

# PBLA Pilot Module: Sharing Travel Experiences

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CLB levels: Listening/Speaking at CLB 6 and 7  
Reading/Writing at CLB 5 and 6

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# Introducing the PBLA Multi-level Module Pilot<sup>1</sup>

Thank you for joining the pilot of this exciting new initiative. We are developing a bank of multi-level modules. Your feedback will help ensure the module bank is useful for classroom teachers.

The module package is based on the template introduced in PBLA and includes:

- A module plan adjusted for two levels (developed and piloted by a classroom teacher)
- Assessment tasks and tools adjusted for two levels
- A list of classroom activities and suggested resources.<sup>2</sup>

## BEFORE YOU BEGIN!

Please take a few minutes to develop a **class profile** for each of the four skills. This is an important step to ensure that the level adjustments in the module are appropriate for your class. A quick and easy way to do this is with a class profile chart like the one below, showing a profile for a CLB 3 class of 20. Instructors who have started using these class profiles have found them very informative.

**CLB 3 class of 20 learners: 2 levels assessed**

INTAKE LEVELS:	LISTENING	SPEAKING	READING	WRITING
<i>Completed CLB Level 1</i>	1 learner	0 learners	2 learners	5 learners
<i>Completed CLB Level 2</i>	12	14	10	13
<i>Completed CLB Level 3</i>	5	6	7	2
<i>Completed CLB Level 4</i>	2	0	1	0
<i>Completed CLB Level 5</i>	0	0	0	0
CLB levels to assess.	3 & 4	3 & 4	3 & 4	3 & 2

### To create a class profile:

1. Enter the range of CLB levels in the left hand column.
2. Enter the total number of learners at each level for each skill.
3. Identify assessment levels:
  - a. Identify the CLB level in each skill with the largest cluster of learners (the core level you will assess).
  - b. Identify the adjacent CLB level in each skill with the second largest cluster of learners (the additional level you will assess).
  - c. Record the level(s) to assess in the bottom row.

As you plan for using this module in your classroom, please note any adjustments you make. Did you use the suggestions for classroom activities to help learners develop their skills and prepare for the assessment tasks? Did you use additional resources or skill-using activities? If so, please note them. Did you modify the assessment tasks in any way (e.g. use them as skill-using activities)?

**After you have piloted the module, by January 30, 2017, please complete the feedback form at**

<https://www.surveymonkey.com/r/multilevel2> .

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<sup>1</sup> To learn more about how multi-level modules can be developed and used in an ESL classroom, see the following two chapters from the newly revised *Integrating CLB Assessment*: Ch.5: Adapting Assessment for Multi-level Classrooms, and Classroom 2: Developing Speaking, Listening, Reading and Writing Skills in a Community-based LINC Program.

<sup>2</sup> Skill-building and skill-using activities are specific to the needs of learners in individual classrooms so have not been included in this package.

## Module Plan:

Theme: Tourism

Module Topic: Sharing Travel Experiences

	Listening CLB Level:6/7	Speaking CLB Level:6/7	Reading CLB Level:5/6	Writing CLB Level:5/6
<b>Real-World Task Goals</b>	Listen (and respond) to a friend sharing and reflecting on their travel experience.	Share and reflect on a travel experience in a small group conversation	Read information about several locations/activities to decide where to go	Write a blog about your travel experience and offer your opinions and recommendations to be shared on social media.
<b>Context/ Background Information</b>	Local activities and areas of interest available year round and how to access them. Local tourist centres and publications. National, provincial and local Parks: park etiquette, expectations, and activities; information centers. Planning trips using web based material and printed material. Different types of excursions. Local activities are highlighted to provide accessible and affordable excursions for all.			
<b>Competency Areas and Statements</b>	<p><b>INTERACTING WITH OTHERS</b> <b>CLB 6</b> Understands common social exchanges</p> <p><b>CLB 7</b> Understands moderately complex social exchanges</p>	<p><b>INTERACTING WITH OTHERS</b> <b>CLB 6 &amp; 7</b> Participate in (CLB 7 – less) routine social conversations for some everyday purposes.</p> <p><b>SHARING INFORMATION</b> <b>CLB 6</b> Ask for and give information in some detail; express opinions, feelings..... one-on-one and in small group discussions</p> <p><b>CLB 7</b> Give detailed information; expressing and qualifying opinions and feelings; ..... one-on-one and in small group discussions</p>	<p><b>COMPREHENDING INFORMATION</b> <b>CLB 5</b> Understands simple to moderately complex descriptive texts on familiar topics.</p> <p>Interpret information contained in formatted texts.</p> <p><b>CLB 6</b> Understands moderately complex descriptive texts on familiar topics.</p> <p>Interpret information contained in formatted texts</p>	<p><b>SHARING INFORMATION</b> <b>CLB 5</b> Write a paragraph to relate a familiar sequence of events</p> <p><b>CLB 6</b> Write 1 or 2 connected paragraphs to relate a familiar sequence of events...a detailed description</p> <p><b>INTERACTING WITH OTHERS</b> <b>CLB 5 &amp; 6</b> Convey messages in short,..., informal correspondence for a (CLB 6- expanding) range of everyday social purposes</p>

	Listening	Speaking	Reading	Writing
<b>Language Focus:</b>	Vocabulary relevant to topic about travel planning and relevant tourist destinations Expanding range of adjectives and idioms for feelings and places (both positive and negative) Sequence markers (first, after that, in the end) and other cohesive devices for narrative Phrases and modals for making comparisons, giving opinions and recommendations			
	Recognizing and using: <ul style="list-style-type: none"> <li>• conversation signals (i.e., openings, changing topic, pre-closings, closings, etc)</li> <li>• tone and intonation to identify/express attitudes and feelings</li> <li>• conversation management skills (starting, interrupting, switching topics, etc)</li> </ul> Managing tense changes		Using text organization of web (and print) based information	Using conventions for blog posts
<b>Language and Learning Strategies</b>	Recognizing non-verbal clues to interpret meaning and feelings	Using <ul style="list-style-type: none"> <li>• Strategies to prevent communication breakdown</li> <li>• Strategies to check understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming and scanning</li> <li>• Guessing the meaning of unknown words</li> <li>• Reading questions to identify what type of answer is required</li> </ul>	Using editing checklist to review work
<b>Assessment Task</b>	Listen to a conversation between two people sharing and reflecting on their travel experiences	Share a travel experience or place you visited with a small group – giving details, identify what is interesting or surprising, and respond to questions  Alternative as a skill using activity is included	Read and compare two National parks to decide which one to visit	Describe a travel experience or place you visited for a blog post and why you did or didn't enjoy it. CLB 5 = 1 paragraph CLB 6 – 1-2 paragraphs - include recommendations

## Samples of Activities:

<b>Samples of Activities</b> SB = skill building    SU = skill using	<b>Samples of Planned Assessment for Learning Strategies</b>
<b>Speaking</b> <b>SB</b> – Review and expand strategies for managing conversations <b>SB/SU</b> – Short daily speed chats with a partner. Each day focusing on a conversation mgmt. technique (e.g. interrupting, asking questions to continue the conversation...) <b>SB</b> – Intonation and tone. Changing the meaning. Small groups. One person says a phrase/sentence and group mates and the team has to guess the attitude. Also listening) <b>SB</b> – practice expanded strategies to check comprehension	Instructor Observation checklist  Peer feedback
<b>Listening</b> <b>SU</b> - Listen to podcasts about different parks and event descriptions from the radio <b>SB</b> – Intonation and tone. Changing the meaning. Small groups. One person says a phrase/sentence and group mates and the team has to guess the attitude. Also speaking) <b>SB</b> – LINC 5-7 Classroom Activities- Audio 2.6, 2.7, 3.3 <b>SB</b> – Introduce Active Listening LINC 5-7 Curriculum Gdlines. p. 313	Small groups compare answers. Listen again and discuss how “where” they found their answers.
<b>Reading</b> <b>SB</b> Practice using context clues to guess the meaning of words. <b>SB-</b> Reading travel brochures/websites to practice skimming and scanning skills <b>SU</b> Read a few blog posts to identify interesting hooks and descriptive language, writers opinion and emotions <b>SU</b> Using a regional tourism booklet plan a weekend trip	Take up in small groups to discuss answers. Teacher observes  Learners compare results and confirm information is complete. Instructor circulates and records anecdotal information
<b>Writing</b> <b>SB</b> Using a topic related to travel, practice adding details <b>SB:</b> LINC 5-7 Classroom Activities p. 11-27. <b>SU</b> Write an email to a coworker explaining what you did for the weekend	Group review and debrief as class  Peer review using a few key criteria

### A FEW KEY RESOURCES:

Azar Grammar Series: Tenses, sentence structure

Basic Reading Power and Reading Power by Beatrice Mikulecky & Linda Jeffries – practice reading strategies

<http://www.pc.gc.ca/eng/index.aspx> and local and provincial websites for tourist information.

LINC 5-7: Classroom Activities and Curriculum Guidelines Binders

# Listening Task and transcript

Listening Assessment: CLB 6/CLB 7- **Listening recording and transcript are provided.**

**Task:** Listen to two people sharing and reflecting on their travel experience.

**Interacting With Others: Assessment Criteria:** identify facts (#1-3), implied meaning (#5) identify and interpret feelings (4,6-8)

Name \_\_\_\_\_ Date: \_\_\_\_\_

TASK SUCCESS		<b>CLB 6</b>	
	PART A	4/5	/5
	PART B		

	<b>CLB 7</b>	
PART A	4/5	/5
PART B	4/5	/5

**Directions:** You will hear a conversation between two people talking about what they did on their weekend trip. They had different experiences. One went camping at a National Park and the other went to Fredericton.

You will hear the conversation two times. Answer the following questions. You can write 2 or 3 word answers. Spelling and grammar will not be scored.

**PART A: CLB 6 & 7 complete. Each question is 1 point.**

1. How do Ryan and Natalie know each other?
2. Name one activity Ryan did in Fredericton?
3. Why did Natalie and her husband go to Grand Manan without their kids?
4. What was Natalie’s reaction to Ryan going to the museum for 2 hours?
5. Natalie says “It sounds like a nice weekend. Not my cup of tea though”. What does “Not my cup of tea” mean?

**PART 2: CLB 7 – Answer the additional questions. #6 & #7 are 2 points; #8 is 1 point.**

6. What do you think was the highlight of Natalie’s trip to Grand Manan? Why?
7. Natalie invites Ryan to go sea kayaking. Ryan says” I don’t know. I’ll think about it” Do you think Ryan will go? Explain your opinion.
8. Why do Ryan and Natalie feel like they need to (hurry) back to work?

## LISTENING TRANSCRIPT

N: Good morning Ryan, how are you doing?

R: Oh hey, Natalie, not bad. You?

N: I'm fine, but it is so hard to come back to work after a long weekend.

R: I know what you mean. Can I grab you a coffee?

N: Sure, thanks.

R: So how was your long weekend? What did you do?

N: It was great actually. We went camping in Grand Manan.

R: Oh really? I've never been there.

N: yeah it was amazing. We tented on the side of a cliff at Hole-in-the-wall campground?

R: On the side of the cliff?

N: Yeah it was amazing. The tent site was really isolated, and we had an amazing view of the Bay. We could see lots of whales, seals, and birds. My husband and I spent a lot of time just sitting on the rocks and taking it all in.

R: Did you take your kids?

N: No, it was our 10<sup>th</sup> anniversary, so it was just my husband and I.

R: So what else did you do?

N: Well we did a lot of hiking around the island. There are so many great views. We also went out and did some sea kayaking which was absolutely amazing.

R: Hiking and sea kayaking? Sounds exhausting.

N: Not really. The sea kayaking was really amazing because we went at sunset and we could watch the sun set from right out on the water. It was definitely relaxing. Have you ever tried it?

R: Sea kayaking? No, I don't really think that is my style. It doesn't sound like a relaxing trip to me.

N: So how did you spend your weekend?

R: Well actually, my wife and I went to Fredericton for the weekend. We spent the weekend checking out the museums and historical attractions.

N: Oh?

R: Yeah, it was really interesting. We started at the Beaverbrook Art Gallery actually. They just finished the renovations, and their Masterworks collection was back on display after being on tour for the past two years. My wife and I spend over two hours there. Have you ever been?

N: No I haven't. Two hours?

R: Yeah, and we could have stayed longer if we weren't so hungry. We also went to the Old Government House.

N: Isn't that where the Lt. Governor lives?

R: yeah, but it is also a working museum, so we were able to get a tour. There is so much Canadian history in that building. Finally, we went to Kings Landing.

N: I remember going there when I was a kid.

R: Yeah we love it there. They just reopened the sawmill, so it was nice to see.

N: The sawmill. Is that the one with the water wheel?

R: Yeah. We spend the entire afternoon there on Sunday. It was such a beautiful day. We just walked around to all of the old houses and looked at all the history. Of course, we stopped at the Kings Head for dinner, which was so delicious.

N: It sounds like a nice weekend. Not my cup of tea though. I really think that you should come to Grand Manan with us next time. I think that you would love the sea kayaking if you gave it a chance. You don't need any experience, and it really isn't that hard.

R: I don't. I'll think about. Anyways, I should get back to work. I sense that it might be a long day.

N: Yeah me too. Talk to you later.

R: See you later



# Speaking Task

Speaking Assessment: Sharing a travel experience CLB 6/7

**Competency Area: Interacting with Others & Sharing Information**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task:** Share a trip or a place you visited with a partner or in a group of 3. You should:

- describe your experience in detail
- explain what was most interesting or what surprised you about the experience.
- respond to questions from your small group.

For CLB 7 You will also be expected to offer recommendations, qualify your opinion and note any reservations.

**TASK SUCCESS: CLB 6 & 7 = Meets Expectations in 4/5**

**Your score: /5**

Self Assessment: Yes, no, not sure		Meets Expectations	Not Yet
	<b>Content:</b> <b>CLB 6:</b> provides adequate details of events <b>CLB 7:</b> provides clear and detailed descriptions/comparisons		
	<b>Opinions:</b> <b>CLB 6:</b> expresses what is surprising/interesting <b>CLB 7:</b> clearly expresses what is interesting and gives recommendations		
	<b>Vocabulary</b> <b>CLB 6:</b> Mostly uses topic appropriate vocabulary and attempts some idioms <b>CLB 7:</b> Uses topic appropriate vocabulary comfortably and uses some common idioms and expressions		
	<b>Maintaining Conversations:</b> <b>CLB 6:</b> adds supportive comments <b>CLB 7:</b> asks follow questions to keep the conversation going		
	<b>Taking turns:</b> <b>CLB 6:</b> interrupts appropriately <b>CLB 7:</b> shows developing ability to hold the floor and to resume after an interruption		
<b>DOING WELL:</b>		<b>TO IMPROVE:</b>	

**MANAGEMENT CONSIDERATIONS**

If you use this as an assessment task, each partner/small group would complete the task and record their conversation. Teacher would review the recording and assess. Or the teacher consider reviewing recordings as a class. While the whole class watches and provides oral feedback ( 1 positive and 1 next time), the teacher completes the assessment.

**ALTERNATIVE: USING AS A SKILL USING ACTIVITY**

This could also be managed as a skill using activity and still be a viable task for the portfolio. The instructor would use a comments only feedback using a checklist. Peer assessment could also be included.

Set up: Pair up small groups/2 sets of partners. One small group talks the other observes. Switch. Debrief. - .

Instructor role: circulates and checks off criteria on a class checklist. Review the peer feedback, add comments and return to learner for his/her portfolio.

Peer role: observe peer group and provide feedback on a few criteria provided by instructor.

Sample teacher checklist: Teachers would identify appropriate criteria. (If the teacher started a weekly “chat time” this type of checklist could be used over several events, ensuring all learners are observed.)

NAME and CLB level for the skill	GOOD DETAILS	GIVES OPINION	RECOMMEN-DATIONS	MAKES COMMENTS ASKS QUESTIONS	INTERRUPTS POLITELY

Sample Peer feedback form: A few criteria are listed as an example. To save paper 4 could fit on a page.

**Speaker** \_\_\_\_\_ **Reviewer:** \_\_\_\_\_

CRITERIA	Yes, No, Not sure	Comments (if appropriate)
<i>Helps to keep the conversation going – commenting or asking questions</i>		
<i>Gives an opinion and recommendation</i>		
<i>Good details</i>		
<b>TEACHER OBSERVATION:</b>		

## Reading Task and Text

CLB 6/7 Reading Task: Read about the activities available in the parks.

**Competency Area:** Comprehending Information

**Criteria for assessment:** finding details (#1); making comparisons(#2,3); give an opinion (#5, 8,) make inferences (#4,7) (word meaning #6, 9, 10)

TASK SUCCESS:

	CLB 5	
PART A	<b>8/12</b>	<b>/12</b>
PART B		

	CLB 6	
PART A	<b>9/12</b>	<b>/12</b>
PART B	<b>5/6</b>	<b>/6</b>

**Part A. CLB 5 and 6- Directions:** Read about Fundy National Park and Kouchibougauc National Park and answer the following questions.

1. (2pts) **Why were the Parks created?**
2. (2pts) **What are two ways in which the Parks are similar?**
3. (2pts) **What are two ways in which the Parks are different?**
4. (2pts) **Which park is better to visit in the winter? Why?**
5. (3pts) **Which park do you think would be the most interesting to visit? Why?**
6. (1 pt) **Word meaning.** In the reading *Kouchibougauc National Park: Hours of Operation* a sentence reads: In winter the Pijeboogwek Waxing Hut is open and **staffed** so park wardens are available to answer questions. What does **staffed** mean?

**Part B. CLB 6- Directions: Complete the additional questions.**

7. (2pts) Identify two activities that relate to the history of Canada?
  
8. (2pts) Give 2 reasons why you think these Parks are important to New Brunswick?

**In the reading Kouchibougauc National Park infer the meaning of the word(s) in bold. (1 point each)**

9. In the Introduction the sentence reads, The area is popular with naturalists because of the variety of **flora and fauna**...What does **flora and fauna** mean?
  
10. In *Experience Winter in the Park* the sentence reads For seeing birds **perched** on dormant **deciduous trees**. What does **perched** mean?





## KOUCHIBOUGUAC NATIONAL PARK OF CANADA [pronounced koo-chi-bu-gwac]

Sources: Parks Canada website and Wikipedia

The Park is located on the east coast of New Brunswick. It was created in 1969 to protect the sensitive sand dunes and bogs which are home to many different birds, animals and plants. The area is popular with naturalists because of the variety of **fauna and flora**.

**Hours of Operation:** The Park is open year round for visitors use. The Visitor Reception Center, which is an information center and small museum, is open from May to October. In winter the Pijeboogwek Waxing Hut is open and **staffed** so park wardens are available to answer questions.

### Featured Activities

	<p><a href="#"><u>Amazing sea life and sand dune discoveries await at Kellys Beach</u></a> Follow an interpretive guide into Kouchibouguac's shallow saltwater lagoons and wade through seawater on a fascinating, immersive sea-life discovery program. It's summertime fun for families and the young-at-heart.</p>
	<p><a href="#"><u>Paddle a Voyageur Canoe through calm waters to a bustling colony of grey seals</u></a> Set out on a marine adventure. Encounter a colony of curious grey seals. Follow in the footsteps of Mi'kmaq First Nations and French fur traders. Welcome to Kouchibouguac's unforgettable Voyageur Canoe experience.</p>
	<p><a href="#"><u>Mi'kmaq traditions come alive in an immersive, enlightening Wigwam gathering</u></a> View a ceremonial dance, engage with illuminating storytellers and create your own craftwork. Join a Mi'kmaq host on a cultural exploration of the traditions and heritage of the peoples of the land.</p>
	<p><a href="#"><u>Experience winter in the park—snowshoe and ski on the spectacular Acadian Coast</u></a> Winter in Kouchibouguac is a time for cross-country skiing through Acadian woodland. For snowshoeing to crowd-free campsites. For seeing birds <b>perched</b> on dormant deciduous trees. And for discovering the park anew.</p>





**FUNDY NATIONAL PARK OF CANADA** (Sources: Parks Canada website and Wikipedia)

The Park is located in New Brunswick on the Atlantic Ocean. It was established in 1948 and protects 12 kilometres of rocky and dramatic shoreline and the world’s largest tides. Twice a day, up to 12 metres of water (about as high as a four story building) flow in and out.

**Hours of Operation:**

Fundy National Park is open for your enjoyment, with most facilities open from mid-May to mid-October every year. Anyone exploring the national park in the winter is reminded that they are responsible for their own safety and should be sure to properly prepare and plan for their trip.

**Featured Activities**

	<p><b><u>Explore the Ocean’s Floor at Low Tide</u></b> Receding tides leave behind a vast intertidal zone at Fundy National Park. Explore these rich mud flats – home to a thriving ecosystem of crustaceans and barnacles – on your own or with a trained park naturalist.</p>
	<p><b><u>Maritime Music and Culture at the Bay of Fundy</u></b> While Fundy National Park is best known for its tides, it also boasts impressive cultural credentials. Each summer, the park hosts a music series showcasing Maritime music, as well as a culinary and cultural festival.</p>
	<p><b><u>Swim with Salmon for Science</u></b> Join Parks Canada biologists as they track the populations of endangered inner Bay of Fundy Atlantic Salmon by conducting snorkel surveys. This unique, day-long expedition starts with a training session before participants get face-to-face with salmon in backcountry river pools.</p>
	<p><b><u>Experience an Authentic Atlantic Canada Kitchen Party at the Historic Molly Kool Home</u></b> Kitchen parties are an Atlantic Canada tradition and Fundy visitors can experience one for themselves in the childhood home of Canadian pioneer Molly Kool. The hour-long experience includes some local history and plenty of foot-stomping music.</p>

# Writing Task

## Writing Assessment: CLB 5/CLB 6

### Sharing Information or Interacting with Others

Name: \_\_\_\_\_ Date: \_\_\_\_\_ **CLB 5 or 6**

**CLB 5 Task:** Write one paragraph to describe a trip or a place you visited for a blog post and why you enjoyed (or didn't enjoy it). Remember to include good details.

**CLB 6 Task:** Write 1-2 paragraphs to describe a trip or a place you visited for a blog post. Your paragraph should include good detail, and also offer recommendations to others. Explain which parts you would recommend to others, and which parts you would not recommend.

<i>Self Assessment:</i> Yes, no, not sure		Meets Expectations	Not Yet
	<b>*Overall:</b> You clearly describe a vacation/place visited		
	<b>*Expresses feelings/opinions</b> CLB 5: clearly states CLB 6: clearly states and offers recommendations		
	<b>*Main ideas and details</b> CLB 5: paragraph expresses a main idea describes the place with several details CLB 6: paragraphs clearly expresses main idea(s) and supports them with good/many details and explanations if necessary		
	<b>Vocabulary:</b> CLB 5:adequate range of everyday vocabulary and adjectives CLB 6: good range of everyday vocabulary and adjectives		
	<b>Sentence Structure</b> CLB 5: Good use of simple structures and attempts some complex sentences CLB 6: Good control of simple structures and shows some control of complex structures (e.g. main clause and one or more dependant clauses, nouns clauses, etc)		
<b>Doing well:</b>		<b>To Improve:</b>	

**TASK SUCCESS:**

CLB 6 and 7 = 4/5 (must include \*items)      YES      NO