Dealing with Issues in the Community

A CLB 5-6 Module with Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

Development Team

Ryan O'Shea

Anne Hajer

Table of Contents

How to Use the Module Package

This module includes activities for a unit on dealing with issues in the community for CLB levels 5 and 6. There are suggestions for introducing the topic as well as handouts for goal setting and end-of-module learner reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.

Skill Building Activity   *Skill-using Task*   *Assessment Task*

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to "allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts". (ICLBA, 2017).

3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).

4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class.
    The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.

5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 5 and CLB 6 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 5 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 6. You might adjust the expectations and expect learners at CLB 6 to demonstrate greater mastery than learners at CLB 5 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.

- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.

- **Formal assessment**: feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines:* Portfolios: Feedback and Assessment and *Integrating CLB Assessment,* Chapter 2, Planning for Assessment*.*

Your feedback

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and

- Providing your feedback via an online survey at: https://www.surveymonkey.com/r/modulefeedback1

Module Plan

Theme: Housing   **Topic:** Dealing with Issues in the Community

	Listening CLB Level: 5-6	Speaking CLB Level: 5-6	Reading CLB Level: 5-6	Writing CLB Level: 5-6
Real-World Task Goal(s)	Understand information in a conversation between neighbours discussing a community issue.	Initiate and engage in a short conversation with a neighbour about a community issue.	Understand information about a community issue.	Write a message to a city official giving an opinion about a community issue and support opinion with reasons.
Context/ Background Information	Municipal politics and who to contact about local issues; the rights of citizens to express opinions and protest; community meetings/consultations to discuss proposed changes; local organizations that could be advocates for change; knowing where notices about proposed changes in the community are posted (newspapers, community websites, social media); types of issues that may involve community consultation (e.g. constructing buildings that are bigger/higher than what is typical in the area; building facilities that are controversial such as half-way houses or safe injection sites).			
CLB Competency Area(s) and Statements	**Interacting with Others** **CLB 5:** Understand the gist and some details in moderately complex common and predictable social exchanges (that may express interests, likes, dislikes, preferences). **CLB 6:** Understand common social exchanges (such as openings and closing, and problems in reception and communication).	**Interacting with Others** CLB 5: Participate in basic social conversations for some everyday purposes (such as expressing feelings and engaging in small talk). CLB 6: Participate in routine social conversations for some everyday purposes (such as expressing opinions and making suggestions). **Sharing Information** CLB 5: Agree, disagree and give opinions in small group discussions. CLB 6: Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions.	**Getting Things Done** CLB 5: Get information from simple to moderately complex business or service texts (such as public announcements, brochures, notices, business letters and flyers). CLB 6: Get information from moderately complex business/service texts containing advice, requests or detailed specifications. **Comprehending Information** CLB 5: Understand simple to moderately complex descriptive or narrative texts on familiar topics CLB 6: Understand moderately complex descriptive or narrative texts on familiar topics.	**Getting Things Done** Write short business or service correspondence for routine personal needs/purposes. • CLB 5: Message is about 1 paragraph • CLB 6: Message is about 1 or 2 paragraphs

	Listening	**Speaking**	**Reading**	**Writing**
Language Focus Items	• Vocabulary related to the listening texts • Discourse indicators for cause and effect (e.g., because, since, therefore, as a result, because of, so) • Recognizing mood and attitude of the speaker; identifying emotional states from tone and intonation • Differentiating opinions from facts • Identifying common conversation structures, such as how to open and close a conversation, change a topic, interrupt politely	• Expressions for giving opinions, agreeing/ disagreeing and persuade others to agree • Conditionals for describing consequences (If this happens…) • Adjectives to describe emotions (I'm upset, confused, worried) • Organizing a conversation that includes expressing an opinion with reasons • Tone and intonation to sound polite when giving opinions, making suggestions	• Vocabulary related to the reading texts • Identifying tone, mood and attitude in communication about an issue in the community • Using layout or formatting features (e.g. upper case, bolding) to assist comprehension or identify key information	• Paragraph structure • Conditionals • Spelling, punctuation, capitalization • Expressions for giving opinions
Language and Learning Strategies	• Using background knowledge to aid in comprehension.	• Expressions to confirm listener's comprehension	• Using background information to aid in comprehension • Strategies for understanding the meaning of unfamiliar words from the context • Scanning for key information • Skimming for general idea	• Proofreading and editing writing (using a checklist) • Using a dictionary to check the spelling of words
Assessment Tasks	Listen to a dialogue about two neighbours discussing a community issue and answer comprehension questions.	Role play expressing your opinion to a neighbour about a community issue.	Read a public notice about a community issue and answer comprehension questions.	Write a message to a city councillor expressing your opinion about a community issue; give reasons to support your opinion.

Additional Teacher Resources

The Language Companion Stage 2:

Helpful English:	p. 3 *Interacting Socially*
	p. 9 *Making Complaints*
	p. 28 *Giving Opinions*
	p. 29 *Being Persuasive*
	p. 31 *Business Writing*
	p. 38 *Reading Strategies*
Where I Live:	p. 4 *My Community*

- LINC 5-7 Classroom Activities, Volume 1, Toronto Catholic School Board, 2010: Chapter 2 *Business Writing*

- Fundamentals of English Grammar, Textbook, and Fundamentals of English Grammar, PowerPoint Presentations, Pearson College Division: Betty S. Azar and Stacey Hagan; http://www.azargrammar.com/materials/feg/FEG_PowerPoint.html

- Cause and Effect: https://www.literacyideas.com/teaching-cause-effect-in-english

- Fact and Opinion: https://www.literacyideas.com/teaching-fact-and-opinion

- Citizens for Public Justice: https://cpj.ca/writing-letter-your-mp/

- ESL Library: www.esllibrary.com

  Useful sections:

  - Mini-Debates: https://www.esllibrary.com/courses/73/lessons

  - Discussion Starters: https://www.esllibrary.com/courses/72/lessons

- Legislative Assembly of Ontario: https://www.ola.org/en/visit-learn/school-programs/games-quizzes/levels-government-game

There are many different ways to introduce this module to the class. Here is one option that focuses on activating the learners' prior knowledge and becoming aware of which level of government is responsible for which issues.

1. Post the following questions on the board:

   What are some controversial issues in your community today? In your culture, how do community issues get solved? If you had an issue in your community now, what would you do about it? Who would you contact?

2. After the class has had a chance to discuss, start a list of community issues. Keep this list up for the duration of the module to refer back to, and add more issues as they come up.

3. Put the three levels of government (municipal, provincial, federal) on the board; discuss their roles and perhaps even how to contact a local representative. Using the list of issues below, have learners work with a partner and discuss which level of government would be responsible for each issue.

1.	Your child's school has informed you that French immersion will no longer be offered.
2.	You just learned that employment insurance will be eliminated for seasonal workers.
3.	You believe that the local airport should be expanded to allow for more international flights.
4.	You want to apply to sponsor a new immigrant.
5.	The university has increased its tuition for the third year in a row. You think that this is unreasonable.
6.	The emergency room waiting time is too long. More doctors need to be hired.
7.	The local library may be closing due to lack of funding.
8.	The sidewalks on your street need to be repaired.

Answer key: Federal: 2, 4. Provincial: 1, 5, 6. Municipal: 3, 7, 8.

To expand on this activity, try playing the following game: https://www.ola.org/en/visit-learn/school-programs/teaching-resources/games/levels-government-game

Name: _____   **Date:** _____

Look at the language skills covered in this module.

Beginning of module goal setting:

In this module, I would like to improve the following skills:	What can I do to achieve this goal?

End of module review: **Date:** _____

My goal:	Did I achieve my goal?	Were my strategies successful?

Vocabulary: Issues in the Community

There are a variety of vocabulary-building activities that can be used to help learners remember and use some of the vocabulary they will encounter in this module. Below are a few suggestions:

Possible Vocabulary Skill-Building Activities:

1. Post a short list of words. Have learners work in small groups to identify their meanings and create a word bank. This activity could be completed at the end of each reading and listening activity.

2. Pronunciation Practice: Have learners mark the stressed syllables and practise pronouncing the words in their word lists.

3. Copy and cut out the word cards on the next page. Arrange learners into small groups of 3-4 learners per group and give each group a set of the cards. Place the set of cards face down on the table. Have learners draw cards one at a time and describe the word/phrase on their card to the rest of the group without mentioning the actual word or phrase. The rest of the group tries to guess the word/phrase on the card.

4. Word wall race. Divide the class into groups of 3-4. Each group will have a given amount of time to write down as many vocabulary words from the unit as they can. Ideally, this would be done up on a board so the class can review after. If done this way, group members must take turns writing down a word. In order to score a point, the word must be spelled correctly. After the given time, the team with the most correctly spelled words connected to the unit is the winner.

halfway house	conditions	statistic
controversy	banned	by-law
fees	methadone clinic	invest
fee	petition	incidents
speed humps	permit (verb)	safety hazard
pedestrian	councillor	notice
abide	protest	project

Vocabulary Cards: Dealing with Issues in the Community

Include any additional words that may be unfamiliar to learners here.

Learning Reflection: End of Module

Name: _____   **Date:** _____

Part One: Self-Assessment

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	I need some more practice.	This is hard!
I can understand a conversation about a community issue.	☐	☐	☐
I can use strategies to confirm my understanding of a speaker.	☐	☐	☐
I can use strategies to confirm that I am understood.	☐	☐	☐
I can use the topic vocabulary.	☐	☐	☐
I can give my opinions about community issues and give reasons to support my opinions.	☐	☐	☐
I can understand information in a public notice about a community issue.	☐	☐	☐
I can write a message expressing my opinion with reasons.	☐	☐	☐

Learning Reflection, part 2

1. What is the most useful thing you learned in this module?

    _____

    _____

    _____

    _____

2. Which activity was the most difficult? Why?

    _____

    _____

    _____

    _____

3. In the next unit, what could you do to help your learning?

    _____

    _____

    _____

    _____

Listening: Skill-Building and Skill-Using Activities

Distinguishing Facts from Opinions

Teaching Notes: Remind learners that people often refer to studies or things they have read online to add weight to their opinions.

Set Up:

1. Engage the class in a discussion about how they can tell the difference between a fact and an opinion when talking with someone about a community issue. Brainstorm clues to help them. Consider extending the discussion to credible and non-credible sources of information.

    Some possible clues for identifying facts include references to external research, online articles, credible news sources, and sometimes preceded by *according to, based on,* etc.

Facts	Opinions
- ***According to*** the results of the survey… - The findings were ***based on*** years of research. - The study ***confirms…*** - Research ***shows*** that… - The investigation ***demonstrated …***	- *I feel/believe that…* - *In my opinion…* - *My neighbours think that…* - *The city should …* - *It would be better if …*

2. Inform learners that they will be listening to four audio clips where people are talking about various issues related to school busses. They will try to identify statements in each clip where the speaker is expressing an opinion or a fact. They will also identify the cues in the listening text that let them know which it is (opinion or fact).

3. Play each audio clip 2 times before moving to the next one. Have learners work with a partner or in small groups and identify the statements in each clip that indicate a fact or an opinion and reasons for their decisions.

    Answer Key:
    1. *All elementary children **should** have the option to take a school bus.* **OPINION**
    2. ***According to a number of studies,** having no seat belts on school busses actually increases safety* **FACT**
    3. *Wouldn't it be better if all the kids just ride on the same bus?* **OPINION**
    4. The text mentions an interesting *article online about a recent study* **FACT**

Additional Practice Suggestions:

Have learners write their own list of facts and opinions using the key words. Have them read their sentences to the class or a partner and have the partner identify if it is a fact or opinion.

Transcript:

Audio 1:

I just got an email from my daughter's school saying that we live too close to the school for her to be able to take a school bus. There's a new rule that any child that lives within 1.6km of the school can't take the bus anymore. I can't believe that my little 5-year-old is going to have to walk to school! That's just too far for a small child. So that means I'm probably going to have to drive her every morning. Seriously, all elementary children should have the option to take a school bus, especially in the winter.

Audio 2:

I was really surprised when I found out that school busses don't have seats belts. I thought that was really unsafe, so I contacted the school board. They told me that according to a number of studies, having no seat belts on school busses actually increases safety. They said that small children can get hurt if they're not using seatbelts correctly. And if there is an accident and small children don't know how to unbuckle themselves, they could get trapped in a potentially dangerous situation. They also mentioned that installing seat belts would be an added stress and responsibility for the drivers who would have to constantly help small children buckle and unbuckle themselves if they're having trouble doing that.

Audio 3:

There's been a lot of controversy lately about the fact that there are different school busses for the French and English schools. There are two busses for each route, and each bus isn't even half-full. What a waste of money! Wouldn't it be better if all the kids just ride on the same bus? That would save money for both schools, and it would be a great way for the kids from both schools to get to know each other.

Audio 4:

I just saw another car pass a school bus when it's red lights were flashing. I am so angry! A child could have been seriously hurt or worse. I know that cars can get a huge fine for doing that but the problem is, the police are never around when it happens. You know, I just read an interesting article online about a recent study that was done in one of the provinces in western Canada. In the study they found that having cameras on the outside of school busses significantly reduced the number of school bus accidents. They're good deterrent and an effective way to catch drivers who pass when the lights are flashing. I don't understand why our school busses can't have them too.

Identifying Cause and Effect

> **Teaching Notes:** Review conditionals prior to this activity, if needed.

Set Up:

1. In small groups, have learners brainstorm different words that show *cause* and *effect*. Take up the examples in a class discussion and write them on the board for learner reference.

Cause	Effect
since	so
because	then
if	therefore
due to	as a result
because of	hence
as a result of	accordingly
now that	consequently

2. Play or read the suggested examples. Have the learners identify the cause, effect, and the clue word. Review the answers as a class.

Answer Key:

Cause	Effect	Clue
Living closer than 1.6km to the school	No longer eligible for school bus service; have to drive daughter to school	conditional sentence
Cuts to public education	Impacts on education programming	as a result
School Board closing a high school and selling the land to a developer	New townhomes will be built	so that
Cars not stopping for school busses	Cameras will be installed on busses	since

Additional Practice Suggestions:

Using examples already discussed in class, have learners create their own sentences involving cause and effect.

Transcripts

Audio 1:

Did you know about the distance to school rule for bussing? I just found out that**,** starting in September, I'm going to have to drive my daughter to school every morning before I go to work. The new rule says that **if you live closer than 1.6 km to the school, your child is no longer eligible for the bus service**. She is too little to walk, and the winters are so cold here so I guess my only option is to drive her every morning.

Audio 2:

I just heard on the news that the province is going to cut funding to public education. **As a result**, class sizes might be bigger, full-day kindergarten might be affected and there may be less money for programs to help children with special needs. Some of my friends have sent letters to the Minister of Education and I think I will too.

Audio 3:

I couldn't believe it when I heard that the School Board has decided to close the high school down the road **so that** bunch of townhouses can be built. Apparently the land has been sold to a private developer who wants to build some new townhouses on the property. Townhouses! Can you imagine? I'm outraged! There isn't another school close to our home for at least 10 kilometers and that was a really good school.

Audio 4:

Drivers are so impatient in our neighbourhood, especially with school busses. I just found out that **since** there have been so many incidents with cars passing school busses illegally, the School Board has decided to install cameras on all the busses by next September. Hopefully that will catch some of these bad drivers and put a stop to their dangerous driving.

Listening to a Dialogue about a Community Issue

Competency Area: Interacting with Others

Indicators of Ability: Identifies facts and opinions; identifies cause and effect

Teaching Notes: This listening task requires some writing. Learners will need time after listening to each audio clip to record their answers. Inform them that proper spelling and grammar are not important.

Set Up:

1. Inform learners that the dialogue they will be listening to is about two people's opinions regarding a proposal to build a large prison near their town. Consider engaging the class in a brief discussion about how they would feel if this were happening in their community.

2. Distribute the handout and go over the instructions for the activity. Learners will try to identify facts and opinions that are mentioned in the dialogue as well as some possible effects. Note that not all of what is in the left column is mentioned in the dialogue.

3. Play the audio 2 times and allow time between each for learners to write their answers.

4. Learners can compare their answers with a partner before taking them up as a class.

Answer Key:

	Mentioned?	Fact or opinion?	Possible effect
The value of people's homes will go down.	☑	O	People will lose money when selling their homes.
Prisoners have escaped.	☑	F	People will be nervous.
There will be more traffic in community.		-	
Having a prison will give the community a bad reputation.		-	
Ex-prisoners will settle in the community after they have served their sentences.	☑	O	People would not feel safe.
Having a prison will harm the environment		-	
The prison will help the local economy.	☑	O	It will create well-paying jobs and bring more money into the community.

Transcript:

A: I can't believe they want to build a new prison just outside of our town. I really don't think that's something I would want in our community.

B: Oh really, why not? Personally, I think it's a great idea.

A: Great idea? A prison close to our town? No way. Prisons bring so many problems.

B: Like what?

A: Well, first of all, property values will probably go down and that will make it harder for people to sell our houses if they ever want to move.

B: How do you know that? Did you read that somewhere?

A: No, but it's just common sense. And what happens if prisoners break out? Do we really want escaped prisoners in our community? Every day we'll be watching the news waiting for someone to escape.

B: Every day? That's a bit of an exaggeration, don't you think? Let me look up how many actually escaped last year… Ok, so there were 8 people in total that escaped all across Canada. That doesn't seem like a lot.

A: It's still 8 prisoners too many!

B: Yeah, I guess so. I have to admit, that makes me a little nervous too.

A: And what about drugs? Prisons are known for having a lot of drugs. I am sure there'll be more drugs in our community because of this.

B: Hmm, maybe but I'm just thinking of all the benefits this might bring to the community.

A: Benefits? Like what?

B: Well, first, they'll need to build the prison which will create a lot of jobs. And then, they'll have to hire people to work there. From what I've read, prison workers average over $50, 000 a year in salaries. Those are a lot of good paying jobs, and a lot of that money will be spent right here in our town.

A: Yeah, I suppose that is a benefit. But what happens when prisoners have served their time? Won't they then move into our community? I don't think I'd feel safe if that happened.

B: I'm not sure most of them would stay here. They'll probably want to go back to their hometowns, don't you think?

A: Yeah, maybe. I don't know. I just don't like the whole idea of it.

B: I get where you're coming from. Building a new prison here definitely has its pros and cons.

Name: _____ Date: _____

Instructions: Listen to the dialogue between two friends discussing a new prison being built close to their community.

1. Put a check ✓ in the second column **if** you hear the fact/opinion mentioned in the conversation.
2. Put a check beside either **F** (for fact) OR **O** (for opinion) in the third column.
3. Write the possible effect that is mentioned in the fourth column

Facts/Opinions	Mentioned ✓	Fact or Opinion	Possible Effect
The value of people's homes will go down.	☐	F ☐ O ☐	
Prisoners sometimes escape.	☐	F ☐ O ☐	
There will be more traffic in community.	☐	F ☐ O ☐	
Having a prison will give the community a bad reputation.	☐	F ☐ O ☐	
Ex-prisoners will settle in the community after they have served their sentences.	☐	F ☐ O ☐	
Having a prison will harm the environment.	☐	F ☐ O ☐	
The prison will help the local economy.	☐	F ☐ O ☐	

Speaking: Skill-Building and Skill-Using Activities

Expressing Opinions and Giving Reasons

> **Teaching Notes:** In this activity, learners are expressing opinions about various community issues and giving reasons using either conditionals or '*because*'. You may also want to include persuasion in this lesson and have learners convince others to agree with their point of view.
>
> A list of situations has been provided; however, the class could also brainstorm a list of relevant local issues that may cause controversy and use those for the practice scenarios instead.

Set Up:

1. Review expressions for giving opinions. Also review ways to express reasons for an opinion and describing the consequences of following through (or not) with an action by using conditional sentences (focusing on the 1ˢᵗ conditional) or *because*.

Giving Opinions	Giving Reasons
In my opinion	Using Conditionals: *If they close the daycare, I …*
I think that…	
I strongly believe that …	Using 'because': *I think it's a bad idea because …*
I honestly think that …	

2. Brainstorm a list of possible adjectives to describe an idea/plan in both positive and negative terms (e.g., *It's a great/ terrible/ crazy/ wonderful/ ridiculous plan*).

3. Organize learners into small groups and give each group a set of cut up scenario cards. Place the cards face down on the table and have each person draw a card, one at a time. Each learner will describe his/her situation and give their opinion as well as a reason/consequence. Other group members can give their opinions as well.

4. Circulate and provide feedback on pronunciation and the appropriate use of expressions as needed.

5. Once each group has finished discussing all of the scenarios, have some learners present their opinions and reasons to the class as a whole.

The town's community centre has been used for cultural and sports events for the last 40 years. It now needs extensive repairs and there is no money in town budget to pay for them. The town is planning to close it.	The town council has announced that it is planning to make all public buildings wheelchair accessible by 2021.	A marijuana dispensary will be opening in your neighbourhood next month.
Some of the streets in the downtown area will be blocked off on Sundays to create a car-free zone.	A new restaurant offering live music in the evenings is opening down the street from your apartment.	The city plans to crack down on panhandlers. Anyone caught panhandling will now receive a large fine.
Vaping will be banned outside all public buildings in your town.	The city is planning to close the local pool.	Anyone caught using a barbecue on their apartment balcony will now receive a large fine.

Agreeing, Disagreeing and Persuading

> **Teaching Notes:** There are two sample community issue provided; however, there may be more relevant examples in learners' own community that could be used instead.

Set Up:

1. In a class discussion, brainstorm expressions for agreeing and politely disagreeing with someone's opinion. Also discuss ways to persuade someone to agree with your point of view (e.g., by asking the other person a question).

Agreeing	Disagreeing	Persuading
- *I (totally) agree.* - *I feel the same.* - *That's a good point.*	- *I'm not sure I agree.* - *I don't really see it that way.* - *That's true but…* - *I understand what you're saying but…* - *That's a good point but…*	- *Don't you think that makes sense?* - *Don't you think that's a good/bad idea?* - *Wouldn't you want …?*

2. In addition, brainstorm different ways to confirm what the speaker has said and the listener's understanding. Examples can be written on the board for learner reference.

Clarifying/Confirming Understanding	
Listener:	**Speaker:**
- *So, you mean/think/believe that…* - *So, you're saying that…?* - *If I understand you correctly…* - *Do you mean…?*	- *Are you with me?* - *Does that make sense?* - *Do you know/understand what I mean?*

3. Distribute the scenario cards and ensure learners understand the issue. Inform them that they will be having a discussion with a partner about the topic on their card.

   To help learners come up with ideas for the discussion, consider grouping them into 4 groups according to their scenario card and have them brainstorm possible arguments together with learners who have the same scenario and position before they have the partner discussion. For the methadone clinic scenario, learners may have difficulty coming up with arguments in favor or against it on their own. Consider having learners research information online that could help to support their position. Following are a few arguments to get things started:

Pros	Cons
- Methadone clinics help drug users which leads to an overall decrease in the drug use in the city. - Helping drug users overcome their addiction can lead to a decrease in crime and drug use in the city. - This service helps to reduce overall costs to the healthcare system. - These clinics save lives.	- Could lead to an increase in drug use in the city - Many methadone clinics just dispense the drug without offering counselling to help people overcome their addictions. - This could just lead to another addiction (to methadone).

4. Once learners are ready with their ideas, they can begin the discussion with their partners. Learner A will begin by presenting his/her points of view. Learner B will present counter arguments. Remind learners to use appropriate expressions for agreeing, disagreeing and confirming understanding during the discussion. They should also try and persuade their partner to agree with their point of view.

5. Circulate and provide feedback on pronunciation and the expressions used as needed.

Scenario 1

Learner A:	**Learner B:**
A methadone clinic is opening up in your neighbourhood. It will be located about half a kilometer from a high school and kilometer away from the nearest elementary school. You are opposed to the idea.	A methadone clinic is opening up in your neighbourhood. It will be located about half a kilometer from a high school and kilometer away from the nearest elementary school. You think methadone clinics are a good idea.
1. Think of two to three reasons to support your opinion.	1. Think of two to three reasons to support your opinion.
2. In a conversation with your partner, state your opinion and give the reasons for your opinion.	2. In a conversation with your partner, state your opinion and give the reasons for your opinion.
3. Listen to your partner's opinion and clarify anything that is unclear.	3. Listen to your partner's opinion and clarify anything that is unclear.
4. Try to convince your partner to agree with your opinion.	4. Try to convince your partner to agree with your opinion.

Scenario 2

Learner A:	**Learner B:**
The local government is proposing a new by-law that prohibits teenagers from playing basketball on public courts after 8:00 pm. You agree with the bylaw.	The local government is proposing a new by-law that prohibits teenagers from playing basketball on public courts after 8:00 pm. You disagree with the bylaw.
1. Think of two to three reasons to support your opinion.	1. Think of two to three reasons to support your opinion.
2. In a conversation with your partner, state your opinion and give the reasons for your opinion.	2. In a conversation with your partner, state your opinion and give the reasons for your opinion.
3. Listen to your partner's opinion and clarify anything that is unclear.	3. Listen to your partner's opinion and clarify anything that is unclear.
4. Try to convince your partner to agree with your opinion.	4. Try to convince your partner to agree with your opinion.

Giving Opinions in a Discussion

> **Competency Area:** Sharing Information
>
> **Indicators of Ability:** Provides necessary information; Agrees and disagrees appropriately; confirms understanding if needed.
>
> **Teaching Notes:** A review of conditional sentences, confirming understanding, and some background information about the topics may be necessary.

Set Up:

1. Explain the activity instructions and the criteria. Arrange learners in groups of 3 or4. Place a set of scenario cards and the agree/disagree cards face down on each table. Also distribute the feedback forms.

2. Learners take turns drawing a scenario card as well as an agree/disagree card. They present an opinion and reasons for the scenario and position they have drawn. Others in the group can either agree or disagree and give alternative reasons.

3. Remind learners to use appropriate phrases for agreeing/disagreeing/ confirming information. Also remind them that they can give reasons using either a conditional or *because*.

Confirming/Clarifying	Giving Reasons
- *So, you are saying that…* - *If I understand your point, you think…*	- *If this happens…* - *I think this a great idea because…* - *That may be true, but…*

4. Consider having learners record the discussions to make it easier for self or peer feedback.

5. When the discussions are complete, have learners do either a self-assessment or peer feedback using the form provided.

Assessment:

Choose the approach that best suits the needs of learners, for example:

- Peer and self assessment: Ensure that time is given for peers to share and review feedback. Alternatively, the feedback form can be used for self-assessment only, or for both self and peer assessment (with the learner using the checkboxes in the first column for self-assessment).

- Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.

- In a class discussion, have learners identify specific issues they feel they need more practice with.

AGREE	AGREE
DISAGREE	DISAGREE

✄

Bikes shouldn't be allowed in high traffic areas. They are just too dangerous for both drivers and cyclists.

The summer break for public schools should be shortened. Two months is too much time for children to be out of school.

Businesses will no longer be responsible for clearing snow in front of their business.

The city should host the next Pan Am games.

City transit should be free for all seniors.

The community will close its only local zoo. The zoo has been around for 40 years and was updated once about 25 years ago. There is no money to modernize it.

PEER FEEDBACK: Giving Opinions in a Discussion about Community Issues

Speaker: _____   Date: _____

Peer: _____

The speaker:	Yes	No	Comments
☐ Clearly stated his/her opinion	☐	☐	
☐ Gave reasons to support the opinion using either conditionals or *because*	☐	☐	
☐ Agreed and disagreed with the opinions of others appropriately	☐	☐	
☐ Clarified his/her opinion and reasons when needed	☐	☐	

✂ --

PEER FEEDBACK: Giving Opinions in a Discussion about Community Issues

Speaker: _____   Date: _____

Peer: _____

The speaker:	Yes	No	Comments
☐ Clearly stated his/her opinion	☐	☐	
☐ Gave reasons to support the opinion using either conditionals or *because*	☐	☐	
☐ Agreed and disagreed with the opinions of others appropriately	☐	☐	
☐ Clarified his/her opinion and reasons when needed	☐	☐	

Reading: Skill-Building and Skill-Using Activities

Inferring the Meaning of Unknown Words

Teaching Notes: This activity builds on the strategies for inferring the meanings of unfamiliar words covered in the CLB 3-4 Housing module which included: reading beyond the word/phrase, using examples and explanations to figure out meanings, and using synonyms or antonyms.

Set Up:

1. In a class discussion, talk about strategies learners use when they don't know the meaning of a word in a text. Review some of the strategies mentioned in the CLB 3-4 Housing module if needed. Discuss the three additional strategies below that are the focus of this activity. Consider writing these on the board for learner reference:

   - **Using knowledge of the world and logic:** Using background knowledge and logic to guess the meaning of words. (*The police force is doing everything it can to _eradicate_ gun violence in the city.*)

   - **Using contrast clues:** Using connecting words (e.g., *however, on the other hand, although*) that indicate a contrast to a word you might already know. (*When the government announced changes to their environment policies, many groups were very _upbeat_. However, other groups did not have such a positive reaction.*)

   - **Using comparison clues:** Looking for clues that indicate a similarity to the unknown word (e.g., *similarly, also, in addition*)

     The School Association is very _apprehensive_ about the changes to the French immersion program. They are also worried about cuts to the Music and Arts programs.

2. Distribute the handout. Learners work with a partner or in small groups to discuss and write the meanings of the underlined words, and the strategies they used to figure them out.

3. When finished, consider having partners/small groups compare their answers. Alternately, take up the answers as a class. Provide additional practice making inferences as needed.

Answer Key:

1. **staunchly opposed** (knowledge of world/logic): logically, the reduction of green space would likely be something any environment group would be against

2. **tackle** (contrast clue): *however* indicates an opposing idea will follow

3. **prohibit** (contrast clue) *but* indicates an opposing idea will follow

4. **curfew** (comparison clue): *In addition* shows that 'off the streets' will have a similar meaning to 'curfew'

5. **inmates** (knowledge of world/logic): We know that prisoners are the only danger in a prison. Employees would not be escaping

Name: _____   **Date:** _____

Instructions: In your group or with a partner, talk about what each underlined word means and what strategy you used to figure it out.

1. The village plans to build a new shopping centre in one of the local neighbourhoods. Environmental groups are **<u>staunchly</u>** **<u>opposed</u>** to the idea. They say it will reduce the amount of green space and cause serious traffic problems.

   Staunchly opposed: _____

   Strategy: _____

2. The government says it wants to **<u>tackle</u>** the problem of gun violence; however, it isn't doing anything to deal with actual causes of the violence.

   Tackle: _____

   Strategy: _____

3. The city is planning to **<u>prohibit</u>** overnight parking on our street, but street parking will still be allowed during the day from 7:00 am until 11:00 pm.

   Prohibit: _____

   Strategy: _____

4. The government is building a new maximum-security prison just outside a small town. A lot of residents in the town are very worried about dangerous **<u>inmates</u>** escaping.

   Inmates: _____

   Strategy: _____

5. There has been a lot of discussion in the neighbourhood about young people causing problems at night. In response, the local council decided to have an 8:00 pm **<u>curfew</u>** for all children under 12. In addition, anyone under 16 will need to be off the streets by 10:00 pm.

   Curfew: _____

   Strategy: _____

Making Inferences: Reading a Public Notice

Teaching Notes: This activity focuses on inferring the meanings of unknown words. The text can also be used for skimming and scanning practice.

Set Up:

1. Before handing out the reading, tell learners they will read a notice from the City and give them the title. Have them engage in small group discussions using the following questions:
   - *How common is it to use plastic shopping bags in your previous country?*
   - *Do you bring reusable bags when you go grocery shopping?*
   - *What are some of the environmental problems associated with plastic bag use?*
   - *Do you know any communities, provinces, or countries that have banned plastic bags?*

2. In a class discussion, ask learners what information they expect to read in a notice about this topic.

3. Hand out the reading and have learners answer the questions about the meanings of various words in the text and the strategies they used to figure out the meanings.

4. Have learners compare their answers with a partner before taking them up as a class.

> **Answer Key:**
> 1. c (comparison clue: *also*)
> 2. a (contrast clues about paper bags)
> 3. b (logic)
> 4. c (logic) Not likely that fines will go down or reported publicly

Additional Practice Suggestions

1. Have learners underline additional unfamiliar words in the text and with a partner, discuss strategies they could use to figure out their meanings. Take the answers up as a class.

2. Use the reading to practise scanning for details (either before or after learners complete the activity on the next page). Review the strategies used to scan quickly for information:
   - Focusing on key words or phrases in the question
   - Running your eyes quickly over the text to search for the key word/phrase or using a finger to move down the text to focus attention

3. Encourage learners to listen for the underlined terms as you read the following questions:
   - What is the <u>purpose</u> of the ban?
   - <u>Who</u> will find the ban <u>challenging</u>?
   - <u>How many bags</u> are used in Canada each year?
   - Why is plastic a problem in <u>landfill sites</u>?
   - What problem do they cause to <u>sewage systems</u>?
   - When will the ban <u>begin</u>?
   - How much will <u>paper bags</u> cost?

Name: _____   Date: _____

Inferring the Meaning of Unknown Vocabulary

Read the notice and answer the following questions.

1. The City recognizes that not using plastic bags anymore may be challenging for businesses. What does *challenging* mean?

    a. Easy
    b. Expensive
    c. Difficult

2. The notice also says plastic bags *clog* sewage systems. What does *clog* mean?

    a. Plastic bags block the sewage system.
    b. Plastic bags help the sewage system.
    c. Plastic bags aren't in the sewage system.

3. The notice mentions that all businesses must *abide by* the ban on plastic bags. What does *abide by* mean?

    a. Know about the ban
    b. Obey the ban
    c. Tell others about the ban

4. The notice mentions that businesses will face *escalating* fines. What does *escalating* mean?

    a. The fines will be reported publicly.
    b. The fines will go down.
    c. The fines will go up.

5. Which of the strategies did you use to figure out the meaning of the words?

Logic/knowledge of the world	Contrast clue	Comparison clue

    Question 1: _____   What was the clue? _____

    Question 2: _____   What was the clue? _____

    Question 3: _____   What was the clue? _____

    Question 4: _____   What was the clue? _____

Discuss your Opinion with a Partner

If you lived in this town, how would you feel about this ban? Do you think the rules that the town is imposing are fair? Gives reasons for your opinion.

Notice of Plastic Bag Ban

Celedon City Environmental Committee, January 5, 2020.

Starting January 1, 2021, shoppers and businesses of Celedon City will no longer be permitted to purchase/sell plastic bags when shopping. The purpose of this ban is to encourage shoppers to use reusable bags in an effort to reduce the harmful effects of plastic on the environment

We recognize that this may be a challenging adjustment for businesses. Customers may also have some difficulties moving away from plastic bags. However, single use plastic bags are causing serious environmental problems and by implementing this ban, Celedon City will be doing its part to preserve the environment.

Why is this happening?

In Canada, over 3 billion plastic bags are used every year. Only 11% of plastic waste is recycled. The rest is sent to our landfill sites where it takes decades to break down. Plastic bags pollute our rivers, lakes and oceans and they cause serious harm to marine life. They end up on our farmlands where they release toxic chemicals into the soil. Another effect that may not be as commonly known is that plastic bags clog sewage systems which can lead to unnecessary flooding. In contrast, paper bags break down easily and do not block sewage pipes.

Business Owners - Beginning January 1, 2021:

- no plastic checkout bags will be allowed to be given or sold to customers
- only paper bags or reusable checkout bags are permitted. These must be sold to customers at a minimum cost of $0.25 for paper, and $2.00 for reusable.
- some exceptions may apply in very limited situations. Please see attached document for more information.
- any plastic bags purchased before January 1st, 2020 may be used until January 31, 2020 only.

All businesses must abide by the ban or face escalating fines for each offence starting at $500.

Customers - Beginning January 1, 2021:

- you will no longer be able to receive plastic bags when making a purchase.
- you must bring your own bags to carry any purchases that you make.
- a store may choose to sell reusable bags at a minimum cost of $2.00 or paper bags at a minimum cost of $0.25 per bag.
- a store must permit you to use any reasonable method to transport your purchases (reusable bags, cardboard boxes, reusable plastic containers, glass containers, etc.)

For more information, contact the Celedon City Environmental Committee at: cc.environcomite.org

Reading a News Article

Competency Area: Comprehending Information

Indicators of Ability: Identifies purpose; Identifies key information and finds specific details; Guesses the meaning of unknown words; Uses information in the text to express an opinion

Teaching Notes: The idea of snow forts being close to streets may be a new issue for some learners depending on where they live in Canada. Consider having a brief discussion to activate learners' prior knowledge of the subject before they do the activity.

Set Up:

1. Review reading strategies that have been taught in class such as guessing the meaning of unknown words, skimming, scanning, and/or strategies to answer multiple choice questions.

2. Have learners complete the reading task on their own, and then compare their answers with others. One strategy is to use two different coloured pens. One colour for doing the task, and a different colour for corrections.

3. Review the answers together as a class and discuss any questions that were challenging to answer. Elicit different opinions for question number 7.

> **Answer Key:**
> 1. b
> 2. c
> 3. b
> 4. standing on snowbanks, building snow forts too close to the street, standing in front of the snow spray from snowplows
> 5. a
> 6. ban snow forts; tag and tow parked cars
> 7. answers will vary

Additional Practice Suggestions:

Have learners find news articles about issues in their own community and do a learn and share activity.

Name: _____   Date: _____

Read the article and answer the following questions.

1. What is the main purpose of the article?
   a. To present an opinion
   b. To give information
   c. To consult with the public

2. What is unusual about this winter?
   a. There are more kids playing outside.
   b. There are more cars parking on the street.
   c. There is more snow than other years.

3. Snowplow operators have reported several *near misses*. What does *near misses* in the text refer to?
   a. They almost hit a car.
   b. They almost hit a child.
   c. They almost hit a snowbank.

4. Name 3 things children are doing that are unsafe.

   _____

   _____

   _____

5. Children could *suffocate* if trapped inside snow forts. The word *suffocate* means _____.
   a. they might not be unable to breathe.
   b. they might get crushed under weight of snow.
   c. they might panic because of the darkness.

6. What are two things the Mayor is going to do to make the streets safer in winter?

   _____

   _____

7. Do you think that the village of New Chelsea is being too strict with their rules? Why or why not?

Winter Safety in the Village of New Chelsea

Published January 16, 2020
By Primla Bagwhani

With this year's record snowfall, the snowbanks in the village of New Chelsea have been higher than usual. This has resulted in a large number of snow forts being built. However, a number of close calls with snowplows has led the village of New Chelsea to ban the construction of snow forts in front yards or anywhere near city streets.

"We have received a number of calls from snowplow operators advising us that there have been several near misses with children playing on top of the snowbanks. Snowplow operators are unable to see children until the last second, which is usually too late." Sally Johnson, New Chelsea Mayor, said on Thursday.

Mayor Johnson went on to add that "children playing on top of snowbanks could also fall into the street when the snowplow or other vehicles are passing. And if a snowplow collapses a snow fort that is built too close to the road and children happen to be playing in it, they could become trapped and suffocate inside. We don't want to ruin people's fun, but safety needs to come first. So, we're advising residents that they need to destroy any snow forts that are a built too close to the road. We just can't take any chances when it comes to the safety of our children."

Other safety hazards

Mayor Johnson and the village of New Chelsea is also reminding residents of other safety hazards this winter. One hazard has been children having fun trying to get sprayed by snowplows. The Mayor wants residents to understand that what shoots out from a snowplow is not always just snow. "There are often chunks of ice or other dangerous objects that can be thrown from the snowplows." These come at very high speed and can result in serious injury. "If children are playing on the road as we go by, it's really hard for us to see them." says Marcos Silva, snowplow operator.

And finally, Mayor Johnson wants to remind residents that there is absolutely no parking on streets during the winter months. Parked cars make it difficult for the plows to do their job and they create a safety hazard for other vehicles and pedestrians. So, drivers beware - if your car is parked illegally, you will be tagged and towed.

Writing: Skill-Building and Skill-Using Activities

Writing Formal Messages

> **Teaching Notes:** This activity focuses on some of the socio-linguistic aspects of writing appropriate formal messages.

Set Up:

1. Engage the class in a discussion about what they would do if there were an issue in their community either in Canada or their previous countries (e.g., sign a petition, contact a government official, post on social media). Discuss the kinds of issues they feel would warrant contacting a government official. Discuss how they would most likely do that (by email, phone or in person).

2. Discuss cultural differences in writing formal messages (e.g., using appropriate openings and closings, not including small talk at the beginning, stating the purpose of the message up front, using appropriate expressions make requests, being clear and concise).

3. Consider creating a chart on the board (similar to the one below) to brainstorm expressions used in more formal writing. Learners could also make comparisons to informal writing by adding another column to the chart. Complete through a class brainstorming activity or in small group discussions.

Formal Writing	
Opening	- *Dear* + person's last name (or title + last name)
Stating the Purpose (beginning of the message)	- *I am writing to express my concerns about…* - *I am writing because I feel very strongly about…/not happy about…* - *I am writing because I am against/support…* - *I am writing to request that…*
Making a Request	- *Please look into this matter…* - *I hope that you will give this request (matter) serious consideration.*
Closing	- *Sincerely*

4. Distribute the handout and in pairs or small groups, have learners discuss what is wrong with the message to the councillor. Take up the answers in a class discussion.

5. Consider having learners re-write the message correctly.

> **Answer Key:**
> 1. The opening salutation is too informal
> 2. The purpose isn't stated at the beginning of the message
> 3. Some of the language is too informal (e.g., *a bunch of teenagers*)
> 4. Small talk at the beginning is inappropriate
> 5. The way the request is expressed is not appropriate (*Please do something right away.*)

Look at the sample email below. Discuss what is wrong with it and how it can be improved.

Hi Councillor Guntar,

How are things? It has been a great summer, hasn't it?

There are a bunch of teenagers causing problems in the park beside my house at night and I am worried every night that something bad will happen. I see them out there drinking and smoking marijuana. They leave their garbage all over the place and they are also bothering my dog. I've tried calling the police, and they come once in a while but not nearly often enough. This is a serious problem!

I believe that the City needs to increase the police budget to have more police patrolling this area. I am writing this email because I support the petition requesting more police patrols in our neighbourhood. We really do need more police who will come around more often. Please do something right away.

Thanks!

Expressing Opinions

> **Teaching Notes:** This activity provides practise expressing opinions and giving reasons in preparation for the writing skill-using task where learners write a formal message giving an opinion about an issue in the community.

Set Up:

1. In a class discussion, brainstorm possible expressions used to give opinions in the context of writing a message to a government or other official. Inform learners about the importance of giving reasons when stating opinions. Write the expression on the board for future reference.

Giving an Opinion and Reasons

- *In my opinion, _____ is a good/bad idea* (+ reason)
- *I feel that_____ is a good/bad plan because*
- *I think that_____ is a good/bad proposal because*

---

2. Distribute the handout with the scenarios. Go over each one with the class to ensure they understand the issues. Working in small groups, have learners discuss each scenario and have each group member member give an opinion with one or more reasons to support their opinion. Consider having individual learners present their opinions and reasons to the class when they are done.

3. Have learners complete the handout giving their opinions and reasons in writing. Circulate and provide feedback on the use of appropriate expressions, grammar, spelling, etc. as needed.

Additional Practice Suggestions:

Ask learners if there are specific issues in their neighbourhoods that they are familiar with. Engage the class in a discussion and have learners give their opinions and reasons.

Scenario 1

Your city is considering a bid to host the next Pan Am games.

Give your opinion about whether you think this is a good idea and give reasons. Ask your group members for their opinions and reasons.

Write your opinion and reasons:

_____

_____

_____

_____

_____

_____

Scenario 2

Due to budget cuts, city sponsored summer camps for children between the ages of 8 and 12 will no longer be free. The government will, however, continue to offer free summer camps to children between the ages of 5 and 8.

Give your opinion and give reasons. Ask your group members for their opinions and reasons.

Write your opinion and reasons:

_____

_____

_____

_____

_____

_____

Proofreading and Editing

> **Teaching Notes:** Have learners complete this activity in two stages:
>
> Stage 1: Focus on checking errors in spelling, capitalization, punctuation and grammar (one item at a time). Review rules of punctuation and capitalization as needed.
>
> Stage 2: Focus on the appropriateness (or not) of specific phrases, etc. for the audience and situation.

Set Up:

1. Discuss which errors learners make most often in their own writing. Inform them of the importance of having clear and accurate writing for any type of business correspondence including messages to a government official.

2. Brainstorm strategies they could use to ensure their writing is accurate. Mention four possible strategies below that can help them minimize errors in their writing:

   - Focusing on one item at a time when proofreading.
   - Reading the message aloud.
   - Reading the message in reverse order starting with the last sentence to prevent glossing over errors.
   - Asking for help or asking someone else to check their writing.

3. Distribute the handout and go over the proofreading checklist. Working with a partner or on their own, have learners underline all of the things they think are wrong with the text, item by item, beginning with spelling. They can discuss their findings with a partner and talk about how to correct each error. (There are 11 errors in total).

4. Go over the errors as a class. Engage learners in a discussion about how the message can be improved in terms of using the appropriate level of formality and making the message clearer.

5. Have learners rewrite the email (on a computer if possible). Circulate and provide feedback as needed. If they are re-writing the message on the computer, mention some of the dangers of relying on computer spell checks. When learners are done, they can practise some of the proofreading suggestions (reading the text in reverse order, etc.) mentioned previously.

Additional Practice Suggestions:

Encourage learners to use checklists and proofreading strategies for other writing activities in class.

Answer Key:

1. Spelling errors: *writting, numbr; street sin* (should be *streets in*)

2. Capitalization errors: *heights, every*

3. Punctuation errors: *… walking my children to school I see…* (missing comma);

4. Grammar errors:
   - *where we live [#] is a very quiet, family-friendly…* (awkward construction). *We live in a very quiet, family-friendly …* is clearer
   - *I am really worried. That* (should be continuous sentence with no period)
   - *somebody was going to get hurt* (verb tense)
   - *family-friendly community my kids love it here* (run on sentence)
   - *will helped* (verb tense)

5. Errors in appropriateness: *Hi Ms. Sahil; Hope you're doing well; Anyway; Cheers* (too informal for the situation)

Hi Ms. Sahil,

Hope you're doing well. I am writting to express my support for the proposed traffic calming measures in Bayport heights.

Anyway, where we live it is a very quiet, family-friendly community my kids love it here. Lately though, there have been a numbr of incidents of cars on our street. every day while walking my children to school I see cars driving way too fast and not stopping properly at stop signs. I am really worried. That somebody was going to get hurt, or worse.

Installing more speed bumps will helped to reduce speed and make the streets safer. I encourage you to support this proposal as well for the sake of the children and all users of the street sin Bayport Heights.

Cheers

Jafar

Instructions: The message below from Jafar to a city councillor contains 11 different errors. Use the questions in the Proofreading Checklist below to help you find them. Underline each one and talk about your answers with a partner. Also talk about how you would correct each mistake.

Hi Ms. Sahil,

Hope you're doing well. I am writting to express my support for the proposed traffic calming measures in Bayport heights.

Anyway, where we live it is a very quiet, family-friendly community my kids love it here. Lately though, there have been a numbr of incidents of cars on our street. every day while walking my children to school I see cars driving way too fast and not stopping properly at stop signs. I am really worried. That somebody was going to get hurt, or worse.

Installing more speed bumps will helped to reduce speed and make the streets safer. I encourage you to support this proposal for the sake of the children and all users of the street sin Bayport Heights.

Cheers

Jafar

Proofreading Checklist

☐ Are all words spelled correctly?

☐ Does each sentence start with a capital letter? Are proper nouns capitalized?

☐ Is the punctuation correct?

- o   Are there periods at the end of each sentence?

- o   Are there commas in the right place?

☐ Is the grammar correct? (Check verb tenses, sentence structure)

Discussion

Does the message use the appropriate level of formality for the audience? Which sentences are not appropriate? How would you change it?

Writing Formal Messages to Express Opinions

SU

> **Competency Area:** Getting Things Done
>
> **Indicators of Ability:** Uses appropriate level of formality; expresses an opinion; gives reasons; uses good spelling, punctuation and grammar.
>
> **Teaching Notes:** This task can be set up as an email writing activity in a computer lab or in class written by hand. If learners are writing the message as a letter, consider reviewing business letter-writing conventions before learners do the task.

Set Up:

1. Inform learners that they will be writing a complete message (including opening, closing and giving opinions with reasons) about an issue in the community. If the activity is done as an email, review email conventions (use of a subject line, email format, etc.) as needed. Ensure that everyone knows the instructor's email and have learners email the message for feedback.

2. Distribute the scenarios so that half of the class has one scenario, and the other half has the other. Review the task criteria and instructions on the scenario cards. Remind learners to proofread and edit their writing using the checklist on the scenario card before submitting their message to the instructor for feedback.

3. Learners can print their messages and exchange with a partner for peer feedback using the Peer Feedback Form.

Assessment:

Choose the approach that best suits the needs of learners, for example:

1. This activity includes a peer feedback form. Ensure that time is given for peers to share and review feedback.

2. Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.

3. In a class discussion, have learners identify specific issues they feel they need more practice with.

Writing Emails to Give an Opinion - SCENARIO 1

Your local government is considering banning single use plastic bags. Email your city councillor giving your opinion. Give reasons to support your opinion.

Instructions: When you are done writing a first draft of your email:

- Proofread and edit your message.
- Print a copy and exchange with partner for feedback.
- Make any final changes.
- Check your message using the editing checklist below.
- Email a final draft to your teacher for feedback

Editing checklist:

☐ Formality: Did you use an appropriate opening and closing for a formal message?

☐ Format: Is the reason for the message clearly stated at the beginning? Does your opinion include a clear reason?

☐ Spelling, capitalization, and punctuation

☐ Grammar

✂

Writing Emails to Give an Opinion - SCENARIO 2

Your local government is considering banning overnight street parking in some neighbourhoods including yours. Email your city councillor giving your opinion. Give reasons to support your opinion.

Instructions: When you are done writing a first draft of your email:

- Proofread and edit your message.
- Print a copy and exchange with partner for feedback.
- Make any final changes.
- Check your message using the editing checklist below.
- Email a final draft to your teacher for feedback

Editing checklist:

☐ Formality: Did you use an appropriate opening and closing for a formal message?

☐ Format: Is the reason for the message clearly stated at the beginning? Does your opinion include a clear reason?

☐ Spelling, capitalization, and punctuation

☐ Grammar

Peer Feedback: Writing Emails to Give an Opinion

Writer: _____   Date: _____

Peer: _____

	Yes	No	Comments
The message is clear with an opinion and reasons.	☐	☐	
The purpose of the message is stated at the beginning.	☐	☐	
Most words are spelled correctly.	☐	☐	
Sentences have correct punctuation and capitalization.	☐	☐	
Grammar is mostly correct.	☐	☐	

✂ -

Assessment Tasks: Listening, Speaking, Reading and Writing

Preparation for Assessment Tasks

Each assessment task is the culmination of the SB activities and SU tasks in the module. They are to be completed independently.

Set Up:

Review the task, instructions for completion and criteria for success when introducing the task to learners.

Feedback:

- *Productive Tasks:*

   Provide feedback that is simple and direct – focussing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback given. While learners are doing this, circulate and provide individual support as needed. Ask learners to show you when work is completed. If a common issue surfaces, consider giving a clarifying, mini lesson on the area that learners are having difficulty with.

   Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners insert their initials in the appropriate column (not yet / meets expectations) beside each criterion – or writing "not sure" if appropriate.

- *Receptive Tasks:*

   In addition to the formal assessment provided on the assessment task, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to allow learners to review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer promoting peers as instructional resources.

Answer Key:

Listening Task	Reading Task
1. b	1. a 2. c 3. a
2. a	4. The *Phases* section includes timelines.
3. a	5. **New Additions:** roof to protect the theatre stage and seating; heated indoor
4. c	change area with washrooms; splash pad, security fence
5. b	**Improvements:** performance theatre, ice-skating rink, children's play area,
6. b	parking area
7. c	6, b
8. b	7. This isn't a good time. The theatre won't be available for summer events
9. a	including Canada Day celebrations.
	8. The rink, indoor change rooms, lockers, and bathrooms will be ready for winter
	skating.

Transcript: Listening Assessment Task

Tahil: Hey Roger, that BBQ smells great. What are you cooking?

Roger: Hey Tahil, just some chicken. How are you doing?

Tahil: I'm doing well. How about you?

Roger: Can't complain.

Tahil: Listen, did you hear about what the city is planning to do?

Roger: You mean building a half-way house?

Tahil: Yeah, someone told me they're going to build one close by.

Roger: Yeah, I heard about that. They want to build one at the end of Smith Street. How do you feel about that?

Tahil: I'm confused actually. I'd never really heard of half-way houses before. At first, I thought it was no big deal, but a lot of people seem really upset about it. Now I'm not so sure if it's a good idea or not. What do you think?

Roger: I'm one of those people who's upset. We have a nice, quiet neighbourhood here with a lot of young families. People want to live here because it's a safe community. Having criminals living here just doesn't seem right.

Tahil: Well, they're not exactly criminals anymore, right? I mean, they're people who've served their time in prison and need a place to stay when they get out. They have to go somewhere right?

Roger: I guess so. Most people would agree that they need to have a place to go. I just don't want these people living in my neighbourhood.

Tahil: Well, I can kind of understand why people might be worried, but I read on a government website last week that there are very strict conditions for who's allowed to live in a halfway house. And they also offer some really good programs that help people get their lives back on track. That's a lot better than just releasing people into the community without any supports at all, right?

Roger: True, but they're still ex-criminals. They went to prison for a reason and I would feel safer if they weren't in the same neighbourhood as my kids. And another thing, I just read an article in a Facebook group that said crime usually goes up in neighbourhoods when there's a halfway house.

Tahil: Was that an actual statistic?

Roger: As far as I know, but even if it wasn't, I'd still feel safer if they built the house somewhere else.

Tahil: I can understand that. I do think that it's interesting though. I'll do some more research and maybe we can chat about it again sometime?

Roger: Sure. Sounds good

Tahil: Anyway, I should probably let you get back to your barbecue. Have a great evening.

Roger: Thanks. You too.

Listening to a Conversation About a Community Issue

Module Topic: Dealing with Issues in the Community

CLB 5 ☐

Competency Area: Interacting With Others

CLB 6 ☐

Criteria: Understands key information (#1, 6, 8, 9) Identifies cause and effect (#4), Identifies opinions (#3, 5) Understands language functions (#2, 7) Uses information to make a decision (#10)

Name: _____   Date: _____

Instructions: Listen to the conversation and answer the comprehension questions. You do not need to use complete sentences. Spelling and grammar will not be scored.

Part 1 for CLB 5 and 6

1. What change is the city planning to make in the neighbourhood?

    a. build new houses half way down Smith Street
    b. build a new halfway house on Smith Street
    c. build new houses at the end of Smith Street

2. When Tahil says, "*Listen, did you hear about …*", he is _____.

    a. introducing a topic
    b. asking Roger to pay attention
    c. asking Roger if he can hear him

3. How does Roger feel about the city's plan?

    a. He does not support it.
    b. He supports it.
    c. He is unsure about it.

4. Roger thinks a halfway house might make the neighbourhood _____.

    a. too crowded
    b. too noisy
    c. unsafe for his children

5. Roger says that most people think someone coming out of prison _____.

    a. shouldn't be allowed to live in a neighbourhood
    b. should be able to live in a halfway house
    c. shouldn't get any support

6. What is one reason Tahil gives in favour of halfway houses?

   a. The government says they are good for the neighbourhood.
   b. Halfway houses provide a lot of support.
   c. People like halfway houses in their neighbourhood.

7. Tahil says that halfway houses help people *get their lives back on track*. He means ___.

   a. they help people get out of prison
   b. they help people keep track of things to do
   c. they help people get their lives on the right path

Part 2 for CLB 6

8. How does Tahil feel about Roger's reasoning for his opinion?

   a. He doesn't understand Roger's reasoning.
   b. He is unsure if his facts are correct.
   c. He agrees with his reasoning.

9. What strategy did Tahil use to support his opinion?

   a. He used information from the government.
   b. He used his own personal experience.
   c. He used information from Facebook.

10. If you were listening to this conversation, who would convince you more to take their side? Why? **(2 points)**

   _____

   _____

   _____

TASK SUCCESS

CLB 5 = PART 1: 5/7	Your score:	/7
CLB 6 = PARTS 1 and 2: 8/11	Your score:	/11

Instructions: This activity is done as a one-on-one role-play with the instructor, although it could also be done as a pair activity with some adjustments. Learners are expected to talk about their assigned issue, give opinions and reasons for their opinions. CLB 6 learners have to persuade you to agree with them. After distributing the role cards, give learners a few minutes to think about what they want to say (their opinion and reasons).

Teacher Notes for CLB 5 Role-Play

Below are possible steps for this dialogue, although the actual dialogue will depend on how the conversation unfolds. However, the dialogue must include:

- a description of the issue
- how the learner feels about it and
- one or more reasons to support their opinion.

➡Instructor: *engage learner in some initial small talk to get the conversation started*

➡Learner: *describes the issue and says how s/he feels about it*

➡Instructor: *ask why learner feels this way about the issue*

➡Learner: *gives reasons*

➡Instructor: *ask a question to add to the conversation or begin to close*

Role Card: CLB 5

> Role-play a conversation.
>
> **Issue:** The city wants to put an age limit on Halloween trick-or-treating. No child over 14 will be allowed to go trick-or-treating.

Teacher Notes for CLB 6 Role-Play

Below are possible steps for this dialogue, although the actual dialogue will depend on how the conversation unfolds. However, it must include:

- a description of the issue,
- how the learner feels about it, and
- **two** or more reasons to support their opinion, and
- an attempt to persuade you to agree with their opinion

➥Instructor:　*engage learner in some initial small talk to get the conversation started*

➥Learner:　*describes the issue and says how s/he feels about it*

➥Instructor:　*ask why learner feels this way about the issue*

➥Learner:　*gives reasons]*

➥Instructor:　*express an opinion that is contrary to the learner's opinion*

➥Learner:　*provides a convincing counter-argument*

➥Instructor:　*ask a question to add to the conversation or begin to close*

Role Card: CLB 6

Role-play a conversation.

Issue: Your neighbourhood used to have an annual street party during the summer. During the event, some people sold food and drinks, and others organized activities for the children. There was music and a dance contest as well. Last year, there was a complaint about the noise and some garbage left by the side of the road. The town has issued a warning that street parties can no longer be held.

Module Topic: Dealing with Issues in the Community
Competency Area: Interacting with Others

Name: _____   **Date:** _____

Instructions: Role play a conversation with a partner explaining the issue on your role card and expressing your opinions. **CLB 6 Only:** Try to persuade your partner to agree with your opinions.

SPEAKING: CLB 5 or CLB 6	Meets Expectations	Not Yet
*Content: **CLB 5:** Clearly describes the situation and their opinion **CLB 6:** Provides a clear and detailed explanation of the situation and their opinion. Uses appropriate strategies to persuade partner to agree with them.	☐	☐
Vocabulary: **CLB 5**: Uses an adequate range of common everyday vocabulary and some topic- specific vocabulary. **CLB 6**: Uses a good range of everyday vocabulary and topic-specific vocabulary.	☐	☐
Sentence Structure: **CLB 5:** Demonstrates good control of simple structures and attempts to use complex sentences using conditional sentences **CLB 6:** Uses a range of sentence structures with developing control of complex sentences including conditional sentences.	☐	☐
Pronunciation: **CLB 5/6:** Tone and intonation are used appropriately to show emotions; Fluency is reasonably adequate	☐	☐
TASK SUCCESS: **CLB 5/6:** Meets 3 out of 4 criteria. Must include starred (*) item.		
Doing well:	Next time:	

Module Topic: Dealing with Issues in the Community

Competency Area: Getting Things Done

Criteria: Identify the purpose (#1) Identify key information (# 2, 5); Use the layout to identify specific information (#4); Understand the meaning of unknown words/phrases (#3, 6); Use information in the text to express an opinion (#7, 8, 9,10)

Name: _____   **Date:** _____

Instructions: Read the notice and answer the questions. You do not need to write in complete sentences. Spelling and grammar will not be scored.

Part 1 for CLB 5 and 6:

1. What is the purpose of the text?
   a. To inform the public
   b. To ask the public for their opinions
   c. To persuade the public

2. Why does the city want to make changes to the Square?
   a. The city needs to host a Canada Day celebration.
   b. The city needs more parking spaces.
   c. The city is growing and needs a better space.

3. The city wants to revitalize Downtown Square. What does *revitalize* mean?
   a. to make it better
   b. to make it safer
   c. to make it wheel-chair accessible

4. How are the sections *Development Plan* and *Phases of the Project* different?

   _____

   _____

5. Some items in the Development Plan are new additions to Downtown Square. Others are improvements to what is already there. Put an **N** beside items below that are completely new and **I** next to ones that are improvements. **(4 points)**

_____ Performance theatre	_____ Roof to protect the theatre stage and seating
_____ Ice-skating rink	_____ Heated indoor change area with washrooms
_____ Children's play area	_____ Splash pad
_____ Parking area	_____ Security fence

Part 2: for CLB 6 learners only:

6. The city developed the plan after *extensive public consultations*. This means _____.
   a. The city created the plan without asking anyone.
   b. The city asked a lot of people for their opinions and suggestions.
   c. The city created the plan with the help of experts.

7. The first phase of the project (the Performance Theatre) begins in May and will take about 4 months to complete. Is this a good time to begin this phase? Give your opinion. **(2 points)**

_____

_____

_____

8. Look at the schedule for Phase 2. What is one advantage of this timeline?

_____

_____

9. Think of the kinds of leisure activities you do regularly. Which part(s) of the development plan are most important to you? Why?

_____

_____

_____

10. Which part of the development plan is the least important for you? Why?

_____

_____

_____

TASK SUCCESS		Your Score
CLB 5	Part 1: 6 out of 8	/8
CLB 6	Part 1: 6 out of 8 and	/8
	Part 2: 5 out of 6 .	/6

Notice of Intention to Redevelop Downtown Square

Decision Body - City Council

Description

The city will be redeveloping Downtown Square in order to revitalize the area. Downtown Square has been an important gathering place for over one hundred years. It has hosted many important events such as Canada Day celebrations, sporting event parties, and festivals. With the predicted future growth of the city, it is now time to upgrade Downtown Square so that the Square continues to be an important gathering place for another one hundred years.

Development Plan

After extensive public consultations, the city has created a plan that includes significant changes to Downtown Square while maintaining its historic character. The changes include:

- An expanded outdoor performance theatre for community events. There will be a larger stage area and additional seating. The stage and seating will now have an extended roof to protect them from the rain.

- A bigger ice-skating rink for the winter and the addition of a heated, indoor change area that includes lockers and washrooms.

- New playground equipment will be added to the children's play area.

- A splash pad for young children will be added. It will be surrounded by green space that families can enjoy in the summer.

- 50 additional parking spaces

- A new security fence around the Square to ensure the safety of people in the Square as well as the traffic outside of the Square. The fence and all signs will be the same style as the originals to maintain the historic character of Downtown Square.

All areas including the performance theatre seating and washrooms will be wheelchair accessible.

Continued on the next page.

Notice of Intention to Redevelop Downtown Square

Continued..

Phases of the Project

The re-development of Downtown Square will be done in four phases:

- Phase 1:

  The first phase of the project involves enlarging the performance theatre. This phase will begin in May and construction will take approximately 4 months to complete. The area surrounding the Performance Theatre will be closed to the public during this time.

- Phase 2:

  The second phase includes upgrading the skating rink and building the indoor change rooms and bathrooms. Work will take place between June and November.

- Phase 3:

  During the third phase, the new playground equipment will be added, and the splash pad will be installed. Work will begin in June and take approximately 2 months to complete. This area will be closed to the public during this time.

- Phase 4:

  The final phase will begin the following May and include constructing the new safety fence around the Square and creating the additional parking spaces. To make room for the new fence, all trees will need to be removed from the edges of the Square. This phase will take approximately 3 months to complete. Downtown Square will remain open during this time.

Public Meetings

Public information sessions will take place at City Hall on the dates below. These meetings will give members of the public an opportunity to ask questions about the project. The dates of the meetings are listed below.

January 2nd: Room 323 City Hall	7:00 pm - 9:00 pm
January 4th: Brookside Community Centre	12:00 pm - 2:00 pm
January 5th: Riverside Place	7:00 pm - 9:00 pm

Writing a Message About a Problem in the Community

Module Topic: Dealing with Issues in the Community

Competency Area: Interacting with Others

Name: _____   **Date:** _____

Instructions: You heard on the news today the mayor of your town approved the building of a casino in the downtown area. You are against the idea. Write a message to your city councillor expressing your opinion. Give reasons to support your opinion.

CLB 5: Write 1 paragraph that includes your opinion and one reason for your opinion.

CLB 6: Write 1-2 paragraphs that includes your opinion and two or more reasons.

WRITING: CLB 5 or CLB 6		Meets Expectations	Not Yet
Overall:	**CLB 5/6:** Message with opinion and reasons is clear.	☐	☐
Paragraph structure:	**CLB 5:** Explains the situation, gives opinion and supports it with a reason. **CLB 6:** Explains the situation, gives opinion and supports it with two or more reasons.	☐	☐
Vocabulary:	**CLB 5:** Uses an adequate range of vocabulary including topic specific vocabulary. **CLB 6:** Uses a good range of vocabulary including topic specific vocabulary.	☐	☐
Grammar:	**CLB 5:** Uses appropriate connective words and phrases; good control of simple structures but difficulty with complex structures **CLB 6:** Uses appropriate connective words and phrases; good control of simple structures and adequate control of complex structures	☐	☐
Doing well:	**To improve:**		

TASK SUCCESS:

Meets expectations on Overall criterion	☐ Yes	☐ No
Gets at least 2/3 on analytic criteria	☐ Yes	☐ No

A) Audio files supporting this module are posted individually following this document.

B) Audio files supporting this module are posted individually.