



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

294, rue Albert Street, Suite/Pièce 400, Ottawa, Ontario K1P 6E6  
Tel./Tél. 613-230-7729 | Fax/Téléc. 613-230-9305  
info@language.ca | www.language.ca



# Socializing about Food and Community Events

A CLB 4-5 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 learning reflection tools
- ✓ Reference list of additional resources

Funded by:

Financé par :



Immigration, Refugees  
and Citizenship Canada

Immigration, Réfugiés  
et Citoyenneté Canada

## **Development Team:**

Carly Whitley

Larry Iveson

© 2022 Centre for Canadian Language Benchmarks

The copyright holders give permission for users of the document to make copies of selected pages for educational use within their organizations. For any other copying or distribution, permission must be received in writing from:

Centre for Canadian Language Benchmarks

294 Albert Street, Suite 400, Ottawa, Ontario, Canada K1P 6E6

613-230-7729 | [info@language.ca](mailto:info@language.ca) | [www.language.ca](http://www.language.ca)

## Table of Contents

How to Use the Module Package .....	1
Module Plan .....	3
ESL Learners with Literacy Needs.....	5
Additional Teacher Resources .....	6
Introducing the Module to the Class.....	7
Goal Setting: Socializing about Food and Community Events .....	10
Vocabulary: A Teacher’s Resource .....	12
Vocabulary-building Activities .....	13
Learning Reflection: End of Module .....	18
<b>Listening: Skill-Building and Skill-Using Activities .....</b>	<b>19</b>
Understanding Descriptions of National Foods .....	20
Understanding Conversations about Food.....	23
Understanding Potluck Plans.....	28
<b>Speaking: Skill-Building and Skill-Using Activities .....</b>	<b>32</b>
Expressing Feelings about Activities.....	33
Making Plans .....	38
Strategies to Confirm Information .....	42
Making Plans to Attend a Community Event .....	43
<b>Reading: Skill-Building and Skill-Using Activities.....</b>	<b>48</b>
Reading Strategy: Skimming to Find the Purpose .....	49
Reading Strategies: Skimming and Scanning.....	50
Understanding a Community Event Flyer .....	53
Reading a Winter Festival Flyer .....	56
<b>Writing: Skill-Building and Skill-Using Activities.....</b>	<b>60</b>
Practicing the Past Tense .....	61
Writing About Past Activities.....	64
Writing a Text Message to a Friend.....	67
<b>Assessment Tasks .....</b>	<b>70</b>
Preparation for Assessment Tasks .....	71
Listening: Understanding a Conversation about Making Plans .....	74
Speaking: Making a Plan.....	76
Reading a Cultural Festival Flyer .....	78
Writing to a Friend about a Past Event .....	82

## How to Use the Module Package

This module includes activities on *Socializing about Food and Community Events* for CLB levels 4 and 5. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. 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 and in new contexts<sup>1</sup>”.
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 4 and CLB 5 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 4 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 5. You might adjust the expectations and expect learners at CLB 4 to demonstrate greater mastery than learners at CLB 5 on the same activity.

---

<sup>1</sup> Integrating CLB Assessment into your ESL Classroom, 2017 <https://iclba.language.ca/>

## How to Use the Module Package, *continued*

---

6. The skill-using tasks provide opportunities for learners to practice 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<sup>2</sup> (In the Portfolios section, select Feedback and Assessment from the side menu), and Integrating CLB Assessment into your ESL Classroom<sup>3</sup> (in Chapter 2, Planning for Assessment).

---

<sup>2</sup> PBLA Practice Guidelines: <https://pblapg.language.ca/>

<sup>3</sup> Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

## Module Plan

**Theme:** Canadian Culture

**Topic:** Socializing about Food and Community Events

	<b>Listening</b> <b>CLB Level: 4-5</b>	<b>Speaking</b> <b>CLB Level: 4-5</b>	<b>Reading</b> <b>CLB Level: 4-5</b>	<b>Writing</b> <b>CLB Level: 4-5</b>
<b>Real-World Task Goal(s)</b>	Understand short social exchanges about recent activities or future plans.	Make casual small talk about recent activities or future plans.	Read a notice about a cultural event.	Write a short text message about a recent social event.
<b>Context/ Background Information</b>	To make social connections, experience the diversity of cultures in Canada and participate in new activities, engaging in social exchanges, such as making social plans, is essential. Socializing can include awareness of body language, strategies to confirm understanding, awareness of behaviour within the Canadian cultural context, and etiquette for social text messaging.			
<b>CLB Competency Area(s) and Statements</b>	<b>Interacting with Others</b> Understand the gist and some details in moderately complex common and predictable social exchanges (that may express interests, likes, dislikes, preferences, offers, invitations and compliments).	<b>Interacting with Others</b> Participate in basic social conversations for some everyday purposes (such as expressing feelings; making, accepting or declining invitations; and engaging in small talk).	<b>Comprehending Information</b> Understand simple to moderately complex descriptive or narrative texts on familiar topics.	<b>Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations and feelings, or providing quick updates). <ul style="list-style-type: none"> <li>• CLB 4: Messages are a few sentences or a short paragraph.</li> <li>• CLB 5: Message is about 1 paragraph related to everyday experience.</li> </ul>

## Module Plan, *continued*

	Listening	Speaking	Reading	Writing
<b>Language Focus Items</b>	<ul style="list-style-type: none"> <li>• Vocabulary for describing foods, tastes</li> <li>• Vocabulary for describing plans and activities (e.g., winter/weekend activities), social and community events</li> <li>• Vocabulary and grammar for expressing likes, dislikes, and neutral feelings</li> <li>• Verb tenses for describing past, present and future plans, activities and events</li> <li>• Occasional high-frequency idioms</li> </ul>			
	<ul style="list-style-type: none"> <li>• Courtesy expressions for greeting, opening, and closing a conversation</li> <li>• Informal register</li> <li>• Roles and relationships between speakers</li> <li>• Polite requests</li> <li>• Identifying tone, mood, and attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions for opening and maintaining a conversation</li> <li>• Expressions for extending and accepting invitations</li> <li>• WH and Yes/No questions for making plans</li> <li>• Modals for inviting</li> <li>• Phrases and vocalisations for expressing hesitancy</li> </ul>	<ul style="list-style-type: none"> <li>• Typical formats for online and paper-based flyers</li> <li>• Identifying purpose, main ideas, key details</li> <li>• Identifying meaning of unknown words from context</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling and capitalization conventions</li> <li>• Conventions for writing text messages</li> <li>• Appropriate language and expressions for informal social messages</li> <li>• Basic message and paragraph formats (main idea with some detail)</li> <li>• Connective words, phrases</li> </ul>
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Using listening comprehension strategies (e.g., asking for repetition, asking for clarification, repeating back)</li> </ul>	<ul style="list-style-type: none"> <li>• Using strategies for confirming information and indicating non-comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Using background knowledge to aid comprehension</li> <li>• Previewing a text</li> <li>• Skimming for gist; scanning for details</li> </ul>	<ul style="list-style-type: none"> <li>• Re-reading own writing to check for errors</li> <li>• Editing for specific errors, such as periods, capitals, or spelling</li> </ul>
<b>Assessment Tasks</b>	Understand a conversation about plans to attend a cultural event; answer comprehension questions.	Role play a brief social conversation with a classmate to plan to attend a cultural gathering.	Read a flyer about an upcoming cultural festival and answer comprehension questions.	Write a text message to a friend about a cultural event you recently attended.

## ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

### General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record “experience” stories from learners about socializing with friends and family (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for Adult Literacy Learners (ALL)*<sup>4</sup> document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

---

<sup>4</sup> ESL for Adult Literacy Learners: <https://www.language.ca/product/clb-esl-for-adult-literacy-learners-all-pdf-e/>



## Additional Teacher Resources

### The Language Companion Stage 1:

- Helpful English:**
- p. 7 Inviting
  - p. 26, 27 Talking About Likes and Dislikes
  - p. 28 Talking About Plans and Needs
  - p. 44 Food
  - p. 45 Adjectives
  - p. 47 Past Verb Tenses



- LINC Classroom Activities (LINC 3), Algonquin College, 2009.  
[www.moresettlement.org/LINC1-4/LINC4/LINC\\_3\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_3_Classroom_Activities.pdf)
  - Neighbourhood Invitations (pp. 44-50)
  - Have You Ever Been To Whitehorse? (pp. 159-166)
  - Writing An Email Message - You Are Invited! (pp. 461-463)
  - On The Weekend (pp. 498-504)
- LINC Classroom Activities (LINC 4), Algonquin College, 2009.  
[www.moresettlement.org/LINC1-4/LINC4/LINC\\_4\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf)
  - Would You Like To Come Over? (pp. 146-160)
- LINC 3 E-Activities: [www.moresettlement.org/LINC1-4/LINC3/index.htm](http://www.moresettlement.org/LINC1-4/LINC3/index.htm)  
THEME: Canadian Culture; It's Been Ages, Talk About Me
- LINC 4 E-Activities: [www.moresettlement.org/LINC1-4/LINC4/index.htm](http://www.moresettlement.org/LINC1-4/LINC4/index.htm)  
THEME: Canadian Culture – Would You Like To Come Over?
- ESL Library <https://esllibrary.com/> (requires subscription)  
Relevant lessons include: Socializing (Intermediate), Making Small Talk CLB 3-5; Family Day CLB 3-5; Social Media Networks CLB 4-6; Flashcards: Types of Parties, Recreation CLB 3-4, Flashcards: Games and Hobbies, Food CLB 2-4, Stating Preferences CLB 4-5, Making Plans CLB2, CLB 4-5, Texting CLB 3-5.
- Randall's ESL Cyber Listening Lab  
[www.esl-lab.com/intermediate/leisure-activities/](http://www.esl-lab.com/intermediate/leisure-activities/) - Leisure Activities  
[www.esl-lab.com/intermediate/barbecue-party/](http://www.esl-lab.com/intermediate/barbecue-party/) - Barbecue Party  
[www.esl-lab.com/intermediate/picnic-preparations/](http://www.esl-lab.com/intermediate/picnic-preparations/) - Picnic Preparations  
[www.esl-lab.com/intermediate/weekly-activities/](http://www.esl-lab.com/intermediate/weekly-activities/) - Weekly Activities
- Oxford Picture Dictionary (2016) 3rd Canadian Edition, Oxford University Press. Adelson-Goldstein & Shapiro: Chapter 2 (People), and Chapter 12 (Recreation)
- Ventures 3, Student Book & Workbook (2014) 2<sup>nd</sup> ed., Cambridge University Press: Gretchen Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K.: Unit 5: Around Town.

## Introducing the Module to the Class

There are many ways to introduce the module to learners. The following is an example.

### Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas.
  - What are your favourite foods to serve or bring to get together?
  - Have you ever been to a potluck?
  - Do you know any typical Canadian foods?
  - What foods do you like from your previous or other countries?
  - What foods do you dislike?
  - What are your favourite activities to do with friends and family?
  - Do you feel nervous or confident trying new things? Explain.
  - Do you go to events in your community? What events do you attend?
  - When you write to friends or family, do you prefer texting, e-mailing or messaging on social media? Why?
  - Do you write to them about activities you do on the weekends?
2. Debrief with the whole class by alternating through each group, having them share their answers for some questions.

### Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion.

Distribute the handout titled *Language Companion Search: Socializing about Foods and Community Events*

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 4 learners can be paired with CLB 5 learners, and as they finish, they can check their work with classmates.

### Answer Key: Language Companion Search

Question	Answer
Look at My Canada, Table of Contents. What page has information about Canadian holidays? Read this page.	Page 11
Which Canadian holidays do people socialize with friends and family?	“most holidays”
Look at Helpful English, Table of Contents. What page has information about “making plans” or “inviting” someone to something?	Page 7
Read this page and copy the sentence that uses a polite modal to make an invitation.	Would you like to go to ...?
Look at the table of contents for the Helpful English section again. Which pages are about feelings and activities?	Page 26 and 27
Read these pages. Write a sentence about an activity that you like.	Answers will vary
Write a sentence about an activity that you don’t like.	Answers will vary
Find the page about plans and needs. Copy one sentence asking about future plans.	One of: <ul style="list-style-type: none"> <li>– What are you doing tomorrow?</li> <li>– What are you doing this weekend?</li> <li>– What are your plans for tonight?</li> </ul>

**Stage I Language Companion Search:** Socializing about Foods and Community Events

**Instructions:** Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
Look at My Canada, Table of Contents. What page has information about Canadian holidays? Read this page.	
Which Canadian holidays do people socialize with friends and family?	
Look at Helpful English, Table of Contents. What page has information about “making plans” or “inviting” someone to something?	
Read this page and copy the sentence that uses a polite modal to make an invitation.	
Look at the table of contents of the Helpful English section again. Which pages are about feelings and activities?	
Read these pages. Write a sentence about an activity that you like.	
Write a sentence about an activity that you don’t like.	
Find the page about plans and needs. Copy one sentence asking about future plans?	

## Goal Setting: Socializing about Food and Community Events

**Teaching Note:** Complete the goal setting activity after introducing the module to the class.

### Set Up:

1. Post a list of language skills that learners can develop in this module, such as:
  - Building vocabulary to describe national foods/dishes, likes and dislikes, food categories
  - Building vocabulary (phrases, idiomatic expressions) for socializing and making plans
  - Listening to people making plans, identifying factual details, meaning and implied meaning, and the relationships between speakers
  - Forming WH and Yes/No questions
  - Making polite requests using modals
  - Using verbal and non-verbal strategies to confirm information
  - Expressing feelings in speaking and writing
  - Using skimming and scanning to understand event flyers
  - Writing informal social messages
  - Understanding how to form correct verb tenses for describing past experiences
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

## Goal Setting: Socializing about Food and Community Events

---

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

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

### Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

### End of module review:

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

My goals:	Did I achieve my goals?	Were my strategies successful?
<b>My Next Steps:</b>                      		

## Vocabulary: A Teacher's Resource

The master list below includes some of the words that appear in this module. For skill-building activities, select the words that will be the most useful for the learners in your class.

### Scale of Likes and Dislikes

- |               |              |               |                 |
|---------------|--------------|---------------|-----------------|
| • love        | • like       | • can't stand | • don't mind    |
| • enjoy       | • dislike    | • hate        | • okay, alright |
| • really like | • don't like |               | • so-so         |

### Food and Food Categories

- |                                |                   |                    |                           |
|--------------------------------|-------------------|--------------------|---------------------------|
| • perogies                     | • double-double   | • burritos         | • appetizers/ finger-food |
| • pho                          | • maple syrup     | • salsa, guacamole | • side dish               |
| • beavertail                   | • souvlaki        | • tortilla chips   | • main dish               |
| • peameal bacon                | • Greek salad     | • pork loin        | • dessert                 |
| • poutine, cheese curds, gravy | • tacos           | • hot dog          | • meat                    |
| • corn on the cob              | • biryani         | • cheese curds     | • vegetarian              |
|                                | • soft drinks/pop | • iced tea         |                           |

### Food Descriptions

- |                      |            |             |               |
|----------------------|------------|-------------|---------------|
| • spicy, mild, hot   | • creamy   | • delicious | • traditional |
| • salty, sweet, sour | • greasy   | • take-out  | • homemade    |
|                      | • cultural |             |               |

### Recreation Activities

- |                           |                      |            |           |
|---------------------------|----------------------|------------|-----------|
| • skating                 | • building a snowman | • sledding | • rafting |
| • snowshoeing             | • snowball fight     | • yoga     | • camping |
| • hockey                  | • Ice-climbing       | • kayaking | • hiking  |
| • horse-drawn sleigh ride |                      | • swimming |           |

### Phrases and Idiomatic Expressions

- |                            |                              |                                     |
|----------------------------|------------------------------|-------------------------------------|
| • doggy bag                | • cap off                    | • "sharp" – for time                |
| • awesome                  | • It's my treat!             | • I'm looking forward to...         |
| • catch-up/ catching up on | • RSVP                       | • I wouldn't miss it for the world. |
| • sweet tooth              | • bop along with/to the beat | • My stomach is growling.           |







**Teaching Notes:** Use a variety of activities to help learner build and retain their vocabulary. Below are possible vocabulary-building activities. The following pages include pictures to support the ethnically diverse food vocabulary used in the Listening section of this module. Some of the dishes mentioned are associated with multiple countries, this may be discussed.

## Set Up:

- **Matching pictures to words:** In groups, learners match picture cards to the correct words.
- **Scrambled Letters:** Use recently learned words and write a scrambled version of them on the board (e.g., *kcptolu* for *potluck*). Under a time limit, have learners participate in a contest, where the first learner to complete all the words correctly wins the game.
- **Sorting:**
  - Have learners put the picture or vocabulary cards into alphabetical order
  - Have learners sort cards into food categories (e.g., side dish, main dish, dessert, drink)
  - Have learners sort cards by the number of syllables in each word

\*Note: If needed, the vocabulary for each picture can be printed on the back of the card.

- **Scale of Likes and Dislikes Vocabulary:** Common emoticons like those below are likely familiar to learners. Project them on the board or copy and cut out a slip for each learner.

					
love	enjoy	like	don't like	can't stand	hate

Review the scale of likes and dislikes with the class. Have learners copy and complete the sentence stems below. Then learners compare their likes and dislikes with a partner.

- **Food:** I love..., I enjoy..., I like..., I don't like..., I can't stand..., I hate...
- **Activities:** I love..., I enjoy..., I like..., I don't like..., I can't stand..., I hate...
- **Sports:** I love..., I enjoy..., I like..., I don't like..., I can't stand..., I hate...
- **Find Someone Who:** Learners move around the room and mingle to “Find Someone Who” fits the country/nationality criteria on the chart on the next page. They ask about the criteria by forming questions (e.g., *Where are you from? Are you from \_\_\_\_\_?*) If a classmate says yes, they write that classmate's name on the chart. Encourage learners to ask a follow-up question about famous foods and record the answer on their chart: *What are the famous foods or dishes from your country?* Continue the activity until most learners have completed their chart. Debrief as a class by having learners share some of the answers they gathered. Project images (from internet search) of the foods/dishes.

Note: There are empty spaces on the chart to add more countries that represent your class.

With small classes with fewer students than criteria (or if most learners are from the same countries), consider looking up national foods as a group internet search using a projector. Alternatively, have learners mingle with other classes (or with people on the street).



Country	Adjective (nationality, type of food, etc.)	Famous Food or Dish	Classmate Name
Afghanistan	Afghan		
China	Chinese		
Ethiopia	Ethiopian		
India	Indian		
Iran	Iranian		
Japan	Japanese		
Mexico	Mexican		
Pakistan	Pakistani		
The Philippines	Philippine or Filipino		
Syria	Syrian		
Polish	Polish		



**Perogies**  
(Polish)



**Pho**  
(Vietnam)



**Souvlaki**  
(Greece)



**Maple Syrup**  
(Canada)



**Tacos**  
(Mexico)



**Salsa and Tortilla Chips**  
(Mexico)



**Burrito**  
(Mexico)



**Guacamole**  
(Mexico)



**Corn on the cob**



**Sausage**



**Biryani**  
(Pakistani)



**Poutine**  
(Canadian)

## Learning Reflection: End of Module

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

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

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

	Yes!	Need more practice.	This is hard!
I can use the topic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and understand a conversation about making social plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can confirm information verbally and non-verbally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can form questions to make plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can agree to plans, but also express hesitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use reading strategies to understand information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify purpose and key details of: who, what, where, when, how and why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a paragraph in past tense to describe an experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

---



---



---

Which activity was the most difficult for you? How can you practise this skill more?

---



---



---





# Listening

## Skill-Building and Skill-Using Activities

Understanding Descriptions of National Foods .....	20
Understanding Conversations about Food .....	23
Understanding Potluck Plans.....	28

**Teaching Notes:** This activity focuses on identifying vocabulary related to describing cultural or national foods to understand the video “Top 5 Canadian Foods You Should Try.”

This task assumes that the “Find Someone Who” and other vocabulary activities at the beginning of the module have been completed and learners have a good grasp of the related vocabulary. Encourage learners to keep a master list of new words and add words to their lists as new vocabulary is learned.

## Set Up:

1. Introduce the activity by talking about how socializing with friends and family often happens around food. Brainstorm occasions when we socialize with food involved (e.g., picnics, birthday parties, potlucks, barbecues). Brainstorm the types of food that learners might bring to these occasions. List them on the board.
2. Looking at the list of brainstormed foods, identify which are national foods or dishes. Ask whether any of the foods are typically Canadian and ask for examples of Canadian foods. Play the video titled **Top 5 Canadian Foods You Should Try:** <https://vimeo.com/694929318>.
3. Distribute the listening retrieval chart. Have learners view the video again and complete the chart. They can work independently or in small groups. The video can be replayed as needed. Take up the chart as a class and discuss the taste adjectives.

## Additional Practice Suggestions:

- Using the national foods and dishes recorded on the previous “Find Someone Who” activity, have learners work in small groups to describe their national foods and how they taste.
- Have learners describe the foods on the picture cards in the “Vocabulary-building Activities” section.
- Create another chart with the following food categories: appetizers/finger food, main dishes, side dishes and desserts. Using the vocabulary from the previous group brainstorm, have learners sort the national foods that they might bring to a potluck under the appropriate categories.

## Answer Key:

#	Food	Description	Taste adjectives
5.	Peameal Bacon	pork loin with corn meal	mild, sweet and sour
4.	Double Double	coffee with 2 sugars and 2 creams	sweet and creamy
3.	BeaverTails	a wide and flat pastry	sweet and sour
2.	Maple Syrup	boiled sap from the maple tree	sweet
1.	Poutine	French fries with gravy and curds	delicious, salty, greasy

### Transcript: Video

**Top 5 Canadian Foods You Should Try:** <https://vimeo.com/694929318>

#### #5 Peameal Bacon

This is pork loin rolled up in corn meal. It is usually sliced and fried like regular bacon. It's mild, sweet and sour flavour make it delicious in sandwiches. Look for peameal bacon in food markets across Canada.

#### #4 Double Double

This is the term for a popular coffee serving that has two sugars and two creams. Ask for a sweet and creamy "double-double" at any coffee shop across Canada!

#### #3 BeaverTails

These fried dough pastries are wide and flat like the tail of Canada's national symbol – the beaver. BeaverTails can be ordered with many different toppings. The popular topping with sugar, cinnamon and a twist of lemon juice gives it a delicious sweet and sour taste.

#### #2 Maple Syrup

What can be more Canadian than maple syrup! It comes from the sap of the maple tree. Many Canadians go to the sugarbush in early spring to watch as the sap is boiled down to make syrup. Enjoy this sweet, natural syrup over your morning waffles and pancakes or use it to add flavour to many different kinds of baking.

#### #1 Poutine

From La Belle Province! Poutine is french fries covered with brown gravy and cheese curds. It is delicious, salty and greasy, with the squeak of the cheese curds when you bite it.



**Instructions:** Listen to video and fill in the chart below.

#	Food	Description	Taste
5.			
4.			
3.			
2.			
1.			



-----

**Instructions:** Listen to video and fill in the chart below.

#	Food	Description	Taste
5.			
4.			
3.			
2.			
1.			

**Teaching Notes:** In this activity, learners listen to three social conversations related to food. The purpose is to guide learners in getting the gist, recognizing the relationship between speakers, understanding implied meaning, and identifying strategies for confirming information.

### Set Up:

1. Review the occasions when we socialize with food that learners brainstormed in the previous skill-building activity. Brainstorm what you might say in a conversation with a friend or classmate when deciding which food items to bring to a potluck, picnic, or party.
2. Distribute the handout with listening comprehension questions. Inform learners they will listen to three social conversations about food and answer corresponding questions.
3. Play the first conversation and have learners complete the comprehension questions. Replay it as many times as needed. Complete the remaining listening activities and comprehension questions one conversation at a time. Take up the answers as a class.

### Additional Practice Suggestion:

Create sets of occasion prompt cards (e.g., picnic, birthday party, potluck, barbecue). In pairs, learners choose one occasion card and role play a conversation about what food to bring to a potluck. The role plays continue until all the prompt card conversations have been completed.

### Transcript: Conversation 1: Going on a Picnic (at 0:15 in the audio file)

**Yohan:** What are you doing this weekend?

**Yulia:** I'm not sure yet. What about you?

**Yohan:** I was thinking about going on a picnic in Central Park. You should come; bring your partner and kids!

**Yulia:** Sure, we'd love to. What day do you want to go?

**Yohan:** How about Saturday? I thought we could get to the park at 10:30 to get a good picnic spot with picnic tables, and then plan to eat by noon.

**Yulia:** Good plan. Let's do it!

**Yohan:** I'll bring my portable barbeque, and we can grill some meat to make tacos and burritos.

**Yulia:** We'll bring some salsa and guacamole, plus some tortilla chips. Maybe some corn on the cob to put on the barbeque. Anything else?

**Yohan:** Oh yeah, I'll grab some juice for the kids and soft drinks for us.

**Yulia:** Awesome. It's going to be a feast.

**Yohan:** I'm looking forward to it. My stomach is already growling!

**Yulia:** Ha-ha...see you on Saturday.

**Conversation 2 – A House-Warming Party** (at 1:20 in the audio file)

**Olga:** Guess What?

**Josef:** What, Olga.

**Olga:** We received an invitation to a house-warming party at the new neighbour's house on Sunday. Are you working that day?

**Josef:** Nope, I have the day off.

**Olga:** Wonderful. I am really looking forward to going. We don't know the new neighbours very well.

**Josef:** Me too! I spoke to them briefly last weekend. They said they just moved here from Syria.

**Olga:** Oh, that's good to know. I was planning on bringing perogies and sausage, but I wonder if they are vegetarian?

**Josef:** When you RSVP, you can ask.

**Olga:** Yes, that's true. I can make vegetarian perogies and put the sausage on a different plate.

**Josef:** If you make perogies, then I'll go pick up a small house-warming present.

**Olga:** Thanks, honey. How about a nice plant or some candles?

**Josef:** Ok, I'll go shopping after work tomorrow.

**Conversation 3 – Running into an Old Classmate** (at 2:26 in the audio file)

**Sonia:** Hi Uyen. Long time, no see!

**Uyen:** Hi Sonia. What's new?

**Sonia:** So much! I just had a baby girl!

**Uyen:** Oh, my goodness! It has been so long since I last saw you. I had no idea that you were expecting. Congratulations!

**Sonia:** Thank you. Yes, our English class seems so long ago now. What have you been up to?

**Uyen:** Hmm, well, my sister and I opened a restaurant downtown.

**Sonia:** Wow! Congratulations to you, too! What kind of food do you serve?

**Uyen:** Traditional Vietnamese pho. Do you like pho?

**Sonia:** What's pho?

**Uyen:** Noodle soup with chicken, beef, or shrimp.

**Sonia:** Oh, yes! I love it! I'll have to come soon. Do you have vegetarian options for my husband?

**Uyen:** Yes, of course, there are lots of veggie dishes and we have a vegetarian pho, too. Please come and bring your new baby soon! It's my treat.

**Sonia:** I'm looking forward to it. Can you text me the address?

**Uyen:** Sure. See you again soon.

**Sonia:** Bye-Bye.

**Answer Key:**

**Conversation 1**

1. b
2. picnic
3. salsa, juice, tortilla chips, tacos
4. Mexican
5. b
6. Answers will vary

**Conversation 2**

1. a
2. c
3. c
4. In their own words, learners should indicate that RSVP is used to request a response (in French, *répondez s'il vous plaît*)
6. In their own words, learners should indicate that at housewarming parties, guests usually bring a gift that is decorative or useful for the new homeowners.

**Conversation 3**

1. False
2. True
3. False (her husband is vegetarian)
4. Vietnamese OR pho
5. pho
6. b
7. a

**Instructions:** Listen to the conversations. Answer the questions.

### Conversation 1:

1. The two speakers are most likely \_\_\_\_\_.
  - a. brother and sister
  - b. friends
  - c. co-workers
2. They make plans to go on a \_\_\_\_\_.
3. Check (✓) each of the food items you hear.

<input type="checkbox"/> salsa	<input type="checkbox"/> tortilla chips
<input type="checkbox"/> juice	<input type="checkbox"/> tacos
<input type="checkbox"/> beef	<input type="checkbox"/> chicken
4. What type of food are they having on the picnic?
  - a. Italian
  - b. Mexican
  - c. Greek
5. What does “*My stomach is growling*” mean?
  - a. I’m not hungry.
  - b. I’m very hungry.
  - c. I am angry.
6. How do you feel about the food planned for this picnic?  
  
\_\_\_\_\_

### Conversation 2:

1. The two speakers are most likely \_\_\_\_\_.
  - a. husband and wife
  - b. brother and sister
  - c. friends

2. What type of party are they going to?

- a. a graduation party
- b. a retirement party
- c. a housewarming party

3. What does Olga plan to take to the party?

- a. sausage
- b. perogies
- c. perogies and sausage

4. What do you think “RSVP” means?

---

5. Do you think a plant or candles is a good gift for this type of party? Why?

---

### Conversation 3:

1. The speakers are classmates right now. ☐ True ☐ False

2. The speakers met in English class. ☐ True ☐ False

3. Sonia is vegetarian. ☐ True ☐ False

4. What kind of restaurant did Uyen open? \_\_\_\_\_

5. What is the main dish Uyen’s restaurant serves? \_\_\_\_\_

6. Sonia \_\_\_\_\_ pho.

- a. likes
- b. loves
- c. hates

7. When Uyen says, “*It’s my treat,*” what does she mean?

- a. Sonia does not have to pay.
- b. Sonia will get a free dessert.
- c. Sonia will get a discount.

**Competency Area:** Interacting with Others

**Indicators of Ability:** Identifies casual style and register; factual details and some implied meaning; identifies relationship between speakers; interprets feelings, such as likes/ dislikes

**Teaching Notes:** Review the meaning of potluck with learners. Inform them potlucks are often organized by community groups, family (for celebrations) or friends (for get-togethers or parties), since they simplify meal planning and spread out the costs and effort. Each dish is usually large enough to be shared among a good number of guests. Usually, each participant agrees ahead of time to bring a single item, so that not too many guests bring the same dish.

## Set Up:

1. Inform learners that they will listen to a conversation about a potluck and answer questions.
2. Engage the class in a discussion about potlucks. Make sure that learners understand what a potluck party is. Brainstorm other terms or expressions related to food at a party (e.g., *one-dish party*, *pitch-in*, *shared lunch*, *spread*) or terms from their previous countries.
3. Distribute the handout with the comprehension questions. Allow 2-3 minutes for learners to read through the questions and ask for clarification where needed.
4. Have learners listen to the audio and answer questions 1 to 7. Play the conversation several times, so learners can confirm their answers.
5. After completing the first 7 questions, have learners work with a partner (or in small groups) to compare their answers. Have them discuss and complete questions 8 and 9 with their partner or groups. Debrief as a class.

## Assessment:

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

- **Observation:** Circulate the classroom and provide feedback to learners. Record observations on a simple class observation form.
- **Collect tasks and mark them.**
- **Have learners correct their own work.** Remind them that they should not erase their mistakes, since skill-using tasks are included in their portfolio. Explain that correcting their own work allows them to see their errors and note any patterns in their comprehension.
- **Peer Correction:** Have learners exchange task sheets with a classmate. Go over answers as a class and have peers mark the incorrect answers with a highlighter. Then, have learners help each other to write in the correct answers. Remind them not to erase their original answers. Circulate and give feedback where needed.

- Post-Assessment: Engage learners in self-assessment to reflect on the activity. Use sentences stems, such as:
  - *I feel that the \_\_\_\_\_ was the most difficult part of this activity.*
  - *One thing that I learned was \_\_\_\_\_.*
  - *I need more practice with \_\_\_\_\_.*
  - *I felt the activity was difficult/just right/easy for me.*

### Transcript (at 3:45 in the audio file)

**Mariam:** Hi Hamid. I hate being late. Did I miss anything?

**Hamid:** Hey Mariam. Yes, we are having a potluck lunch on Thursday.

**Mariam:** Oh, that will be so much fun!

**Hamid:** We are deciding what everyone is going to bring. There is a sign-up list on the door. You can bring an appetizer, main dish, side dish, dessert, or drinks.

**Mariam:** Oh, I am going to bring one of each.

**Hamid:** No, no. Only one thing. We don't want too much.

**Mariam:** True, what would we do with all the leftovers?

**Hamid:** We could share with the other classes? Or people can take home doggy-bags.

**Mariam:** Good ideas. I'm going to sign up to bring a traditional dish from Pakistan called "Biryani." I won't make it too spicy because I want our teacher to try it.

**Hamid:** Oh, don't worry. The teacher loves spicy food. He travelled all through Asia and said he loved all the hot and spicy dishes.

**Mariam:** Hamid, what are you going to bring?

**Hamid:** I'm very busy at work, so I don't have a lot of time to cook. I plan on bringing some fruit and pop.

**Mariam:** That sounds good. I hope there are lots of desserts. I have such a sweet tooth.

**Hamid:** Me, too. I'm really looking forward to trying everything.

### Answer Key:

- |  |  |
|--|--|
| 1. b   | 6. Fruit and pop. He is very busy            |
| 2. c   | 7. b   |
| 3. a   | 8. a) excited b) Answers will vary           |
| 4. a   | 9. Answers will vary (not too much; variety) |
| 5. Yes. He said he liked the spicy dishes in Asia. | 10. Answer will vary                         |



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

☐ CLB 4  
☐ CLB 5

**Instructions:** Listen to the conversation and answer the questions.

1. The conversation is mostly about \_\_\_\_\_.

- a. planning what not to bring to a potluck
- b. planning what to bring to a potluck
- c. planning spicy food for a potluck

2. The potluck is for \_\_\_\_\_.

- a. brunch on Thursday
- b. lunch on Tuesday
- c. lunch on Thursday

3. Mariam and Hamid are \_\_\_\_\_.

- a. classmates
- b. student and teacher
- c. brother and sister

4. A doggy-bag is a container for \_\_\_\_\_.

- a. leftover food that you take home
- b. leftover food you take home for the dog

5. Does the teacher like spicy food? How do you know?

☐ Yes ☐ No

\_\_\_\_\_

6. What is Hamid going to bring to the potluck?

\_\_\_\_\_

Why is Hamid bringing this to the potluck?

\_\_\_\_\_

7. When Mariam says, “*I have a sweet tooth,*” what does she mean?

- a. She dislikes desserts.
- b. She loves desserts.
- c. She can’t eat dessert because her tooth hurts.

8. a) How does Hamid feel about the potluck? \_\_\_\_\_

b) How do you know?

\_\_\_\_\_

9. Students need to write the kind of food they will bring on a sign-up list. Why is this a good idea?

\_\_\_\_\_

\_\_\_\_\_

10. Imagine you are going to the potluck. What will you bring (e.g., an appetizer, a main dish, a side dish, a dessert, drinks)?

\_\_\_\_\_

Why will you bring this?

\_\_\_\_\_



# Speaking

## Skill-Building and Skill-Using Activities

Expressing Feelings about Activities .....	33
Making Plans.....	38
Strategies to Confirm Information .....	42
Making Plans to Attend a Winter Festival .....	43

**Teaching Notes:** In this activity, learners practise asking and answering simple questions about how they feel about activities and foods.

Prior to this task, it is helpful to review the Scale of Likes and Dislikes chart, and the Food Cards and Activities Cards in the Vocabulary-building section of this module. As well, *The Oxford Picture Dictionary* (Chapter 12: Recreation) is a helpful jumping off point for feeding the discussion about different types of activities.

## Set Up:

1. Initiate a discussion with the class about favourite activities and foods. Elicit examples from the class about the following:
  - Favourite indoor activities
  - Favourite outdoor activities
  - Favourite summer activities
  - Favourite winter activities
  - Favourite foods
2. Distribute the handout titled “My Favourite Activities and Foods” to each learner. Give them a few minutes to complete the chart independently.
3. Copy the Yes/No questions below (for expressing feelings) on the board. Go over them with the class.

Yes/ No Questions for Expressing Feelings
<ul style="list-style-type: none"> <li>• Do you like...?</li> <li>• Do you love...?</li> <li>• Do you dislike...?</li> </ul>

Copy the tables below with sentence stems for expressing likes, neutral feelings, and dislikes. Go over them as a class. Learners can copy them into their notebooks.

Expressing Likes	Neutral Feelings	Expressing Dislikes
<ul style="list-style-type: none"> <li>• I love...</li> <li>• I really like...</li> <li>• I enjoy...</li> <li>• I like...</li> </ul>	<ul style="list-style-type: none"> <li>• It's okay/ alright/ so-so.</li> <li>• I don't mind...</li> </ul>	<ul style="list-style-type: none"> <li>• I don't like...</li> <li>• I dislike...</li> <li>• I can't stand...</li> <li>• I hate...</li> </ul>

4. Place learners into small groups. Display and introduce the “**Activities, Foods and Feelings Recording Chart**” to the class. Explain that each group will use the charts. Learners will take turns asking one group member Yes/No questions for expressing feelings and will record the answers on the chart.

Distribute a chart to each member of each group. Ensure that the charts with sentence remain displayed for the class.

5. To begin, each group selects one learner (Learner 1), who will respond to Yes/No questions from the other group members. The group member who has the “Learner 1” chart must record the answers.

Then each group member asks about a different activity or food. For example, one group member asks Learner 1 Yes/No questions about an indoor activity, then another group member asks Learner 1 Yes/No questions about an outdoor activity, and so on until all 5 topics are completed. Learner 1 responds with feelings about the activity or food from the expressing likes sentence stems or with their own vocabulary.

When Learner 1 is finished answering questions, the group chooses a second learner (Learner 2) to answer questions, and the activity is repeated. This continues until all learners have been interviewed and the charts have been completed for all learners in the group.

6. Debrief by having each group share their experience with the activity.

**Instructions:** Answer the questions by yourself.

### My Favourite Activities and Foods

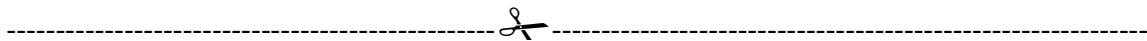
Learner Name: \_\_\_\_\_

What is your favourite outdoor activity? \_\_\_\_\_

What is your favourite summer activity? \_\_\_\_\_

What is your favourite winter activity? \_\_\_\_\_

What is your favourite food? \_\_\_\_\_



**Instructions:** Answer the questions by yourself.

### My Favourite Activities and Foods

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

What is your favourite outdoor activity? \_\_\_\_\_

What is your favourite summer activity? \_\_\_\_\_

What is your favourite winter activity? \_\_\_\_\_

What is your favourite food? \_\_\_\_\_

## Activities, Foods and Feelings Recording Chart

**Instructions:** In small groups, ask one learner questions about activities and feelings about it. Record the answers on the chart.

**Learner 1 answers: Name of learner 1:** \_\_\_\_\_

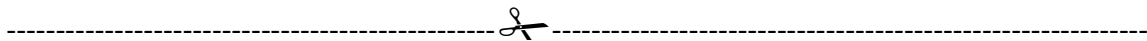
Indoor activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Outdoor activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Summer activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Winter activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Food \_\_\_\_\_  
Feeling \_\_\_\_\_



**Learner 2 answers: Name of learner 2:** \_\_\_\_\_

Indoor activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Outdoor activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Summer activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Winter activity \_\_\_\_\_  
Feeling \_\_\_\_\_

Food \_\_\_\_\_  
Feeling \_\_\_\_\_

### Activities, Foods and Feelings Recording Chart

**Learner 3 answers:** Name of learner 3: \_\_\_\_\_

Indoor activity	_____
Feeling	_____

Outdoor activity	_____
Feeling	_____

Summer activity	_____
Feeling	_____

Winter activity	_____
Feeling	_____

Food	_____
Feeling	_____



**Learner 4 answers:** Name of learner 4: \_\_\_\_\_

Indoor activity	_____
Feeling	_____

Outdoor activity	_____
Feeling	_____

Summer activity	_____
Feeling	_____

Winter activity	_____
Feeling	_____

Food	_____
Feeling	_____



**Teaching Notes:** In Part 1 of this activity, learners focus on making plans using WH-questions and polite requests. Prior to this activity, consider giving a mini lesson focusing on the related grammar structures.

In Part 2, learners practise expressing hesitation when making plans that may involve feeling nervous about a new activity or may involve a social dilemma.

## Set Up:

### Part 1: Making and Agreeing to Plans

1. Brainstorm WH-questions that learners might ask when making plans to attend some of the previously discussed activities (indoor, outdoor, summer and winter activities).

WH-Questions
<ul style="list-style-type: none"> <li>• Who...?</li> <li>• What...?</li> <li>• Where ...?</li> <li>• When...?</li> <li>• Why...?</li> <li>• How many, how much, how long...?</li> </ul>

2. Introduce modals for polite requests that could be used for inviting and making plans. Make a list like the one below on the board and have learners copy it in their notebooks. Brainstorm activities that learners can invite people to do.

Modals of Politeness
<ul style="list-style-type: none"> <li>• Would you like to...?</li> <li>• Will you come....?</li> <li>• Can you come...?</li> <li>• Can I come...?</li> <li>• Could you come...?</li> <li>• I was wondering if you would like to...?</li> </ul>

3. In pairs, have learners perform **Sample Role-Play 1**.
4. Remaining in pairs, learners create and perform their own role-plays (based on the sample role plays). Each learner should have the opportunity to perform Role A, asking questions and making an invitation.

## Part 2: Making Plans and Expressing Hesitation

5. Discuss how sometimes, we are unsure about accepting an invitation (e.g., we may be nervous to try the new activity, or there may be a social dilemma surrounding it.) Brainstorm expressions to convey uncertainty about accepting an invitation. List them on the board, such as those below.

Expressing Hesitation
<ul style="list-style-type: none"> <li>• I'm not sure about....</li> <li>• I don't know about that...</li> <li>• I don't think so...</li> <li>• I'll think about it.</li> <li>• Well, ...</li> <li>• Umm, ...</li> </ul>

Give examples of social dilemmas (e.g., those below); elicit other examples from learners.

<ul style="list-style-type: none"> <li>• You are invited to go swimming. You don't know how to swim. What do you say?</li> <li>• You are invited to go drinking and dancing at a bar. You don't drink. What do you say?</li> <li>• Your child receives an invitation to a sleepover. You are uncomfortable. What do you say?</li> </ul>
---

6. In pairs, have learners practise **Role Play 3: Rafting**.
7. When the role-plays are finished, have pairs create their own role-plays using other activities, such as skating, playing soccer, playing hockey, kayaking, camping, hiking, trying a new restaurant, becoming friends on social media, etc. Role-plays must include:
- a polite request for making plans
  - an expression of hesitation

Learners should perform the role-play at least twice and they should perform both roles. As learners practise their dialogues, circulate, and give feedback where needed.

**Part 1: Making and Agreeing to Plans**

**Instructions:** With a partner, perform **Sample Role Play 1 and 2**. Then work with your partner to create and perform your own role-play.

**Sample Role-Play 1: Yoga**



A: Do you like yoga?

B: Yes, I love yoga.

A: Where do you go?

B: I take a class on Saturday morning at the YMCA.

A: What time is the class?

B: It's from 8:30 to 9:30.

A: I'd like to take a class, because I've only tried yoga YouTube videos. How much is it?

B: You can pay a drop-in price of \$12.00 per class.

A: Can I go with you this Saturday?

B: Sure. I will pick you up at 8:00!

A: I can't wait!

B: I'm really looking forward to it!

**Sample Role-Play 2: Cooking**



A: Do you like to cook?

B: To be honest, I can't stand cooking.

A: Why?

B: I just don't have a lot of free time and I'm just not good at it.

A: What do you eat then?

B: I order a lot of take-out and I go out for lunch a lot.

A: I love to cook. Would you like to come over for a homemade dinner tomorrow?

B: I would love to!

A: Great! I will send you home with lots of leftovers. I'll barbeque chicken souvlaki and I'll make Greek salad and potatoes.

B: Yum! What time should I come?

A: How about 6:30?

B: Sounds great. Can I bring anything?

A: Maybe some soft drinks or iced tea?

B: Will do. Looking forward to it!

## Part 2: Making Plans and Expressing Hesitation

### Sample Role-Play 3: Rafting



A: I was wondering if you would like to try rafting this summer?

B: I have no idea what that is!

A: You raft down a river with an inflatable boat using paddles.

B: Umm, that sounds dangerous.

A: Well, we could go with a tour company and a guide.

B: I don't think so. I don't know how to swim very well.

A: We can book a beginner tour, and wear life jackets and helmets.

B: Umm, I'm sorry. I'm too nervous. How about we try kayaking on a quiet lake instead?

A: Sure, then maybe next year we can try rafting.

B: OK. So when should we go kayaking?

A: How about we go on the August long weekend?

B: Perfect.

A: I'll book two kayaks for us.

B: Thanks for arranging this. I'll sign up for some swimming lessons so that I feel more comfortable.

A: That's a good idea.

**Teaching Notes:** In this activity, learners focus on strategies to agree and confirm information. Confirmation tags, such as “*right*” or the classic Canadian “*eh*” are common when asking for and confirming information. It is not necessary for learners to use these tags, but it is important that they understand them. Consider finding and sharing with learners a YouTube video demonstrating the use of “*eh*” in Canada.

## Set Up:

1. Have learners look at the previous role-plays and brainstorm where phrases can be added to confirm information. Have learners add a star or an arrow where they think they can be used. Review as a class.
2. Brainstorm verbal and non-verbal ways to confirm information. On the board, write the headings “Verbal Strategies” and “Non-verbal Strategies.” Brainstorm examples with learners and list the examples under each heading, such as the examples below.

Verbal Strategies	
Repeating back	Confirmational tags
<ul style="list-style-type: none"> <li>• Did you mean.....</li> <li>• So, (repeat information)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ... right?</li> <li>• ... eh?</li> <li>•</li> </ul>

Non-verbal Strategies
<ul style="list-style-type: none"> <li>• nodding head</li> <li>• smiling</li> <li>• giving a thumbs up</li> <li>• giving a confused expression</li> </ul>

3. Practice the role-plays from the previous activity again but add some verbal and non-verbal strategies for confirming information.

## Competency Area: Interacting with Others

**Indicators of Ability:** Uses a range of courtesy formulas and some casual small talk; opens and maintains a conversation; asks/responds to questions; uses non-verbal communication where needed; indicates comprehension problems verbally.

**Teaching Notes:** The Speaking, Reading and Writing skill-using tasks in this module are all based on the “**February Freeze Fest**” flyer, found in the Reading section. The Reading skill-using task should be completed before this task, so that learners are familiar with its content. Activate prior learning by reviewing the content of the “February Freeze Fest” flyer.

In this speaking task, learners perform a role-play using polite requests (for inviting) and WH-questions to make snowshoeing plans at the February Freeze Fest festival. They also apply strategies for confirming information (e.g., non-verbal communication, indicating comprehension verbally and using basic confirming strategies). Each pair performs the role play twice, reversing roles so that each learner plays each role.

## Set Up:

1. Inform learners that they will perform a role play about making plans to go snowshoeing at the **February Freeze Fest** winter festival.
2. Review the flyer from the Reading skill-using task. Highlight the name, dates, and snowshoeing activity so that learners are familiar with the information related to this task (they should complete the reading skill-using task before attempting this task).
3. Review the use of modals of politeness when making plans. Remind learners that base verbs such as “like, go, come, attend, try,” are good choices after the subject “you” when making arrangements. List examples on the board, similar to the chart below, and brainstorm polite questions together.

Yes/No Questions	Modals of Politeness
<ul style="list-style-type: none"> <li>• Do you want to...?</li> <li>• Do you wish to...?</li> </ul>	<ul style="list-style-type: none"> <li>• Would you like to...?</li> <li>• Will you try....?</li> <li>• Can you come...?</li> </ul>

4. Next, remind learners about verbal and non-verbal strategies to confirm information. Make a chart on the board and brainstorm ways to confirm information, such as those below.

Repeating Back	Confirmational Tags
<ul style="list-style-type: none"> <li>• Did you mean.....</li> <li>• So, (repeat information)</li> </ul>	<ul style="list-style-type: none"> <li>• .... right?</li> <li>• .... eh?</li> </ul>

5. Review what people can say when they are hesitant about accepting an invitation. Brainstorm expressions on the board related to feeling apprehension, such as those below.

Feelings of Excitement	Feelings of Hesitation
<ul style="list-style-type: none"> <li>• I'm looking forward to....</li> <li>• I'm excited to go...</li> </ul>	<ul style="list-style-type: none"> <li>• I'm not sure about....</li> <li>• Well, ...</li> <li>• Umm, ...</li> </ul>

Keep all 3 charts on the board for easy reference during the role-play.

6. Arrange the class into groups of 4 learners. Distribute a set of Role Play Cards to each group. Review the role play card with the class. In groups of four, two learners perform the role plays while the other two learners listen and give feedback. When finished, the pairs of learners reverse tasks. Each pair performs the role play two times, reversing roles after the first role play.

Learners can record their role plays if possible. This can aid in self/peer-assessment or instructor feedback if needed.

A sample conversation is provided on the next page, which could be performed first as an example (but do not distribute to learners) or as a follow-up to this task.

### Assessment:

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

- Peer and self-assessment: Explain the criteria in the peer/self-assessment form to ensure that learners understand the expectations. Provide enough time for peers to share and review feedback. Alternatively, the feedback form can be used 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.

**Instructor Note:** Below is a sample conversation based on the role play cards. It could be preformed as an example before the task. Do not give it to learners since the skill-using task requires learners to make the snowshoeing plan on their own. The sample conversation below can also be used as a follow up to the skill-using task.

### Sample Conversation: Snowshoeing



A: Hi \_\_\_\_\_, are you free next week to go snowshoeing in Banff?

B: Hey \_\_\_\_\_, that sounds fun, but, umm, a little scary. I haven't snowshoed before.

A: You will like it! It's a great way to experience winter.

B: When do you want to go?

A: So, February Freeze Fest is February the 19th to the 23rd. Each day there is a free 2-hour snowshoeing trip.

B: Sounds good to me. How about the 20th?

A: Yes, that works for me.

B: How do we sign-up?

A: We have to register online.

B: What should we bring?

A: It says that snowshoes are provided, and we just need to dress warmly.

B: Oh, that's good. What time does it start?

A: It says to meet at 1:00 at Rocky Mountain Adventures on 4th Street.

B: Ok, if you register us, then I can drive us there.

A: It's a plan! I'm really looking forward to this!



**Instructions:** Learners work in pairs to perform the following role play. They perform it twice, reversing roles after the first time.

### Role Play Cards

#### LEARNER A – INVITE YOUR CLASSMATE

Invite your classmate to go snowshoeing. Details are below.

Ask and answer questions to make a plan about: what day, what time, how to register, where to meet, how to dress.

**February Freeze Fest:** February 19<sup>th</sup> to 23<sup>rd</sup>

#### Snowshoeing

- A FREE 2-hour snowshoeing excursion
- For all levels and ages
- Register online
- Dress warmly – snowshoes are provided
- **Time:** Excursion begins 1:00 pm, every day of the festival.
- **Where:** Meet at Rocky Mountain Adventures on 4<sup>th</sup> St. (1 pm)



#### LEARNER B – RESPOND TO THE INVITATION

Your classmate will invite you to go snowshoeing.

- Agree to go snowshoeing.
- Ask questions and answer questions about the activity and the plan.
- Confirm plans and express a feeling of excitement or hesitation.



### Peer/ Self-Assessment Feedback: Making Plans to Attend a Community Event

SU

Speaker: \_\_\_\_\_

CLB: ☐ CLB 4 ☐ CLB -5

Peer: \_\_\_\_\_

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

Put a check ✓

- ☐ Opened and maintained the conversation
- ☐ Used modals of politeness to make and accept an invitation
- ☐ Asked and answered questions about the plan
- ☐ Used strategies to confirm information
- ☐ Expressed feelings about attending February Freeze Fest
- ☐ Spoke clearly

Comments:



# Reading

## Skill-Building and Skill-Using Activities

Reading Strategies: Skimming to Find the Purpose .....	49
Reading Strategies: Skimming and Scanning .....	50
Understanding a Community Event Flyer .....	53
Reading a Winter Festival Flyer .....	56

**Teaching Notes:** This pre-reading activity introduces/reviews the concept of skimming (reading quickly to get the main points or the gist). Learners practice skimming a text to identify its purpose and main points, based on pictures, titles, bolded text, and headings.

Before beginning this activity, locate current online notices for upcoming events in your community, and use them to help introduce the activity. In the next skill-building activity, learners will skim a flyer/online notice called **Neighbour Days**.

## Set Up:

1. Inform learners that skimming is a useful reading strategy to find information quickly. Write the definition (below) on chart paper and keep it posted in the room for easy reference.

Skimming
<ul style="list-style-type: none"> <li>• moving your eyes quickly down the page without reading or trying to understand every word</li> <li>• looking at the title and sub-titles</li> <li>• looking at the pictures, bolded words, italics, underlines, and other formatting clues that provide a general idea of what the text is about</li> </ul>

2. Next, tell the class that they will use the “*skimming*” strategy to identify the main idea in online notices for events in the area. Start by brainstorming with learners a list of features and information that might be found on community notices. In this way, you can gather background knowledge and teach to any comprehension gaps.
3. Tell learners that you will ask them questions related to a notice. Tell them that you will ask a couple of questions, then project the notice for 10 seconds, during which time learners need to quickly skim the notice for the answers. After 10 seconds (you can use a timer), stop sharing the notice and have learners shout-out their answers. Remind learners not to read every word, but to look at the title and key formatting features. Ask questions like:
  - *What is the purpose?*
  - *When is the event?*
  - *Where is it?*

Repeat this with various online notices to practice skimming.

## Additional Practice Suggestion:

For further practice, consider using The Language Companion – Stage 1; Helpful English p. 7 “Inviting” and p. 26-27 “Talking about Likes and Dislikes, Summer Activities, Winter Activities and Hobbies”. These topics relate to the listening section of this module package and can be used for skimming practice in the same way as in this activity.

**Teaching Notes:** **Part 1** of this activity focuses on practising skimming a flyer titled **Neighbour Days**. Learners compete with classmates to answer questions as quickly as they can. **Part 2** focuses on the strategy of scanning for more details. In the scanning race, learners are given a little more time to search the notice.

## Set Up:

### Part 1: Skimming

1. In this activity, the **Neighbour Days** flyer (on the next page) can be printed or projected for the class. If printed, distribute one to each learner, face-down. If you project it, you will need to quickly hide and show the projected notice. It will also be necessary to set a timer.
2. Explain that learners will use the same “*skimming*” strategy they practised in the previous activity, but this time in a contest racing against each other. You will ask a question about the notice, begin the timer, and learners will turn over their paper (or you will project the notice) to skim it.

Learners will have 10 seconds to find the purpose, and 15 seconds to skim for key details. When the time is up, learners must turn their papers face down (or you will hide the projection). To answer, learners raise their hands. **They should not call out the answer.** The first student with the correct answer gets one point. The learner with the most points wins. The questions are below:

#### Question related to Finding the Purpose: 10 sec

- What is the purpose of this notice? *Answers will vary, but should contain “to celebrate our communities and neighbours”*

#### Questions related to skimming for Key Details: 15 sec

- What is the event called? *Answer: Neighbour Days*
- Where is the event? *Answer: Regina, Saskatchewan*
- When is the event? *Answer: June 21<sup>st</sup> – June 22<sup>nd</sup>*
- How much is the event? *Answer: Free*
- Who can attend? *Answer: All ages*

### Part 2: Scanning

3. Inform learners that they will now focus on “*scanning*” for information. Elicit from learners what they think scanning involves. Remind them that skimming is about quickly reading a text for the general idea. When finished, post the definition of “*scanning*” alongside the “*skimming*” definition.

## Scanning

- quickly searching for key words and phrases to find specific details in the text
- involves filtering out unrelated information and finding the information that you are looking for
- every single word isn't important to understand

4. Bring back the **Neighbour Days** flyer, either as a handout or projected. Learners will race against each other again, using the scanning strategy, this time to win the contest. Repeat the instruction from the previous race. Because scanning involves a more in-depth look, learners will have 20 seconds to answer this time. At the end of the contest, collect the notices and save them for future use.

### Questions related to scanning for details: 20 seconds

- What are people encouraged to put on their houses, windows, and fences? *(Answer: Hearts & positive messages)*
- Where is the pancake breakfast? *(Answer: Wascana Lake, in front of Legislative Building)*
- Who will be at the breakfast? *(Answer: Premier of Saskatchewan and Mayor of Regina)*
- What activity should you do to win a prize? *(Answer: Scavenger Hunt)*
- What time are the fireworks? *(Answer: 11:00 pm)*
- Where can you listen to music? *(Answer: Downtown Sunday Street Party)*

### Additional questions (e.g., for tiebreaker, or to play with more time given)

- You want to take pictures at your block party. What hashtag do you post on social media? *(Answer: #lovemyneighbourhood)*
- On Sunday you finish lunch at a community BBQ at 12:15. You want to go on a community garden tour. When does the next tour start? *(Answer: 1:00 pm)*
- You want to plan a community clean up and receive garbage bags and gloves from the city. What do you do to receive money for supplies? *(Answer: Register at [www.neighbourdays.ca](http://www.neighbourdays.ca) by May 10<sup>th</sup>)*

# Neighbour Days

Regina, Saskatchewan

Sat and Sun: June 21-22

ALL AGES

FREE EVENTS



Come celebrate our community spirit, kindness, and appreciation for our great neighbourhoods. Decorate your windows, fence, or patio with hearts and positive messages about our great people and city.

## Saturday Events

- 9 - 11 am Official Neighbour Day Kick-off! Wascana Lake, in front of the Legislative Building. The Premier of Saskatchewan and the Mayor of Regina will host a pancake breakfast with all the fixings – pancakes, maple syrup, bacon, sausages and fresh fruit.
- 11 pm Fireworks over Wascana Lake

## Sunday Events

- 9 am - 4 pm Garden tours, every hour on the hour. Meet in front of City Hall.
- 5 pm - 8 pm Downtown Sunday street party. Some pedestrian-only streets with beer gardens, poutine and hotdog vendors, plus musical entertainment. Explore the businesses around you!

## All Weekend

Visit [www.neighbourdays.ca](http://www.neighbourdays.ca) for events happening near you!

- Block parties
- BBQ's
- Bouncy Castles, arts and crafts, face painting for the kids
- Community walking tours to explore your neighbourhood and local parks

**The Neighbour Days Scavenger Hunt!**  
Print it off from our website.  
You may win the Grand prize!



Do you want to host your own event or block party?  
Register at [www.neighbourdays.ca](http://www.neighbourdays.ca) for your event by May 10th and you are eligible for up to \$300 in supplies from the city. Organize a BBQ, plan a parade, host a block party, organize a community clean-up.

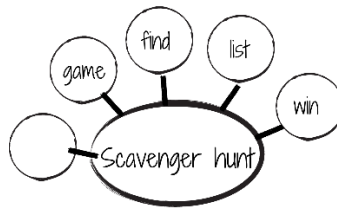


Share your experiences on Twitter using **#lovemyneighbourhood**

**Teaching Notes:** This activity is an extension of the “Neighbour Days” skimming and scanning activities. It uses a new, related flyer titled **Neighbour Days Scavenger Hunt**. The focus is on referring to the flyer to answer comprehension questions.

## Set Up:

1. Introduce the activity by brainstorming with learners the meaning of “Scavenger Hunt”. Write the brainstormed meanings on the board, circling them or using a web diagram such as the one below. Keep adding hints to help learners guess the meaning of scavenger hunt.



2. Introduce the **Neighbour Days Scavenger Hunt** flyer by having learners skim and scan it as another race. Project or distribute paper copies of the flyer face down (do not give out the comprehension question worksheet yet). Inform learners that the time limit is 15 or 20 seconds. Then, ask the questions, have learners turn over their flyer, set the timer, and have learners shout-out the answers when time is up. Possible questions are below; ask other questions you see fit for the purpose of skimming and scanning.
  - Who can participate in the scavenger hunt? (*Answer: teams or individuals*)
  - How do you play? (*Answer: varies; print and check off everything you find, see or do*)
  - What can you win? (*Answer: 2 Airline Tickets to anywhere in Canada, 4-piece luggage set*)
3. Next, distribute the comprehension questions, and have learners work independently to answer them. When finished, they can compare their answers in pairs. Circulate as needed.
4. Debrief by taking up the answers as a class. Address any challenges and focus on strategies for answering comprehension questions. For example, consolidating background knowledge, pre-reading the questions, applying the appropriate reading strategy to the question (skimming, scanning, in-depth reading, guessing from contextual clues).

## Answer Key:

- |                                |   |
|--------------------------------|---|
| 1. True                        | 6. b  |
| 2. False; 6 pm Sunday          | 7. a  |
| 3. False; #lovemyneighbourhood | 8. Answers will vary. E.g., love, friendship, strong, community |
| 4. a                           | 9. Answers will vary  |
| 5. b                           | 10. Answer will vary  |



# Neighbour Days Scavenger Hunt

**Sat and Sun: June 21-22**



Challenge yourself and your neighbours to compete in the first official Neighbour Days scavenger hunt. Participate as a team or individual. When you complete the scavenger hunt, give your form to one of our volunteers. They are wearing blue hats with "Volunteer" on it. Your name will be entered into a prize draw. Entries are accepted until 6:00 pm on Sunday.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

☒ Just print and check off everything you find, see or do!

- ☐ Meet the Mayor at the pancake breakfast
- ☐ Find a window decorated with hearts and a positive message
- ☐ Find people laughing and having fun
- ☐ Read Sidewalk chalk messages of love and kindness
- ☐ Go to the Saturday night fireworks
- ☐ Eat pancakes at the kick-off breakfast
- ☐ Decorate your house, yard, or window with hearts and positive messages
- ☐ Support a local business
- ☐ Greet or have a conversation with a neighbour you haven't met
- ☐ Paint a small rock with a kind message and leave it in a park
- ☐ Drink a beer or eat poutine at the downtown street party
- ☐ Visit a community garden
- ☐ Walk down a street you've never been to before
- ☐ Visit a landmark in your neighbourhood and post a picture on social media
- ☐ Introduce yourself to someone you do not know



The draw will be made at 7:30 pm at the Sunday Street Party. You must be in attendance to accept the prize, or your entry will be disqualified and we will draw for another prize winner.

Grand Prize Package: 2 Airline Tickets to anywhere in Canada, 4-piece luggage set



Take photos during the adventure and share your experience using #lovemyneighbourhood.

**Instructions:** Read the flyer. Answer the questions.

1. Neighbour Days is a 2-day event. ☐ True ☐ False
2. You can play the scavenger hunt until 6 pm on Saturday. ☐ True ☐ False
3. The Twitter hashtag is #neighbourdays. ☐ True ☐ False
4. The purpose of the scavenger hunt is to \_\_\_\_\_ .
  - a. get to know your community and meet neighbours
  - b. try new activities
  - c. win a prize
5. What word in the text means “*exciting activity*”?
  - a. hunt
  - b. adventure
  - c. landmark
6. What does “*Your entry will be disqualified*” mean?
  - a. Your entry will be lost.
  - b. Your entry will not be eligible.
  - c. Your entry will win.
7. What does the word “*grand*” in the phrase “*grand prize*” mean?
  - a. big
  - b. expensive
  - c. special
8. What kind of messages will be written on the sidewalks in chalk?  
\_\_\_\_\_
9. Which scavenger hunt activity would you like to do? Why?  
\_\_\_\_\_
10. Which scavenger hunt activity would you **not** like to do? Why?  
\_\_\_\_\_
11. Discuss with a partner. If you won the prize, where would you go? Why?

**Competency Area:** Comprehending Information

**Indicators of Ability:** Identifies the purpose; identifies main ideas; identifies specific details; makes inferences

**Teaching Notes:** In this activity, learners read a flyer for a winter festival. Ensure that learners are familiar with event flyers and winter activities vocabulary. Consider pre-teaching unfamiliar words in the flyer (e.g., fest/festival, vary/varies, horse-drawn sleigh, hockey, snowshoeing). Alternatively, learners can practise inferring the meanings of words as a class.

## Set Up:

1. Brainstorm a list of winter activities with learners and discuss the activities. Ask questions, e.g.: *What have you tried? What are you nervous to try? What do you want/not want to try?*
2. Inform learners that they will read a flyer about a winter festival. Hand out the flyer, face down. Tell learners to turn it over and scan for winter activities. As learners call out the activities, record them on the board.
3. Distribute the questions. Have learners spend a few minutes reading it over and asking for clarification. Then they answer the questions independently. Take up as a class.

## Assessment:

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

- Have learners correct their own work. They should not erase their mistakes, but rather write the correct answers in pen. Explain that this allows them to see and learn from their errors.
- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? What made it easy or difficult?

## Additional Practice Suggestions:

Have learners find a partner to compare their likes and dislikes from question 10. Have a “Find Someone Who” activity, where learners find people with similar interests.

## Answer Key:

1. c
2. February 19-23
3. Banff, Alberta
4. Winter (Answers will vary)

5.		Sleigh Ride	Snowshoeing
	Cost	\$5.00 fee; Children under 5 /Seniors free	free
	Ages	any	any
	Time	12:00 to 7:00	1:00
	Location	corner of Bear & Main	Rocky Mountain Adventures

6. a
7. c
8. Cole
9. Yes
10. a) Answers will vary, must use activities from the flyer  
b) Answers will vary



# FEBRUARY FREEZE FEST

Banff, Alberta

**When:** February 19-23

**Time:** 12 pm (noon) to 12 am (midnight)

**Where:** Locations in and around Banff

**Cost:** Varies by activity, with plenty of FREE activities

For a FULL schedule of events, visit our website at  
[www.freezefest.ca](http://www.freezefest.ca)

## Five Days of Frosty Fun! Come Celebrate Winter!

### HORSE-DRAWN SLEIGH RIDES

Leaving every hour from 12 noon to 7 pm at the corner of Bear Ave and Main Street! Relax as you tour through the streets of Banff. End your trip with skating or a game of hockey at the downtown ice rink. \$5.00 fee; Children under 5 /Seniors free. Hot chocolate provided.

### ICE CLIMBING

Climb a frozen waterfall just outside of Banff. This fun and safe experience lets you explore places you have never thought possible. Must be 18 years and older. \$55 fee. Register online for this full day excursion, either Feb 20 or 22, from 10 am to 4 pm. Dress warmly. Lunch is provided.

### ICE SCULPTURE COMPETITION

Watch artists from all over Canada carve huge blocks of ice into amazing works of art as they compete for the title of "Canada's #1 Ice Artist". You'll find these sculptures along Main Street. Vote for your favourite on Twitter using the hashtag #FreezeFest

### SNOWSHOEING

Experience the magic of winter with a peaceful hike in the woods, on snowshoes. All levels and ages welcome. If you can walk, you can snowshoe! Register online for a free 2-hour excursion leaving at 1 pm every day of the Freeze Fest. Excursions depart from Rocky Mountain Adventures on 4th Street. Don't forget to dress warmly – snowshoes are provided.

### FIREWORKS AND STREET PARTY

Nightly from 9 pm to midnight; live music, food vendors, family friendly activities, and fire pits to warm your frosty toes. Cap off the night with an exciting fireworks show over downtown Banff.

Email [freezefest@townbanff.com](mailto:freezefest@townbanff.com) for volunteer opportunities



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

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

**Instructions:** Read the flyer about February Freeze Fest. Answer the questions. You do not need to write in complete sentences. Spelling and grammar will not be considered.

1. Which statement best describes the purpose of the flyer?
  - a. Come enjoy winter
  - b. Come to a winter party with fireworks
  - c. Come celebrate the joys of winter with outdoor activities
2. When is the festival? \_\_\_\_\_
3. Where is the festival? \_\_\_\_\_
4. Why do you think the festival is in February? \_\_\_\_\_
5. Fill in the chart with information from the flyer.

	Sleigh Ride	Snowshoeing
Cost		
Ages		
Time		
Meeting location		

6. Which word in the flyer means the same as “contest”?
  - a. competition
  - b. celebrate
  - c. sculpture
7. The flyer says, “Register online for a free excursion.” What does “excursion” mean?
  - a. a very long trip
  - b. a vacation
  - c. a short, day trip
8. What does the word “frosty” mean? \_\_\_\_\_
9. Does the festival need volunteers? ☐ Yes ☐ No

10. a) How do you feel about the winter activities during Freeze Fest? Write one activity next to each feeling.

I really like \_\_\_\_\_

I like \_\_\_\_\_

I feel it is so-so \_\_\_\_\_

- b) What is one activity (from Freeze Fest) you **don't** like? \_\_\_\_\_

Why don't you like the activity?

\_\_\_\_\_



# Writing

## Skill-Building and Skill-Using Activities

Practising the Past Tense.....	61
Writing About Past Activities.....	64
Writing a Text Message to a Friend .....	67



**Teaching Notes:** This activity lays the groundwork for writing and answering text messages using past tense forms and putting together well-formed questions and answers. **Part 1** is a paired barrier game that practises the past tense. **Part 2** is a past tense speaking activity about weekend events. It is a good idea to start this task on a Monday, so learners can easily remember their weekend events.

## Set Up:

### Part 1

1. Inform learners they will work in pairs and review the past tense with a pair activity. Cut and pass out a Learner A and a Learner B Past Tense Review Sheet to each pair. Have learners place the sheets face down, while you use one pair of learners to demonstrate how the activity works. Explain that each sheet has 27 verbs, with a missing present, past, or present and past form. Learners must ask each other questions to fill-in the missing verbs on their sheet. They are not allowed to look at each other's sheet! When they have completed the activity, they can put their sheets side-by-side and compare answers.

### Part 2

2. This activity focuses on past weekend events and builds on the activity in **Part 1**. Begin by writing the two questions below on the board. In pairs, learners ask and answer the questions. When they are finished, they pair with a different partner and repeat the activity.
  - How was your weekend?
  - What did you do on the weekend?

Circulate and make note of common past tense verbs learners struggle with, recording sentence errors you hear. Close the activity and provide feedback on the strengths you noticed, as well as common errors (write a few sentence errors on the board). Elicit from learners what is wrong or missing from the sentences. Encourage them to correct them together, keeping the focus on verb structures.

## Additional Practice Suggestions:

- Have learners keep the past tense review sheets in their notebooks to refer to in the future.
- Have learners keep a journal about their weekend activities. Each weekly entry should be 4 to 5 sentences to a short paragraph. Encourage learners to re-read their previous journal entries and check for errors before starting their next entry.



**Answer Key: Past Tense Review**

1. cook	cooked
2. watch	watched
3. play	played
4. get	got
5. see	saw
6. write	wrote
7. am, is, are	was/were
8. read	read
9. buy	bought
10. clean	cleaned
11. walk	walked
12. take	took
13. run	ran
14. ride	rode
15. have	had
16. call	called
17. give	gave
18. choose	chose
19. wash	washed
20. exercise	exercised
21. go	went
22. drive	drove
23. come	came
24. do	did
25. eat	ate
26. begin	began
27. try	tried

**Part 1: Past Tense Review Sheet**

Learner A			Learner B		
1.	cook	cooked	1.	cook	cooked
2.	watch	_____	2.	_____	watched
3.	_____	played	3.	play	_____
4.	_____	got	4.	get	_____
5.	see	_____	5.	_____	saw
6.	write	_____	6.	_____	wrote
7.	am, is, are	_____	7.	am, is, are	_____
8.	read	read	8.	read	read
9.	buy	_____	9.	_____	bought
10.	_____	cleaned	10.	clean	_____
11.	walk	_____	11.	_____	walked
12.	_____	took	12.	take	_____
13.	run	_____	13.	_____	ran
14.	ride	rode	14.	ride	rode
15.	_____	had	15.	have	_____
16.	call	_____	16.	_____	called
17.	_____	gave	17.	give	_____
18.	choose	chose	18.	_____	_____
19.	wash	washed	19.	wash	washed
20.	exercise	_____	20.	_____	exercised
21.	_____	went	21.	go	_____
22.	drive	_____	22.	_____	drove
23.	_____	came	23.	come	_____
24.	do	_____	24.	_____	did
25.	_____	_____	25.	eat	ate
26.	begin	_____	26.	_____	began
27.	try	_____	27.	_____	tried

**Teaching Notes:** In this activity, learners continue to practise expressing themselves in the past tense. In **Part 1**, learners fill in past forms of verbs in paragraphs, and in **Part 2**, they write about a past experience.

## Set Up:

### Part 1

1. Lead a class discussion about common topics people write about (e.g., in texts, emails, social media messages) to their friends and family.
2. Distribute the handout. Tell learners they will read 3 paragraphs about past experiences. Demonstrate how they need to find the present tense word bank prompt and change it to past tense. Have learners complete the first paragraph independently. Circulate and give feedback where needed. Once finished, pair learners and have them compare answers. Then, take up the answers as a class. Continue in the same way for paragraph 2 and 3.

### Part 2

3. Project the completed paragraphs from the answer key. Have learners identify and discuss the introductory sentence, sentences about details, and connective words. Learners can then write a paragraph about a fun past experience. While learners are writing, circulate and take note of learner strengths and common errors. Once finished, instruct learners to circle all the verbs they used and check (or have a partner check) the past tense structures.

## Answer Key:

### My Weekend

My weekend was nice, but busy. I ran many errands. On Saturday morning, I had a doctor's appointment and then went grocery shopping at FoodMart. Then, I spent most of Saturday catching up on housework. On Sunday, I ate lunch out with a friend and then we decided to go shopping at the mall. I bought a new pair of black boots to wear to a party next weekend. I dropped my friend off at her house and then came home to make supper. I called my brother to chat and then watched the news and went to sleep.

### Neighbour Days Weekend

I had so much fun this weekend at a community event called Neighbour Days. I met so many new people and tried pancakes with maple syrup for the first time. It was delicious! I helped pick up garbage in my community and then we celebrated with a free BBQ. My friend encouraged me to try poutine. I didn't like how it looked, but, when I ate it, I really liked the taste! My friend and I participated in the scavenger hunt, but we didn't win the grand prize. All in all, I enjoyed my weekend very much.

### Sledding

Last week I went sledding for the first time with my English class. We all had a really good time, although some people were very nervous. A lot of us saw snow for the first time when we moved to Canada, so playing in the snow was a very new experience. We even built snowmen and had a snowball fight! Then, we drank some hot chocolate together and warmed our hands and toes by the firepits in the park. I learned that I need to buy warmer winter boots because my feet felt so cold. I am so excited to take my kids sledding soon, because now I know what to do.

**Part 1 Instructions:** Fill in the blanks with the appropriate past tense verb. You will need to change the verb form.

**Paragraph 1 - My Weekend**

<input type="checkbox"/> buy	<input type="checkbox"/> spend	<input type="checkbox"/> go	<input type="checkbox"/> decide
<input type="checkbox"/> is	<input type="checkbox"/> watch	<input type="checkbox"/> go	<input type="checkbox"/> run
<input type="checkbox"/> eat	<input type="checkbox"/> have	<input type="checkbox"/> drop	<input type="checkbox"/> come
			<input type="checkbox"/> call

My weekend \_\_\_\_\_ nice, but busy. I \_\_\_\_\_ many errands. On Saturday morning, I \_\_\_\_\_ a doctor's appointment and then \_\_\_\_\_ grocery shopping at FoodMart. Then, I \_\_\_\_\_ most of Saturday catching up on housework. On Sunday, I \_\_\_\_\_ lunch out with a friend and then we \_\_\_\_\_ to go shopping at the mall. I \_\_\_\_\_ a new pair of black boots to wear to a party next weekend. I \_\_\_\_\_ my friend off at her house and then \_\_\_\_\_ home to make supper. I \_\_\_\_\_ my brother to chat and then \_\_\_\_\_ the news and \_\_\_\_\_ to sleep.

**Paragraph 2 - Neighbour Days**

<input type="checkbox"/> call	<input type="checkbox"/> is	<input type="checkbox"/> enjoy	<input type="checkbox"/> do not
<input type="checkbox"/> do not	<input type="checkbox"/> help	<input type="checkbox"/> encourage	<input type="checkbox"/> meet
<input type="checkbox"/> try	<input type="checkbox"/> celebrate	<input type="checkbox"/> have	<input type="checkbox"/> participate
		<input type="checkbox"/> like	<input type="checkbox"/> eat

I \_\_\_\_\_ so much fun in June at a community event \_\_\_\_\_ Neighbour Days. I \_\_\_\_\_ so many new people and \_\_\_\_\_ pancakes with maple syrup for the first time. It \_\_\_\_\_ delicious! I \_\_\_\_\_ pick up garbage in my community and then we \_\_\_\_\_ with a free BBQ. My friend \_\_\_\_\_ me to try poutine. I \_\_\_\_\_ like how it looked, but, when I \_\_\_\_\_ it, I really \_\_\_\_\_ the taste! My friend and I \_\_\_\_\_ in the scavenger hunt, but we didn't win the grand prize. All in all, I \_\_\_\_\_ my weekend very much.

**Paragraph 3 - Sledding**

<input type="checkbox"/> go	<input type="checkbox"/> is	<input type="checkbox"/> warm	<input type="checkbox"/> feel
<input type="checkbox"/> build	<input type="checkbox"/> are	<input type="checkbox"/> move	<input type="checkbox"/> learn
<input type="checkbox"/> drink	<input type="checkbox"/> have	<input type="checkbox"/> have	

Last week I \_\_\_\_\_ sledding for the first time with my English class. We all \_\_\_\_\_ a really good time, although some people \_\_\_\_\_ very nervous. A lot of us saw snow for the first time when we \_\_\_\_\_ to Canada, so playing in the snow \_\_\_\_\_ a very new experience. We even \_\_\_\_\_ snowmen and \_\_\_\_\_ a snowball fight! Then, we all \_\_\_\_\_ some hot chocolate together and \_\_\_\_\_ our hands and toes by the firepits in the park. I \_\_\_\_\_ that I need to buy warmer winter boots because my feet \_\_\_\_\_ so cold. I am so excited to take my kids sledding soon because now I know what to do.

**Part 2 Instructions:** Write up to one paragraph about a fun experience you had in the past. Give your paragraph a title, introductory sentence, and details. Include sufficient details and your feelings about the experience.

---

---

---

---

---

---

---

---

---

---

---

### Competency Area: Interacting with Others

**Indicators of Ability:** Conveys a personal message so the reader can follow; uses language and vocabulary appropriate and relevant to the situation; conveys key information, main idea, and feelings; uses adequate paragraph structure.

**Teaching Notes:** This writing task uses the information from the February Freeze Fest flyer in the reading skill-using task. The reading task should be completed prior to this task. This task is not differentiated by level, so keep in mind the difference in profiles of ability between the levels (i.e., CLB 4 is a short paragraph; CLB 5 is an adequate paragraph.)

Before starting, review the scale of likes and dislikes (p. 13) to express feelings. Consider teaching a preliminary mini lesson to address adequate paragraph structure.

### Set Up:

1. After reviewing the simple past tense, distribute the task sheet to learners.
2. Begin a discussion on texting by eliciting answers for questions, such as: *Do you have a Smart Phone? Do you text your friends and family? Do you prefer communicating by text message or another written form (e.g., email, social media)? Why?*
3. In this task, learners respond to a text message from a friend about their weekend. Learners will write a response about attending the **February Freeze Fest** winter festival. Encourage learners to imagine they participated in the events and be creative with the details and their feelings about the activities. Allow learners to refer to the flyer while writing.

### Assessment:

- The Feedback Form can be used for self or peer assessment. When learners have completed the task, they can assess their own work or exchange their work with a partner for peer feedback.
- Consider reviewing learners' writing and the peer feedback, and then making additional notes on the learner worksheet as needed. The notes and feedback can provide insight to learners on their strengths and skills they need to work on and can provide you with insight into skill areas to incorporate into future lessons.
- For additional practice, repeat this task using different past events and activities, such as a birthday party, a BBQ, or a hiking trip.



Monday • 9:35 a.m.

So, tell me  
about your  
weekend.

[illegible]

## Writing a Text Message to a Friend, *continued*

FEEDBACK FORM: Writing a Text Message to a Friend			SU
Name of writer: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Gives sufficient details about attending February Freeze Fest	<input type="checkbox"/>	<input type="checkbox"/>	
Good use of past tense forms	<input type="checkbox"/>	<input type="checkbox"/>	
Expresses feelings	<input type="checkbox"/>	<input type="checkbox"/>	
Message was clear and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	
Uses correct spelling, capitalization, and punctuation	<input type="checkbox"/>	<input type="checkbox"/>	
Uses a basic paragraph structure (introduction and supporting details)	<input type="checkbox"/>	<input type="checkbox"/>	





# Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks.....	71
Listening: Understanding a Conversation about Making Plans.....	74
Speaking: Making a Plan.....	76
Reading a Cultural Festival Flyer.....	78
Writing to a Friend about a Past Event.....	82

Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete all assessment tasks independently.

## Set Up:

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

- **Listening:** Learners listen to a social conversation between two classmates about future plans and answer comprehension questions. Learners can listen once to answer questions, and a second (or third) time to check their answers. Inform learners that they do not need to use complete sentences for short answers and that spelling and grammar will not be scored.
- **Speaking:** Learners perform a role play about making plans to attend **Globe Fest**. Working in pairs, learners use the appropriate Student A scenario cards (**CLB 4** or **CLB 5**) to perform the role play. Inform each pair that they will perform the role play twice, switching the Student A and Student B roles. Prior to each performance, give Student A a short time to read the scenario and think about what they will say. Don't allow learners to talk with their partner. (Learners should not be preparing scripts in advance.) Learners will be evaluated mainly on their performance as Student A, but some parts of their Student B role could also be considered if the instructor sees fit.

Note: There will be variations in the role play, depending on how learners initiate and respond in the conversation. However, the dialogue must include details from the scenario given, an opener, a clear polite request to make a future plan, an agreement, small talk expressions, and a closing. For CLB 5 learners must maintain the conversation, use confirmation strategies, and express their feelings. For instructor reference, a sample role-play conversation is below, to show what is generally expected (with variations).

Learner A:	Opener/
Learner B:	Reply
Learner A:	Invitation ( <i>e.g., Do you want to go to Globe Fest next weekend?</i> )
Learner B:	Reply ( <i>e.g., express feelings/ hesitation, make an agreement: Yes, I'd like to/ love to ...</i> )
Learner A:	Ask about the day ( <i>e.g., What day do you want to go?</i> )
Learner B:	Suggest a day ( <i>e.g., How about ...</i> )
Learner A:	Ask about how to get there
Learner B:	Suggest a way to get there ( <i>e.g., Let's take the bus/train/I can drive...</i> )
Learner A:	Reply ( <i>e.g., Great/Sounds good. What time?</i> )
Learner B:	Agree or make an alternate plan
Learner A:	Close the conversation
Learner B:	Close the conversation

- **Reading:** Learners read a flyer (**Globe Fest**) about a culture days celebration and answer comprehension questions. There is one flyer for **CLB 4** and a longer flyer for **CLB 5**. **CLB 4** learners complete **Part 1** of the comprehension questions; **CLB 5** learners complete both **Part 1** and **Part 2**. Spelling and grammar will not be marked.
- **Writing:** Learners refer to the **Globe Fest** flyer from the Reading Assessment Task to write a message to a friend about attending the festival over the past weekend. Review the expectations together before beginning the assessment.

### Feedback:

- *Productive Tasks (Speaking and Writing):*

When learners have completed the productive assessment 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. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini-lesson and further practice 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 can insert their initials in the appropriate column (meets/not yet) beside each criterion or write “not sure” if appropriate.

- *Receptive Tasks (Listening and Reading):* When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the learner needs, give feedback as a group or individually. Return the marked student form with scoring for placement in portfolios. Consider returning the text to learners so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Note: Answer key and transcript are on the next page.

**Answer Key:**

**Listening Task**

**Part 1: CLB 4-5**

1. Confirming a plan to go to Globe Fest
2. classmates
3. 9:00 exactly
4. Saturday
5. parking is limited/no parking
6. Korean drum dancing; eating African food

**Part 2: CLB 5**

7. She doesn't like to dance
8. a) Excited b) Answers will vary
9. a) summer  
b) it will be hot
10. a) Answers will vary  
b) Answers will vary

**Reading Task**

**Part 1: CLB 4-5**

1. To give information about a festival
2. False
3. True
4. different cultures
5. Woodland Event Centre, Victoria B.C.
6. August 4, 8:30 am to 9 pm
7. Entry is free with donation to the food bank

**Part 2: CLB 5**

8. Dance with
9. At [www.woodlandevents.ca](http://www.woodlandevents.ca)
10. Win the Best Photo prize
11. Answers will vary
12. Answers will vary

**Transcript: Listening Assessment (at 5:15 in the audio file)**

**Merkeb:** Hi Elana, can I sit with you?

**Elana:** Hey Merkeb, yes, please sit! Nice to see you in class today.

**Merkeb:** Nice to see you, too! You still want to go to the Globe Fest on Saturday, right?

**Elana:** Of course! I wouldn't miss it for the world.

**Merkeb:** Good. I'm looking forward to learning how to Korean drum dance.

**Elana:** You know Merkeb, I'm not much of a dancer. Instead, I'm looking forward to trying a lot of the cultural food.

**Merkeb:** What kind of food do you want to try?

**Elana:** I'd like to try some African food, maybe Middle Eastern, or South American. I don't know... a little bit of everything.

**Merkeb:** We're still meeting at your house on Saturday at 9, right?

**Elana:** Yes, 9 am sharp! The bus stop by my house will take us right to the Globe Fest and it leaves at 9:05.

**Merkeb:** Oh, you don't want to drive?

**Elana:** I read on social media that parking is very limited, so I think we should take transit.

**Merkeb:** That sounds good. Also, it will be hot; bring some sunscreen.

**Elana:** Oh, right, good to know. See you on Saturday morning.

**Module Topic:** Socializing about Food and Community Events

**CLB 4** ☐

**Competency Area:** Interacting with Others

**CLB 5** ☐

**Criteria:** Understands gist (#1); identifies factual details (4, 5, 6); recognizes meaning (3); identifies relationship between speakers (2); **CLB 5 only:** Identifies implied meanings (9); recognizes common idioms (7, 8); interprets feelings such as interest, likes/dislikes, preferences

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

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

**Instructions:** Listen to the conversation between Merkeb and Elana. Answer the questions. You do not need to use complete sentences. Spelling and grammar will not be scored.

## Part 1: CLB 4 and 5

1. What is the conversation about? (check one)
    - ☐ Confirming a plan to go to Globe Fest
    - ☐ Making a plan to go to Globe Fest
    - ☐ Talking about what they did at Globe Fest last weekend
  2. Merkeb and Elana are \_\_\_\_\_. (check one)
    - ☐ relatives
    - ☐ classmates
    - ☐ co-workers
  3. Elana says, “9 am sharp”. What does she mean? (check one)
    - ☐ just after 9:00
    - ☐ 9:00 exactly
    - ☐ before 9:00
  4. When are Elana and Merkeb planning to go to Globe Fest? (check one)
    - ☐ Sunday
    - ☐ Saturday
    - ☐ Friday
  5. Why are Merkeb and Elana taking the bus instead of driving?
- 
6. Check **all** the activities that Elana and Merkeb are excited about. (2 points)
    - ☐ Korean Drum Dancing
    - ☐ Eating African food
    - ☐ Eating American food
    - ☐ Taking the bus

TASK SUCCESS	Your Score
<b>CLB 4:</b> 5 out of 7	/7

**Part 2: for CLB 5**

7. Elana says, “*I’m not much of a dancer.*”. What does she mean? (check one)

- ☐ She doesn’t like to dance.
- ☐ She likes to dance.
- ☐ She wants to learn how to dance.

8. a) How does Elana feel about going to GlobeFest?

---

b) How do you know?

---

9. a) What season is it? (check one)

- ☐ fall
- ☐ summer
- ☐ winter

b) How do you know?

---

10. a) Imagine you are going to Globe Fest. What types of food would you like to try?

---

b) Why do you want to try these foods?

---

TASK SUCCESS	Your Score
CLB 5: Part 1 & 2: 10 out of 14	/14

# Speaking: Making a Plan

AT

**Module Topic:** Socializing about Foods and Community Events

**CLB 4** ☐

**Competency Area:** Interacting with Others

**CLB 5** ☐

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

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

**Instructions:** You will make a plan with a classmate to go to an event. Use the role play card and make a plan to attend Globe Fest with your classmate next weekend.

SPEAKING: CLB 4 or CLB 5		Meets Expectations	Not Yet
<b>*Overall:</b>	The plans are clear and can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conversation management:</b>	<ul style="list-style-type: none"> <li>CLB 4: Opens and closes the conversation, expresses an invitation, clarifies information if needed, makes eye contact and nods to encourage conversation</li> <li>CLB 5: Opens and maintains the conversation, extends and accepts an invitation, takes turns, uses a confirmation strategy, expresses feelings</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar structures</b>	<ul style="list-style-type: none"> <li>CLB 4: Initiates and responds to simple and wh-questions, with adequate control over basic structures and tenses</li> <li>CLB 5: Initiates and responds to simple and wh-questions, with good control of simple structures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>CLB 4: Uses some key words learned</li> <li>CLB 5: Uses a range of everyday vocabulary</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>CLB 4-5: Is adequately fluent with some pauses or hesitations</li> </ul>		
<b>TASK SUCCESS: CLB 4 or 5: Meets 3 out of 5 criteria, including starred (*) item.</b>			
Doing well:		Next time:	

## CLB 4 Role Play Cards

<b>CLB 4</b>	<b>Learner A</b>
<p>You are studying at the library with a classmate. You see a flyer for a festival called <b>Globe Fest</b>. The event is next weekend, on Saturday August 4th from 8:30 am to 9:00 pm.</p> <p>Make a plan to attend Globe Fest with your classmate. Open the conversation and invite your classmate to the festival. Ask 4-5 questions to make a plan. Make sure you plan for the day, the time you will go, where you will meet, how you will get there and what you will do at the event. Remember to close the conversation.</p>	



<b>CLB 4</b>	<b>Learner B</b>
<p>You are studying at the library with a classmate. Your classmate will invite you to a festival. Accept the invitation and respond to you classmate's questions to make the plan.</p>	

## CLB 5 Role Play Cards

<b>CLB 5</b>	<b>Learner A</b>
<p>You are studying at the library with a classmate. You see a flyer for a festival called Globe Fest. The event is next weekend, on Saturday, August 4th from 8:30 am to 9:00 pm.</p> <p>There will be musical performances, dancing and culturally diverse food.</p> <p>Make plans to attend Globe Fest with your classmate. Open the conversation and invite your classmate to the festival. Ask 5-6 questions to make a plan. Make sure you plan for the date, the time you will go, where you will meet, how you will get there, what you will do at the event, and how you feel about it. Remember to open and close the conversation and to take turns to keep the conversation going.</p>	



<b>CLB 5</b>	<b>Learner B</b>
<p>You are studying at the library with a classmate. Your classmate will invite you to a festival. Accept the invitation and respond to you classmate's questions to make the plan. Use a verbal or non-verbal strategy to confirm information.</p>	



## Reading a Cultural Festival Flyer

AT

**Module Topic:** Socializing about Foods and Community Events

CLB 4 ☐

**Competency Area:** Comprehending Information

CLB 5 ☐

**Criteria:** Identifies the purpose (# 1); identifies key details (2, 5 ,6); makes inferences (3, 4, 7, 8); compares information (9)

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

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

**Instructions:** Read the flyer about Globe Fest. Answer the questions. Spelling and grammar will not be marked.

### Part 1: CLB 4 and 5

1. What is the purpose of the flyer? (check one)  
☐ To give information about the world  
☐ To give information about a festival  
☐ To give information about culture
2. There is a lot of parking at this event.  
☐ True      ☐ False
3. A 4-year-old child is free.  
☐ True      ☐ False
4. The flyer says, “*Let’s celebrate our diversity*”. What does “*diversity*” mean? (check one)  
☐ celebrations      ☐ different cultures      ☐ similarities
5. Where is the Globe Fest event?  
\_\_\_\_\_
6. When is the event?  
\_\_\_\_\_
7. How can an adult get free admission to Globe Fest?  
\_\_\_\_\_

TASK SUCCESS	Your Score
CLB 4: 5 out of 7	/7

## Part 2: CLB 5

8. What do you think the phrase “*bop along with*” means?

---

9. Where can you find additional information about Globe Fest?

---

10. How can you win \$100?

---

11. a) Imagine you are going to Globe Fest. What would you like to attend at the festival?

---

b) Why?

---

12. Have you attended a similar event before? Explain. (2 points)

---



---

TASK SUCCESS	Your Score
CLB 5: Part 1: 5 out of 7	/7
Part 2: 5 out of 7	/7

CLB 4 Flyer

# Globe Fest

Taste, See, Hear ...

Learn about cultures of the World.

Over 20 countries and cultures represented.

Let's celebrate our diversity.

Come and see performances by the Chukla Lebanese Dancers. Musical performances by the Korean Youth Drum group. Dance to the beat of tango, salsa and other unique dances from the Latin Cultural association. Don't miss the Masked storytelling by the African Seniors Society!

In workshops, learn to...

- Dance like a Bollywood star
- Cook with Thai Curry
- Enjoy a Japanese green tea ceremony
- Make an Afghani kite

plus many, many more fun activities for all ages.

## At the Woodland Event Centre

10th Street East, Victoria B.C.

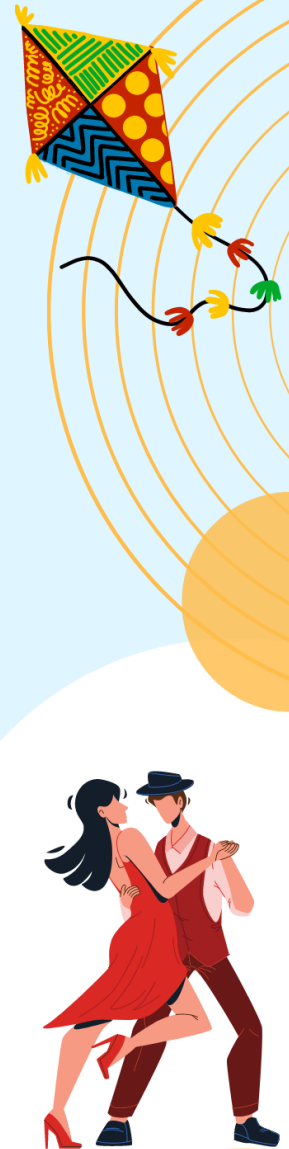
on August 4th, 8:30 am to 9:00 pm

**Cost:** \$5.00 per person\*

Children under 5 are free

\*Entry is FREE with a donation to  
the food bank

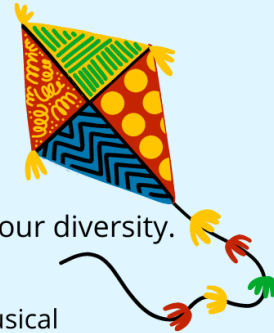
**Please plan on using transit to attend  
because parking will be limited.**



CLB 5 Flyer

# Globe Fest

Taste, See, Hear ... Learn about cultures of the World.  
Over 20 countries and cultures represented. Let's celebrate our diversity.



Come and see performances by the Chukla Lebanese Dancers. Musical performances by the Korean Youth Drum group. Bop along with the beat of tango, salsa and other unique dances from the Latin Cultural association. Don't miss the Masked storytelling by the African Seniors Society!

In workshops, learn to...

- Dance like a Bollywood star
- Cook with Thai Curry
- Enjoy a Japanese green tea ceremony
- Make an Afghani kite

plus many, many more fun activities for all ages.



**Location: Woodland Event Centre**

10th Street East, Victoria B.C.

**Date:** August 4th, 8:30 am to 9:00 pm

**Cost:** \$5.00 per person\* (children under 5 are free)

\*FREE entry with a donation to the food bank

**Plan on using transit; parking will be limited.**

For more information and a full schedule of events, check out our website: [www.woodlandevents.ca](http://www.woodlandevents.ca). Share and post photos of your experiences with #globefest. You may win special prizes from our vendors!

- Best Photo - \$100.00 gift certificate to Nirvana Fine Foods
- Funniest Photo - \$50.00 gift certificate to Yoga Santosha Studio
- Best Group Photo - \$25.00 gift Certificate to Mocha Coffee Shop



@globefest

# Writing to a Friend about a Past Event

AT

**Module Topic:** Socializing about Foods and Community Events

**CLB 4** ☐

**Competency Areas:** Interacting with Others

**CLB 5** ☐

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

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

**Instructions:** Look at the **Globe Fest** flyer. Imagine you visited Globe Fest on the weekend. Write a text message to a friend about it. Include the name of the event, when it happened, who you attended with, where it took place and activities that you participated in.

Writing CLB 4 and 5	Meets Expectations	Not Yet
<b>*Overall:</b> Message is clear	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content:</b> <ul style="list-style-type: none"> <li>CLB 4: Details include name of event, location, date, who attended, activities and details</li> <li>CLB 5: includes all relevant information, feelings, an introduction, and supporting details</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary CLB 4/5:</b> Includes appropriate expressions and feelings for Socializing about Foods and Community Events	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar 1: Tenses</b> <ul style="list-style-type: none"> <li>CLB 4: adequate control of past tense</li> <li>CLB 5: good control of simple structures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar 2:</b> <ul style="list-style-type: none"> <li>CLB 4: Adequate control of simple sentences; may include some coordinated clauses</li> <li>CLB 5: good control of simple structures; adequate control of connective words and phrases</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS: CLB 4/5: Meets 3 out of 5 criteria including starred (*) item.</b>		
Doing well:	Next time:	

## AT

[illegible]