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Benchmarks

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Communicating about the Environment

A CLB 5/6 Module with
Teaching Materials

Classroom-ready resources that include:

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

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How to Use the Module Package

This module includes activities for a unit on Communicating about the Environment for CLB levels 5 and 6. 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 contexts¹”.
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 of this modules includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 5 and 6 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 5 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 6. You might adjust the expectations and expect learners at CLB 6 to demonstrate greater mastery than learners at CLB 5 on the same activity.

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

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

Some Notes about Assessment within a PBLA Context:

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

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current PBLA Practice Guidelines² (In the Portfolios section, select Feedback and Assessment from the side menu), and Integrating CLB Assessment into your ESL Classroom³ (in Chapter 2, Planning for Assessment).

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

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

Module Plan

Theme: At Home in Our Community & the World

Topic: Communicating about the Environment

	Listening CLB Level: 5-6	Speaking CLB Level: 5-6	Reading CLB Level: 5-6	Writing CLB Level: 5-6
Real-World Task Goal(s)	Understand facts and opinions about environmental problems.	Participate in a group discussion about an environmental issue.	Understand short, moderately complex articles on familiar environmental topics.	Reduce a short environmental article to a list of important details or a summary.
Context/ Background Information	Awareness of different types of environmental problems (air, water pollution); awareness of the effects of pollution and climate change; awareness of ways to protect the environment; awareness that differing opinions about environmental issues are expressed in online blogs and articles			
CLB Competency Area(s) and Statements	Comprehending Information <ul style="list-style-type: none"> CLB 5: Understand descriptive or narrative monologues or presentations related to everyday, personally relevant topics or situations. (up to 5 minutes) CLB 6: Understand descriptive or narrative monologues or presentations on generally familiar and relevant topics. (up to 10 minutes) 	Sharing Information <ul style="list-style-type: none"> CLB 5: Agree, disagree and give opinions in small group discussions or meetings. CLB 6: Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings. 	Comprehending Information <ul style="list-style-type: none"> CLB 5: Understand simple to moderately complex descriptive or narrative texts on familiar topics. (up to about 1 page) CLB 6: Understand moderately complex descriptive or narrative texts on familiar topics. (up to about 2 pages) 	Reproducing Information <ul style="list-style-type: none"> CLB 5: Reduce a page of information to a list of important details. CLB 6: Reduce a page of information to an outline or summary.

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> Vocabulary related to environmental topics Common expressions for sharing facts and opinions (e.g., <i>it is true, someone told me, I think, in my view</i>) Modals and modal phrases for expressing advice and necessity (should/ shouldn't, must/ mustn't/ have to, it is necessary to, not permitted) Language for supporting opinions (facts, "because", 1st conditional) 			
	<ul style="list-style-type: none"> Common expressions for turn-taking and interrupting (e.g., <i>Sorry to interrupt, I have just one more point to make, Furthermore, How about you?</i>) Conventions for introductions, closings (e.g., <i>Let's get started, To sum up</i>) Expressions related to participating in discussions (agreeing, disagreeing, adding points), e.g., <i>I agree that, it is true that, I'm not sure about that, I'd like to add that</i> 		<ul style="list-style-type: none"> Paragraph structure and relationship between paragraphs (e.g., openings/introductions, development and conclusion/closing) Recognition of formats related to community articles and blogs 	<ul style="list-style-type: none"> Expanded range of language to report factual information and opinions Connective words, phrases
Language and Learning Strategies	<ul style="list-style-type: none"> Understanding paralinguistic signals and utterances to convey we are listening, or to keep people speaking (e.g., <i>Really?, Wow!, Um-hm</i>) 	<ul style="list-style-type: none"> Strategies to check for understanding (repeat or summarize to confirm information) 	<ul style="list-style-type: none"> Keeping a log for new vocabulary Identifying main ideas (topic sentence, supporting details, concluding sentence), facts & opinions 	<ul style="list-style-type: none"> Using guidelines and a graphic organizer to identify main points and details from an article Using guidelines and a template to summarize an article
Assessment Tasks	Listen to a podcast about pollution that includes facts, opinions, turn-taking and interrupting. Answer comprehension questions.	Participate in a small group discussion about climate change and global warming.	Understand a community article on salt that includes facts, opinions and a description of the environmental problem. Answer comprehension questions.	Reduce information from a short environment article on salt to a list of important details or to a summary.

Additional Teacher Resources

The Language Companion, Stage II:

Helpful English: *Writing Paragraphs, p. 7*
 Tips for Effective Writing, p. 36
 Making Presentations, p. 37



- LINC Classroom Activities, Volume 1 (LINC 5), Toronto Catholic District School Board, 2010.
www.moresettlement.org/LINC5-7Activities/LINC_5-7_Classroom_Activities_Volume1.pdf
 - Writing Paragraphs (pp. 7-29)
- LINC Classroom Activities, Volume 2 (LINC 5), Toronto Catholic District School Board, 2010.
www.moresettlement.org/LINC5-7Activities/LINC_5-7_Classroom_Activities_Volume2.pdf
 - Reading Newspaper Articles (pp. 14-54)
 - Presentations (pp. 69-94)
- BBC English: Environmental Problems: www.teachingenglish.org.uk/article/environmental-problems
- Government of Canada: Environment and Climate Change:
www.canada.ca/en/environment-climate-change.html
- Government of Canada: Environment and Natural Resources:
www.canada.ca/en/services/environment.html

Introducing the Module to the Class

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

Warm-up Questions

1. Engage the class in a discussion about environmental issues in general. Sample questions could relate to:
 - Examples of environmental problems, such as:
 - What are some examples of environmental problems?
 - What are some consequences/effects of these problems?
 - What are some solutions?
 - Comparing environmental issues in other countries to Canada, such as:
 - What is similar/different about the problem?
 - Who do people perceive as being responsible for taking care of the environment? Individuals? Governments? Both?
 - Sharing personal examples of environmentally friendly actions, such as:
 - What do you do to help protect the environment?

Goal Setting: Communicating about the Environment

Teaching Notes: 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:
 - Identify expressions for facts and opinions in a podcast on environmental issues.
 - Identify facts and opinions in articles.
 - Use strategies to identify the main idea and the understand new words when reading an article.
 - Read an article on an environmental issue and write a list of important details or a summary.
 - Use expressions to give facts, opinions and reasons in oral discussions.
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: Communicating about the Environment

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?
My Next Steps:		

Vocabulary: A Teacher 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. Other vocabulary can be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the activity and the learners in your class.

Vocabulary Related to the Environment

• environment	• earth	• global
• atmosphere	• biodiversity	• conservation
• wildlife	• protect	• climate
• ecosystem	• reduce	• release
• harm	• habitat	• planet
• freshwater	• watershed	• species

Vocabulary Related to Environmental Problems

• endangered	• greenhouse effect	• global warming
• emissions	• greenhouse gas	• renewable
• disposable	• pollution/pollutant	• contaminate
• carbon dioxide	• urbanization	• chemicals
• development	• responsibility	• burn

Teaching Notes: Use a variety of activities to help learner build and retain their vocabulary. Below are possible vocabulary-building activities.

Set Up:

- **Scrambled Letters:** Write a scrambled version of words on the board that learners have recently learned (e.g., icionatnntoam, for contamination). Have them unscramble the letters to come up with the correct word. This can be set up as a contest with a time limit so that the first learner or group to decipher the word wins.
- **Sorting:** Copy and cut out sets of cards from the following vocabulary card page. In small groups of 3-4 learners, have them sort the words into Nouns, Verbs, and Adjectives. Then ask them to rearrange the cards in alphabetical order and compare their lists with another group. Encourage learners to ask their classmates for the meanings of unfamiliar words. Extension: Learners could use dictionaries to find other word forms (e.g., polluter, pollutant).
- **Giving Definitions:** Arrange the class into small groups and give each group a set of cards from the second vocabulary card page. Learners place the cards face down on the table, then take turns drawing a card. The learner who draws the card gives a definition, synonym, or antonym for the word on the card without mentioning the actual word or phrase. The rest of the group guesses the word/phrase on the card.
- **Word Race:** Divide the class into small groups. Set a time limit and have each group list as many vocabulary words from the module as they can. When the time is up, the team with the most correctly spelled words wins!
- **Writing Sentences:** Have learners choose new words or expressions that they have learned and write sentences with each one.
- **Pronunciation Practice:** Have learners mark the stressed syllables and practise pronouncing the words in their word lists.
- **Vocabulary Log:** Have learners set up and maintain their own vocabulary log. The log could include columns such as the following: word, definition, part of speech, translation, pronunciation/IPA transcription, example sentence. Add words throughout the module.



Nouns	Verbs	Adjectives
pollute	pollution	polluted
environment	environmental	environmentalist
reduce	reduction	reduced
protect	protection	protected
conserve	conservation	conserved
harm	harm	harmful
globe	global	globally

Vocabulary-building Activities, *continued*



burn	release	emit
emissions	dispose	disposable
urban	urbanization	chemical
renew	renewable	renewed
develop	development	developed
responsible	responsibility	gas
biodiverse	biodiversity	wildlife
endanger	endangered	species

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 facts and opinions in a podcast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find the main idea and details in articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand new words when reading an article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can reduce an article on an environmental issue to a detailed list of important details or a summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use expressions to give facts, opinions and reasons participate in a small group discussion.	<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 Facts and Opinions: Part 1	15
Understanding Facts and Opinions: Part 2	17
Understanding a Podcast about Climate Change	19

Teaching Notes: In this activity (Part 1), learners listen to six statements and determine if the speaker is expressing a fact or opinion.

Set Up:

1. Inform learners they will be learning phrases to express facts and opinions.
2. Draw a two-column chart on the board. Column titles are “Facts” and “Opinions”.
3. Elicit what learners know about the differences between facts and opinions. What is a fact? How do we know? What is an opinion? How do we know? Explain that facts are things that are always true.
4. Share common examples of facts to clarify the point and write them on the chart on the board. For example, the sun rises in the east and sets in the west, water boils at 100 degrees Celsius, there are 10 provinces and three territories in Canada. Elicit more facts and opinions from learners and clarify as necessary.
5. Write or project phrases for expressing facts and opinions on the board, such as those below. Have learners practise using the phrases to talk about the facts and opinions written on the board. Have learners copy the phrases for their reference.

Phrases for Expressing a Fact	Phrases for Expressing an Opinion
<ul style="list-style-type: none"> • <i>Research states/has proven that ...</i> • <i>Experts agree that...</i> • <i>It is true that ...</i> • <i>It's a fact that ...</i> • <i>We know that ...</i> • <i>Statistics show ...</i> 	<ul style="list-style-type: none"> • <i>I think/guess/imagine/feel/believe that ...</i> • <i>In my opinion,</i> • <i>It's clear to me that ...</i> • <i>I could be wrong, but ...</i> • <i>The use of intensifiers (e.g., really, extremely)</i>

Explain that learners will listen to six sentences and decide whether they are expressing a fact or an opinion. Play the recording as many times as needed. Pair up learners and have them compare their answers. Take up the answers as a class.

Additional Practice Suggestions:

Create cards with phrases/expressions on them, to teach or reinforce phrases for stating facts and opinions. Consider having learners sort the phrases into the appropriate category. Learners can use the cards for various skill-building activities.

Transcript:

(In the file titled AudioA CLB 5-6 Communicating About the Environment, at 0:13)

- Statement 1: Air pollution is a major problem in Mexico City.
- Statement 2: I believe that we all need to drive our cars less often.
- Statement 3: According to international scientists, the earth is 1.09 degrees C warmer than it was 100 years ago.
- Statement 4: I don't think governments are doing enough to stop climate change.
- Statement 5: It's clear to me that that we shouldn't be using plastic water bottles.
- Statement 6: The Government of Canada has announced that it is going to change its environmental policies.

Answer Key:

- Statement 1: fact
- Statement 2: opinion
- Statement 3: fact
- Statement 4: opinion
- Statement 5: opinion
- Statement 6: fact

Teaching Notes: In this activity (Part 2), learners listen to three short dialogues to identify statements that express facts and opinions.

Set Up:

1. Inform learners that in this activity, they will continue to identify fact and opinion statements, but this time while listening to conversational dialogues.
2. Place learners into small groups of 3 or 4. Explain that they will listen to three conversations and write down all the “fact” or “opinion” statements they hear.
3. Play each dialogue two times. Pause between each listening to allow learners to jot down the facts and opinion statements. Explain that precise wording, grammar, spelling and punctuation are not required.
4. After listening to the dialogues, allow each group time to compare answers. Take up the answers as a class. Replay the dialogues as needed.

Transcript:

(In the file titled Audio A CLB 5-6 Communicating About the Environment)

Conversation 1 *(at 1:15 in the AudioA file)*

- Rana: I’m just reading an article from the city about recycling.
- Bill: Oh, I think recycling is so important! What does it say?
- Rana: Well, it’s not good. The article says that only about 42% of the garbage produced by our city’s residents gets recycled. By comparison, research shows that leading Canadian municipalities recycle up to 60% of their total garbage.
- Bill: That’s terrible! We really need to do a better job!

Conversation 2 *(at 1:54 in the AudioA file)*

- Omar: All of these floods, record-high temperatures and forest fires have me worried! Climate change is real and scientists are telling us that it’s being caused by greenhouse gas emissions. I believe that we should be doing more about it!
- Moe: Yeah, you’re absolutely right! But, you know, our governments are setting goals to make things better. According to the government website, within the next three years, new vehicles will produce 50% less emissions than cars built in 2011. Canada has also worked with other countries, like in the G7, to reduce emissions by 40-70% by 2050.
- Omar: That’s good to know, but I still don’t think we are doing enough.

Transcript, *continued*

Conversation 3 (at 2:44 in the AudioA file)

- Khadija: Did I tell you that my son has a job as a tree planter this summer?
- Asher: No. Wow!
- Khadija: I know, right?! He's really excited about it. He says that the government has committed to plant an additional 2 billion trees by 2030, and that those additional trees will reduce greenhouse gasses every year.
- Asher: Good for him. I think that he is doing something really important for the environment. I wish him all the best!
- Khadija: Thanks! I'll let him know.

Answer Key:

Facts	Opinions
<p>Conversation 1</p> <ul style="list-style-type: none"> <i>The article says that only about 42% of the garbage produced by city's residents gets recycled.</i> <i>Research shows that leading Canadian municipalities recycle up to 60% of their total garbage.</i> <p>Conversation 2</p> <ul style="list-style-type: none"> <i>He says that the government has committed to plant an additional 2 billion trees by 2030 and that those additional trees will reduce greenhouse gasses every year.</i> <p>Conversation 3</p> <ul style="list-style-type: none"> <i>Climate change is real and scientists are telling us that it being caused by greenhouse gas emissions.</i> <i>According to the government website, within the next three years, new vehicles will produce 50% less emissions than cars built in 2011.</i> <i>Canada has also worked with other countries, like in the G7, to reduce emissions by 40-70% by 2050.</i> 	<ul style="list-style-type: none"> <i>I think recycling is so important!</i> <i>We really need to do a better job!</i> <ul style="list-style-type: none"> <i>I think that he is doing something really important for the environment.</i> <ul style="list-style-type: none"> <i>I believe that we should be doing more about it!</i> <i>I still don't think we are doing enough.</i>

Competency Area: Comprehending Information

Indicators of Ability: identifies main idea (1); identifies details (2, 5, 6, 7); identifies facts and opinions (4, 9); identifies topic-specific vocabulary (3, 10); makes an inference (10); interprets descriptions/ explanations (8, 11)

Teaching Notes: In this activity, learners will need to draw on additional listening skills not targeted in the skill-building activities. Review and/or teach strategies for the following listening skills as needed: identifying the main idea, identifying details, identifying topic-specific words, phrases, and expressions, and making an inference.

Set Up:

1. Inform learners that they will listen to a podcast about climate change.
2. Distribute the handout and give learners time to look over the questions. Play the podcast once for overall meaning (*In the file titled: AudioB CLB 5-6 Communicating About the Environment*). Then play it again and have learners answer the comprehension questions. Repeat as necessary.
3. Take up the answers as a class. Remind learners 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.

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.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

Answer Key:

- | | |
|--|---|
| 1. a | 7. b |
| 2. a | 8. Answers will vary. |
| 3. b Why? Sample Answer:
This is the usual weather. | 9. b |
| 4. a | 10. Sample answer: Producing vegetables and beans is
less harmful to the environment than producing
meat. |
| 5. c | |
| 6. c | 11. Answers will vary. |



Transcript: CLB 5 & 6 Podcast

In the file titled: AudioB CLB 5-6 Communicating About the Environment

Tina: Hello everyone, and welcome to Tina’s Talk Show, the show that gets us talking about the things that matter most. I’m Tina, and today we’ll be talking about climate change with Dr. Scarlett Diaz.

Dr. Diaz comes to us with 15 years of experience working for environmental groups. She is also a leading researcher on climate change and speaks about environmental topics across the country. Today, she is going to talk to us about climate change and give us some tips about what we can do to help the planet.

Let’s get started. Welcome to Tina’s Talk Show, Dr. Diaz. Thanks so much for joining us today!

Dr. Diaz: Thank you for having me, Tina. I’m really happy to be here. Talking about climate change is one of my passions.

Tina: That’s great. So, tell us more about climate change. What is it exactly?

Dr. Diaz: A great question, thanks for asking. Before we talk about climate change, let’s talk about the difference between climate and weather.

So, the term “climate” refers to the usual weather of a place. It’s what you can expect in each of the different seasons. We know that our summers here are hot and humid, the fall seasons are rainy and cool, winter is snowy and cold, and spring, well, spring is rainy, cool, and warm!

Tina: Yeah! A real mixed bag of weather!

Dr. Diaz: That’s right! Ok, so we know what climate is, now let’s talk about climate change. Climate change is a change in the normal weather where you live. For example, maybe for the last few years, in April we’ve seen a lot more rain, or no rain at all! I remember when I was a kid, every winter we had snow banks taller than my head! And now? We hardly have any snow at all!

Tina: A change in the climate – less snow.

Dr. Diaz: That’s right. We can talk about climate change in one particular town, for example, but we can also talk about climate change for the whole earth. Have you heard about global warming?

Tina: Yeah, ... that’s how the temperature on earth is getting hotter, right?

Transcript, *continued*

Dr. Diaz: Yeah, that's right. Global warming occurs because of human activity. Most importantly, we know that burning fossil fuels – which are fuels like coal, natural gas, oil – you know, the resources we use to heat our house in the winter, use our gas stoves, drive our cars and so on – we know that burning these fossil fuels is bad for the environment. Burning these gases causes the air to heat up. This can make the earth warmer.

Tina: Uh hm.

Dr Diaz: And we've seen from statistics that over the last 70 years or so, the earth's climate is warming. Since the 1950's, Canadian scientists, and other scientists around the world, have been measuring changes in things like rainfall, snowfall, the temperature, and so on. On the government of Canada's website on climate change, you will find that Canada's land mass has warmed by 1.6 degrees Celsius from 1948 to 2014. This increase in temperature is about twice the global average. And, Canada's north, you know, the territories, has warmed even more than that – the north has warmed by 2.2 degrees Celsius.

Tina: Wow. I think that temperature increase could really affect lots of things.

Dr. Diaz: Absolutely. Using Canada as an example, as the country warms up, the ice in the ocean begins to melt, sea levels rise, and we have less snow and rain. This could cause us to have less water to drink and use. Furthermore, wildlife is changing across the country.

Tina: Yeah, this can be bad. I have never been up north, but I know that the polar bears have been affected by global warming. I've heard that it's harder for them to mate, and without mating, future generations of polar bears won't exist!

Dr. Diaz: Yes, that's right. Wildlife can be greatly affected by climate change.

Tina: OK, so we know that climate change is caused by some things that we do, like burning fossil fuels. What can we do to prevent this? You know, I like my food warm, and I always prefer to drive rather than walk!

Dr. Diaz: Don't we all! I know, it's really hard to think about how we can change things. There are a lot of little things we can do.

Tina: Like taking the bus, right?

Dr. Diaz: Yes, absolutely. Taking public transit can reduce the amount of gas used. You can take the bus, ride a bike, or even walk more often!

Tina: Yes, also I've got a gas dryer. I guess I could hang my clothes to dry instead of using the dryer.

Transcript, *continued*

Dr. Diaz: Excellent idea! There are many other things that we can do to reduce global warming. We can plant more trees. We can turn down the thermostat to lower our heating bills and reduce the use of energy.

Tina: For sure. I love sleeping when the house is cool. We always turn down the heat at night.

Dr. Diaz: That's great! We can also eat less beef. For example, maybe only eat meat on the weekends.

Tina: That's a good idea, too. We've been trying to eat more vegetarian meals. We have a "meatless Monday" in our house.

Dr. Diaz: I like that, "meatless Mondays". We also know the three Rs – reduce, reuse, and recycle. We can buy less, use things again before discarding them, and recycle whatever we can.

Tina: Uh hm.

Dr. Diaz: Another idea, Tina, is about showers. Are you like me? Do you love long hot showers?

Tina: Yes, for sure! As far as I'm concerned, there is no better way to wake up in the morning!

Dr. Diaz: Well, I'm sorry. I have some bad news for you. Another tip for reducing fossil fuel use is to use less hot water. You can try to shorten your showers. But, you can also wash your clothes in cold water instead of hot water.

Tina: Oh, I like that idea better.

Dr. Diaz: Me, too! Maybe we can do both.

Tina: Well, thank you for sharing all these tips! These are definitely things that I can do.

Name: _____

Date: _____

Instructions: Listen to the podcast. Answer the questions.

1. What are Tina and Dr. Diaz talking about? Choose the best answer.
 - a. What can we do to prevent climate change
 - b. Why global warming is bad
 - c. How weather changes over time
2. What is Dr. Diaz an expert in?
 - a. climate change
 - b. saving the environment
 - c. stopping pollution
3. The word “climate” means _____.
 - a. the normal weather for a place
 - b. the weather on a particular day
 - c. rainy and humid
4. When Dr. Diaz talks about the temperature changes in Canada’s north, she is expressing.
_____.
 - a. a fact
 - b. an opinion
5. What climate change does Dr. Diaz note about our winters?
 - a. There is more rain.
 - b. There are taller snow banks.
 - c. There is less snow.
6. What causes global warming?
 - a. Changes in the weather
 - b. Wildlife
 - c. Human activity
7. Why is burning fossil fuels bad for the environment?
 - a. It makes the air smell bad
 - b. It increases the temperature on the earth
 - c. It costs a lot of money

8. What kind of climate change do you notice (in your previous country or in Canada)? Why is this change important?

9. When Tina says, “I think that temperature increase could really affect lots of things”, she is expressing. _____

- a. a fact
- b. an opinion

10. How could “meatless Mondays” slow climate change?

11. List at least three things Dr. Diaz suggests we can do to slow climate change.



Speaking

Skill-Building and Skill-Using Activities

Expressing Facts and Opinions	26
Giving an Opinion and Adding Reasons.....	28
Strategies for Participating in a Discussion	30
Participating in a Discussion about an Environmental Issue	33

Teaching Note: In this activity, learners use Fact or Opinion statements and expressions from the Listening *Understanding Facts and Opinions* skill-building activity to practise expressing facts and opinions.

Set Up:

1. Have learners look at the *Facts and Opinions Expressions* chart (reproduced below) from the *Understanding Facts and Opinions* skill-building activity in the Listening section. Review the chart.

Phrases for Expressing a Fact	Phrases for Expressing an Opinion
<ul style="list-style-type: none"> • <i>Research states/has proven that ...</i> • <i>Experts agree that...</i> • <i>It is true that ...</i> • <i>It's a fact that ...</i> • <i>We know that ...</i> • <i>Statistics show ...</i> 	<ul style="list-style-type: none"> • <i>I think/guess/imagine/feel/believe that ...</i> • <i>In my opinion,</i> • <i>It's clear to me that ...</i> • <i>I could be wrong, but ...</i> • <i>The use of intensifiers (e.g., really, extremely)</i>

Note: Opinions are also often expressed using modals and modal phrases for advice and necessity (should/ shouldn't, ought to, must/ mustn't, have to/ don't have to, it is necessary to, not be permitted, etc.)

2. Place learners into small groups of 3 or 4. Distribute the handout on the page that follows to each group. Have learners cut out the *Expressing Facts or Opinions* strips and place them face down on the table. Learners take turns to draw a card, identify whether it is a fact or an opinion, then make a fact or opinion statement using expressions for expressing facts or opinions. (Note: some cards can be used to make both fact and opinion statements.)
3. The fact or opinion statements can be taken up as a class as needed.

Additional Practice Suggestions:

Have learners create their own *Expressing Facts or Opinions* strips (related to the environment) and expression cards, and then use them to practise making facts and opinions statements with a partner.

Instructions: Cut out the fact or opinion strips and place them face down on the table. Take turns to draw cards and make a fact or opinion statement.

Expressing Facts or Opinions Cards

Only about 42% of garbage gets recycled.

Tree planting is important for the environment.

Climate change is caused by greenhouse gas emissions.

New vehicles will produce 50% less emissions than cars built in 2011.

It is important to recycle more than we do now.

Greenhouse gas reduction is important.

We don't recycle enough.

Single-use plastics are bad for the environment.

Leading Canadian municipalities recycle up to 60% of their garbage.

It is not good to use plastic water bottles.

Governments are not doing enough to slow climate change.

The government will plant an additional 2 billion trees by 2030.

The earth is 1.09 degrees C warmer than it was 100 years ago.

I never use plastic water bottles.

We can drive our cars less.

Stop using plastic bags!

Teaching Notes: In this activity, learners practise expressing opinions and adding reasons to support their opinions. Consider reviewing or providing additional practice with making factual statements, using “because”, or using the 1st conditional (if..., then...), as well as using modals and modal phrases for advice and necessity.

Set Up:

1. Review the expressions for giving opinions from the previous activity. Explain that when giving an opinion, we often support our opinion with reasons. Write or project the Giving Opinions/ Giving Reasons chart below on the board. Review the different ways to express reasons for an opinion: stating facts, using “because” and using conditional sentences (focusing on the 1st conditional to describe the consequences of an action or lack of action).

Giving Opinions	Giving Reasons
<ul style="list-style-type: none"> • <i>In my opinion...</i> • <i>I think that...</i> • <i>I strongly believe that ...</i> • <i>It's clear to me that ...</i> • <i>The use of intensifiers (e.g., so, really, extremely)</i> 	<ul style="list-style-type: none"> • Stating Facts: <ul style="list-style-type: none"> – <i>Research states/has proven that ...</i> – <i>Experts agree that...</i> – <i>It is true that ...</i> – <i>We know that ...</i> • Using Conditionals: <ul style="list-style-type: none"> – <i>If they stop selling plastic bags, ...</i> • Using “because”: <ul style="list-style-type: none"> – <i>Plastic water bottles are a bad idea because ...</i>

2. Inform learners that they will practice making opinion statements and adding reasons. Copy or project a blank opinion and reasons chart on the board. Introduce the topics of recycling and composting and write the following statement on the board: **Composting is an important part of recycling.** Elicit opinion statements, then brainstorm possible reasons to back up the opinions. Sample opinion statements and reasons are provided below.

Opinion: It is clear to me that composting is the most important part of recycling. We really need to do more composting.

Reasons:

- because 45% of household waste is organic matter that can be composted.
- Research has shown that composting keeps nearly half of our garbage out of landfills.
- It is well known that our old household waste can be turned into compost to grow new plants, fruits, and vegetables.
- If we compost our household waste, we can reduce landfill by nearly 50%.

3. Have learners work in small groups with a piece of chart paper to write at least one opinion statement related to **plastic bags**, and 5-6 reasons to support the opinion.
4. Take up answers as needed. Sample answers are provided in the answer key below.

Answer Key (possible answers):

Opinion:

I believe that plastic bags should be banned.

Reasons:

- because they are harmful to the environment.
- Plastic bags are made from fossil fuels and experts agree that fossil fuels pollute the environment, produce greenhouse gasses and cause global warming.
- We know that plastic garbage bags take years to break down in landfills.
- Research tells us that plastic microbeads are a big pollution problem.
- If they stop selling plastic bags, we can use environmentally friendly paper bags instead.

Teaching Notes: In this activity, learners practise different ways of participating in a discussion and adding points and reasons.

Set Up:

1. Introduce and brainstorm strategies for participating in a discussion and adding points or reasons. Distribute the *Strategies for Participating in a Discussion* handout (on the page that follows). Review the four strategies on the handout.
2. **Part 1:** In small groups, have learners practise participating in a discussion using the “plastic bag” opinion and reasons chart from the previous activity. A handout is provided if needed. One learner starts by giving the opinion statement then adding at least one reason. The other learners take turns participating in the discussion by clarifying or confirming information, agreeing or disagreeing, and adding a reason.
3. **Part 2:** Have the groups work independently to brainstorm a different environmental topic or issue, record an opinion statement and reasons. Groups then start a discussion, in which group members take turns giving the opinion statement and adding points/ reasons to the discussion. Remind groups that all members must participate by adding points/ reasons.
4. Circulate and listen to the discussions. Call upon groups to perform a discussion for the class, or outline problems and solutions observed as needed.

Additional Practice Suggestion:

Repeat the activity with an additional topic or issue related to the environment.



Strategies for Participating in Discussions

Clarifying/Confirming Understanding

- *So, you said that....?*
- *So, you mean that...?*
- *So, you're saying that...?*
- *If I understand you correctly...*
- *Do you mean...?*
- *Let me get this straight...*

Adding Points

- *I'd like to add that...*
- *That reminds me of...*
- *That's related to...*
- *Another example is...*
- *I can relate to that because...*
- *Going back to what _____ said...*
- *Adding to what _____ said.....*

Agreeing

- *I (totally) agree.*
- *I feel the same.*
- *That's a good point.*
- *Totally.*
- *Absolutely.*
- *I completely agree.*
- *That's right.*
- *That's (so) true.*
- *I couldn't agree more.*
- *I'd go along with that.*

Disagreeing Politely

- *I'm not sure about that.*
- *That's true but...*
- *I understand what you're saying but...*
- *That's a good point but...*

Part 1:

Review the “plastic bag” opinion statement and reasons from the previous activity (below). Start a discussion by having one learner give the opinion statement and adding a reason. The other learners take turns to participate in the discussion by clarifying or confirming, agreeing, or disagreeing and adding one or two reasons.

Statement: **Plastic bags are bad for the environment.**

Opinion:

I believe that plastic bags should be banned.

Reasons:

- because they are harmful to the environment.
- Plastic bags are made from fossil fuels and experts agree that fossil fuels pollute the environment, produce greenhouse gasses and cause global warming.
- We know that plastic garbage bags take years to break down in landfills.
- Research tells us that plastic microbeads are a big pollution problem.
- If they stop selling plastic bags, we can use environmentally friendly paper bags instead.

Part 2:

Brainstorm an opinion statement and reasons for the following statement with your group. When finished, begin the discussion. Ensure that all members of your group take turns participating in the discussion.

Statement: **Plastic water bottles are bad for the environment.**

Opinion:

Reasons:

Competency Area: Sharing Information

Teaching Notes: Learners participate in discussions about the 3 Rs (Reuse, Reduce and Recycle). It may be necessary to provide additional background information about the environmental issue, or to review or provide additional practice with making factual statements, and giving reasons (using “because”, 1st conditionals, modals and modal phrases).

Set Up:

1. Place learners in small groups of not more than 3 or 4 students. Write or project an opinion and reasons chart on the board, related to “**The 3 Rs: Reuse, Reduce or Recycle.**”

Opinion:
Reasons:

2. Explain that in this skill-using task, learners will be assessed on participating in a discussion, which includes giving an opinion, agreeing or disagreeing, and giving reasons to support their opinion.
3. Have groups choose one of the **3 Rs: Reuse, Reduce or Recycle** then brainstorm an opinion statement and at least 6 reasons. Learners can take notes to aid with participating in the discussion. Learners then take turns to perform the discussion.
4. After the first discussion is completed, groups choose a different **3 R** and perform a second discussion.
5. When the discussions are completed, have learners complete the Feedback Form to either self-assess or provide peer feedback.

Assessment:

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

- Peer and self assessment: Ensure that time is given for peers to share and review feedback. The feedback form can be used for self-assessment only, or for both self and peer assessment (with learners using the checkboxes in the first column for self-assessment).
- Circulate and record observations during the role plays, using a simple class checklist. Identify issues that need additional targeted practice. You may also want to review the peer feedback.
- In a class discussion, have learners identify issues they feel they need more practice with.

Feedback Form: Participating in a Discussion about an Environmental Issue			
Name of speaker: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peers: _____ <input type="checkbox"/> Instructor assessment			
The presenters:	Yes	No	Comments
Stated an opinion, agreement or disagreement	<input type="checkbox"/>	<input type="checkbox"/>	
Gave necessary points/ reasons to support an opinion	<input type="checkbox"/>	<input type="checkbox"/>	
Repeated or summarized information to confirm understanding	<input type="checkbox"/>	<input type="checkbox"/>	
Participated adequately in the discussion	<input type="checkbox"/>	<input type="checkbox"/>	



Feedback Form: Participating in a Discussion about an Environmental Issue			
Name of speaker: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peers: _____ <input type="checkbox"/> Instructor assessment			
The presenters:	Yes	No	Comments
Stated an opinion, agreement or disagreement	<input type="checkbox"/>	<input type="checkbox"/>	
Gave necessary points/ reasons to support an opinion	<input type="checkbox"/>	<input type="checkbox"/>	
Repeated or summarized information to confirm understanding	<input type="checkbox"/>	<input type="checkbox"/>	
Participated adequately in the discussion	<input type="checkbox"/>	<input type="checkbox"/>	



Reading

Skill-Building and Skill-Using Activities

Strategies for Identifying the Main Idea.....	36
Strategies for Understanding the Meaning of New Words.....	38
Understanding Facts and Opinions	40
Understanding an Article About an Environmental Issue	42

Teaching Notes: In this activity, learners identify the main idea of a reading passage. Learners may benefit from first reviewing paragraph format (i.e., topic sentence, supporting details, concluding sentence). They will also benefit from having highlighters or multi-coloured pens for this activity.

Set Up:

1. Inform learners that the main idea is what the text is about. Explain that when we read for the main idea, we answer the question of who or what is being discussed in the text. Explain that knowing the main idea helps readers understand what the author is communicating. The main idea contextualizes all the details and examples.
2. Explain the strategies below for identifying a main idea.
 - Identify the topic of the text. Who or what is it about? Choose a single word or phrase.
 - Look for what the author wants you to know about the topic. This is the main idea.
 - Explain that in a paragraph, the main idea is often stated in the topic sentence. In a longer piece of writing, the main idea is usually stated in the first few and last few sentences.
 - Look at the beginning and end of the article. Look at each paragraph to find the topic and concluding sentences. Identify the supporting details and examples.
 - Look for keywords (important words and repeated words and their synonyms).
 - Write one sentence for the main idea.
3. Model how to apply the strategies above. Consider providing a graphic organizer (e.g., hamburger model, mind map, umbrella) to represent how the main idea encompasses the details.
4. Distribute and project a sample text, such as the one on the handout on the page that following, titled “Losing our Trees”. Have learners first read the text independently. Then, go through the list of strategies and demonstrate how to use them. For example, use a highlighter to indicate the topic and concluding sentences. Underline supporting details. Circle key words. Model how you bring together all the evidence in the text to determine the main idea. Have learners write the main idea on the handout.

Answer Key:

Main Idea: Deforestation harms wildlife and contributes to global warming.

Instructions: Read “Losing our Trees.” Use strategies to find the main idea. Write it below.

Main Idea: _____



COMMUNITY NEWS FEATURE

Watching the World Around Us

Losing Our Trees, by Victor Smith

Canada is known for its trees. Did you know that about 31% of the earth is covered in forests? And, did you know that about 40% of Canada’s land area is covered in forests? We use trees for many things – paper, houses, floors, bowls, heating, furniture, and so much more. Do you know what else uses trees? Wildlife – birds and animals. The more we cut down trees, the more we take from the wildlife.

We are talking about deforestation. Deforestation is when we cut down forests to use the land for something else. We can use the land for new farms, urbanization, and other things.

Speaking of urbanization, have you visited the newly constructed neighbourhood on the east end of town? There are about 150 brand new homes built and ready for sale. What was there before the new houses? A beautiful forest. I’m not sure about you, but I hiked through that forest as often as I could. I even took my grandchild there to look for birds. He loved it!

But now, the forest is much smaller. While we have more homes for people, think of all the lost homes for wildlife. Animals have lost their habitat. Without a place to live, they are at risk of dying. Apparently, they are more vulnerable to the weather – the wind, sunlight, rain, and snow. They are more vulnerable to attacks from other animals. Without a home, they don’t have a place to breed and raise their babies safely. This deforestation can cause loss of habitat which can cause loss of wildlife.

Not only do animals lose their homes, but they also lose access to food and water. If there are fewer trees and plants, what do herbivores eat? What can the animals drink? It is clear to me that deforestation can lead to starvation.

As the wild animals get hungrier, they start looking for food in other places. They come into town. I recently heard that my neighbour saw a fox in his yard. This fox was looking for any food it could find. Deforestation can increase our interactions with wild animals in town.

What can we do? While we cannot prevent big businesses from cutting down our trees, I believe we should contribute in our own small ways. I could be wrong, but the best thing you can do if you live in one of those newly-built neighbourhoods is to plant some trees!

Teaching Notes: In this activity, learners practise three strategies for understanding the meaning of new words. They may benefit from a review of using context clues to determine the meaning of unfamiliar words.

Set Up:

1. Ask learners to think of different ways they can understand the meaning of new words when reading a paragraph or short text. Record the suggestions on the board. Then have learners identify the suggestions that *only* rely on information in the text. Explain that these hints within the text (that we can use to understand the meanings of unfamiliar words), are context clues. Brainstorm more examples of context clues with learners.
2. Project or present the three types of context clues below. Read each type of clue and the explanation, and present the example. Brainstorm more examples with learners.

Context Clue and explanation	Example:
Definition/Explanation Clues: A word or phrase is explained immediately after its use.	Let's talk about climate change . Climate change is a change in the normal weather where you live.
Restatement/Synonym Clues: A new word or phrase is said in a simpler way.	Global warming ... that's how the temperature on earth is getting hotter.
Inference/Example Context Clues: A word or phrase is not clarified within the same sentence. The reader must look for clues within, before, and after the sentence in which the word is used, and infer the meaning and relationship to the word.	This thawing creates a vicious cycle . With global warming, the earth warms up. As the earth warms up, permafrost melts. As permafrost melts, released gases cause more global warming.

3. Distribute the same article ("Losing our Trees") as in the previous activity. Have learners read the text independently and look for examples of each type of context clue. When finished, elicit examples from learners. Add the examples from the Answer Key (on the page that follows) as needed.

Answer Key: Context clues from “Losing Our Trees”

Context Clue	Examples:
Definition/Explanation Clues	<ul style="list-style-type: none"> Paragraph 2: We are talking about deforestation. <i>Deforestation is when we cut down forests to use the land for something else.</i>
Restatement/Synonym Clues	<ul style="list-style-type: none"> Paragraph 1: wildlife – birds and animals Paragraph 4: habitat . . . a place to live,
Inference/Example Context Clues	<ul style="list-style-type: none"> Paragraph 3: urbanization, have you visited the newly constructed neighbourhood on the east end of town? There are about 150 brand new homes built and ready for sale. Paragraph 5: Not only do animals lose their homes, but they also lose access to food and water. If there are fewer trees and plants, what do herbivores eat? Paragraph 4: Without a place to live, animals are at risk of dying. Apparently, they are more vulnerable to the weather – the wind, sunlight, rain, and snow. They are more vulnerable to attacks from other animals

Teaching Notes: This activity teaches learners how to scan a text to find familiar phrases for expressing facts and opinions. Review the fact & opinion expressions from the listening skill-building activity.

Set Up:

1. Introduce the activity.
2. Review the phrases below for stating facts and opinions (from the Listening Skill-Building activity titled *Understanding Facts and Opinions*, Part 1). Add more phrases to the list as needed. Explain that these expressions and phrases can be used in all four skills.

Phrases for Expressing a Fact	Phrases for Expressing an Opinion
<ul style="list-style-type: none"> • <i>Research states/has proven that ...</i> • <i>Experts agree that...</i> • <i>It is true that ...</i> • <i>It's a fact that ...</i> • <i>We know that ...</i> • <i>Statistics show ...</i> 	<ul style="list-style-type: none"> • <i>I think/guess/imagine/feel/believe that ...</i> • <i>In my opinion,</i> • <i>It's clear to me that ...</i> • <i>I could be wrong, but ...</i> • <i>The use of intensifiers (e.g., really, extremely)</i>

3. Display the “Losing our Trees” article from the previous activity. Model how to scan the text and highlight the expressions used to introduce a fact or opinion. Then have learners highlight the ones that they see.
4. Distribute the comprehension questions for the text “Losing our Trees.” Model how to read the multiple-choice questions and how to choose the correct answers.
5. Have learners complete the comprehension questions independently or with a partner.
6. Take up the answers as a class and discuss as necessary.

Answer Key:

- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. b |
| 3. b | 6. b |

Instructions: Read the article title “Losing Our Trees.”. Answer the questions.

1. When the writer says, “40% of Canada’s land area is covered in forests,” he is expressing _____ .
 - a. a fact
 - b. an opinion
2. When the writer says, “Deforestation is when we cut down forests to use the land for something else,” he is expressing _____ .
 - a. a fact
 - b. an opinion
3. When the writer says, “It is clear to me that deforestation can lead to starvation,” he is expressing _____ .
 - a. a fact
 - b. an opinion
4. When the writer says, “Deforestation can increase our interactions with wild animals in town”, he is expressing _____ .
 - a. a fact
 - b. an opinion
5. When the writer says, “I believe we should contribute in our own small ways,” he is expressing _____ .
 - a. a fact
 - b. an opinion
6. When the writer says, “I could be wrong but, the best thing you can do if you live in one of those newly-built neighbourhood is to plant some trees!”, he is expressing _____ .
 - a. a fact
 - b. an opinion

Competency Area: Comprehending Information

Indicators of Ability: identifies main idea (1); identifies details (2, 4, 5); identifies facts and opinions (3, 9); makes an inference (6, 7, 8, 10); identifies links between paragraphs (11, 12)

Set Up:

1. Inform learners that they will read an article and answer questions. Review strategies for finding the main idea. Review ways to express facts and opinions.
2. Distribute the handout on the next page. Learners can work with a partner or independently to answer the questions.
3. Take up the answers as a class. Take note of which questions were most challenging for learners, and offer review and additional practice as needed.

Assessment:

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

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

Answer Key:

- | | |
|---|-----------------------|
| 1. b | 7. a |
| 2. b | 8. b |
| 3. b | 9. a |
| 4. b | 10. a |
| 5. b | 11. c |
| 6. Sample answer: <i>Old chemicals used in products and buildings that polluted the earth and built up over time.</i> | 12. Answers will vary |

Name: _____

Date: _____

Instructions: Read the article. Answer the questions.



COMMUNITY NEWS FEATURE Watching the World Around Us

Brownfield Soccer Field, by Victor Smith

I don't know about you, but for me, the best thing to do in the summer is to watch the local soccer teams play in the evenings. I bring my chair and some snacks, and I watch our home team play visiting teams at River View Park. Did you know that River View Park is not only a soccer field, but it was once a brownfield too?

A brownfield is an abandoned commercial or industrial property where past actions have caused contamination or pollution. Think about old factories, gas stations, steel mills, or railway properties. They are no longer in business, but the chemicals they used in their products and buildings polluted the earth, and the contamination is still there.

The old chemicals can pollute the soil, water, and air. We know that when some chemicals come into contact with the soil, they don't wash away easily. They stay in the soil and build up over time. Research has shown that some contaminants will wash out of the soil. They can enter the surface water and groundwater. This means that the bad chemicals move out of the land and into the water. This can be very bad for the plants and creatures in the water. It is also true that brownfields can cause air quality problems when the contamination in the soil turns into vapor. The vapor enters the buildings on or near the property. People can breathe in this contaminated air, and it can be bad for our health.

A brownfield is also a property that can be redeveloped into something else. Companies seem to be always looking for a place to build in our town – it is a hot spot for tourism! When they look at a brownfield, they determine how much work it will be to clean up. If they can redevelop it and make lots of money, they will do it! However, River View Park was deemed too expensive to clean up, so it became our soccer field.

Not many of you will remember, but this park used to be a textile factory. We know that 150 years ago, people imported cotton and dyed it here. The chemicals from the dyes contaminated the ground and the water. Vapor contamination was not found, so the City made it a park.

As I sit and watch the soccer teams play, I see the colourful jerseys they wear - jerseys made in textile factories today. As these factories will exist forever, I can only hope that they will clean up their act so that brownfields are no longer an issue.

Name: _____

Date: _____

Instructions: Read the article. Answer the questions.

1. What is the main idea?
 - a. Brownfields are lands where nothing grows.
 - b. Brownfields are polluted lands that can be cleaned up or used for different purposes.
 - c. Brownfields are lands where chemicals used in the past by factories polluted the earth.

2. According to the writer, what is the best thing to do on summer evenings?
 - a. play soccer
 - b. watch soccer
 - c. eat snacks

3. When the writer says, “the best thing to do in the summer is to watch the local soccer teams play in the evening,” he is expressing _____.
 - a. a fact (100% true)
 - b. an opinion

4. What kind of business caused the brownfield in River View Park?
 - a. a gas station
 - b. a factory
 - c. a steel mill

5. A brownfield is a safe, clean place.
 - a. true
 - b. false

6. When talking about brownfields, what does “contamination” mean?

7. When the writer says, “River View Park was **deemed** too expensive to clean up, so it became our soccer field,” what does he mean?
 - a. The park was very contaminated.
 - b. The park was contaminated a little.
 - c. The park was not contaminated.

8. When the writer says, “it is a **hot spot** for tourism,” what does he mean?
 - a. The town is very warm.
 - b. The town is very popular.
 - c. The town is dangerous.

9. When the writer says, “We know that 150 years ago, people imported cotton and dyed it here,” he is expressing _____.
 - a. a fact (100% true)
 - b. an opinion

10. When the writer says, “I can only hope they will **clean up their act** so that brownfields are no longer an issue,” what does he mean?
 - a. He hopes they will behave in a more responsible way.
 - b. He hopes they will improve their performance.
 - c. He hopes they will improve their behaviour.

11. When the writer says “vapor contamination was not found, so the City made it a park,” what does he mean?
 - a. There was no soil contamination.
 - b. There was no water contamination.
 - c. There was no air contamination.

12. What do you think are the best uses for brownfields? Explain why.



Writing

Skill-Building and Skill-Using Activities

Writing a List of Important Points	47
Writing a Summary.....	49
Writing a List of Important Details/a Summary of a Podcast	51

Teaching Notes: In this activity, learners practise reducing a page of information to a list of key details, using a graphic organizer. Model the steps using the text titled “Losing our Trees.”

Set Up:

1. Explain that when we are reading, taking notes by writing a list of key points helps us understand what we have read (or listened to). It can also help us study. We can review the lists rather than reading (or listening to) the full text again.
2. Review how to find the main idea in a text. Review that each paragraph includes a main idea and details and examples.
3. Provide learners with an oral and visual list of steps for finding the important points in an article. Include the following steps:
 - a. Read the text to get a sense of the overall topic.
 - b. Identify the main idea of the text.
 - c. Identify the important points in each paragraph (e.g., topic/concluding sentences, repeated words).
 - d. Leave out unimportant details and ideas that do not support the main idea.
 - e. Write the ideas in your own words and be as short and concise as possible.
4. Model applying the steps above with the text “Losing our Trees.” (Text is provided in the reading skill-building activity on p. 37). Elicit the important ideas, details/examples and the unimportant ideas for each paragraph using the following sample organizer.

Article: Losing Our Trees | Main Idea: Deforestation harms wildlife

Paragraph ↓	Important Ideas	Details/Examples	Unimportant Ideas
1	The final sentence introduces the main idea: If we cut down trees, we take from wildlife.		The first few sentences are unimportant because they only set up the context.
2	Definition: Deforestation is when we cut down forests to use the land for something else.	Use land for new farms, urbanization, and other things	

Paragraph ↓	Important Ideas	Details/Examples	Unimportant Ideas
3		Example of local reason of deforestation → build new homes	
4	Effect: Loss of habitat and wildlife due to deforestation for new homes	Wildlife vulnerable to the weather and attacks; they lack safe place to breed	
5	Effect: Starvation and dehydration	Due to lack of food and water	
6	Effect: Increase animals in towns and cities	Animals are hungry and looking for food	
7			Opinion on how planting trees can help the environment

5. Then, model how to use the information in the organizer above into a list of important details. See the Answer Key below for an example.

Additional Practice Suggestions:

- To review paragraph structure, write the sentences of a paragraph on separate pieces of paper. Mix up the order, and have learners sequence the sentences into paragraph structure (e.g., identify the topic sentence, supporting details, concluding sentence).
- Have students read a paragraph or short article, then write down one or two sentences from the text on strips of paper. Working in small groups, students take turns reading the sentence to the group. The group decides whether the sentence contains an important point, or unnecessary detail. Debrief as a class to ensure all groups have found the important points and excluded all unnecessary details.

Answer Key: Sample List of important Points (CLB 5)

- Deforestation harms wildlife (main idea)
- Deforestation is when we cut down forests to use the land for something else (e.g., farms, homes, etc.)
- Deforestation causes the loss of habitat, starvation, and dehydration in wildlife
- Deforestation causes hungry animals to look for food in towns and cities

Teaching Notes: This activity builds on the previous activity (*Writing a List of Important Points*). Learners will use a summary paragraph template to write a summary of an article.

Set Up:

1. Invite learners; to tell the class about a book, movie, or play that they have read or seen. Have them describe it in 3-5 sentences, encouraging them to only include the big ideas and none of the details. Provide an example as a model. Have 3 or 4 learners share their descriptions with the class. Inform learners that they have just summarized a story and that, in this activity, they will focus on strategies for choosing those big ideas and for writing effective and clear summaries.
2. Review the list of steps for finding the important points in an article. See the previous *Writing a List of Important Points* activity.
3. Inform learners that a summary is different than a list of points. A summary is a short description of the main points. It should be in complete sentences and include a topic sentence, some details and examples. It often also has a concluding sentence. Review paragraph format as needed.
4. Explain that a summary must:
 - Include the main idea
 - Include important details that support the main idea
 - Be in your own words
 - Be much shorter than the original article
5. Project or copy the summary template below on the board and review it with learners.

Topic sentence	In the _____ , _____ <i>type and title of text</i> <i>author/speaker</i> <i>action verb</i> _____ <i>main idea</i>
Key Point 1* + optional example	_____ _____
Key Point 2* + optional example	_____ _____
Key Point 3* + optional example	_____ _____
Concluding sentence	_____

*Include at least one example in the paragraph. You do not need an example for each important point.

6. Model how to use the template and to write a summary paragraph using the list of points from “Losing our Trees.” Be explicit in how to start the paragraph and how you choose what to include, condense, and paraphrase. See the sample summary below, for the “Losing Our Trees” article.

Sample Summary for “Losing our Trees” (CLB 6)

In the article “Losing our Trees,” Viktor Smith explains seven effects of deforestation on wildlife. Smith notes that deforestation can be caused by urbanization. He identifies that wildlife is harmed by deforestation due to loss of habitat, food, and water. Deforestation may be necessary for people, but it hurts wildlife.

Additional Practice Suggestions:

- Have students read a paragraph or short article then write a summary using the Summary Paragraph Template. Working in pairs or small groups, students can compare their summary templates. Debrief as a class to ensure all groups have written clear summaries with the required elements (topic sentence, details and examples, concluding sentence, use of own words).
- Do error correction in a sample summary with errors in various areas, such as reported speech, punctuation, additional and unnecessary details.

Competency Area: Reproducing Information

Indicators of Ability: Reduces a page of information to a list of important details or a summary.

Teaching Notes: In this skill-using task, learners write a summary of a podcast that includes facts and opinions about an environmental issue.

Set Up:

1. Inform learners that they will read the transcript from the podcast on climate change (pages 20-22). They will write a list of important details (CLB 5) or a summary (CLB 6).
2. Distribute the podcast transcript (on pages 20-22) and provide time for learners to write a list of key details or a summary. You may want to provide only the first two pages for CLB 5, and the entire podcast for CLB 6.
3. Take up the answers as a class. Remind learners 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.
4. Optional: Provide the transcript and play the recording for learners with auditory learning preferences.

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.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?
- When learners have completed the task, they can exchange their work with a partner for peer feedback using the peer checklist. Alternatively, they could assess their own work by using the feedback form for self-assessment.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is needed, repeat this task using different months and activities.

Answer Key (sample answers):

List of key points (CLB 5)

Note that the points below relate to the first two pages of the podcast transcript.

- Climate is the usual weather for a place.
- Climate change is a change in the normal weather.
- Global warming is when the temperature on the earth is getting hotter.
- Global warming is caused by human actions (e.g., burning fossil fuels).
- Global warming negatively affects humans and wildlife (main idea).
- Over the last 70 years, earth's temperature has risen.
- Global warming affects wildlife because there is less water to drink, and it is harder to mate.

Summary (CLB 6)

In the podcast on climate change and global warming, Dr. Diaz describes *the negative effects of global warming on wildlife and humans*. Diaz explains that global warming is caused by human actions such as burning fossil fuels. Diaz reports that the earth has warmed 1.6 degrees Celsius overall, and 2.2 degrees in Canada's north. As the temperature warms, there is less water for humans and animals to drink and use. This is a problem, for example, with polar bears. Polar bears have difficulty mating, and this can affect future populations. Diaz suggests there are things that we can do to slow global warming.

Italics = main idea | Underline = reported speech | Highlight = an example

Writing a List of Details of a Podcast (CLB 5)

SU

Name: _____

Date: _____

Instructions: Read the transcript of the podcast on Global Warming. Write a list of key details of the podcast:

-
-
-
-
-
-

FEEDBACK FORM: Writing a List of Details from a Podcast

CLB 5

Name of writer: _____

Date: _____

Select all that apply: ☐ Self-Assessment

☐ Peer Assessment: Name of peer: _____

☐ Instructor assessment

The list:	Yes	No	Comments
Is clear for the reader.	<input type="checkbox"/>	<input type="checkbox"/>	
Provides an adequate list that includes important points with accurate details.	<input type="checkbox"/>	<input type="checkbox"/>	
Has very few spelling, grammar, or punctuation mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	

Writing a Summary of a Podcast (CLB 6)

SU

Name: _____

Date: _____

Instructions: Read the transcript of the podcast on Global Warming. Write a summary of the podcast.

FEEDBACK FORM: Writing a Summary of a Podcast		CLB 6	
Name of writer: _____		Date: _____	
Select all that apply: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The summary:	Yes	No	Comments
Is clear for the reader.	<input type="checkbox"/>	<input type="checkbox"/>	
Includes adequate summary paragraph with a main idea and supporting details. Includes one example.	<input type="checkbox"/>	<input type="checkbox"/>	
Has very few spelling, grammar, or punctuation mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks	56
Listening: Understanding a Podcast about Pollution	62
Speaking: Participating in a Discussion about Climate Change	64
Reading a Community Article on an Environmental Issue	65
Writing a List of Important Points/ a Summary of an Article	68

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

Set Up:

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

- *Listening:* Learners listen to a podcast about pollution (*In the file titled: AudioC CLB 5-6 Communicating About the Environment*) and answer comprehension questions. CLB 5 listens to the first five minutes. CLB 6 learners listen to the entire podcast. Play the podcast twice; once so that learners can answer the comprehension questions and another time to check their answers.
- *Speaking:* Arrange learners in small groups of 3 or 4 (if possible, include at least one CLB 6 student) and distribute the Feedback Form. Explain that learners are going to participate in a group discussion about **climate change and global warming**. Draw out background knowledge or information about climate change, then have learners work individually to write an opinion statement and three supporting points. Have the CLB 6 student (if possible) begin the discussion by giving their opinion statement and at least two reasons to support their opinion. Other learners use appropriate expressions to take turns, repeat/ summarize information, agree or disagree and give reasons.
- *Reading:* Learners read a community article about an environmental issue (salt) and answer comprehension questions.
- *Writing:* Learners use the article from the Reading Assessment Task and write a list of details (CLB 5) or a summary (CLB 6).

Feedback:

- *Productive Tasks:* 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:* When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:**Listening Task**

1. c
2. b
3. b
4. b
5. b
6. a
7. Answers will vary
8. b
9. Sample answer: *Plastic items are used only once (e.g., disposable cups)*
10. a
11. a
12. b
13. Answers will vary

Reading Task

1. Sample answer: *Road salt used to melt ice contaminates soil and water, which is harmful to people, wildlife, and plants*
2. b
3. b
4. b
5. a
6. Answers will vary
7. b
8. b
9. c
10. Answers will vary
11. a
12. b
13. a

Writing CLB 5: Sample List of Key Details

- Salt damages the environment and harms human health. (main idea)
- We use 5 million metric tons of salt a year to melt salt on our roads and sidewalks.
- Salt enters the soil and water from the roads.
- Salty water hurts wildlife.
 - Example: Caddisflies die in salty water. This means fewer caddisflies for wildlife to eat, and fewer flowers are pollinated.
 - Example: Salty water means fish can be smaller.
- Salt can enter our drinking water, and this is bad for our health.

Writing CLB 6: Sample Summary

In the article “The Problem with Salt,” Victor Smith describes *the negative effects of road salt on the environment and human health*. He reports that Canadians use about 5 million tons of road salt per year to melt ice. He points out that the road salt enters the soil and water from the roads, and can harm wildlife and human health. **He uses the example of insects like caddisflies to show how an entire ecosystem can be affected.** Smith suggests that there are things that we can do to reduce our use of road salt at home.

Italics = main idea | Underline = reported speech | **Highlight** = an example

**Transcript: Listening Assessment (CLB 5 & 6 Podcast About Pollution)**

In the file titled: AudioC CLB 5-6 Communicating About the Environment

Tina: Hello everyone, and welcome to Tina’s Talk Show, the show that gets us talking about the things that matter most. I’m Tina, and today we’ll be talking about pollution with Dr. Scarlett Diaz.

For listeners who missed the previous podcast with Dr. Diaz, she comes to us with 15 years of experience working for Environmental groups. She is also a leading researcher and speaks about environmental issues across the country. Today, she is going to talk to us about pollution and give us tips about what we can do to help the planet.

Welcome back to Tina’s Talk Show, Dr. Diaz. Thanks so much for joining us again today!

Dr. Diaz: Thank you for having me, Tina. I’m really happy to be here again. Talking about pollution is another one of my passions.

Tina: That’s great, Dr. Diaz. We love your passion, and your tips for us! So, let’s get started. Most of us know what “pollution” is, but just so we are all on the same page, how would you define “pollution”?

Dr. Diaz: Great question, Tina. A dictionary gives this basic definition of pollution: the presence in the environment of a substance or thing that has harmful or poisonous effects. Basically, something is in the environment that shouldn’t be there.

Tina: Right, so what would be some examples of those things that shouldn’t be in the environment?

Dr. Diaz: Well, the environment includes all of the natural world – the land, the water, the air, the creatures, and so on. Let’s think about water first. In Canada, our water is generally clean, but some big factories, for example, dump bad chemicals into the water. These chemicals can contaminate, or pollute, the water. Freshwater bodies, like lakes and rivers, can break down the bad chemicals over time. However, research has found that when there is too much pollution, the ecosystem – which is all the plants, animals, weather and landscape that interact together to support life – can get out of balance. Plants and fish, for example, can be affected. They can get sick, and sometimes die.

Tina: Before you go on, I wanted to add that polluted water doesn’t just affect the ecosystem, it also affects humans! Recently, I saw some dead fish in the lake. I believe that the lake is being polluted by factories. I’m not going swimming in that lake anymore. The water can make us sick. Isn’t that terrible?

Dr. Diaz: I’m sorry to hear that.

Transcript, *continued*

Tina: I have another example of water pollution in the oceans – garbage! Have you ever seen those pictures of sea animals with bags wrapped around their fins? It's so sad.

Dr. Diaz: Yes, that's so terrible. I feel so bad for those animals.

Tina: I know, right? Getting back to what you were saying about pollution in the land and water. What are other examples of pollution?

Dr. Diaz: As I mentioned before, we also have air pollution. We can define air pollution as when the atmosphere, or the air, is filled with particulate matter. That means there are tiny particles, so small that we can't even see them in the air. Many things cause air pollution, such as driving cars, dust, and smoke from forest fires.

Air pollution can affect our health. We can experience air pollution in smog.

Tina: Hmm. Smog – that's a combination of smoke and fog, right?

Dr. Diaz: Right you are! Well, smog is very bad for human health. Breathing in smog can cause problems with your heart and lungs, for example.

Tina: Yeah, it's really problematic. Smog only happens in the summer, doesn't it?

Dr. Diaz: Actually, no. We can have smog at any time of the year.

Tina: Maybe we need to do another podcast on smog!

Dr. Diaz: Yeah, any time! For now, let's return to the broader topic of pollution. We've talked a little about water and air pollution. What other kinds of pollution are there?

Tina: Um ... I don't know. What else is there?

Dr. Diaz: There is also noise pollution. Have you noticed how quiet it is when you are out of town, in nature?

Tina: Yeah, of course. You can only hear the wind, birds, and bugs!

Dr. Diaz: For sure! There are no sounds from cars and trucks, industries, loud music playing, hair dryers running, and so on. When a place is noisy most of the time, this is what we call noise pollution. We know that this type of pollution can actually cause heart problems over time!

Tina: Oh dear. I didn't know that. As far as I'm concerned, we all need to spend some time away from noisy cities.

Dr. Diaz: Yes, although that's not possible for everyone, it would be nice!

Transcript, *continued*

5-minute mark (CLB 6 only below)

Dr. Diaz: To sum up, there are many different types of pollution. Today, we talked about water pollution, air pollution, and noise pollution. There are other types of pollution, but we won't talk about those today. Let's move on to some tips, ok?

Tina: Great idea.

Dr. Diaz: If you look on the Environment Canada website, you will see that preventing pollution means that we do not create pollution in the first place. It is better *not* to create pollution than to try to clean it up afterwards.

Tina: That's a good point. Alright. In our last podcast, we talked about using cars less often, using less hot water, and eating less meat. What else can we do to prevent pollution?

Dr. Diaz: Well, a simple tip is we should not litter. We need to put garbage in the garbage can, and not just leave it on the street.

Tina: I know! I hate seeing litter. Sometimes, I walk around and pick up the garbage on my street. If I don't do it, who will?

Dr. Diaz: In addition, we can try to limit our use of single-use plastics. For example, instead of getting a disposable cup at the coffee shop, we can bring a reusable cup. Instead of plastic cutlery at fast-food restaurants, we can bring our own cutlery.

Tina: That's right. I have an aunt who keeps a knife and fork in her purse!

Dr. Diaz: What a great idea! We can also do things around the house, too.

Tina: Like what?

Dr. Diaz: Well, when I cook, sometimes there is left-over oil in my cooking pan. We should never pour that down the sink. We should always let the oil cool, and then put it in the compost or the garbage. Doing this will keep the oils out of our lakes and rivers.

Tina: Uh-huh

Dr. Diaz: We can also use natural cleaning products rather than ones with harsh chemicals. For example, I clean my kitchen counters with vinegar and water, rather than bleach. But it's important to do your research. You want to choose the safest cleaning product for what you are cleaning.

Tina: Of course. Sometimes, you really might need stronger chemicals to clean something. I guess it's best to choose environmentally-friendly cleaning products whenever possible.

Transcript, *continued*

Dr. Diaz: Yes. Taking care of the environment is the job of individuals like you and me. It's also the job of the government.

Tina: Yeah! What is the Canadian government doing now?

Dr. Diaz: The Government of Canada is working on many things to protect the environment. I truly believe that the government is investing in a lot of really great things.

Tina: Like what?

Dr. Diaz: Well, one example is electric cars, which are cars that do not use gas. You plug them in, and they charge, like your cell phone! The government is encouraging us to buy electric cars. If we do, the government will give us money!

Tina: Wow! That would be nice!

Dr. Diaz: For sure! We also know that the Canadian government is investing in renewable energy. You know, energy like solar power from the sun, or wind power.

Tina: Right! Well, that's great. It's clear to me that we all have a part to play in preventing pollution, individuals and the government alike.

Dr. Diaz: Before I forget, I'd like to add one more thing about air pollution. The Canadian government publishes air quality information every day for different cities. You can look online for the Air Quality Index in your area. Please pay attention to this! If the air quality is bad, try to stay inside.

Tina: For sure. Poor air quality can be especially bad for seniors, pregnant women, and young children.

Dr. Diaz: That's right, Tina. People who are sensitive to bad air quality can start coughing, have swelling in their ankles and feet, and feel light-headed.

Tina: Ok, Dr. Diaz. That's our time for today. Thank you so much for coming onto Tina's Talk Show, and for talking about pollution and sharing tips for preventing it.

Dr. Diaz: It was my pleasure.

Understanding a Podcast about Pollution

AT

Module Topic: Communicating about the Environment

CLB 5 ☐

Competency Area: Comprehending Information

CLB 6 ☐

Criteria: Identifies main ideas (1), Identifies factual details (2, 4, 5), identifies facts and opinions (6, 11, 12), identifies topic-specific words (8, 9), makes an inference (10), interprets descriptions/explanations (7, 13)

Name: _____

Date: _____

Instructions: Listen to the podcast. Answer the questions.

Part 1: CLB 5 and 6

1. What are Tina and Dr. Diaz talking about in the podcast? Choose the best answer.
 - a. Pollution and why it is bad
 - b. Pollution and how pollution affects our health
 - c. Pollution and what we can do to prevent it
2. When an ecosystem is out of balance, plants and animals are strong.
 - a. true
 - b. false
3. When Tina says, "I believe that the lake is being polluted by factories," she is expressing _____.
 - a. a fact
 - b. an opinion
4. When can smog occur?
 - a. in the summer
 - b. in the summer or the winter
 - c. in the winter
5. Where will you most likely experience noise pollution?
 - a. in a forest
 - b. in a city
6. When Dr. Diaz says that noise pollution can cause heart problems over time, she is expressing _____.
 - a. a fact
 - b. an opinion
7. Which type of pollution (water, air, noise) affects you the most? Explain why. (2 points)

Task Success: CLB 5

6 out of 8

Your score: __/8

Part 2: CLB 6 only

8. According to the podcast, what does “pollution” mean?

- a. something in the environment that is good
- b. something in the environment that shouldn’t be there
- c. something in the environment that helps people

9. What are “single-use plastics”? (2 points)

10. Why does Dr Diaz tell us to do our research about cleaning products?

- a. She wants us to use the safest product for what we are cleaning.
- b. She wants us to use vinegar to clean our counters.
- c. She wants us to only choose environmentally friendly cleaning products.

11. When Dr. Diaz says that the Canadian government is also investing in renewable energy, she is expressing _____ .

- a. a fact
- b. an opinion

12. When Tina says, “It’s clear to me that we all have a part to play in preventing pollution.” she is expressing _____ .

- a. a fact
- b. an opinion

13. What do you think is the best thing you can do in your daily life to prevent pollution? Why? Give two reasons. (2 points)

TASK SUCCESS		Your Score:
CLB 6:	Part 1: 6 out of 8	____/8
	Part 2: 6 out of 8	____/8

Participating in a Discussion about Climate Change

AT

Module Topic: Communicating about the Environment

CLB 5 ☐

Competency Area: Interacting with Others

CLB 6 ☐

Name: _____

Date: _____

Instructions: Work independently to write an opinion statement about **climate change and global warming** plus 2 or 3 reasons to back up your opinion.

Then, in a small group, one student (CLB 6 student if possible) begins the discussion by giving their opinion statement and at least two reasons to back it up. The other learners take turns to repeat/summarize information, agree or disagree and give reasons.

Speaking: CLB 5 or CLB 6		Meets Expectations	Not Yet
*Overall:	Participates in the discussion <ul style="list-style-type: none"> CLB 5: adequately CLB 6: effectively 	<input type="checkbox"/>	<input type="checkbox"/>
Content:	Provides an opinion and backs it up with reasons <ul style="list-style-type: none"> CLB 5: 1 or 2 reasons CLB 6: 2 or 3 reasons 	<input type="checkbox"/>	<input type="checkbox"/>
Conversation management:	Uses strategies to confirm information, agree/disagree, and add points	<input type="checkbox"/>	<input type="checkbox"/>
Sentence Structure:	<ul style="list-style-type: none"> CLB 5: Shows good control of simple structures and attempts to use complex sentences using conditional sentences CLB 6: Uses a range of sentence structures with developing control of complex sentences including conditional sentences 	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	Uses appropriate expressions and an adequate range of environment-related vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
Task Success: CLB 5 Meets 4 out of 6 criteria. Must include starred (*) item.			
Doing well:		Next time:	

Reading a Community Article on an Environmental Issue

AT

Module Topic: Communicating About the Environment

CLB 5 ☐

Competency Area: Comprehending Information

CLB 6 ☐

Criteria: identifies main idea (1); identifies details (2, 3); identifies facts and opinions (8, 11, 12); makes an inference (4, 7, 9, 13); identifies links between paragraphs (5); finds information to make comparisons (6, 10)

Name: _____

Date: _____

Instructions: Read the article titled “The Problem with Salt.” Answer the questions.

Part 1: CLB 5-6

1. What is the main idea of the article? (2 points)

2. How much road salt is used in Canada annually?

- a. 500,000 metric tons b. 5,000,000 metric tons c. 50,000,000 metric tons

3. Plants need salt to grow.

- a. true b. false

4. When the writer says, “everything in moderation” he means, ...

- a. Stop using salt completely.
b. Don’t use too much or too little salt.
c. Use as much salt as you’d like.

5. What is an example of something at the bottom of the food chain?

- a. Caddisflies b. fish c. people

6. Do you think we should use salt on roads and sidewalks in the winter? Explain why or why not? (2 points)

Task Success: CLB 5

Part 1: 6 out of 8

Your score: ____/8

Part 2: CLB 6 only

7. When the writer says, “the best soup is the one you **make up,**” he means _____.
 - a. you use a good recipe
 - b. you don’t use a recipe
 - c. you add extra salt
8. When the writer says, “the most important ingredient is salt,” he is expressing _____.
 - a. a fact
 - b. an opinion
9. When the writer says, “beneficial insects” he means _____.
 - a. insects that cause pollution
 - b. one type of insect
 - c. insects that help the environment
10. What is one difference between how saltwater affects caddisflies and fish? Explain.

11. When the writer says, “too much sodium in your diet can also lead to high blood pressure, diabetes, and kidney disease”, he is expressing _____.
 - a. a fact
 - b. an opinion
12. When the writer says, “We need to move towards moderation of salt in our diets”, he is expressing _____.
 - a. a fact
 - b. an opinion
13. When the writer says, “While salt makes food taste good, it can **leave a bitter taste in your mouth** for its effects on the environment,” what does he mean?
 - a. You feel negatively about the effects of salt.
 - b. You feel serious about the effects of salt.
 - c. You feel pleased about the effects of salt.

Task Success: CLB 6	Part 1 and 2: 11 out of 15	Your score: ____/15
---------------------	----------------------------	---------------------



COMMUNITY NEWS FEATURE

Watching the World Around Us

The Problem with Salt, by Victor Smith

I love making soup. Sometimes I follow recipes, but in my opinion, the best soup is the one you make up. Open your fridge and throw in whatever you have! And of course, the most important ingredient is salt! While salt may be perfect for my soup, it is terrible for the environment.

As we know, Canadian winters are cold, snowy, and icy. Do you know the best way to get rid of the ice on our streets? Road salt. Salt lowers the freezing temperature of water. It prevents snow from turning into ice and it melts ice that's already there. In Canada, we use about five million metric tons of salt a year to keep the sidewalks safe for walking and the streets safe for driving. It's a fact that using salt is effective and cheap.

But there is a downside to salting our streets. A growing body of research has found that salt damages the environment and can harm human health. The fact is that salt kills most living things!

When we salt our sidewalks and roads, the salt dissolves and enters our soil. From the soil, it can travel into the watershed – all the streams and creeks that flow into rivers and lakes. Saltier water leads to problems that can affect whole ecosystems. For example, consider beneficial insects like caddisflies. Fish, frogs, spiders, bats and lizards eat caddisflies. Caddisflies lay their eggs in freshwater. Later, they emerge looking like moths, and they pollinate flowers. But studies indicate that 50% of these insects die within three days in salty water. With the loss of insects such as caddisflies, there is less food for the wildlife. Fewer flowers will be pollinated, fewer plants will fruit, and there may be less food for us.

Not only does increased salt in water affect the bottom of the food chain, but fish growth can be affected too. Evidence suggests that salt in freshwater can cause fish to be shorter and lighter.

Also, salt can enter our drinking water reservoirs and wells. When we turn on our taps, we may be getting an extra dose of sodium. There may not be enough to notice a difference in taste, but extra sodium is not good for those who are on a low-sodium diet! It's true that too much sodium in your diet can also lead to high blood pressure, diabetes, and kidney disease.

Salt is great for our soups, but as the saying goes, everything in moderation. We need to use less salt in our diets and on our roads. I've heard that the Canadian government will not ban the use of road salts because doing that could reduce road safety. So, we need to make safer choices at home. First, we can shovel our sidewalks and driveways before we put down salt and, second, we could try using sand or kitty litter instead. That will help ensure that people won't slip on the ice. While salt makes food taste good, it can leave a bitter taste in your mouth for its effects on the environment.

Writing a List of Important Points of an Article

AT

Module Topic: Communicating about the Environment

CLB 5 ☐

Competency Area: Reproducing Information

Name: _____ **Date:** _____

Instructions: Read “The Problem with Salt” article. Write a list of important details.

List of Details:

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Writing: CLB 5		Meets Expectations	Not Yet
*Overall:	The message is clear and conveys the intended meaning for the audience	<input type="checkbox"/>	<input type="checkbox"/>
*Content:	Includes an adequate list that includes important points with accurate details	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	Uses an adequate range of common everyday vocabulary and some topic-specific vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
Grammar:	Demonstrates good control of simple structures and attempts to use complex sentences	<input type="checkbox"/>	<input type="checkbox"/>
Mechanics:	Demonstrates adequate control of spelling, punctuation, and format	<input type="checkbox"/>	<input type="checkbox"/>
Task Success: Meets 4 out of 5 criteria. Must include starred (*) items.			
Doing well:		Next time:	

Writing a Summary of an Article

AT

Module Topic: Communicating about the Environment

CLB 6 ☐

Competency Area: Reproducing Information

Name: _____

Date: _____

Instructions: Read “The Problem with Salt” article. Write a summary of the article.

Summary:

Writing: CLB 6		Meets Expectations	Not Yet
*Overall:	The message is clear and conveys the intended meaning for the audience	<input type="checkbox"/>	<input type="checkbox"/>
*Paragraph Structure & Content:	Writes with adequate paragraph structure, clearly expressed main idea and some supporting details. Includes at least one example	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	Uses a good range of everyday vocabulary and topic-specific vocabulary. Writes using own words	<input type="checkbox"/>	<input type="checkbox"/>
Grammar:	Uses a range of sentence structures with developing control of complex sentences including 2-3 reported speech sentences.	<input type="checkbox"/>	<input type="checkbox"/>
Mechanics:	Demonstrates adequate control of spelling, punctuation, and format	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: Meets 4 out of 5 criteria. Must include starred (*) items.			
Doing well:		Next time:	