

Language Instruction for Newcomers to Canada

Referenced to the Canadian Language Benchmarks

- Listening and Speaking, 2
- Reading, 2
- Writing, 2

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A Collaborative Initiative by: Edmonton LINC Service Providers Funded by: Citizenship and Immigration Canada

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Introduction

In November 1999, the Edmonton Region LINC Advisory Committee recommended an initiative that would build upon existing locally developed activity materials to assist LINC instructors in the classroom.

The resource materials, later referred to as classroom activities, would be developed for LINC levels 1 – 4 listening and speaking and reading and writing. The materials would be cross-referenced to the appropriate CLB levels based upon the CLB 1996 Working Document (later, to the CLB 2000 document).

This initiative would be a collaborative venture that would see a team of writers recommended by and seconded from six LINC Service Provider Organizations in the city. Seven Edmonton LINC training service providers were represented on the advisory committee and each was involved in piloting materials.

It was important to instructors that the materials be authentic and reflect life in Canada using local references and terminology. Themes for each book were selected through consultations with instructors based on needs in the community. Additional themes may be added at a later date.

Instructors in other parts of Canada may find the material useful but may need to use local materials for some of the exercises (e.g. telephone books, brochures, maps).

The exercises are for use in adult English language classes, but may be also beneficial for other types of adult training for immigrants, such as adult basic education courses.

Working copies of the books were presented in the fall of 2000 at the TESL Canada 2000 Conference in Halifax and the 2000 ATESL Conference in Edmonton. Instructors and program co-ordinators provided positive feedback and showed great interest in the project.

Forty-nine instructors and hundreds of students were involved in field-testing the materials providing valuable feedback on content, design, cultural sensitivity and suitability to level. An administrative assistant worked extensively researching and gaining permission to use product references protected by copyright and trademark. A lawyer specializing in intellectual property was hired to advise the publisher on copyright and trademark issues.

The information provided in the activities throughout this book is for the purposes of teaching and learning English only. While every effort was made at the time of writing to ensure the accuracy of information referred to in the materials, the writers and publisher cannot attest to the accuracy of the materials. Instructors should clearly explain the purpose of the exercises to their students.

In developing the Classroom Activities LINC 1 to LINC 4 books, the writers tried to ensure that the activities correspond in whole or in part to the descriptions of the competencies in the Canadian Language Benchmarks 2000.

However, the texts, activities and tasks may not always correspond to the levels of language and communicative proficiency as described in the CLB documents, because they are based on the interpretation of the benchmarks by one LINC community.

Every effort was made to be sensitive to cultural appropriateness through critical examination by writers, field-testers and their students. The writers and publisher recommend that instructors review the material for appropriateness prior to its use in their classrooms.

The writers, publisher, and funder do not endorse any products referenced in this publication.

Any references to persons living or dead, or to actual addresses, telephone, SIN or credit card numbers, are purely coincidental.

The writers and publisher hope that you will find the activities in the four LINC Classroom Activities books beneficial to your programs. Your comments and feedback for future printing would be appreciated by contacting the publisher at the e-mail address capiackc@ecsd.net.

User Guide

The activities in the listening and speaking and reading and writing sections of LINC 2 Classroom Activities are referenced to Canadian Language Benchmarks 2000 competencies.

The activities in the listening and speaking section complement those in the reading and writing section.

Features of LINC 2 Classroom Activities

- Icons in the listening and speaking section suggest
 - reading and writing page reference
 - pair work
 - small-group activity
 - whole-class activity
 - audio-cassette activity
- **Did you know ... ?** is useful information shared by LINC instructors.
- The page references in front of some of the listening and speaking activities refer to activities in the reading and writing section.
- The listening and speaking section contains anecdotes about students, as told by LINC instructors from the seven LINC providers. These anecdotes relate to themes in the reading and writing section, but do not have directly corresponding activities.

Classroom Activities Referenced to Benchmark Competencies

SPEAKING

(Canadian Language Benchmarks 2000 — p. 9)

I. Basic courtesy and introductions; indicate problems in communication (social interaction)

Employment — pp. 3, 6, 10, 14, 18, 20 Shopping — pp. 26, 27 Careful shopping — pp. 48, 50, 54 Education — pp. 61, 64, 70 Housing — pp. 74, 76, 78, 84, 85 Health — pp. 100, 103

II. Instructions

Employment — p. 11 Health — pp. 101, 102

III. Expression and response to a number of requests, caution, and warning (suasion)

Employment — p. 18 Shopping — p. 29 Education — p. 67 Health — pp. 97, 106

IV. Basic personal information, things one enjoys, basic description (information)

Employment — pp. 10, 13, 14, 17, 21 Shopping — pp. 25, 27, 29, 30, 31, 34, 35, 36 Careful shopping — pp. 47, 50, 52, 53 Education — pp. 61, 63, 64, 69 Housing — pp. 73, 75, 82, 85, 88, 91 Health — pp. 97, 100, 105, 106, 107, 108

LISTENING

(Canadian Language Benchmarks 2000 — p. 21)

I. Basic courtesy and introductions; indicate problems in communication (social interaction)

Employment - p. 18

II. Instructions

Employment — pp. 3, 6

Shopping — p. 26

Careful shopping — pp. 48, 49, 50

Education — pp. 61, 70

Housing — pp. 74, 78, 91

Health — pp. 101, 102, 103, 105, 109

III. Request assistance, express and respond to requests, express warnings (suasion)

Shopping — p. 29

Careful Shopping — p. 52

IV. Short interviews, short descriptions (information)

Employment — p. 3 Shopping — pp. 25, 27, 28, 30, 31, 32, 34, 35, 36 Careful shopping — pp. 49, 54 Housing — pp. 75, 77, 80, 82, 83, 88, 89 Health — pp. 97, 100, 106, 107

Classroom Activities Referenced to Benchmark Competencies

READING

(Canadian Language Benchmarks 2000 - p. 33)

I. Postcards, greeting cards (social interaction texts)

Shopping — pp. 60 - 67

II. Instructions

Employment — pp. 3 – 7, 9, 32 Shopping — p. 41, 45 Careful shopping — p. 84 Education — pp. 94, 100, 102 – 103 Housing — pp. 116, 119, 138 Health — pp. 172, 175, 178, 195

III. Forms, maps, diagrams, signs, labels, tables, schedules, sales ads (business / service texts)

Employment — p. 22 Shopping — pp. 37 – 39, 43, 45, 46, 51 – 54, 56 – 58 Careful shopping — pp. 76, 80, 82, 86 – 88 Education — pp. 95, 99, 104, 107 – 109 Housing — pp. 118, 122 – 123, 124, 126, 128, 138, 139 – 141, 144 Health — pp. 153, 154, 159, 167 – 171, 173, 176, 179, 187 – 189, 192, 194

IV. Basic short texts, short notices, ads (information texts)

Employment — pp. 8, 10 – 13, 15 – 17, 18 – 21, 30 – 31 Shopping — pp. 40, 43, 48 Careful shopping — pp. 71 – 72, 75, 77 – 79, 81, 83 Education — pp. 43, 96, 98, 105 – 106 Housing — pp. 115, 117, 122, 127, 129, 131, 135 – 137 Health — pp. 149 – 152, 154, 156 – 158, 161 – 163, 165, 183 – 186, 191, 193

WRITING

(Canadian Language Benchmarks 2000 — p. 45)

I. Greetings or message on standard greeting card (social interaction)

Shopping — pp. 59, 62 – 63, 64, 65, 67

Careful shopping — p. 85

Education — pp. 94, 98

Health — p. 166, 179

II. Recording information

Employment — pp. 23, 24, 26, 27, 29 Shopping — p. 45` Education — pp. 95, 101, 102 Housing — pp. 120, 125, 126, 132, 134, 143 Health — pp. 158, 182, 194

III. Simple forms (business/service messages)

Employment — pp. 23, 24, 26, 27, 29

Careful shopping — p. 73

Education — pp. 101, 104, 110 – 111

Housing — pp. 116, 142

Health — pp. 157, 160, 188

IV. Guided texts (presenting information)

Employment — pp. 14, 39, 47, 49, 53, 54

Careful shopping — pp. 73, 76, 85

Education — pp. 97, 109

Housing — pp. 121, 128, 130

Health — pp. 160, 164, 190

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SHOPPING 23 Grocery Shopping Filling a Prescription/Drugstore Drugstore/Greeting Cards Shoplifting Tape Scripts

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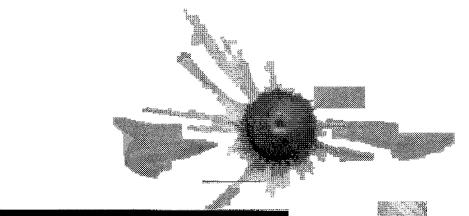
HEALTH

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- The Doctor's Office
- Health Insurance
- Having a Baby/ Health Clinics
- Tape Scripts

Talking about emergencies

149 Warm up

What is an emergency? Can you give an example of an emergency?

If you need an ambulance, what number can you call? What three services can you ask for? (fire, ambulance, police) Which one isn't free?

Did you know that the ambulance is not free for seniors unless they have Blue Cross, and that Social Services will pay for the ambulance if the user was on Social Assistance at the time of the ambulance use?

Did you know that a 911 phone call from a phone booth doesn't cost money?

In your native country, is there a special emergency phone number? Do you have to pay for an ambulance?

Did you ever have a car accident? Did someone you know have a car accident? Where was the accident? Who was in the car? What was the cause of the accident? (Why did the accident happen?) Was anybody hurt? Did you or someone else call an ambulance? Did the police come?

Calling 911



The phone conversation is on audio cassette — tape script is on page 110.

The conversation uses the following vocabulary from pp. 149-151: accident, witness (used as a verb here), scene of the accident. New vocabulary: on its way.

Calling 911



- Review the three services at 911.
- Brainstorm emergencies for calling 911.
- Review how the 911 operator answers the phone: Edmonton 911. What service do you require?
- Talk about what other information the operator needs: your address and the problem.
- Say to the students: You are very scared. Will you speak slow or fast? What language will you speak? Do you think you will remember to speak English?
- Say: You are speaking very fast. What will the operator say to you? You are speaking your language? What will the operator say to you?
- Have students take turns being the caller and the 911 operator.

HEALTH

Emergency

Talking about paying bills



What bills do you get every month? What bills do you get once or twice a year? How do you pay your bills? (over the phone, by mail, at an office — in person). Do you always pay your bills on time? How do you know when you must pay the bill? (the due date)

The ambulance ride



Note: There are two strip stories (pages 99 and 100): one with the sequence up to the phone call to the ambulance company, and the other with the phone conversation.

It may be useful to practise this strip story as a reading exercise first. Students work in pairs or small groups to arrange the strips in the correct sequence.

- Cut out the sentences or parts of sentences.
- Shuffle the strips, and hand each one to a different student.
- Give students a few moments to memorize their strips.
- Collect the strips from students and ask them to repeat their strips to you to make sure speech is comprehensible and that students understand the vocabulary in their strips.
- For students with very poor pronunciation, it is useful to put key phrases on the board or on chart paper. Focus on beginning and final consonants and vowel length. Practise phrases, giving emphasis to stress and intonation. Drill the phrases, using backward build up:

late payment penalty

a third bill with a late payment penalty

A month later, Mike got a third bill with a late payment penalty.

- Students say their words to each other and decide which student is first, second, and so on. They could line up in the order of the story.
- When they think they have the story in order, the first student speaks, then the second, and so on.
- If any statements are made out of order, students decide on the appropriate place. Then, they say the story aloud in the correct order.
- If there are fewer students than strips, give some students more than one strip.
- If there are more students than strips, the remaining students can participate actively by listening to what others say and helping organize them into the correct order.



<u> </u>	·	
Mike goes throug	h a red light.	
A car hits him.	·	
A witness phones	s 911.	
An ambulance co	omes to the scene of the	e accident.
The ambulance a	ttendant puts Mike in	the ambulance.
Mike waits in En	nergency for 4 hours.	· · · · · · · · · · · · · · · · · · ·
Then, a doctor sa	ys, "Take Tylenol and	go to bed."
Two weeks later	Mike gets a bill for the	ambulance.
Mike puts the bill	l in the garbage.	
A month later, M	like gets a second bill.	
Mike doesn't pay	the second bill.	
A month later, M	like gets a third bill wi	th a late payment penalty.
Mike says to his t	teacher, "Can you help	me?"
Mike's teacher pl	nones the ambulance co	ompany.
"Excuse me. I'm j	phoning about an amb	ulance bill."
"Excuse me. I'm j		ulance bill."
	for?"	vulance bill."
"Who is the bill f	for?"	oulance bill."

Okay. What's the problem?

He didn't pay the bill because he didn't phone for the ambulance.

Usually the insurance company pays the ambulance bill.

Oh, I didn't know that. I'll call the insurance company.

The insurance company won't pay the late payment fee.

That's okay. Thanks for your help.

Writing a cheque

157

Following instructions

- Hand out Student A and Student B worksheets. (pages 101 and 102)
- First, Student A gives instructions to Student B. (As the first one to hear the instructions, student B has a more challenging task. Give this role to the stronger student if students are somewhat unevenly matched.)
- Then, reverse roles.
- The listener can say, Please repeat or Please speak slowly.
- If the listener doesn't understand, he should say, I'm sorry, I don't understand _____, or What does ___ mean?
- If the listener doesn't know how to spell a word, he should ask, How do you spell that?

Following instructions — Writing a cheque — Student A Speaking activity

Give these instructions to your partner. Make sure your partner is following your instructions correctly.

- 1. Don't use a pen. Use a pencil.
- 2. In the top right-hand corner write today's date. Write the month first. Write the word for the month.
- 3. After PAY TO THE ORDER OF, print (don't write) Edmonton Police.
- 4. After the dollar sign, write eighty dollars in numbers.
- 5. On the line under PAY TO THE ORDER OF, draw a short line. Then write the word *eighty*. Draw a line after the word. Make a double X in front of 100.
- 6. After the word MEMO write the words speeding ticket.
- 7. In the bottom right-hand corner sign your name.

istening activity					
f you don't understand	something, as	k your par	rtner for help.	Say one of the f	ollowing:
1. Please repeat.					
2. Please speak slowly	J.				
3. I'm sorry. I don't u	nderstand	•			
4. What does	mean?				
5. How do you spell _	?				
Not for legal tender					
PAY TO THE					
ORDER OF				\$	
				/100 DOL	LARS
МЕМО					

HEALTH

Emergency

Following instructions — Writing a cheque — Student B Listening activity

If you don't understand something, ask your partner for help. Say one of the following:

1. Please repeat.					
2. Please speak slowly	•		*		
3. I'm sorry. I don't u	nderstand	· ·			
4. What does	_ mean?				
5. How do you spell _	?				
Not for legal tender					
			-		
PAY TO THE ORDER OF			<u> </u>	\$	
			19	/100 DOLLARS	1
мемо					630

Speaking activity

Give these instructions to your partner. Make sure your partner is following your instructions correctly.

- 1. Don't use a pen. Use a pencil.
- 2. In the top right-hand corner write tomorrow's date. Write the month first. Write the short form (abbreviation) for the month.
- 3. After PAY TO THE ORDER OF, print (don't write) Quality Pharmacy.
- 4. After the dollar sign, write fifty dollars and seventy-two cents in numbers.
- 5. On the line under PAY TO THE ORDER OF, draw a short line. Then write the word *fifty*. Draw a line after the word. Write 72 in numbers in front of 100.
- 6. After the word MEMO write the word medication.
- 7. In the bottom right-hand corner sign your name.

Following instructions



Review

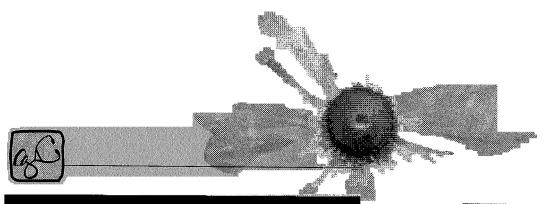
Draw a large rectangle on the blackboard. Write the numbers 1 to 5 in the positions indicated by the following vocabulary:

1. middle

- 4. top right-hand corner
- 2. top left-hand corner
- 5. bottom right-hand corner
- 3. bottom left-hand corner
- Say the words.
- Students say the number to go with the words.
- Draw a box, a circle, a check, an underlined word, a line (a blank), and a crossed-out word on the board.
- Ask students to say the words associated with the above.
- If there are problems with students knowing vocabulary, ask students to take out a piece of paper and follow instructions about numbers. For example, *Write "22" in the middle of the page; now, underline it.* After giving students time to respond, fill in the correct responses in a rectangle on the blackboard.
- Ask for several volunteers to work at the blackboard; other students use a piece of paper.
- Each student draws a large rectangle, on the board or on a piece of paper.
- Students listen and follow instructions. Students can say, *Please repeat* or *Please speak slowly*; otherwise, speak at a normal rate and say the instruction only once.
- If students don't understand an instruction, they can say, I'm sorry. I don't understand.
- If students don't know how to spell a word, they can ask, How do you spell ____?
 - 1. In the middle of the page, make 3 lines (blanks), one under the other.
 - 2. In the top right-hand corner, write the phone number for emergency services.
 - 3. On the lines, write the three services at 911. Write the words in alphabetical order.
 - 4. One service is not free. Cross out this word.
 - 5. Circle the two free services.
 - 6. You have an ambulance bill. It is \$282.15.

Write this number in the bottom right-hand corner.

- 7. You don't have money to pay the bill in full. You make arrangements to pay \$25.00 every month.
 - Write this amount in the bottom left-hand corner.
- 8. Do you remember another word for expecting a baby? Write this word in the top left-hand corner.
- 9. Underline the ambulance bill in full.
- 10. You made arrangements to pay the ambulance bill. Put a box around the monthly amount.
- 11. Check off an important number to know in an emergency.



EALTH

- Emergency
- The Doctor's Office
- Medication
- Having a Baby



THE AMBULANCE RIDE Mike's story begins.



Mike Penhani had a bad car *accident* on Sept. 2, 1998. He went through a red light. A car hit him. He doesn't have a car now because his car was a *write-off*. He goes to school by bus.

1. What happened to Mike?	
2. What did he do wrong?	
3. Why doesn't he have a car now?	
4. How does he go to school?	

Circle the correct answer(s).

- 1. The car was a write-off.
 - a. Mike must write a letter to the other driver.
 - b. Mike can't drive his car. It's in very bad condition.
 - c. Mike can drive the car, but he must make a sign and put it in the car window.
 - d. Mike must write a letter to the insurance company.
- 2. He had a car accident.
 - a. He went to a car wash.
 - b. The car hit another car.
 - c. He parked his car in the parking lot.
 - d. He went off the road and hit a tree.

Mike's story continues.

A witness phoned 911. An ambulance came to the scene of the accident. Mike didn't want to go to the hospital because he wasn't badly hurt. He had a sore arm. That's all.

1. Was Mike badly hurt?		 - Was	
2. What was wrong with Mike?			
3. Who phoned for the ambulance?			**.
4. What number did he call?			
5. Why didn't Mike want to go to the hospital?		 	

Circle the correct answer(s).

- 1. A witness phoned 911. (There are two answers.)
 - a. Mike phoned 911.
 - b. The ambulance driver phoned 911.
 - c. A man in another car phoned 911.
 - d. A man in a house near the accident phoned 911.
- 2. An ambulance came to the scene of the accident.
 - a. An ambulance came to the hospital.
 - b. An ambulance came to the place of the accident.
 - c. An ambulance came to Mike's apartment.
 - d. An ambulance came to the ambulance station.

Write the new vocabulary in the blank spaces.

accident	write-off	witness	scene of th	e accident
1. Ted was	working on the	e roof of his ho	ouse. He fell off.	He had an
LE 201				for a month. Then, he died.
The dog	died instantly v	when it was hi	t. The dog died	at the
-	104		PE 124 201	police, because he was a
3. John hit a				the man because the man said,
4. Mary sign	ned a paper bed	cause she got \$	25,000.00 from	the insurance company. The
secretary	signed her nar	ne beside Mar	y's name. She w	as a
because s	he saw Mary s	ign her name.		
5. Ivan can'	t drive his car,	because he ha	d a car	
His car w	as a		Th	e insurance company only gave
			s twelve years o	
Mike's stor	y continues			
				e went to the hospital. He Take Tylenol® and go to bed."
1. How did	Mike go to the	hospital?		
2. Where di	d he wait?			
4. What med	dication did the	e doctor tell M	ike to take?	

The ambulance bill

Two weeks later Mike got a bill for the ambulance. The bill was for \$232.	51. H	le was
surprised. In his country the ambulance is free.		

1. How much was the bill?			
2. How did he feel? Why?			
	 202		2 3 2 2 0

Mike didn't phone for the ambulance. He didn't want to go in the ambulance. He waited a long time at the hospital. The doctor didn't help him. Mike didn't pay the bill. He put the bill in the garbage.

a	. 8		. :		11.00	Ya.	8 8			8 11	a 1931 (1)	
D	555445	26 15			4-				20	1.7	All of the second second	100
c,		2-		- X			**************************************	9 9	n H			

Mike forgot about the ambulance ride. A month later, Mike got a second bill. The ambulance company didn't forget about Mike's ambulance ride. Again, Mike didn't pay the bill. The bill was very expensive. Mike was angry.

Who forgot about the bill?
 Who didn't forget about the bill?
 How did Mike feel?



A month later, Mike got a third bill. This time the bill was more expensive. Here is Mike's third bill.

Look at the bill and answer the questions.

THE CITY OF CALCAL EMERGEN	CY RESPONSE			•
EMERGEN DEPARTME	ENT		i si ja s	
	Remittance Portion-Make	Cheques Payable to: 8	Edmonton Powe	er or City of Edmonto
		AMOUNT NOW	DUE	\$247.51
				4
Doobasi Milia				
Penhani, Mike #37 - 3210 125 St.				
Edmonton, AB T5W 4V6	* 1	INVOICE NUMBER	98032032	AMOUNT PAID
2011011011,712 1011 470		INVOICE DATE NOV	/ 14 1998	AMUUNT PAID
Keep this portion if paying by mail. Please	bring complete bill wh	en paying in perso	n. R	ECEIPT PORTION
If balance has already been paid, thank you	u.			A 20
NAME: Penhani, Mike	B	RTH DATE: Fo	eb 1 1970	
7			1 10/0	
PATIENT REFERENCES			\$ 19	2
TOTALINE REPENCES				
TABLET REFERENCES	<u> </u>	20 A 10 E	***	j (<u>1</u>
AMBULANCE SERVICE DETAILS AND	CHARGES	ENUE NW/95 STR	EET	
AMBULANCE SERVICE DETAILS AND PCR NR: E98055371 1B2 01 RESP DATE: SEP 02 1998 TRAN				
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AMBULANCE SERVICE DETAILS AND PCR NR: E98055371 1B2 01 RESP DATE: SEP 02 1998 TRAN TIME: 06:08 DATE SERVICE DESCRIPTION SEP 02 1998 MILEAGE FEE (KM) SEP 02 1998 PATIENT CONVEYANCE	FLAT CHARGE \$203.00	UNIT RATE \$2.27	UNITS	\$29.51
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AMBULANCE SERVICE DETAILS AND PCR NR: E98055371 1B2 01 RESP DATE: SEP 02 1998 TRAN TIME: 06:08 DATE SERVICE DESCRIPTION SEP 02 1998 MILEAGE FEE (KM) SEP 02 1998 PATIENT CONVEYANCE NOV 12 1998 LATE PAYMENT PENALTY ****THIS INVOICE WAS DUE ON NOV 04 19	FLAT CHARGE \$203.00 ***THIRD NOTICE	UNIT RATE \$2.27 \$203.00	UNITS 13.00	\$29.51 \$203.00 \$15.00
AMBULANCE SERVICE DETAILS AND PCR NR: E98055371 1B2 01 RESP DATE: SEP 02 1998 TRAN TIME: 06:08 DATE SERVICE DESCRIPTION SEP 02 1998 MILEAGE FEE (KM) SEP 02 1998 PATIENT CONVEYANCE NOV 12 1998 LATE PAYMENT PENALTY	FLAT CHARGE \$203.00 ***THIRD NOTICE BBS AND IS NOW PAST BE FORWARDED TO A CO	UNIT RATE \$2.27 \$203.00 *** DUE. IF NO PAYME COLLECTION AGEN	UNITS 13.00	\$29.51 \$203.00 \$15.00
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1. What was the date of the accident?	
2. What time did the ambulance come to the s	cene of the accident?
3. What was the address of the accident?	
4. Which hospital did the ambulance take Mik	te to?
5. What's the invoice number?	
6. When was Mike born?	
The total bill (AMOUNT NOW DUE) is \$	The ambulance company
charged \$ to drive thirteen	
station to the scene of the accident and from the	scene of the accident to the hospital). The
ambulance company charged \$	for Mike to ride in the ambulance.
The ambulance company charged Mike \$, because he didn't pay the
bill on time.	
Mike must pay.	
Mike's teacher said, "Mike, you must pay this bit to a <i>collection agency</i> . Maybe someone will com	ne to your apartment to get the money.
Maybe you will have a problem with credit card	
1. Who will collect money from Mike?	
2. What problems can Mike have in the future	"



Write the new vocabulary in the blank spaces.

return	collection agency credit cards loan
1. Master	Card and VISA® are
2. A	collects money for businesses when
people	are very late paying bills.
3. When I	Mike immigrated to Canada, he bought a one-way ticket. Last year his mother
came to	visit him. She bought a ticket; she went back
	fter six months.
4. When y	ou borrow money, someone gives you a
	t a bank to buy his car.
Mike's tea	cher helps him.
ioi a piione	number. Mike's teacher phoned the ambulance company.
 What d Why di Who di 	id the teacher look at?d she look there?d she phone?
 What d Why di Who di 	id the teacher look at?

LINC 2 Reading and Writing

Mike's teacher talks to the ambulance office.

Here is the phone conversation with the ambulance office.

Teacher: I'm phoning about an ambulance bill for Mike Penhani.

Clerk: Do you have the invoice number?

Teacher: Yes. It's 98032032.

Clerk: Just a moment. Birthdate Feb. 1, 1970?

Teacher: That's right.

Clerk: What's the problem?

Teacher: He didn't pay the bill, because he didn't phone for the ambulance and he

wasn't badly hurt.

Clerk: Usually for car accidents the insurance company pays the ambulance bill.

Teacher: Oh, I didn't know that.

Clerk: But, he must pay the late-payment fee. The insurance company won't pay that.

Teacher: Okay. Thanks for your help.

- 1. What's the invoice number of Mike's bill?
- 2. Who usually pays the ambulance bill?
- 3. What must Mike pay?

Circle the correct answer(s).

- 1. Do you have the invoice number?
 - a. phone number
 - b. number of the bill
 - c. bank account number
 - d. the number of the credit card
- 2. He must pay the late-payment fee.
 - a. the GST
 - b. more money, because he didn't pay on time
 - c. the bank fee
 - d. the bill

Mike pays the late-payment fee.

Mike wrote a cheque for the late-payment fee. He was happy because he didn't have to pay the full amount. He only paid \$______.

Write the cheque for Mike.

- 1. Write today's date in the top right-hand corner.
- 2. Write the amount in numbers after the \$ sign.
- 3. After Pay To The Order Of write: The City of Edmonton.
- 4. On the next line write the amount of the cheque in words.
- 5. After Memo write the invoice number.

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n en		W 2	
PAY TO THE ORDER OF		\$	
		/100 DOLLARS	ě
MEMO	3 0000000 20 11 20 20 20 20 20 20 20 20 20 20 20 20 20		•

Mike made a copy of his bill. He put his cheque and a copy of the top of the bill in an envelope. He didn't put the *original* (first) bill in the envelope, because he needed to send the bill to his insurance company.

1. What did Mike put in the envelope?		
and		12
2. Why didn't he put the original bill in the envelope?		
3. How do you think Mike made a copy of his bill?	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·



Address the envelope for Mike.

- 1. Look at the front of the ambulance bill on page 153. Write Mike's name and address in the top left-hand corner of the envelope.
- 2. Look at the back of the ambulance bill on page 155. Copy the mailing address.

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Mike's car insurance

Mike doesn't have a car now. He doesn't have insurance now. He doesn't have a pink card with the insurance-policy number on it. Mike remembers the name of the insurance company. It's the Allstate Insurance Company of Canada.

1.	Why doesn't Mike have car insurance now?		<u> </u>
			i se vedeli
		 	27 11 12
2.	What kind of card shows you have car insurance?	 	
3.	What's the name of his insurance company?		

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