

Tutoring Starts Here

EAL Tutor Sample
Lesson Plan Package

Introduction

The EAL Volunteer Tutor Program at ISANS has provided a large number of newcomers with EAL tutoring services for a number of years. There have been many wonderful volunteers who have dedicated countless hours and a solid commitment to helping their learners improve their EAL skills and achieve their learning goals.

This Sample Lesson Plan Package was developed to better support EAL volunteer tutors. It contains best practices around planning lessons and includes comprehensive samples of lesson plans and materials. It was designed to be a useful, hands on resource that volunteer tutors, especially those who have no experience teaching EAL, can use as a starting point to develop their teaching skills.

This Sample Lesson Plan Package includes:

- Components of a lesson plan
- Themes and topics for levels 1 to 4
- Ideas for tasks
- Sample lesson plans for levels 1 to 4

We hope this Sample Lesson Plan Package will greatly assist you in your first month's tutoring sessions and enhance your enjoyment of tutoring EAL learners.

This EAL Tutor Sample Lesson Plan Package was developed by Setsu Crawford Kawahara, an EAL Instructor in Community Language and Skills at ISANS.

Lesson Plan

A lesson plan helps an instructor provide an effective learning experience for his / her learners and ensures that learners' time in class results in learning that helps them achieve their goals. Lesson planning also enhances the teaching experience by helping instructors save time, avoid frustration, and analyze and improve their lessons.

There are many ways to plan an effective lesson—the important thing is to make a plan.

Effective lessons emerge from specific learning outcomes and contain a unified set of learning activities. Learning outcomes for adult English language learners are based on learners' own needs. Having learners complete a needs assessment can help the instructor determine the communication needs of their learners, i.e., the situations in which learners need to understand, speak, read, and write in English. For beginner-level learners, a simple needs assessment can be accomplished by showing learners pictures of various situations, such as a doctor's office or a job site, and asking them to number the pictures in order of their need to adequately communicate in those situations. Intermediate learners can be given a questionnaire which asks them to identify the situations in which they need to use English. *Please see the following pages for examples of different types of needs assessments.

Beginner's Level Needs Assessment

What do you want to study? Circle 3.

Name: _____

<p>COMMUNITY</p> <p>A central illustration showing various community services: a bank with a dollar sign, a fire station labeled 'Local 51', a school with children, and a library with a barcode. Small stick figures are scattered around the buildings.</p>	<p>HEALTH</p> <p>An illustration of a telephone with the words 'HELP! HELP!' next to it. To the right, a stick figure looks unwell with the text 'HEADACHES & STOMACH ACHES'. Below, there are three pill bottles labeled 'Rx' and the word 'PRESCRIPTIONS'.</p>
<p>WORK</p> <p>An illustration of two stick figures. One is a chef labeled 'COOK' holding a plate, and the other is a receptionist labeled 'RECEPTIONIST' sitting at a desk with a computer monitor.</p>	<p>HOUSING</p> <p>An illustration of three types of housing: a tall apartment building labeled 'APARTMENT', a two-story townhouse labeled 'TOWNHOUSE', and a single-story house labeled 'HOUSE'.</p>
<p>MONEY & SHOPPING</p> <p>An illustration of two stick figures. One is handing a dollar bill to the other, who is standing next to a shopping bag.</p>	<p>TRANSPORTATION</p> <p>An illustration of three modes of transport: a bus labeled 'BY BUS . . .', a car labeled 'BY CAR . . .', and an airplane labeled 'BY AIRPLANE . . .'. The car and airplane are shown on a road.</p>

Intermediate Level Can-Do List for Needs Assessment

Directions: Put a check mark (✓) in the box that best describes you.
Put only one check for each row.

Here's what I can do.	I can do this. No problem.	I do OK most of the time, except when things are complicated.	This is a little difficult for me, but I can do it with some help from others.	This is very difficult for me. I can only do it with a lot of help from others.	I can't do this. No way. It's much too difficult.
Talk about my country and my city with a friend or neighbor					
Ask for directions on the street or ask where something is in a store					
Ask someone to speak more slowly or to say things in a different way					
Fill out a form (name, birthdate, address, phone)					
Explain about myself and my work in a job interview					
Understand the notes that my child's teacher sends from school					
Figure out my phone bill or electricity bill					
Explain to the doctor in detail what's wrong					
Pick a story in the newspaper and read it					
Understand the news on TV					

Planning a Lesson

When planning a lesson, ask yourself:

- Have you considered learner-specific information, such as English language proficiency level, educational background, and language of origin?
- Is your lesson plan oriented toward a particular learner(s) with specific learning outcomes?
- Does your lesson plan connect the current lesson with previous and subsequent lessons?
- Have you included elements of reading, writing, listening and speaking?
- Are the tasks practical and authentic? Do they support the learning outcomes?
- Have you varied the types of tasks you do in class? Try to mix it up so you reach different types of learners. For instance, tasks that require learners to draw or paint are great for visual learners. Try using songs and music for auditory learners. Finally, use drama or role-plays for kinesthetic or active learners.
- Does your lesson plan fit on a single sheet of paper so you can see an overview of the lesson at a glance?
- Is your lesson plan clear and easy to read and follow, so that another instructor could step in and teach the lesson in your absence?
- Have you allowed for some flexibility? You don't always have to stick to your plan (even if it is well made). Flexibility is an important characteristic of good teaching. When circumstances warrant, it is perfectly fine to change or deviate from your plan.
- Have you included some time for reflection and making follow up notes? Taking the time to think about your lesson and its' effectiveness will make subsequent lessons easier to plan for your learners and make you a better instructor in the end.

Remember! It's natural for learners to feel shy or not want to make mistakes in front of the instructor. Set your learners up for success from the start. Give them tasks you know they can't fail at. Only ask them questions you know they can answer. Get them warmed up to English and your class. As the class progresses, you can raise the level of difficulty.

Components of an Effective Lesson Plan

Themes and Topics

Under a theme, real-life contexts or topics can be determined from a needs assessment. If, in a needs assessment, a beginner-level learner selects a visual that depicts a doctor talking to a patient, the instructor could choose “Visiting a Doctor” as the topic for a group of lessons, under the theme “Health.”

Learning Outcomes

An outcome is the goal for a learner. A well-written outcome depicts what learners will be able to do, rather than what they will know, by the end of the lesson. Learning outcomes should relate to the topics chosen by learners during the needs assessment. For example, if the topic of the lesson is “Visiting the Doctor,” one appropriate beginner-level lesson outcome might be, “By the end of this lesson, learners will be able to describe a few symptoms to a doctor.” Two or three outcomes are sufficient for any one lesson.

Language Focus

These are the skills, such as vocabulary, grammar, and pronunciation that support the learner’s ability to accomplish the learning outcome. For the topic “Visiting the Doctor,” the vocabulary might be headache, fever, cough, etc. The grammar could be the simple present tense of the verb “to have,” and the pronunciation work might focus on the “ch” sound as in ache. With your theme and topic in mind, decide what grammar points, vocabulary, and pronunciation practice can be incorporated into your lesson.

The Basics

The Basics are the foundation vocabulary that learners need to build on a topic. They include:

- Introductions
- Small Talk
- Calendar
- Time
- Numbers
- Weather
- Money
- Holidays
- Telephone
- Common Expressions
- EAL Classroom

Look at your lesson and determine what basics are needed to ensure that your learner can complete the tasks. For example, if the topic is "Visiting the Doctor," you might want to practice a few common expressions first, such as "Good morning," "How are you?" "Have a nice day!" These basics should be reviewed or taught in advance of your lesson.

Materials/ Resources

Anything needed to execute the lesson should be identified and secured well before class time to ensure that tasks can be carried out as planned. This may include realia (real-life materials, such as an appointment card and a medical history form), visual aids, instructor-made handouts, textbooks, flipchart and markers, overhead projector, CD players, and computers.

Tasks

Tasks are activities learners engage in throughout the lesson. You should plan tasks that pertain to your theme and topic and that move learners toward successfully accomplishing the learning outcomes. For example if the topic is "Visiting the Doctor," and the learning outcome is "the learners will be able to describe a few symptoms to a doctor," the task might be a role play where a learner and the instructor act out a scenario in which the learner tells the doctor (instructor) the symptoms he / she is experiencing. This task focuses on listening and speaking skills. In your lesson, try to incorporate a range of tasks that use each of the four English skills: listening, speaking, reading and writing. After the role play, another task might be that learners write a few lines about the symptoms he / she described to the doctor.

Experiential Outings

To provide learners with authentic experiences, think about what tasks they can do in the community or plan to visit a place in the community that allows them to practice the new skills taught in your lesson.

Reflections

Every good instructor reflects on each lesson. It is important to take a few minutes to think about what worked, what could have been better, how the learners responded, and what the learners accomplished and / or struggled with. Jot down a few notes to review before you plan the next lesson.

Homework

Plan a homework task or two that will allow learners to practice what was learned in the lesson. Material that is included in "The Basics" section is also fair game for homework activities!

Level:	Theme /Topic:	Date:
Learning Outcomes:		
<ul style="list-style-type: none"> • • • 		
Language Focus:	The Basics:	
Materials/Resources:		
The Basics (Pre-task):		
Task 1: (Skill)		
Task 2: (Skill)		
Task 3: (Skill)		
Task 4: (Skill)		
Experiential Outings:		
Reflections:		
Homework:		

Ideas for Themes and Topics: Levels 1-4

Health

- Parts of the Body and Health Problems
- Going to the Doctor
- Pharmacy
- Maintaining a Healthy Lifestyle

Family

- Family Relationships
- Family Culture

Housing

- Renting a house or an apartment
- At Home
- Housing Problems and Repairs
- Household Safety

Community Services

- Local Immigrant-Serving Agencies
- Library
- Post Office
- Emergency Services

Getting Around (transportation, directions etc...)

- Directions
- Knowing Your Community
- Public Transport

Shopping and Banking

- Shopping
- Grocery Shopping
- Clothes Shopping
- Banking and Bills

Education

- Education System
- Parents' Role in Children's Education

Employment

- Occupations
- Job Search and Preparation
- Working in Canada
- Workplace Health and Safety

Leisure Time

- Dining Out / Out on the Town
- Visiting and Entertaining
- Hobbies and Interests

Recreation (Summer / Winter)

- Summer / Winter Recreation Programs and Activities
- Summer / Winter Safety

Canada

- Geography
- History and Culture
- Government
- Rights and Responsibilities

Canadian Law (level 2 and up)

- Talking to police
- Civil law and criminal law

Ideas for Tasks

Brainstorming

Brainstorming is a creative technique in which an individual or group tries to find a solution for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Categorizing

Categorizing involves grouping objects or ideas according to criteria that describe common features or the relationships among all members of that group. This procedure enables learners to see patterns and connections; it develops learners' abilities to manage and organize information.

Drills

After introducing new vocabulary words, grammar points, or sentence structures, you should reinforce and provide lots of practice and repetition, in other words, drill. There are many ways to drill new material. Using a variety of drilling methods will help make this portion of the lesson more interesting and keep the learners focused.

Types of Drilling

- **Choral Repetition**

Choral repetition is a commonly used method of drilling. Learners simply have to repeat words or phrases after you. This is a good method because it means that learners are given excellent model pronunciation immediately before they are asked to respond. However, going through vocabulary this way many times in a single lesson will be boring for your learners, and they will be less inclined to perform well. Break up the monotony by *changing the speed or volume you use* and have the learners change their responses accordingly.

- **Drilling with Flashcards**

Drilling using flashcards can be useful as well. In the introduction, show the learners both the image and word sides of each flashcard. When you start drilling words for the first time, show the learners the word side of the flashcard so they can practice reading and pronouncing it. Later on, rather than showing the learner the word you want them to pronounce, show them the image. This will help check their comprehension of the material. With flashcards, you can also challenge your learners when they become more familiar with certain vocabulary by flipping through the cards at a faster rate.

Comprehension

Asking the learner to give you a synonym, antonym, or translation of a new vocabulary word will check individual comprehension. Doing comprehension checks is also a good way to break up drill activities a bit.

Focused Listening

The golden rule for teaching EAL listening is to focus an EAL learner on some listening goal. To fully comprehend the listening passage, the learner needs to listen more than once, so the instructor should prepare more than one task for the listening passage. Instructors can also assist the learner by pre-teaching some of the vocabulary or hard-to-understand pieces of language, such as phrasal verbs or common expressions.

Listening Tasks

- **Listening for Gist**

The first time a learner listens to a recording, he / she probably won't understand many details. If he / she does, it was probably too easy. The learner should center his / her attention around the general idea of the listening text, what is usually called the gist of the text. If the listening material comprises a conversation between two people, which it usually is, the learner can listen for the topic, or for one character's opinion of the topic. After playing the passage once or twice, the instructor should make sure the learner has the gist. Asking him / her additional questions about the listening text can help lead into the 'Listening for Details' section of the lesson, which includes things like determining the names of characters and where the conversation is taking place.

- **Listening for Details**

After the learner has grasped the general idea of the listening text and the instructor has asked him / her a few basic detail questions, the learner can listen to answer more difficult detail-specific questions. For example, in a conversation about shopping, he / she can listen for the price of a specific item or can listen with the goal of being able to describe one of the clothing pieces. Don't overload the learner with detail questions. Only ask one for each section of the discussion, up to a maximum of four questions. If overloaded with detail questions, the learner may become overwhelmed when attempting to determine the answers and won't listen to the text that follows.

Listening Materials

A lot of EAL listening materials, for one reason or another, are not appropriate for learners, especially the ones that come with textbooks. Many instructors rightfully avoid them, with the attitude that learners can listen to YouTube videos, English television, etc. at home and that the instructor is the listening practice in the classroom. Many schools do make instructors carry out listening activities in class, so instructors should try to make interesting questions and ensure the technology (CD player and correct track number) is ready to go so that learners don't have to wait.

Authentic listening materials are include audio or video recordings by native speakers, such as songs, weather reports, news clips, or videos from **YouTube**. In the case of a news clip, an instructor can show it on a computer, if available, so that the learner can watch the news as well. This is one of the best ways to teach listening. Since newscasters tend to speak very quickly, some of the quick phrases, especially phrasal verbs and expressions, need to be pre-taught.

Information Gap Activities

An information gap activity is an activity where the learner is missing the information he / she needs to complete a task and must ask questions to another person (the instructor) to find it.

Interview

To get both speaking and listening practice, a learner can interview his / her instructor, family members, or friends. Where were you born? What did you like as a child? Where did you go to school? These and other questions can get the conversation started for a successful interview, but an interview is about more than just the questions you ask. Planning and organization are the tools that enable an interviewer to get the most benefit from his / her limited time with the interviewee. If you teach and encourage your learner to use these tools, they can achieve success as an interviewer and get additional language practice in the process.

Language Experience Approach (LEA)

Although there are many variations in the application of LEA, the basic process remains constant: the learner relates individual or group experiences to an instructor who transcribes them onto paper. The experience is discussed, then the learner and the instructor work together to develop a written text based on it. The text is then read aloud and opportunities are provided for the learner to practice reading it.

Matching Activities

Through the use of matching games, the learner receives the practice they need without the boring repetition that is often necessary for them to learn the material. Any level can use matching activities. From matching similar pictures or words to each other, to matching words with definitions, the learner is forced to repeatedly look at a written structure and eventually internalize it.

Matching Strips

Similar to ordinary matching activities, simple or complex sentences can be written or printed onto paper and then cut into two or more paper strips, which the learner matches in order to practice grammar, verb tense or critical thinking.

Multiple-Choice

The learner is asked to select the best possible answer (or answers) from a list that contains multiple options.

Peer Dictation

Dictation is an easily prepared activity that can become a part of the class routine.

Dictation provides the learner with practice in speaking and pronunciation, listening and comprehension, spelling and editing.

Reading and Comprehension Questions:

The learner reads a selected, level-appropriate text and answers questions to practice and demonstrate comprehension of the reading.

Role Play

Role play involves two or more people playing roles in a story or dialogue which portrays a situation that is fictional but nonetheless imitates real life.

Scrambled Sentences

In this activity, the learner tries to assemble a meaningful sentence by piecing together a set of word cards.

Storytelling

Storytelling techniques can be used to have learner practice speaking and listening skills, which should help him / her increase not only aural comprehension, but oral fluency and expressiveness as well. Storytelling enhances speaking skills as it allows the learner to share personal experiences, recount someone else's story, tell jokes, etc. The learner can tell the same story to a different person a few times, as they might do in real life, and each time, the story somehow improves and the speaker speaks more easily and fluently.

Survey

A survey is a method of gathering information from a sample of individuals. The goal is to find out people's opinions on certain matters or to gather information to make a conclusion or for statistical purposes. The learner can conduct surveys to obtain information about other learners, their family, or people in their community.

True / False Questions

The learner reads a text and, after finishing, decides if information presented in statement form is true or false.

Level 1

Theme	Topic
Health	Going to the Doctor
Community Services	Post Office
Shopping	Grocery Shopping

Level 2

Theme	Topic
Health	Going to the Doctor
Canada	Government
Family	Family Relationships

Level 3

Theme	Topic
Health	Going to the Doctor
Employment	Job Search and Preparation
Leisure Time	Hobbies and Interests

Level 4

Theme	Topic
Health	Going to the Doctor
Housing	Housing Problems and Repairs
Education	A Parent's Role in a Child's Education

Level 1

Shopping: Grocery Shopping

Level 1	Theme / Topic Shopping / Grocery Shopping	Date March 30, 2021
<p>Learning Outcomes: At the end of the lesson the learner will be able to:</p> <ul style="list-style-type: none"> ask and answer simple questions about food / grocery items copy grocery item names / prices from flyers and make a simple grocery list read a grocery receipt and find specific information 		
<p>Language Focus:</p> <ul style="list-style-type: none"> question words: "where?", "what?", "how much?" vocabulary: store departments, food and grocery items pronunciation: /w/ (where, what, watermelon etc.) and /ch/ (check out, cheese, cheap, <u>much</u>, etc.) 	<p>The Basics:</p> <ul style="list-style-type: none"> money 	
<p>Materials/ Resources: Computer Visuals: money, grocery store flyer, grocery store floor plan Handouts: recipe and menu, Q & A, receipt, prices</p>		
<p>The Basics Pre-task: Have learner count amounts of money on a handout. Follow up using real money. Teach or review food-related vocabulary needed for task 1.</p> <p>Task 1: (W) Create a menu for the week and then write a grocery list.</p> <p>Task 2: (S) Introduce the various departments and sections of a grocery store.</p> <p>Task 3: (L) Instructor reads the prices out loud, and the learner circles the price that you say.</p> <p>Task 4 :(R) Read a receipt.</p>		
<p>Experiential Outings: Visit a grocery store with the learner. Have the learner refer to a list and ask for the location of the items.</p>		
<p>Reflection: How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for follow-up?</p>		
<p>Homework: The learner writes (1) a list of ingredients needed to prepare a traditional recipe from their home country as well as (2) what areas of the supermarket the ingredients can be found in.</p>		

Explanation of Tasks

Task 1: (W)

- Show the learner a flyer from a local supermarket, preferably authentic. Ask the learner questions about it. What is it? What information do flyers give? What store is it for? Some specifics about prices, sales, etc.
- Ask the learner how frequently he / she shops. Do you go every day? Several times a week? Once a week?
- Ask about shopping lists. When you go shopping do you take a list? Why? Do you plan meals day by day, over several days, or for a week?
- Show the learner the recipe and grocery list handout. Explain that we make lists to remind ourselves what we need to make one meal or maybe several meals.
- Explain that the task is to look at the recipe and make a list of what he / she needs at the grocery store.
- Assist as necessary.
- After making the list, check the flyers to see if any of the items on the list are on sale.
- Talk about the prices.

Task 2: (S)

- Show the learner the floor plan of the grocery store. Introduce the various departments.
- Talk about what food items you would find in each department. Use the “Where is the _____?” format.
- Introduce the information gap activity. Explain that you have information that the learner doesn’t have and vice versa. Tell the learner to use the map to help them answer your questions and the question handout to help them ask you questions.
- Give an example.
- Do the exercise.

Task 3: (L)

- Give the learner the multiple choice handout. Review prices with the learner.
- Instructor reads prices out loud; learner circles the prices he / she hears.
- Assist as necessary.
- Check the answers together.

Task 4: (R)

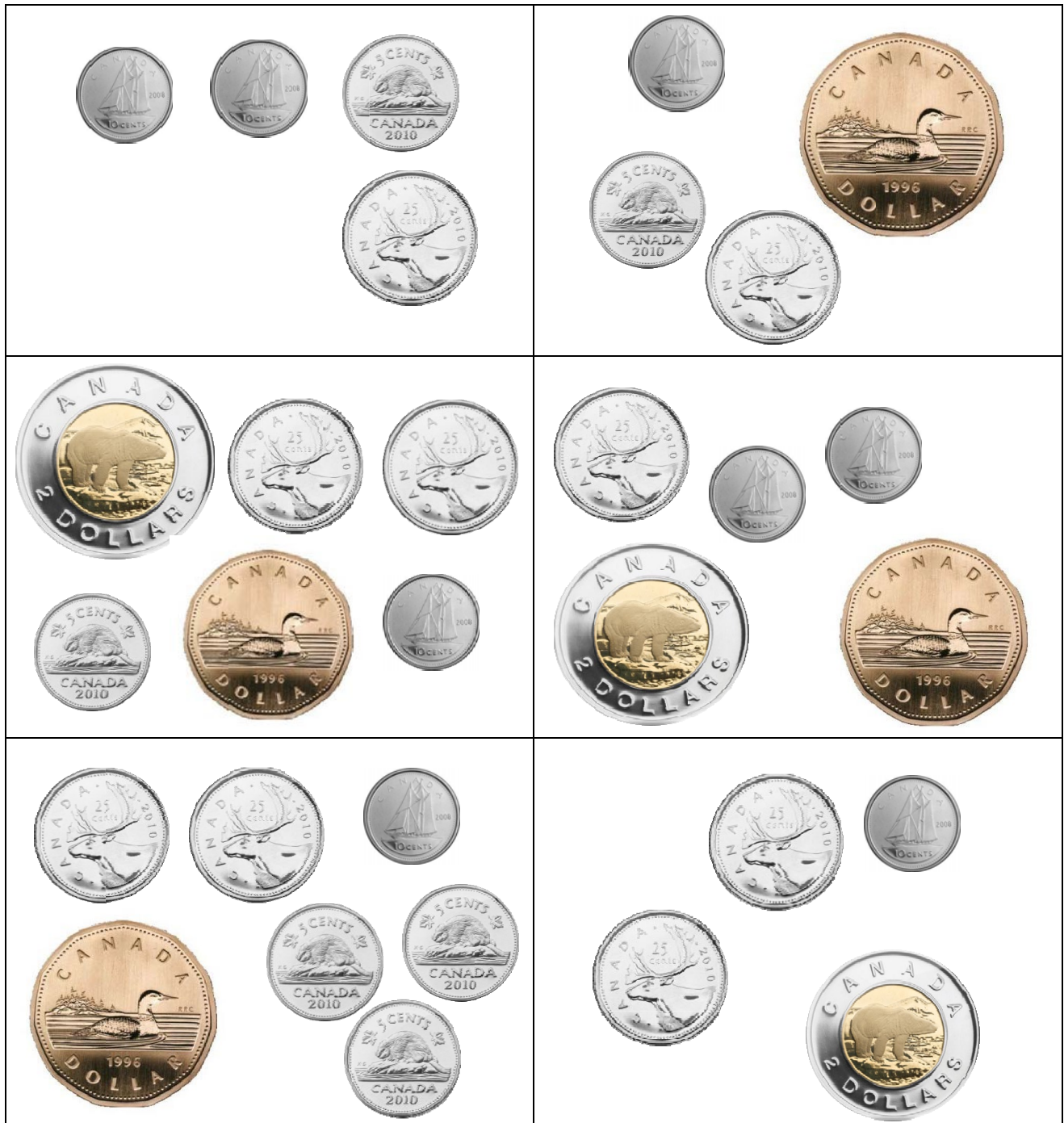
- Show the learner a receipt, authentic is preferable. Ask what information is given on a receipt.
- Give the learner the receipt handout.
- Talk about the receipt on the handout and ask questions, pointing out where to find the answers on the receipt. What store is it? What is the date? What is the time? What did you buy? How much was the_____? etc.
- Complete the questions on the handout, emphasizing the question words.
- Practice orally.

PRE-TASK

Count the Change

How much money is in each box?

Practice counting and saying the amounts.



TASK 1

Look at the recipe and make a list of what you need at the grocery store.

Write the items in the space provided below.

Making Spaghetti Sauce

- 2 tbsp vegetable oil
- 1 small onion, chopped
- 1 carrot, chopped
- 1 celery stalk, chopped
- 1 green pepper, chopped
- 3/4 tsp salt
- 3/4 tsp dried basil
- 1/4 cup tomato paste
- 1 can cut tomatoes

** tsp. = teaspoon; tbsp. = tablespoon

Put all ingredients in a big pot and cook for 1 $\frac{1}{2}$ hours.

Grocery List

Dairy

Meat

Fruits & Vegetables

Other

TASK 1

Look at the flyer.

Check if any items you need are on sale this week.

MEAT & POULTRY | FISH & SEAFOOD

Coho Salmon 88¢/lb
Fryer
1.50 lb

Frying Chicken 1.99/lb
1/2 Chicken (3.5 lb)
Fresh Whole
No Skin

Cooked Shrimp Meat 1.49/lb
Fresh Cooked
All Size Packages
1.50 lb

Ground Beef 2.99/lb
Fresh Ground
All Size Packages
1.50 lb

Marinating Steak 3.99/lb
Beef Tenderloin
All Size Packages
1.50 lb

Pacific Oysters 8.99/doz
Fresh
1.50 lb

Stewing Beef 3.49/lb
Fresh Ground
All Size Packages
1.50 lb

Rump Oven Roast 3.99/lb
Fresh
1.50 lb

Sliced Bacon 4.99/lb
Sliced
250 Gram Package

Sausage Rings 4.99/lb
Sliced
250 Gram Package

Grillmans Smoked Sausages 4.99/lb
Sliced
250 Gram Package

Smokio Sausages 4.99/lb
Sliced
250 Gram Package

Smoked Ham 8.99/lb
Sliced
250 Gram Package

Boxed Meat 8.99/lb
Sliced
250 Gram Package

Save-A-Lot Caselot Sale

SALE

1 Big Week of Savings!

Oven Roast 5.99/lb
Fresh Boneless
Premium AAA Beef

Soup 5.99/can
Campbell's Regular
• Cream of Mushroom
• Vegetable
• Tomato
• Chicken Noodle

Kraft Dinner 8.99/can
The Original
Mac & Cheese

Navel Oranges 49¢/lb
California Green
Sweet

Pork Side Spare Ribs 2.18/lb
Canadian Premiums
Grain Fed
Family Pack
Fresh

Fancy Jasmine Rice 10.99/can
Vita
雜糧香米

Soft Drinks 3.69/can
• Coke Assorted
• Diet Water 12 x 355 ml
• Vitamin Water 4 x 355 ml

Long English Cucumbers 1.99/lb
DC Green
Hot House

Chicken Breasts 2.88/lb
Halfbone Top Choice
Individually
Quick Frozen
Boneless
Skinless

Ice Cream 4.99/can
Mixed Flavors
Assorted

Bathroom Tissue 5.99/can
• Regaly 24 Roll
• Ultra 12 Double Roll
• Huggi 9 Roll
• Double 12 Roll
Royal

Cooking Onions 2.99/can
55 No. 1

FRESH FARM & ORGANIC PRODUCE

Russet Potatoes 2.99/can
15.00 lb Bag

Red Beets 4.99/can
15.00 lb Bag

Carrots 1.99/can
15.00 lb Bag

Gala Apples 4.99/can
California Green
15.00 lb Bag

Ataulfo Mangos 4.95/can
Sweet & Juicy
Large Size
15.00 lb Bag

Tomatoes 99¢/can
On the Border
15.00 lb Bag

Lemons 2.99/can
California Green
15.00 lb Bag

Sweet Bell Peppers 3.99/can
DC Green
Hot House
15.00 lb Bag

Gai Lan 99¢/can
Hot House
15.00 lb Bag

Carrots + Red Chard 3.99/can
California Green
15.00 lb Bag

Garlic Cloves 1.49/can
Hot House
15.00 lb Bag

Roma Tomatoes 1.49/can
California Green
15.00 lb Bag

Asian Brown Pears 2.99/can
Hot House
15.00 lb Bag

fairway market

APRIL 2012

MON	TUE	WED	THUR	FRI	SAT	SUN
24	25	26	27	28	29	30

FRESH BAKERY & DELICATESSEN

Bagels 3.69/can
Assorted
15.00 lb Bag

Apple Pie 3.99/can
Fresh Baked
15.00 lb Bag

Fairway Bread 4.59/can
White
• 100% WW

Chicken Breast 1.99/lb
• Oven Roast
• Honeyyle
• Buffalo
Candy

Ham 1.29/lb
• Old Fashioned
• European
Finger

Beer Sausage 1.29/lb
• Summer
• Sausage
Finger

Bread 1.28/can
• White Whole Wheat
• Seed
• 100% GF
• 100% GF
• 100% GF

Two-Bite Tarts 2.29/can
• Mini Raspberry
• Mini Raspberry
• Mini Raspberry

Pastrami 1.28/can
• Corned Beef
• Pastrami
• Pastrami

Mayonnaise 4.99/can
• Best
• Light

100% Juice 5.99/can
• Apple
• Orange
• Grapefruit

Margarine 9.99/can
• Butter
• Butter

Canned Vegetables 10.99/can
• Beans
• Beans
• Beans

Instant Noodles 5.49/can
• Beef
• Beef
• Beef

Tomato Sauce 9.99/can
• Hunt's
• Hunt's
• Hunt's

Cheerios Cereal 5.99/can
• Regular
• Multigrain
• Multigrain

Miracle Whip 5.99/can
• Original
• Original
• Original

Coffee 13.99/can
• NABOR
• NABOR
• NABOR

Peanut Butter 7.99/can
• Smooth
• Smooth
• Smooth

Baked Beans 12.99/can
• Beans
• Beans
• Beans

Jumbo Cereal 6.99/can
• Corn
• Corn
• Corn

Pasta Sauce 3.99/can
• Tomato
• Tomato
• Tomato

Fruit to Go 7.99/can
• Fruit
• Fruit
• Fruit

Fruit Source Bars 8.99/can
• Fruit
• Fruit
• Fruit

Canola Oil 5.49/can
• Canola
• Canola
• Canola

Granola Bars 10.99/can
• Granola
• Granola
• Granola

Dare Juice Candy 2.69/can
• Candy
• Candy
• Candy

Granola Bars 5.99/can
• Granola
• Granola
• Granola

Frozen Fruit 9.99/can
• Fruit
• Fruit
• Fruit

Pasta Sauce 7.99/can
• Tomato
• Tomato
• Tomato

Mushrooms 12.99/can
• Mushrooms
• Mushrooms
• Mushrooms

Beverage 9.99/can
• Beverage
• Beverage
• Beverage

Crackers 4.49/can
• Crackers
• Crackers
• Crackers

Tomatoes 5.99/can
• Tomatoes
• Tomatoes
• Tomatoes

Cookies 7.99/can
• Cookies
• Cookies
• Cookies

Potato Chips 2.49/can
• Chips
• Chips
• Chips

Soft Drinks 3.69/can
• Soda
• Soda
• Soda

Pasta Sauce 4.99/can
• Tomato
• Tomato
• Tomato

Laundry Soap 5.99/can
• Soap
• Soap
• Soap

Olive Oil 15.99/can
• Olive
• Olive
• Olive

Stoned Wheat Things 8.99/can
• Wheat
• Wheat
• Wheat

Eggo Waffles 9.99/can
• Waffles
• Waffles
• Waffles

Mini Pizzas 5.99/can
• Pizzas
• Pizzas
• Pizzas

Shampoo 5.99/can
• Shampoo
• Shampoo
• Shampoo

Crackers 2.99/can
• Crackers
• Crackers
• Crackers

Laundry Detergent 5.99/can
• Detergent
• Detergent
• Detergent

Fabric Softener 5.99/can
• Softener
• Softener
• Softener

Laundry Detergent 5.99/can
• Detergent
• Detergent
• Detergent

Dishwashing Detergent 5.99/can
• Detergent
• Detergent
• Detergent

Jumbo Pack 8.99/can
• Jumbo
• Jumbo
• Jumbo

Frozen Lasagna 10.99/can
• Lasagna
• Lasagna
• Lasagna

ASIAN & BULK FOODS

Nutri Express Drink 1.99/can
• Drink
• Drink
• Drink

Instant Noodles 2.99/can
• Noodles
• Noodles
• Noodles

Korean Seasoned Roasted Seaweed 9.99/can
• Seaweed
• Seaweed
• Seaweed

Coconut Water 14.99/can
• Water
• Water
• Water

Hot Dry Noodles 7.99/can
• Noodles
• Noodles
• Noodles

Pure Sesame Oil 14.99/can
• Oil
• Oil
• Oil

Oats 3.99/can
• Oats
• Oats
• Oats

Sesame Snaps 5.99/can
• Snaps
• Snaps
• Snaps

Bulk Pack Chips 2.99/can
• Chips
• Chips
• Chips

Yogurt 1.59/can
• Yogurt
• Yogurt
• Yogurt

Ice Cream Novelties 3.99/can
• Novelties
• Novelties
• Novelties

Multipack Yogurt 5.49/can
• Yogurt
• Yogurt
• Yogurt

Orange Juice 1.99/can
• Juice
• Juice
• Juice

Twin Pack Pizza 5.99/can
• Pizza
• Pizza
• Pizza

Pergies 4.99/can
• Pergies
• Pergies
• Pergies

Supplies 5.99/can
• Supplies
• Supplies
• Supplies

Yogurt Drink 5.99/can
• Drink
• Drink
• Drink

Punch 6.99/can
• Punch
• Punch
• Punch

fairway market

PROUD TO BE LOCAL | YOUR FRESH STORE

HEALTH FOODS & BEAUTY AIDS

Organic Eco-Pak Cereal 5.99/can
• Cereal
• Cereal
• Cereal

Organic Coffee 11.99/can
• Coffee
• Coffee
• Coffee

Toothpaste 2.49/can
• Colgate
• Colgate
• Colgate

Shampoo 5.99/can
• Shampoo
• Shampoo
• Shampoo

Crackers 2.99/can
• Crackers
• Crackers
• Crackers

Laundry Detergent 5.99/can
• Detergent
• Detergent
• Detergent

Fabric Softener 5.99/can
• Softener
• Softener
• Softener

Laundry Detergent 5.99/can
• Detergent
• Detergent
• Detergent

Dishwashing Detergent 5.99/can
• Detergent
• Detergent
• Detergent

George Centre - 272 George Road, West, Victoria
Shebourne Plaza - 3651 Shebourne St., Victoria
Milbne Court - 2187 Oak Bay Ave., Oak Bay
Quadra Street Village - 2635 Quadra St., Victoria

1521 McKenzie - at Cedar Hill Rd., Victoria
Westshore Town Centre - 2845 Jaxford Rd., Langford
Sidney By-The-Sea - 2531 Beacon Ave., Sidney
Central Saanich - 7108 W. Saanich Rd.

Nanaimo North Town Centre - 4750 Rutherford Rd., Nanaimo
Port Alberni Plaza - 3737 10th Ave., Port Alberni
STORE HOURS
All Locations: 8am-10pm except
Sidney By-The-Sea: 9am-9pm

FRESH DAIRY & FROZEN FOODS

Yogurt 1.59/can
• Yogurt
• Yogurt
• Yogurt

Ice Cream Novelties 3.99/can
• Novelties
• Novelties
• Novelties

Multipack Yogurt 5.49/can
• Yogurt
• Yogurt
• Yogurt

Orange Juice 1.99/can
• Juice
• Juice
• Juice

Twin Pack Pizza 5.99/can
• Pizza
• Pizza
• Pizza

Pergies 4.99/can
• Pergies
• Pergies
• Pergies

Supplies 5.99/can
• Supplies
• Supplies
• Supplies

Yogurt Drink 5.99/can
• Drink
• Drink
• Drink

Punch 6.99/can
• Punch
• Punch
• Punch

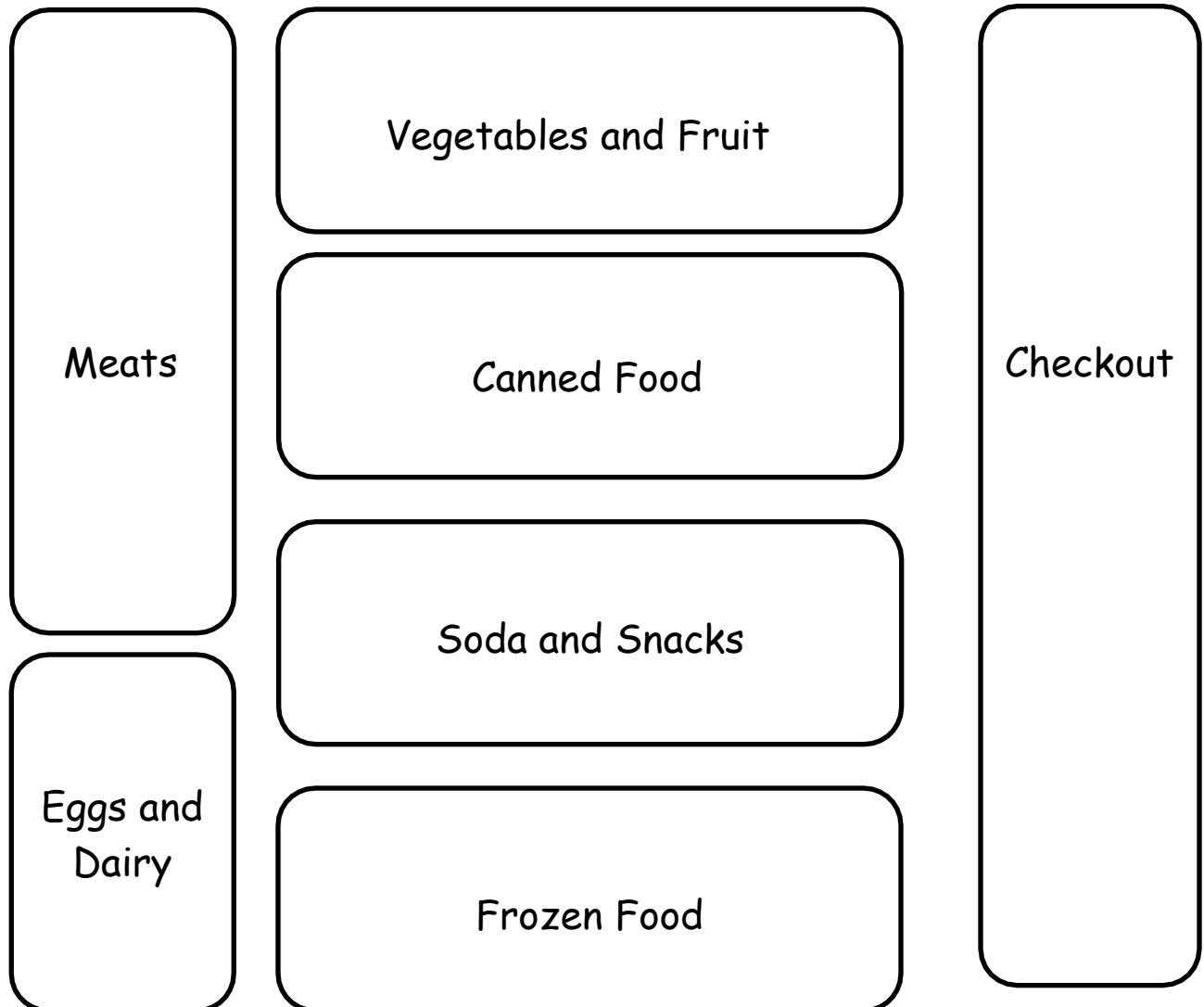
10 Convenient Locations to Serve You!

www.fairwaymarkets.com

TASK 2






Look at the floor plan of a grocery store.

Talk about the different departments with your instructor.



TASK 2

Student A: Use the picture to help answer your partner's questions.

 <p>Meats</p>	<p>Vegetables and Fruit </p>	<p>Checkout</p>
<p>Eggs and Dairy</p> 	 <p>Canned Food</p>	
<p>Soda and Snacks </p>		
<p>Frozen Food</p>		

TASK 2

Student B: Ask the questions to your partner.

1. Where are the eggs?

2. Where is the Coca Cola?






3. Where is the soup?

4. Where is the chicken?

5. Where are the grapes?

TASK 2

Student B: Use the picture to help answer your partner's questions

	Vegetables and Fruit 	Checkout
Meats	Canned Food	
	Soda and Snacks 	
	Frozen Food 	
	Eggs and Dairy	

TASK 2

Student A: Ask the questions to your partner.

1. Where is the fish?

2. Where is the broccoli?

3. Where is the frozen pizza?

4. Where is the milk?

5. Where are the potato chips?

TASK 3

Listening Exercise: Multiple Choice

Circle the price you hear.

1. A. \$2.15 B. \$2.05 C. \$2.50
2. A. \$7.40 B. \$7.14 C. \$7.44
3. A. \$22.18 B. \$28.1 C. \$22.80
4. A. \$15.13 B. \$15.33 C. \$15.30
5. A. \$40.16 B. \$46.14 C. \$41.60
6. A. \$84.90 B. \$89.40 C. \$88.19
7. A. \$60.90 B. \$60.19 C. \$60.09
8. A. \$113.70 B. \$130.17 C. \$131.07
9. A. \$270.50 B. \$217.50 C. \$270.15
10. A. \$580.52 B. \$508.25 C. \$518.05

TASK 4:

Look at the receipt and answer the questions.

Questions:

1. What is the name of the store?

2. What is the date?

3. How much was the milk?

4. How much were the apples?

5. How much was the total?

6. How did the customer pay?



SOBEYS 881 6960 MUMFORD RD, HALIFAX
THANK YOU FROM STORE MANAGER
Trevor Negus and Staff 454-7277
GST # R104902135

Served by: Crystal M

Member card number: 840*****395
Romano Beans \$1.29 D
Mix 3Apple \$5.49 D
Tomato Chry Red Pt \$3.29 D
Skim Milk 1X2L \$5.00

=> Kit Kat For Canada Contest!
=> ConAgra Tablet Giveaway!
1 Reward Mile For Every \$20
=> 1 AIR MILES

SUBTOTAL \$15.07
TOTAL TAX \$0.00
TOTAL \$15.07
Debit TENDER \$15.07
Cash CHANGE \$0.00

NUMBER OF ITEMS 4

Member card number: 840*****395

AIR MILES earned this visit 1

MERCHANT ID 040080037472 INSERTED
CLIENT ID 9803 RECEIPT# 8893000
TERMINAL ID 010 TRACE# 00631008

** PURCHASE ** \$ 15.07
DEBIT # *****1886
ACCOUNT Chequing RESP 000
DATE 07/20/2012 TIME 11:58:09
AUTH # 133817 REF # 00000077
APPL. Interac
AID A0000002771010
TVR 0080008000 TSI F800

APPROVED

Level 1

Community Services: At the Post Office

Level 1	Theme / Topic Community Services / Post Office	Date March 30, 2021
<p>Learning Outcomes: At the end of the lesson the learner will be able to:</p> <ul style="list-style-type: none"> • use and respond to basic courtesy formulas • make simple requests at the post office • copy names and addresses onto paper or envelopes 		
<p>Language Focus:</p> <ul style="list-style-type: none"> • requests - "I want" • present tense in the first person • pronunciation: /st/ (post office, stamp, postcard etc.) 	<p>The Basics:</p> <ul style="list-style-type: none"> • common expressions 	
<p>Materials/ Resources: Computer Visuals: photos of post office and post office vocabulary, photos of places in NS Handouts: matching, blank envelop template, postcard template, dialogue, fill in the blanks</p>		
<p>The Basics (Pre-task): Learner matches common expressions and corresponding responses on a handout</p> <p>Task 1: (R) Introduce learner to post office vocabulary.</p> <p>Task 2: (W) Write address onto a postcard template.</p> <p>Task 3: (S) Role-play a dialogue where a customer goes to a post office and asks for a stamp to mail a postcard.</p> <p>Task 4 : (L) Listen to the conversation between a customer and a post office worker, found at...</p>		
<p>Experiential Outings: Visit a post office with the learner; buy a stamp and mail a postcard.</p>		
<p>Reflections: How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for follow-up?</p>		
<p>Homework: The learner practices addressing envelopes with the addresses of family members or friends.</p>		

Explanation of Tasks

Task 1: (R)

- Show the learner the picture of the post office. Ask the learner questions: Where is this place? What do you do there? - send letters and parcels, pick up mail, buy stamps and envelopes, etc.
- Show the learner the pictures of vocabulary related to the post office.
- Review and practice the vocabulary.

Task 2: (W)

- Show the learner the template of the postcard. Elicit what it is and when you send it.
- Explain how to address the postcard - where you write the recipient's address, the sender's address, and the message.
- Show the learner the set of pictures featuring areas of Nova Scotia. Have the learner choose one to use as the front of his / her postcard.
- Using the address given at the bottom of the handout, have the learner address the postcard and write a general message about spending a day at that place. (Fictional is fine.) Explain what the content of a message on a postcard might be - where the place is, what they think of it, what they are doing there, and what the weather is like, etc.
- Check the postcard together.
- Repeat for the envelope template as time allows.

Task 3: (S)

- Read the dialogue with the learner. Assist with vocabulary and pronunciation as needed.
- Remember the language focus and point out the /st/ sounds and the verbs in the present tense.
- Practice as a role-play with the learner several times. Switch roles.
- Try without the handout. Prompt the learner with questions.
- Assist as needed.

Task 4: (L)

- Using a computer, listen to the conversation between the customer and post-office clerk, found at
- Play the recording twice.
- Discuss with the learner.
- Give the learner the fill-in-the blanks handout. Review with the learner.
- Listen to the activity again.
- Have the learner complete the handout.
- Assist as necessary.
- Check the answers together.

PRE-TASK

Common Expressions

Match the expressions with the correct responses.

1. Good morning. ___a. You're welcome.
2. Hello! ___b. Goodbye.
3. How are you? ___c. See you!
4. Good night. ___d. Hello.
5. Thank you. ___e. I'm fine, thank you.
6. Here you are. ___f. Good morning.
7. Goodbye. ___g. Good night.
8. See you later. ___h. Thank you.

TASK 1

Look at this picture.

Where is this?

What is happening?

What is she saying?



TASK 1

Look at these pictures.

What are these things?



TASK 1



TASK 1



TASK 1



TASK 2

Address this envelope.

A large rectangular box representing an envelope. It contains several horizontal lines for an address. On the left side, there are three lines. On the right side, there are four lines, which are indented from the left edge.

TASK 2

Choose one picture to use as your postcard.



TASK 2

Copy the address onto the postcard.

Write a short note on the left about the picture.

Miriam Hassan
26-28 St Peter's
Road Bournemouth
BH1 2LW England

<i>This is a handmade post-card from the art studio of</i>	Post Card	Place Stamp Here
		_____ _____ _____

TASK 3

Conversation at the Post Office

Read this dialogue to help you practice a conversation.

Woman: Good Morning!

Customer: Good Morning!

Woman: How are you today?

Customer: I'm fine, thank you.

Woman: How can I help you?

Customer: I want an international stamp.

Woman: Here you are. It is \$1.80.

Customer: Here you are.

Woman: Thank you. Here is your change.

Customer: Thank you.

Woman: You're welcome. Have a nice day.

Customer: Thank you, you too.

TASK 4

Listening Activity: Amira Goes to the Post Office

Listen to the recording.

<https://soundcloud.com/isans/clb-1-at-the-post-office/s-Dg1ZQcPaoMm?si=60a9bf414a744099b9893bec2dc5c380>

Fill in the blanks with the words you hear.

Clerk: May I _____ you?

Amira: Yes, please. I need some _____ for this package.

Clerk: Let me weigh it for you. That is _____.

Amira: Here _____ are.

Clerk: Thank you. Is that all?

Amira: Yes it is. _____ for your help.

Level 1

Health: Going to the Doctor

Level 1	Theme /Topic Health: Going to the Doctor	Date March 30 , 2021
<p>Learning Outcomes: At the end of the lesson the learner will be able to:</p> <ul style="list-style-type: none"> • ask and answer some basic questions that would be asked in a doctor’s office • identify requests for personal information or ID • read and understand sample appointment cards 		
<p>Language Focus:</p> <ul style="list-style-type: none"> • simple present • pronunciation: /f/ (Friday, fever, cough, phone number, etc.) 	<p>The Basics:</p> <ul style="list-style-type: none"> • dates and numbers (as pertaining to dates and time) 	
<p>Materials: Visuals: photo of a medical problem (earache) Handouts: multiple choice, appointment card with questions, short conversations with fill in the blanks, dialogue with matching, sample patient form</p>		
<p>The Basics Pre- Task: Using a handout with various dates and times, read the dates and times out loud and have the learner circle the one that you say.</p> <p>Task 1: (R) Read an appointment card.</p> <p>Task 2: (L) Listen to several short conversations between a patient and receptionist at a doctor’s office. Learner completes fill-in-the-blanks handout</p> <p>Task 3: (S) Role-play going to the doctor’s office for a pre-arranged appointment.</p> <p>Task 4: (W) Fill out a simplified personal information form used at a doctor’s office.</p>		
<p>Experiential Outings: Visit a local clinic with the learner. Fill out a patient information form and/or have the learner take pictures of target vocabulary.</p>		
<p>Reflection: How did the lesson go? Did the learner understand the lesson? Was the learner able to accomplish the outcomes? Were you able to complete everything you had planned? Any ideas for follow-up?</p>		
<p>Homework: The learner practices introducing him / herself and giving appointment details at a doctor’s office.</p>		

Explanation of Tasks

Task 1: (R)

- Show the learner the earache picture. Ask what is happening in this picture. Talk about what the person should do.
- Elicit a basic dialogue to make an appointment and talk about who would make the appointment.
- Talk about appointment cards. Have they ever seen one? What type of businesses and services use appointment cards? What information would be needed to make an appointment?
- Show the learner the appointment card - have the learner read the information and read the questions.
- Learner writes answers to the questions. Assist with comprehension and vocabulary as necessary. Note the AM and PM and check for comprehension.
- Practice orally.

Task 2: (L)

- Read and practice the short conversations one by one with the learner.
- Explain that he / she is going to listen to each short conversation again and fill in the missing information on the handout provided.
- Play the recordings for the learner, found at ...
Explain that the learner does not need to be too concerned with spelling as this is a listening exercise.
- Do the exercise.
- Go over the answers with the learner.

Task 3: (S)

- Read the full dialogue with the learner. Assist with vocabulary and pronunciation as needed.
- Remember the language focus and point out the /f/ sounds and the verbs in the present tense.
- Practice as a role-play with the learner several times. Switch roles.
- Try without the paper. Prompt the learner with questions.
- Assist as needed.
- *Note: Both shorter and longer role-play dialogue are included to meet the needs of less-advanced and more-advanced learners, respectively*
- Follow up with the matching task, in which the learner matches the relevant questions with the appropriate answers.
- *Note: the instructor can cut the strips before the start of the lesson or have the learner cut them him / herself prior to completing the activity.*

Task 4: (W)

- The writing task gives the learner the opportunity to practice writing his / her name and other personal information as would be required at a clinic or hospital, albeit on a simplified form.
- Give the learner the simplified version of the "Patient Information" form and have him / her read and fill out the form.
- Assist as necessary.
- Emphasize the necessity for neatness and correctness as this information is stored for later reference. Explain that incorrect patient information may cause confusion if the information needs to be retrieved at a later date (as may be required for test results, etc.)
- Practice orally with the learner.

PRE-TASK

Listening Exercise: Multiple Choice

Choose the date or time you hear.

- | | | | |
|-----|---------------|---------------|-------------|
| 1. | A. January 10 | B. January 18 | C. June 12 |
| 2. | A. 10:00 AM | B. 2:30PM | C. 2:50 PM |
| 3. | A. March 2 | B. May 2 | C. May 12 |
| 4. | A. 11:15 | B. 11:45 | C. 1:15 |
| 5. | A. July 18 | B. July 8 | C. June 18 |
| 6. | A. 12: 45 | B. 2:45 | C. 2: 50 |
| 7. | A. April 28 | B. April 25 | C. April 29 |
| 8. | A. 3:25 | B. 5:15 | C. 3:35 |
| 9. | A. August 17 | B. August 7 | C. April 17 |
| 10. | A. July 19 | B. July 9 | C. July 29 |

TASK 1

Look at this picture.

What is the problem?

Talk about this picture with your instructor.



TASK 1

***Note to instructor: You are to fill out this card (or multiple appointment cards) prior to the start of the lesson.*

Read this sample appointment card.

Answer questions about the card.

Has An Appointment

Mon Tues Wed Thurs Fri Sat

Date: _____

Time: _____

What day is the appointment?

What is the date of the appointment?

What time is the appointment?

TASK 2

<p>Good Morning. How can I help you?</p> <p>Good Morning. I have an appointment.</p> <p>What is the doctor's name?</p> <p>His name is Doctor Hussein.</p>	<p>What is your name?</p> <p>My name is Ben Lewis.</p> <p>How do you spell Lewis?</p> <p>L-E-W-I-S.</p> <p>Thank you.</p> <p>You're welcome.</p>
<p>What is your telephone number?</p> <p>It is 444-5169.</p> <p>I'm sorry. Can you repeat that slowly?</p> <p>4-4-4-5-1-6-9</p> <p>Thank you.</p> <p>You're welcome.</p>	<p>The doctor is late today. Can you wait?</p> <p>Yes, I can.</p> <p>The doctor will be here soon.</p> <p>Thank you.</p>

TASK 2

Listen to the short conversations.

<https://soundcloud.com/isans/clb-1-lesson-3-going-to-the-doctor-a/s-8KXpYckVZh7?si=60a9bf414a744099b9893bec2dc5c380>

<https://soundcloud.com/isans/clb-1-lesson-3-going-to-the-doctor-b/s-0QShkS5929L?si=60a9bf414a744099b9893bec2dc5c380>

<https://soundcloud.com/isans/clb-1-lesson-3-going-to-the-doctor-c/s-C3MGiVwear8?si=60a9bf414a744099b9893bec2dc5c380>

<https://soundcloud.com/isans/clb-1-lesson-3-going-to-the-doctor-d/s-TUEqKFJIg1L?si=60a9bf414a744099b9893bec2dc5c380>

Fill in the blanks with the words you hear.

Good Morning. How can I _____ you?

Good Morning. I have an appointment.

What is the doctor's name?

His name is Doctor Hussein.

What is your _____?

My name is Ben Lewis.

How do you spell Lewis?

L-E-W-I-S.

Thank you.

You're welcome.

What is your telephone number?

It is _____.

I'm sorry. Can you repeat that slowly?

Thank you.

You're welcome.

The doctor is late today. Can you _____?

Yes, I can.

The doctor will be here _____.

Thank you.

TASK 3

Shorter role-play

Dialogue for Going to an Appointment

Read with your instructor and practice as a role play.

Receptionist: *Good Morning. Can I help you?*

Ben: *Good Morning. I have an appointment.*

Receptionist: *What is the doctor's name?*

Ben: *Doctor Hussein.*

Receptionist: *OK. What is your name?*

Ben: *My name is Ben Lewis.*

Receptionist: *What is your telephone number?*

Ben: *It is 444-5169.*

Receptionist: *Thank you.*

Longer role-play

Dialogue for Going to an Appointment

Read with your instructor and practice as a role play.

Receptionist: Good Morning. Can I help you?

Ben: Good Morning. I have an appointment.

Receptionist: What is the doctor's name?

Ben: Doctor Hussein.

Receptionist: OK. What is your name?

Ben: My name is Ben Lewis.

Receptionist: What is your telephone number?

Ben: It is 444-5169.

Receptionist: Thank you. The doctor is late today. Can you wait?

Ben: I'm sorry. I don't understand. Please repeat.

Receptionist: Can you wait 10 minutes? The doctor is late.

Ben: Yes, I can.

Receptionist: Thank you. Please sit down.

Ben: Thank you.

Receptionist: You're welcome.

TASK 3

Match the questions and answers.

Can I help you?	My name is Ben Lewis.
What is the doctor's name?	It is 444-5169.
What is your name?	Yes, I can.
What is your telephone number?	I have an appointment.
The doctor is late. Can you wait?	The doctor's name is Doctor James.

TASK 4

Patient Information

Fill in this personal information sheet with your information.

Name: _____
Last First

Address: _____
Apartment # Street # Street Name

City Province Postal Code

Phone Number: _____
(area code)