter found an English class. (Anna speaks.) Alexander studied English to learn driving rules.

7. Now what things are you doing after English class?

   It was good for us.

   I passed my English driving test.

   Now we go to the library for English conversation.

   We also borrow books in English.

   Now we can even read books to our grandson.

We like Canada because people are friendly and we feel safe.

Thank you again for talking with us today! Have a good day.

Activity 4: Anna and Alexander Questions Chart (Writing)

Student Package	Outcomes	Approximate time
Page 4	N/A	15 minutes

Instructions for Activity 4

Handout: Final CLB3 (LS) Anna and Alexander Questions Chart

1. The instructor discusses any questions students have about filling out the simple chart.
2. Students fill out the chart individually, using the information from the completed worksheet of the real-life story of Anna and Alexander. The instructor circulates to help out.

Handout: Final CLB3 (LS) Anna and Alexander Questions Chart Answer Key

1. Students work in pairs to check their work using the handout "Anna and Alexander Questions Chart Answer Key"

Answer Key

Questions	Answers
Immigrant seniors are older people from different countries. Where were Anna and Alexander from?	Russia
What did Alexander do when he learned English?	I passed my English driving test.
Who are Anna and Alexander living with?	We live with our daughter and her family.
When did the immigrant couple come to Canada?	We came to Canada two years ago.
Where did Anna and Alexander go to have English conversation?	Now we go to the library for English conversation.
Anna said she does two things when she is at home. What are they?	I take care of my grandson every day. I also cook for my family every day.

Activity 5: Role-Play Interview with Anna and Alexander (Speaking)

Student Package	Outcomes	Approximate time
Pages 5–6	N/A	15 minutes

Instructions for Activity 5

Role-Play

1. Using the completed handout with the fill-in-the-blank answers of Anna and Alexander's story, the students work in pairs.
   a. Student A is the interviewer.
   b. Student B plays the role of the immigrant seniors (Anna and Alexander).

Handout: Final CLB3 (LS) Role-Play Interview with Anna and Alexander

2. If there is enough time, the students can switch roles, with Student B as the interviewer and Student A as the immigrant seniors.

   OR

   Choose three people to come to the front to role-play the parts of the Interviewer (Student A), Anna (Student B), and Alexander (Student C).