<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Page</th>
</tr>
</thead>
</table>
| Hobbies and Leisure Time | - to introduce vocabulary of hobby, sport and leisure  
- to introduce and drill the verb phrases with *go, play and do*  
- to learn about accepting and declining invitations                                                                                      | 2    |
| Local Events     | - to introduce community local events  
- to learn the vocabulary of the community events  
- review various structures                                                                                                              | 10   |
| South Eastman Family Resource Guide | - to introduce the information in the South Eastman Family Resource Guide  
- to gain confidence in using English dictionaries  
- to practice requesting information on the telephone                                                                                   | 15   |
| Recycling        | - to inform about recycling in Steinbach  
- to learn the vocabulary related to recycling and containers  
- to scan for important information and recognize main points                                                                               | 18   |
| Things to See and Do | - to introduce things to do and see around Manitoba  
- to learn telephone skills                                                                                                                                 | 22   |
| Welcome to the Forks | - to introduce activities to do in Manitoba  
- to learn the vocabulary related to The Forks and the history of Manitoba                                                                     | 25   |
| Have You Ever…    | - to learn how and why the *present perfect* tense is used  
- to compare and contrast the *present perfect* and *simple past* tenses  
- to review activities around Manitoba                                                                                                       | 33   |
1. Hobbies and Leisure Time

Instructions:

1. Write **Sports / Hobbies / Leisure Activities** on the board. Divide the class into groups and have learners come up with as many English words for each of these as they can. Lead into the next topic by having them discuss whether we would use **go**, **play**, or **do** or a completely different expression to talk about each of these.

   As a general rule:
   - **Do** – Activities that take a certain time or are repeated
   - **Play** – Activities with instruments / balls / boards / cards (more participatory or competitive)
   - **Go** – Sports / Leisure activities – often include a movement from A to B or are something you can do on your own.

2. Hand out the **Hobbies and Leisure Time Discussion Questions** worksheet to each pair of learners. Have them ask and answer the questions. Explain new vocabulary words as needed.

3. Either go through the chart on the board or give out a copy of the **Go/Play/Do Chart** to each learner. Go through the activities on the board, making sure the meanings are all understood.

4. Give out a copy of **Let’s Practice** worksheet to each learner, allowing them to look at the chart to answer the questions. Check the answers together as a class.

5. Hand out a **Picture Set** to each pair of learners. Also give them one copy of the **Go/Play/Do Game**. In pairs, learners then take turns putting the cards in the right category and saying the activity as they do it. *e.g.* **Go golfing / Play tennis**
7. As a class, brainstorm with the learners how one might invite a friend to do something. Then, discuss how the recipient could either accept or decline. Explain culturally appropriate ways of declining invitations, instead of just saying, *no*.

8. Give out a copy of the *Invitation Activity* worksheet to each pair of learners. Give each pair a penny to use as a dice and have them practice giving, accepting, and declining invitations with the pictures at the bottom of the page.

*Let’s Practice Answer Keys:*
1) She *does* yoga every morning after she wakes up.
2) The father and son often *go* hunting together.
3) On Sunday afternoons, they sometimes *go* rollerblading.
4) In this area, there are many places to *play* golf/*go* golfing.
5) In the winter, we like to *go* ice-skating.
6) He likes Karate. He *does* karate in his basement.
7) Do people like to *play* soccer in Canada as much as in Europe?
8) They want to *go* swimming in the ocean.
9) Anne goes to the gym everyday to *do* aerobics.
10) Sometimes they *go* bowling on the weekends.

<table>
<thead>
<tr>
<th>Go</th>
<th>Play</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>shopping</td>
<td>football</td>
<td>aerobics</td>
</tr>
<tr>
<td>bowling</td>
<td>golf</td>
<td>yoga</td>
</tr>
<tr>
<td>camping</td>
<td>hockey</td>
<td>martial arts</td>
</tr>
<tr>
<td>cycling</td>
<td>volleyball</td>
<td></td>
</tr>
<tr>
<td>horseback</td>
<td>soccer</td>
<td></td>
</tr>
<tr>
<td>riding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ hiking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jogging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ running</td>
<td></td>
<td></td>
</tr>
<tr>
<td>golfing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hobbies and Leisure Time

Discussion Questions

1. How do you usually spend your spare time?
2. Do you prefer to spend your spare time alone or with other people?
3. Do you have any hobbies? What are they?
4. Is your hobby expensive?
5. Do you think that sometimes hobbies cost too much?
6. Can you think of any hobbies that can be done for free?
7. When do you usually do your hobby?
8. How does your family feel about your hobby?
9. What hobby would you like to try?
10. What hobbies or interests do you think Canadians have?
11. Are the hobbies or interests of Canadians different from people in your last country?
12. Do you prefer playing or watching sports?
13. What are your favourite sports?
14. Do you have a favourite sports team?
15. What activities do you like to do in Spring? Summer? Winter? Fall?
16. Have you been to any festivals in Canada?
17. How do you usually spend your weekends?
18. What are some of the places or events you’ve been to around here?
19. What places or events would you recommend to someone who is visiting this area?

1 Hobbies and Leisure Time Discussion Questions worksheet
### Go/ Play/ Do Chart

<table>
<thead>
<tr>
<th>Go</th>
<th>Play</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>shopping</td>
<td>tennis</td>
<td>aerobics</td>
</tr>
<tr>
<td>bowling</td>
<td>baseball</td>
<td>martial arts</td>
</tr>
<tr>
<td>camping</td>
<td>basketball</td>
<td>yoga</td>
</tr>
<tr>
<td>walking/hiking</td>
<td>soccer</td>
<td></td>
</tr>
<tr>
<td>cycling</td>
<td>football</td>
<td></td>
</tr>
<tr>
<td>horseback riding</td>
<td>golf</td>
<td></td>
</tr>
<tr>
<td>jogging/running</td>
<td>hockey</td>
<td></td>
</tr>
<tr>
<td>roller-skating/roller-blading</td>
<td>volleyball</td>
<td></td>
</tr>
<tr>
<td>boating/sailing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rock climbing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ice-skating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>golfing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go out to eat</td>
<td>dance</td>
<td></td>
</tr>
<tr>
<td>hang out with friends</td>
<td>garden</td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>paint</td>
<td></td>
</tr>
<tr>
<td>scrapbook</td>
<td>draw</td>
<td></td>
</tr>
<tr>
<td>knit</td>
<td>go to the park / beach / mall</td>
<td></td>
</tr>
<tr>
<td>sew</td>
<td>cook / bake</td>
<td></td>
</tr>
<tr>
<td>watch tv / a movie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>collect _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fix _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch tv / a movie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>surf the internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play games / cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play computer / video games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Go Play Do Chart
**LET'S PRACTICE**

Decide between *go*/*play*/*do* to fill in the blanks

1. She _____________ yoga every morning after she wakes up.
2. The father and son often _____________ hunting together.
3. On Sunday afternoons, they sometimes ___________ rollerblading.
4. In this area, there are many places to ___________ golf.
5. In the winter, we like to ___________ ice-skating.
6. He likes Karate. He ___________ karate in his basement.
7. Do Canadians like to ___________ soccer as much as people in the rest of the word do?
8. They want to ___________ swimming in the ocean.
9. Anne goes to the gym everyday to ___________ aerobics.
10. Sometimes they ___________ bowling on the weekends.

**Write the verbs go, play or do in front of the activity**

<table>
<thead>
<tr>
<th>Shopping</th>
<th>Aerobics</th>
<th>Bowling</th>
<th>Football</th>
<th>Camping</th>
<th>Yoga</th>
<th>Cycling/biking</th>
<th>Horseback riding</th>
<th>Golf</th>
<th>Walking/hiking</th>
<th>Hockey</th>
<th>Volleyball</th>
<th>Jogging/running</th>
<th>Martial arts</th>
<th>Soccer</th>
</tr>
</thead>
</table>
### UNIT 7: IN THE COMMUNITY

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping</td>
<td>Yoga</td>
<td>Tennis</td>
<td>Dining</td>
</tr>
<tr>
<td>Camping</td>
<td>Football</td>
<td>Bicycle</td>
<td>Cooking</td>
</tr>
<tr>
<td>Karate</td>
<td>Skating</td>
<td>Art</td>
<td>Knitting</td>
</tr>
<tr>
<td>Horseback</td>
<td>Golf</td>
<td>Painting</td>
<td>Yarn</td>
</tr>
<tr>
<td>Dancing</td>
<td>Ice Skating</td>
<td>Bowling</td>
<td>Running</td>
</tr>
<tr>
<td>Playing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*South Eastman English & Literacy Services*
Go/Play/Do Game

<table>
<thead>
<tr>
<th>Go</th>
<th>Play</th>
<th>Do</th>
</tr>
</thead>
</table>

Others
INVITATION ACTIVITY

In pairs – Go through activity pictures 1 – 8. For each picture, flip your penny. If its heads, practice with dialogue 1 (Accepting an invitation). If its tails, practice with dialogue 2 (Declining an invitation). Take turns reading the A and B parts.

<table>
<thead>
<tr>
<th>Dialogue 1 - ACCEPT</th>
<th>Dialogue 2 - DECLINE</th>
</tr>
</thead>
</table>
| **A:** Hey Bob. How are you?  
**B:** Not bad. How are you doing?  
**A:** Pretty good. Hey, I was wondering if you’d like to ______________________ with me next Saturday?  
**B:** That sounds like fun. What time next Saturday?  
**A:** Just after lunch - around 1:00.  
**B:** Sure. That’s great. I’ll see you then. |
| **A:** Hey Jill. How’s it going?  
**B:** Pretty good. How about you?  
**A:** Good. By the way, I was going to ask if you wanted to ______________________ with me next Saturday?  
**B:** Oh…I’d like to, but my relatives are visiting that weekend and it will be very busy. Sorry.  
**A:** No problem. We’ll do it another time. |
Activity 2

**Purpose:**
- to introduce community local events
- to learn the vocabulary of the community events
- review various structures

**CLB Level:**
4

**Time:**
45 minutes

**Materials:**
- Local Events Calendar A and B for each learner (double sided)
- Vocabulary worksheet for each learner
- What’s That Word worksheet cut apart for each pair of learners

**2. Local Events**

**Instructions:**

1. Inform the learners about the wealth of local information that can be found on the websites: mysteinbach.ca and SteinbachOnline.com

2. Hand out the Local Events Calendar and the Vocabulary worksheet to each learner. Go through the new vocabulary together. Have them answer the questions on the bottom of the page.

3. Divide the learners into pairs. Hand out What’s That Word worksheet to each pair, giving A to one learner and B to the other.

4. Explain to the learners that they need to figure out what each word is. They have their partners answers at the bottom of their half of the page. They must give their partner clues in order to guess the correct vocabulary words that were just taught and practiced with the Vocabulary worksheet. When they think they know all of them and have filled in their paper, they can check with each other to see if they’re all correct.

Example:  
A: Number one is a short word for festival.  
B: Do you mean “fest”?  
A: Yes, that’s right.
Local Events for June 2008 – Taken directly from: http://www.mysteinbach.ca/events/index.html - June 2008

Pre-Register for Fall Programs
Registration discounts this day only! Register early for fall programs to secure your spot - classes fill fast. Dance, theatre, Visual Arts, Music. NEW! Fusion - musical theatre intensive incorporates voice, dance, theatre.
Location: Steinbach Cultural Arts Centre
June 4: 3pm-8pm (view poster)

Landmark Slo-Pitch Tournament
Slo-pitch tournament. 16 spots available guaranteed three games, 7men/3woman minimum. 1st and 2nd place prizes, Beer gardens, social on June 7.
Contact: Wendy Broesky
Phone: 355-4034
Email: Landmarkslopitch@hotmail.com
Location: Landmark
June 6-8

MS Society Fundraiser
The third Annual CrabFest, in support of MS.
Website: www.labhotel.ca
Location: Hôtel La Broquerie, 4 des Pignons Street, La Broquerie MB
June 6: 6:30 pm - Cocktails; 7:30pm - Dinner (view poster)

Steinbach Fire Country Fest
Ticket price: $40 in advance, $50 at the door (includes hot lunch). Tickets available at Sunshine Nursery & Greenhouse, Steinbach Safeway and Steinbach Dry Cleaners. All proceeds go to the Steinbach Firefighters Association.
Location: Friedensfeld Park, Steinbach
June 7: Doors open at 4:30pm, Supper at 5pm (view poster)

Stoney Brook Dance Company - Fall Registration
Register for all fall programs SBDC offers including classes in Ballet, Tap, Jazz, Musical Theatre, Hip Hop and Pilates. Classes are available for students aged 2-adult, beginner to advanced! We are also still accepting registrations for our summer day camps held in August
Contact: Karla Coldwell
Phone: 371-6771
Email: info@stoneybrookdance.com
Location: SBDC - 121 Acres Drive (across from HSD buses)
June 10-25: Tuesdays 1pm-4pm, Wednesdays 7pm-9pm
**Ladies' Tea & Fashion Show**
Women of all ages are invited to a fashion show and clothing sale featuring Mosaic Fashions of Winnipeg. Coffee, tea, and dessert served.
**Contact:** Jacquie Neufeld  
**Phone:** 320-4600  
**Email:** ssinc@mts.net  
**Location:** Steinbach 55 Plus, 10 Chrysler Gate  
**June 16:** 2pm

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**Blood Donor Clinic**
Giving blood saves lives. You can make an appointment to donate by calling 1 888 2DONATE(1 888 236-6283).
**Location:** Steinbach Evangelical Mennonite Church, 422 Main Street  
**June 19:** 12pm-3pm and 5pm-8pm

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**Blumenort Fun and Fair Days**
Yes, it is days. Come out for a weekend of fun. Friday Night is our youth event. We are looking forward to hearing from Dorman Ember, as well as showing a movie. Saturday will be similar to last year. We will start off with a free pancake breakfast, move into some fun children's programs. Our canteen is open all day. We have a chicken dinner planned for the evenings as well as some band performances and super bounce. Our evening ends off with fireworks. Sunday is a community church program. After church we will have a lunch served to us from the Blumenort EMC. Come on out and enjoy a weekend of fun.
**Contact:** Sheila Kolesar  
**Phone:** 371-6870  
**Email:** sheila_kolesar@mts.net  
**Location:** Blumenort Park  
**June 20-22**

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**Kleefeld Community Playgroup**
**Contact:** Irene Ascough  
**Phone:** 204-377-5013  
**Email:** piascough@yahoo.ca  
**Location:** Kleefeld Rec Centre
Vocabulary:

1. Register - To give your name and save a place for you to do something
2. Pre-Register - To give your name early and save a place for you to do something
3. Spot - An open place where you can go
4. Social - A party with dancing
5. Discount - A lower cost
6. Fest - A short word for festival
7. Proceeds - The money from this will go to a project
8. Available - Something that is open
9. Canteen - A small store to buy snacks and drinks
10. Playgroup - A place where parents and children can come to play together
11. Fundraiser - An event that makes money for people who need it

Questions to answer:

1) When can you pre-register for fall music classes at the Steinbach Arts Council?

2) How many spots are available in the Landmark Slo-Pitch tournament?

3) When is the social for the Landmark Slo-Pitch tournament?

4) Where will the proceeds for the Steinbach Fire Country Fest go?

5) For what ages are classes available at Stony Brook Dance Company?

6) When is the canteen open at the Blumenort Fun and Fair days?

7) For what ages is the Kleefeld Community Playgroup?
What’s that word?

A

1) ___ ___ ___ ___ ___ N ___
2) ___ ___ ___ D ___ ___ ___ ___ ___
3) ___ ___ ___ ___ ___ ___ ___ R___
4) ___ ___ ___ ___ E ___ ___ ___
5) ____ O ___ ___ ___ ___

1) Fest
2) Canteen
3) Available
4) Playgroup
5) Spot

What’s that word?

B

1) ___ ___ S ___ ___
2) ___ ___ ___ T ___ ___ ___ ___
3) ___ ___ ___ ___ ___ ___ ___ L ___ ___
4) ___ L ___ ___ ___ ___ ___ ___ ___
5) ____ O ___ ___ ___ ___

1) Discount
2) Fundraiser
3) Register
4) Proceeds
5) Social

Instructions:

1. Hand out copies of the South Eastman Family Resource Guide to learners and let them page through the book for a few minutes to become acquainted with it.

2. Then, have them all close the book and divide the learners into pairs. Hand out the Scavenger Hunt worksheet to each pair of learners. Have them keep their paper face down while you explain what to do. Tell the learners that they’re going to hunt through the book to find the answers to all the questions on their paper. The goal is to be the first pair to find all the information correctly. Then, say, “Go!” and have them turn over their papers to start. When a pair thinks they’ve completed all the answers correctly, they should call the teacher over to check their answers. The first pair to answer all the questions correctly wins! Then, go through the answers with the whole class, facilitating discussion as needed.

3. Next, have the learners stay in their pairs and hand out a copy of Learner A Role Play to one of each pair and Learner B Role Play to the other in each pair. Learners should then use the Resource Guide to find the answers to the questions on their page and then practice the role-plays that follow.

4. The teacher may wish to choose one or two groups to perform their role-plays for the class.
SCAVENGER HUNT

1. Who is this book for?

2. According to the Table of Contents, how many districts are in this book?

3. On what page numbers can I find interesting websites for families?

4. On what colour pages can I find Marchand?

5. What other communities are included in the Steinbach section?

6. Where can I learn to skate in Mitchell?

7. How many churches are there in Steinbach?

8. What is the phone number for the Jake Epp Library?

9. What is the address for Red River College?

10. If I can only speak French, how can I read this book?
A / B Role Play Practice

Learner A

⇒ Look up the answers for question 1 a) and b) in the South Eastman Family Resource Guide. Then practice the role play for questions 1 and 2 with learner B.

1. Your child wants to learn gymnastics.
   a) How many gymnastics companies are there in Steinbach?
   b) What are their names?
      - Call one of them and ask about their prices.

2. You work at the Academy of Learning. You offer a six month computer course. This course is every Tuesday evening from 7:00pm – 10:00pm. It costs $600.00 for the six month course.

Learner B

⇒ Look up the answers for question 2 a) in the South Eastman Family Resource Guide. Then practice the role play for questions 1 and 2 with learner A.

1. You work at Flippers Gymnastics. Your gymnastics courses are for children ages 3 – 12. You have courses that run for 3 months which have classes once a week. The cost is $120.00 for the 3 month course. (That’s about $10.00 / class)

2. You want to learn how to use computers better.
   a) Where are all the possible places you could learn this in Steinbach?
      - Call one of them and ask them what courses they offer; how long they are; and how much they cost.


4. Recycling

Instructions:

1. Discuss the concept of recycling as a class. Ask the learners if they’ve received any city bulletins on recycling.

2. Hand out the City Recycling Bulletin to each learner. Tell the learners not to “read” the bulletin, but rather to scan it for the main points. Divide students into pairs and have them scan the bulletin in order to answer the who / what / where / when / and why of the bulletin. Go through the answers as a class. Relay to them how they can use this technique when they pick up their mail to try to quickly figure out what is useful and what they can throw away. Once they’ve understood the main points have them read it again more carefully to get the details. Put some comprehension questions on the board to make sure they’ve done this. Here are a few:
   a) What company is doing the blue box recycling program for the city of Steinbach?
   b) Where can you pick up the blue box?
   c) What are some examples of things you can put into the blue box?
   d) Where should you put or bring your blue box?
   e) What phone number can you call if you have questions?

3. Go through the meanings of each of the recyclable materials with the learners, perhaps bringing in a blue box filled with examples. Then hand out a Recyclable Materials worksheet for each learner. Have them label each picture with a word from the box. Check together as a class. (Note: HDPE #2 is often 4 litre milk jugs or liquid laundry detergent jugs)

   Answer Key:
   a. newspapers / flyers       b. steel cans       c. cardboard (boxes)
   d. magazines                e. aseptic container (juice boxes)
   f. telephone directories   g. HDPE #2           h. glass
   i. boxboard (cereal boxes) j. PET#1 plastic    k. gable top cartons
   l. aluminum cans

4. As a wrap up to the topic, have learners do the Discussion Questions in pairs.
City Recycling Bulletin

We can help keep the earth clean and green by recycling what we use.

The city of Steinbach runs a blue box recycling program through Eastman Recycling Services.

You can pick up your blue box at the Operations Building in Steinbach at 51 Millwork Drive (behind Loewen Windows)

You can put these recyclable materials into your blue box:
- paper
- newspaper/flyers
- magazines
- telephone directories
- boxboard
- gable top cartons
- aseptic containers
- steel cans
- aluminum cans
- PET #1
- HDPE #2
- glass
- corrugated cardboard

In Steinbach, your recycling is collected on the same day as your garbage. Put your blue box on the curb beside your regular garbage and it will be picked up.

You can also bring your recycling to this depot:
- Eastman Recycling Services - 92 Millwork Drive

If you have any questions you can call Eldon Wallman at (204) 346-6532 or by e-mail at ewallman@steinbach.ca.
Recyclable Materials

Label these recyclable materials

a. ____________  b. ____________  c. ____________  d. ____________

e. ____________  f. ____________  g. ____________  h. ____________

i. ____________  j. ____________  k. ____________  l. ____________

Boxboard (Cereal boxes)  Telephone Directories
Newspapers / Flyers  Gable top cartons
Aseptic Container (juice boxes)  Steel Cans
Aluminum Cans  PET#1 plastic
HDPE #2  Glass
Cardboard (boxes)  Magazines
Discussion Questions

1. Do you recycle?
2. Do you think recycling is important? Why? Why not?
3. How do people recycle in your community?
4. What can be recycled?
5. Did you recycle in your last country? Why? Why not?
6. Is the attitude towards recycling different or the same between Canada and your last country?
5. Things to See and Do

Instructions:

1. Ask the learners about interesting places they’ve been to around Manitoba. Hand out the *Things to See and Do Around Manitoba* Information Sheet to each learner. Allow the learners time to look through the places and events and talk about them with the people around them.

2. Put the expression: *Have you ever...?* on the board and have the learners use this structure to find information from each other about their experiences at these places. Also, make sure the learners are using correct past structures to tell about what they did at these places. Then, go through the places with the class, giving a little information about a few that stick out.

3. Facilitate a class discussion on expressions used to ask questions on the phone and write down some other new ones for them that may be helpful for when they call for information.

4. Hand out the *Phoning for Information* cards to each pair of learners, assigning them learner A and learner B. Have them dictate their part to each other and fill in the blanks.

5. Bring in some brochures or pamphlets from various tourist attractions, events, and festivals in Manitoba. (You can find these in abundance at the Tourism office at The Forks, at the Winnipeg Airport, or Heritage Village Museum).

5. Have learners prepare a class presentation by finding information in the brochures that they can present to their classmates. Give them at least fifteen minutes to research. On the board, the teacher may write these themes to guide the students in their research:

   Location or event / Best time to visit or date of event / Areas of interest or things to do here / Costs / Directions / Other

(To save class time, you may also wish to give them this as homework so that they can look online at home or practice phoning to add more information.) Then, have them give their presentations for the class.
# Things to See and Do Around Manitoba

## Local – Close to Home

<table>
<thead>
<tr>
<th>Attractions</th>
<th>Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mennonite Heritage Village</td>
<td><a href="http://www.mennoniteheritagevillage.com/">www.mennoniteheritagevillage.com</a></td>
</tr>
<tr>
<td>Sandilands Provincial Park</td>
<td><a href="http://www.manitobaparks.com">www.manitobaparks.com</a></td>
</tr>
<tr>
<td>Lilac Campground and Resort</td>
<td><a href="http://www.lilacresort.mb.ca">www.lilacresort.mb.ca</a></td>
</tr>
<tr>
<td>St. Malo Beach and Campground (South on highway #59)</td>
<td><a href="http://www.manitobaparks.com">www.manitobaparks.com</a></td>
</tr>
<tr>
<td>Pioneer Days and Parade (First weekend in August)</td>
<td><a href="http://www.mennoniteheritagevillage.com/">www.mennoniteheritagevillage.com</a></td>
</tr>
</tbody>
</table>

## Within (1 hour)

<table>
<thead>
<tr>
<th>Attractions</th>
<th>Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Forks (Winnipeg)</td>
<td><a href="http://www.theforks.com">www.theforks.com</a></td>
</tr>
<tr>
<td>Lower Fort Garry (near Selkirk)</td>
<td><a href="http://www.pc.gc.ca/fortgarry">www.pc.gc.ca/fortgarry</a></td>
</tr>
<tr>
<td>The Manitoba Museum (Winnipeg)</td>
<td><a href="http://www.manitobamuseum.ca">www.manitobamuseum.ca</a></td>
</tr>
<tr>
<td>Assiniboine Park (Winnipeg)</td>
<td><a href="http://www.assiniboinepark.com">www.assiniboinepark.com</a></td>
</tr>
<tr>
<td>Birds Hill Park and Campground (just north of Winnipeg)</td>
<td><a href="http://www.manitobaparks.com">www.manitobaparks.com</a></td>
</tr>
<tr>
<td>Kildonan Park (Winnipeg)</td>
<td><a href="http://www.oakhammockmarsh.ca">www.oakhammockmarsh.ca</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parks / Campgrounds</th>
<th>Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Winnipeg Folk Festival (at Birds Hill Park)</td>
<td><a href="http://www.winnipegfolkfestival.ca">www.winnipegfolkfestival.ca</a></td>
</tr>
<tr>
<td>Folklorama (at many locations in Winnipeg)</td>
<td><a href="http://www.folklorama.ca">www.folklorama.ca</a></td>
</tr>
<tr>
<td>Red River Ex</td>
<td><a href="http://www.redriverex.com">www.redriverex.com</a></td>
</tr>
<tr>
<td>Morris Stamiped</td>
<td><a href="http://www.manitobastampede.ca">www.manitobastampede.ca</a></td>
</tr>
<tr>
<td>Festival du Voyageur</td>
<td><a href="http://www.festivalvoyageur.mb.ca">www.festivalvoyageur.mb.ca</a></td>
</tr>
</tbody>
</table>

## Festivals

<table>
<thead>
<tr>
<th>Attractions</th>
<th>Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Splash Dash Boat Tours (at The Forks)</td>
<td><a href="http://www.splashdash.ca">www.splashdash.ca</a></td>
</tr>
<tr>
<td>The Winnipeg Art Gallery (Winnipeg)</td>
<td><a href="http://www.wag.mb.ca">www.wag.mb.ca</a></td>
</tr>
<tr>
<td>Rainbow Stage (outdoor theatre at Kildonan Park)</td>
<td><a href="http://www.rainbowstage.net">www.rainbowstage.net</a></td>
</tr>
<tr>
<td>The Exchange District (downtown Winnipeg)</td>
<td><a href="http://www.exchangedistrict.org">www.exchangedistrict.org</a></td>
</tr>
</tbody>
</table>

## Further Away (1 – 5 hours)

<table>
<thead>
<tr>
<th>Attractions</th>
<th>Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gimli (town of Gimli north of Winnipeg)</td>
<td><a href="http://www.gimli.ca">www.gimli.ca</a></td>
</tr>
<tr>
<td>Hecla Island (north of Winnipeg)</td>
<td><a href="http://www.heclatourism.mb.ca">www.heclatourism.mb.ca</a></td>
</tr>
<tr>
<td>Assinippi Ski area and Winter Park</td>
<td><a href="http://www.assinippi.com">www.assinippi.com</a></td>
</tr>
<tr>
<td>Grand Beach Provincial Park (north of Winnipeg)</td>
<td><a href="http://www.grandbeachtourism.com">www.grandbeachtourism.com</a></td>
</tr>
<tr>
<td>Spruce Woods Provincial Park (west of Winnipeg)</td>
<td><a href="http://www.manitobaparks.com">www.manitobaparks.com</a></td>
</tr>
<tr>
<td>-Spirit Sands Covered Wagon Tours</td>
<td></td>
</tr>
<tr>
<td>Morden Corn and Apple Festival</td>
<td><a href="http://www.cornandapple.com">www.cornandapple.com</a></td>
</tr>
<tr>
<td>Whiteshell Provincial Park</td>
<td><a href="http://www.whiteshell.mb.ca">www.whiteshell.mb.ca</a></td>
</tr>
</tbody>
</table>

## Other useful websites:

<table>
<thead>
<tr>
<th>Information</th>
<th>Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where magazine</td>
<td><a href="http://www.where.ca/winnipeg">http://www.where.ca/winnipeg</a></td>
</tr>
<tr>
<td>Travel Manitoba</td>
<td><a href="http://www.travelmanitoba.com">http://www.travelmanitoba.com</a></td>
</tr>
<tr>
<td>Travel Winnipeg</td>
<td><a href="http://www.destinationwinnipeg.ca">http://www.destinationwinnipeg.ca</a></td>
</tr>
<tr>
<td>MySteinbach.ca</td>
<td><a href="http://www.mysteinbach.ca/events/index.html">http://www.mysteinbach.ca/events/index.html</a></td>
</tr>
<tr>
<td>Steinbachonline2.com</td>
<td><a href="http://www.steinbachonline2.com">http://www.steinbachonline2.com</a></td>
</tr>
</tbody>
</table>
Phoning for Information

LEARNER A
A: Good Afternoon. Lower Fort Garry. How may I help you?

B: Hi. Could you please tell me what ___________ you’re open this _______________?

A: Sure. We’re open everyday from 9:00 am until 5:00 pm

B: OK…and could you also tell me what your ________________ are?

A: Yes. It’s $3.90 for children 16 and under and $7.80 for adults 17 and older.

B: Do you have any ________________________?

A: For a family of up to 7 people with no more than 2 adults, its $19.60.

B: OK. Thank you. And just __________________ – do you have any places where we can have a ________________?

A: Yes. Actually there is a very nice picnic area right next to our Visitor Recreation Centre.

Phoning for Information

LEARNER B
A: Good Afternoon. Lower Fort Garry. ____________________________?

B: Hi. Could you please tell me what hours you’re open this summer?

A: Sure. We’re open everyday from __________ until __________.

B: OK…and could you also tell me what your prices are?

A: Yes. Its ______________ for children 16 and under and ______________ for adults 17 and older.

B: Do you have any group rates?

A: For a family of up to _________ people with no more than _________ adults, its ______________.

B: OK. Thank you. And just one more question – do you have any places where we can have a picnic?

A: Yes. Actually there is a very nice ___________ right next to our Visitor Recreation Centre.
6. Welcome to The Forks

Instructions:

1. Bring in some brochures or pictures of *The Forks*. In small groups have the learners brainstorm about *The Forks*. What do they know about it? What’s its significance? Have they ever been there? Do they like going there? Then, discuss their answers and ideas together as a class.

2. Go through the new vocabulary words:
   - location
   - explore
   - transform
   - trade
   - Aboriginal
   - variety
   - hands-on
   - fur
   - rail yards
   - feature
   - author
   - prairie

   Hand out the *New Words* worksheet to each learner and have them match the words and their meanings. Check the answers together as a class. *Answer key:*
   - location e)
   - explore i)
   - transform d)
   - trade g)
   - Aboriginal h)
   - variety j)
   - hands-on k)
   - fur f)
   - rail yards l)
   - feature b)
   - author a)
   - prairie c)

3. Hand out *The Forks* worksheet to each learner. Learners read the story by themselves. Discuss any other new words or expressions. Learners answer the comprehension questions and check the answers together as a class.

4. Give one of *The Forks Today Cards* to each learner. Learners should read their information and answer the questions to make sure they understand. Then, put all learners with the 1 information strip together and 2 information strip together and so on through number

5. Learners then can check, discuss and compare their answers together. After this, ask the learners to make notes on the back of their paper from their information, making sure to include the answers to their questions.
6. Then give each learner a copy of *The Forks Today Chart*. Learners should walk around and ask each other about the various places, filling in their charts.

7. As a review, give each learner a *Review* worksheet to fill in the blanks with the new vocabulary words and the content of what they just learned.

**Possible Extension:** The teacher may wish to extend this activity by having the learners journal about *The Forks*, writing about planning a possible future trip there with their family or friends. They could possibly talk about which parts they’d like to visit and why.
### New Words

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>a) writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>location</td>
<td>b) to show something special</td>
</tr>
<tr>
<td>2)</td>
<td>aboriginal</td>
<td>c) flat grassland</td>
</tr>
<tr>
<td>3)</td>
<td>rail yards</td>
<td>d) to change into something else</td>
</tr>
<tr>
<td>4)</td>
<td>explore</td>
<td>e) place</td>
</tr>
<tr>
<td>5)</td>
<td>variety</td>
<td>f) the skin and hair of animals</td>
</tr>
<tr>
<td>6)</td>
<td>feature</td>
<td>g) to give one thing and get another thing</td>
</tr>
<tr>
<td>7)</td>
<td>transform</td>
<td>h) the original people who lived in a land</td>
</tr>
<tr>
<td>8)</td>
<td>hands-on</td>
<td>i) to look around and learn about a new place</td>
</tr>
<tr>
<td>9)</td>
<td>author</td>
<td>j) many different kinds</td>
</tr>
<tr>
<td>10)</td>
<td>trade</td>
<td>k) to touch and feel something</td>
</tr>
<tr>
<td>11)</td>
<td>fur</td>
<td>l) A place where many railroad tracks meet</td>
</tr>
<tr>
<td>12)</td>
<td>prairie</td>
<td></td>
</tr>
</tbody>
</table>
The Forks

The Forks is in downtown Winnipeg and is called “the forks” as its location is where the Red River and the Assiniboine River meet. Today, The Forks is a year-round meeting place for people of every age. There are many things to do here, including shopping, dining, visiting museums, watching live entertainment, and enjoying outdoor activities. Many festivals and events are also held here throughout the year.

The Forks has a 6000-year old history. Aboriginal people and European Fur traders both traded at The Forks. Later, The Forks became the site of various rail yards and a beautiful train station that is still used to this day. In the late 1800’s, the Canadian government built two immigration buildings at The Forks, welcoming thousands of newcomers into Canada. Today, many of these old buildings still stand and many new buildings have been added, making The Forks an interesting place to explore.

1) What is The Forks?
______________________________________________________________________________

2) Where is The Forks?
______________________________________________________________________________

3) Why is this location called The Forks?
______________________________________________________________________________

4) What was the location of The Forks originally used for?
______________________________________________________________________________

5) Which seasons can people visit The Forks today?
______________________________________________________________________________
The Forks Today

There are many exciting things to see and do at The Forks. Here are some of them:

1) The Forks Market and The Johnston Terminal

These are two buildings that have a large variety of shops and restaurants. The shops sell many different kinds of products from art and jewellery to food and toys. The restaurants feature many different kinds of foods from around the world. Some of the restaurants have patios outside where you can relax and watch people walk by.

1) How many buildings are there?
2) What are these buildings called?
3) What is inside of them?
4) What kinds of products do they sell?

2) The Forks Market Plaza

This is the outside area between the Forks Market and the Johnston Terminal. In spring, summer, and fall this area is full of people relaxing and enjoying the sunshine. There are often free festivals and performances to watch here. In the winter months, the center of this area is transformed into a skating rink which many people enjoy.

1) Is this an inside or outside area?
2) Which seasons do people come here?
3) What do people do here in the summer months?
4) What do people do here in the winter months?

3) The Riverwalk

This is a long walkway that runs beside the river from the Provencher bridge to the Legislative buildings. Many people enjoy walking, running, and biking along these paths. There is also a boat company called Splash Dash at the entrance to The Riverwalk which runs a water bus service and a tour boat service.

1) Where is this walkway?
2) What do people like to do here?
3) What is Splash Dash?
4) What two services does this company offer?
4) **Manitoba Children’s Museum**

This museum, located behind the Johnston Terminal, is a hands-on museum for children where they can have fun learning about science, history, and other interesting things. There are many changing displays that often feature children’s authors and sports programs.

1) Where is this museum located?
2) What can children do here?
3) Is this a hands-on museum?
4) What do the changing displays often feature?

5) **The Forks National Historic Site**

This 9 acre park shows the natural beauty of The Forks area and the rivers, as well as teaches visitors about the history of The Forks. Here, visitors can learn more about the history of The Forks through guided walking tours and presentations. You can also explore the nature of the area through walking trails, a native prairie garden, and a canoe dock.

1) How big is this park?
2) Which 2 things does this park show to visitors?
3) How can visitors learn through this park?
4) What are some other parts of this park visitors can explore?
### The Forks Today Chart

<table>
<thead>
<tr>
<th>Parts of The Forks</th>
<th>What is it?</th>
<th>Most interesting feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Forks Market and the Johnston Terminal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Forks Market Plaza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Riverwalk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manitoba Children’s Museum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Forks National Historic Site</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. There are many things to do at The Forks, including ________________, dining, visiting museums, watching live entertainment, and enjoying outdoor activities.

2. The Forks is in ________________ Winnipeg.

3. The Forks is called “the forks” because its location is where the Red River and the ________________ _______________ meet.

4. The Forks has a ________________-year old history.

5. ________________ people and European Fur traders both traded at The Forks.

6. The restaurants in the Forks Market ________________ many different kinds of foods from around the world.

7. In the winter months, the center of the Forks Market Plaza is ________________ into a skating rink which many people enjoy.

8. The Riverwalk is a long ________________ that runs beside the river from the Provencher bridge to the Legislative buildings.

9. The Manitoba Children’s Museum, ________________ behind the Johnston Terminal, is a hands-on museum for children where they can have fun learning about science, history, and other interesting things.

10. The Forks National Historical Site, a nine acre park, shows the natural beauty of The Forks area and rivers, and also teaches visitors about its _________________.

<table>
<thead>
<tr>
<th>6000</th>
<th>Aboriginal</th>
<th>Assiniboine River</th>
<th>Downtown</th>
</tr>
</thead>
<tbody>
<tr>
<td>feature</td>
<td>history</td>
<td>located</td>
<td>shopping</td>
</tr>
<tr>
<td>transformed</td>
<td>walkway</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 7

Purpose:
- to learn how and why the present perfect tense is used
- to compare and contrast the present perfect and simple past tenses
- to review activities around Manitoba

CLB Level:
4

Time:
60 minutes

Materials:
- Present Perfect worksheet for each learner (each page makes 2 copies)
- Present Perfect Sentence cards for each pair of learners
- Past Participle cards for each pair of learners
- True or Not True worksheet to each pair of learners (cut in half – A / B)
- Have you Ever Survey worksheet for each learner

7. Have You Ever…?

Instructions:

1. Using the Present Perfect Tutorial as a guide explain to the learners the way in which the present perfect is used:
   a) to make a connection between the past and the present
   b) using for and since to talk about unfinished time
   c) using already/yet/just to talk about recent events
   d) to talk about life experiences

   Each of these points may be taught one at a time, using more targeted examples and practice pages.

2. Hand out the Present Perfect worksheet to each learner. Have them complete the worksheet and then go over together with the class.
   Answer Key:
   1. I have seen that movie 3 times. I don’t want to see it again!
   2. He has been in school all day.
   3. They have met many times before.
   4. Beth has taught English for 10 years.
   5. I really want to go to The Forks! I’ve never been there before.
   6. Has she ever eaten sushi?
   7. We have known him since we were children.
   8. Jack has worked at the same company since 1990.

3. Divide the learners into pairs. Hand out a set of Present Perfect Sentence cards. Have the learners match the beginnings and endings of the sentences.

4. Continue with the learners in pairs, and hand out a set of Past Participle cards. In pairs, students pick up a card and practice making sentences in the present perfect.
   Option: Have a double set of cards for each pair to make a concentration (Memory Game) activity

5. Hand out the Yes I Have cards to each pair of learners. The learners must answer: “Yes, I have.” to every question they are asked. Their partner must then ask simple past questions to try to elicit more details to learn if they really have done what they have attested to doing.

   e.g. A: Have you ever eaten poutine?
        B: Yes, I have.
        A: Where did you eat it?
        B: I ate it at A & W.
        A: What did it taste like?
B: It was very good. It was a little too salty, though.
A: I think this is true.
B: Yes, that’s right.

6. As a review, hand out the *Have you Ever Survey* worksheet to each learner. Have them walk about asking each other about their life experience in Manitoba. Learners should write down the name of the classmate who gave them a “yes” answer and then try to elicit more information from them by asking WH-questions in the simple past such as “When did you go?” “What did you do?”, etc. They can jot down notes about these answers in the “WH-info.” column of the chart.

### Present Perfect Tutorial

**Compare and contrast how the present perfect is used**

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) UNFINISHED TIME</strong>&lt;br&gt;e.g. They’ve been friends for 10 years.&lt;br&gt;He’s written 3 books.</td>
<td><strong>1) FINISHED TIME</strong>&lt;br&gt;e.g. They were friends for 10 years.&lt;br&gt;He wrote 3 books.</td>
</tr>
<tr>
<td><strong>2) RECENT EVENTS</strong>&lt;br&gt;e.g. He’s just finished.&lt;br&gt;They’ve already eaten.&lt;br&gt;She hasn’t met him yet.</td>
<td><strong>2) RECENT EVENTS</strong> <em>(Possible in North American English)</em>&lt;br&gt;e.g. He just finished.&lt;br&gt;They already ate.&lt;br&gt;She didn’t meet him yet.</td>
</tr>
<tr>
<td><strong>3) LIFE EXPERIENCES</strong>&lt;br&gt;Specific Time&lt;br&gt;e.g. I’ve met her.&lt;br&gt;We’ve been to Egypt.</td>
<td><strong>3) LIFE EXPERIENCES</strong>&lt;br&gt;Non-specific Time&lt;br&gt;e.g. I met her last year.&lt;br&gt;We were there 5 years ago.</td>
</tr>
</tbody>
</table>
1) I ________________________ (see) that movie 3 times. I don’t want to see it again!

2) He ________________________ (be) in school all day.

3) They know each other. They ______________________ (meet) many times before.

4) Beth ________________________ (teach) English for 10 years.

5) I really want to go to The Forks! I ______________ never ______________ (be) there before.

6) ______________ she ever ______________ (eat) sushi?

7) We ________________________ (know) him since we were children.

8) Jack ________________________ (work) at the same company since 1990.
### Present Perfect Sentence Cards

<table>
<thead>
<tr>
<th>I’ve just read…</th>
<th>…an interesting book in English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She’s lived…</td>
<td>…in Canada for 5 months.</td>
</tr>
<tr>
<td>He’s already drunk…</td>
<td>…3 cups of coffee this morning.</td>
</tr>
<tr>
<td>The children haven’t ever swum…</td>
<td>…in the ocean.</td>
</tr>
<tr>
<td>My parents haven’t visited…</td>
<td>…us in Canada yet.</td>
</tr>
<tr>
<td>They have never eaten…</td>
<td>…sushi.</td>
</tr>
<tr>
<td>She’s just had…</td>
<td>…a baby.</td>
</tr>
<tr>
<td>He has worked…</td>
<td>…at Loewen’s since 2003.</td>
</tr>
<tr>
<td>Have you ever met…</td>
<td>…a famous person?</td>
</tr>
</tbody>
</table>
### Past Participle Cards

<table>
<thead>
<tr>
<th>be</th>
<th>begin</th>
<th>choose</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive</td>
<td>eat</td>
<td>fly</td>
<td>drink</td>
</tr>
<tr>
<td>get</td>
<td>give</td>
<td>go</td>
<td>forget</td>
</tr>
<tr>
<td>grow</td>
<td>hide</td>
<td>know</td>
<td>see</td>
</tr>
<tr>
<td>sing</td>
<td>speak</td>
<td>steal</td>
<td>swim</td>
</tr>
<tr>
<td>take</td>
<td>throw</td>
<td>wake</td>
<td>write</td>
</tr>
</tbody>
</table>
UNIT 7:  IN THE COMMUNITY

A  TRUE or NOT TRUE

1) Have you ever tried bungee jumping?
2) Have you ever swum in the ocean?
3) Have you ever played a musical instrument?
4) Have you ever been on an underground train (subway) before?
5) Have you ever gotten a flat tire?
6) Have you ever drunk champagne at a party?
7) Have you ever been to the pyramids in Egypt?
8) Have you ever lost your passport?

B  TRUE or NOT TRUE

1) Have you ever eaten poutine?
2) Have you ever missed a flight?
3) Have you ever gone parachuting?
4) Have you ever seen a bear since you moved to Canada?
5) Have you ever gotten food poisoning?
6) Have you ever gotten a speeding ticket since you moved to Canada?
7) Have you ever seen a UFO?
8) Have you ever slept in a tent?
## HAVE YOU EVER...?

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NAME</th>
<th>WH-info</th>
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<tbody>
<tr>
<td>Have you ever been to The Exchange District?</td>
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<tr>
<td>Have you ever walked on the Riverwalk at The Forks?</td>
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<td>Have you ever gone camping in The Whiteshell?</td>
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<td>Have you ever bought anything at a garage sale?</td>
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<td>Have you ever been to Folklorama?</td>
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<td>Have you ever watched a play at Rainbow Stage?</td>
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<td>Have you ever had a picnic at Assiniboine Park?</td>
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<td>Have you ever driven to Grand Beach?</td>
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<td>Have you ever eaten corn at the Morden Corn and Apple Festival?</td>
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<tr>
<td>Have you ever visited the Mennonite Heritage Village?</td>
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7 Have you ever... Survey worksheet