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Benchmarks

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Socializing with Others

A CLB 3-4 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 *Socializing with Others* for CLB levels 3 and 4. There are suggestions for introducing the topic, as well as handouts for goal setting, vocabulary building and an end-of-module learning 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 instructors select and sequence activities based on the needs of learners and the amount of class time available to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new 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 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 3 and CLB 4 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 3 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 4. You might adjust the expectations and expect learners at CLB 4 to demonstrate greater mastery than learners at CLB 3 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: Interacting Socially

Topic: Socializing with Others

	Listening CLB Level: 3-4	Speaking CLB Level: 3-4	Reading CLB Level: 3-4	Writing CLB Level: 3-4
Real-World Task Goal(s)	Listen to a casual conversation with greetings, introductions, and small talk.	Engage in a short, casual conversation that includes greetings, introductions, and small talk.	Read a message from a friend about current and past activities.	Write a message to a friend to talk about current and past activities.
Context/ Background Information	Cultural understanding of what constitutes friendly behaviour in Canada (e.g., smiling, nodding, eye contact, physical contact between friends or others); appropriate topics of small talk conversations; formal/semi-formal and informal registers and when to use each			
CLB Competency Area(s) and Statements	Interacting with Others Understand simple social exchanges, including styles of greetings, introductions, casual small talk, and leave-taking. <ul style="list-style-type: none"> • CLB 3: Interaction focuses on greetings and introductions • CLB 4: Interaction focuses on greetings, introductions, and small talk 	Interacting with Others Use a range of courtesy formulas, greetings, and some small talk in short, casual, one-on-one and small group interactions. <ul style="list-style-type: none"> • CLB 3: Interaction focuses on greetings and introductions • CLB 4: Interaction focuses on greetings, introductions, and small talk 	Interacting with Others Understand short, personal social messages within predictable contexts of daily experience, such as quick updates.	Interacting with Others Convey short, personal, and informal social messages on topics related to familiar everyday situations. <ul style="list-style-type: none"> • CLB 3: Message is a few short sentences • CLB 4: Message is up to a short paragraph

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> • Informal phrases for greetings, introductions, and leave-taking • Vocabulary and phrases for small talk conversations • Questions to keep a conversation going • Pronunciation: rising/falling intonation of question endings • Vocabulary for personal details, such as job, school, neighbourhood, or relationship to the speaker 		<ul style="list-style-type: none"> • Casual greetings and leave-taking • Verb tenses for current and past activities • Vocabulary for travel and leisure activities • Questions to ask about the other person • Phrases that indicate a friendly, informal tone 	
Language and Learning Strategies	<ul style="list-style-type: none"> • Strategies for getting the gist • Listening more than once to increase comprehension • Strategies for identifying formal and informal register 	<ul style="list-style-type: none"> • Strategies for managing a conversation (e.g., asking questions) • Strategies for making introductions (e.g., providing a few details about each person) 	<ul style="list-style-type: none"> • Skimming to get the gist • Making predictions • Re-reading for clarity • Using resources such as vocabulary cards, word lists, or dictionaries • Scanning for specific information 	<ul style="list-style-type: none"> • Re-reading own writing out loud to check for errors and omissions • Using a checklist to check for mechanical errors
Assessment Tasks	<p>CLB 3 and 4: Identify details in a conversation that includes greetings and an introduction.</p> <p>CLB 4: Identify details in a conversation with greetings, introductions, and small talk.</p>	<p>CLB 3: Open a conversation, introduce yourself to another person and close the conversation.</p> <p>CLB 4: Open a conversation, introduce two people to each other, extend the conversation with small talk and close the conversation.</p>	Read an email from a friend with details about activities.	Write a message to a friend to give an update.

ESL Learners with Literacy Needs

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

General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record “experience” stories from learners about meeting new people or socializing with others (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Make explicit the connections between what learners are studying in class and how they can use it in different contexts (e.g., home, work, community, school).
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing. Slowly build skills so that literacy learners are able to complete the same CLB-aligned real-world assessment tasks.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.
- Explicitly teach and model learning strategies.

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

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

Additional Teacher Resources

The Language Companion Stage 1:

Helpful English: Interacting with Others

- *Greeting and Introducing* (p. 3)
- *Saying Goodbye* (p. 4)
- *Thanking* (p. 5)
- *Apologizing* (p. 6)
- *Inviting* (p. 7)



- *LINC Classroom Activities (LINC 4)*, Algonquin College, 2009.
<https://settlementatwork.org/resources/linc-1-4-classroom-activities>
 - LINC 4: Would You Like to Come Over? (pp. 146-160)
 - LINC 4: I Like Your Dress! Giving and Receiving Compliments (pp. 161-172)
- Ellii: ellii.com (by subscription)
 - Making Introductions: <https://ellii.com/lessons/everyday-dialogues/1717-making-introductions>
 - Making Introductions at Work: <https://ellii.com/lessons/functional-business/3757-making-introductions-at-work>
- TeachThis: Meeting People: <https://www.teach-this.com/functional-activities-worksheets/introductions>
- Learning Chocolate: <https://www.learningchocolate.com/>

Select the category titled “People”, for topics related to socializing with others, such as Greetings and Farewells, How Are You, How are you Feeling, Family Relationships, Introductions.

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

Warm-up Questions

1. Have learners discuss some of the following questions in small groups. Specific questions could be posted in different areas of the room, with groups assigned to those areas.
 - *Do you enjoy meeting new people?*
 - *Where do you often meet new people?*
 - *What do you say when you meet someone new?*
 - *How do you like to socialize with friends or family? What do you do together?*
 - *Do you like to socialize with a lot of people or just one or two people?*
 - *What do you say when you want to invite someone to an event or arrange a get-together?*
2. Debrief with the whole class by alternating through each group, having them share their answers for some questions.

Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion. If learners do not have a copy, print pages 3-4 for them. This activity could be done orally or in writing.

Distribute the handout on the page that follows. Have learners search the Language Companion for the answers in pairs. Provide help with unfamiliar vocabulary and navigating the text as needed. CLB 3 learners can be paired with CLB 4 learners, and as they finish, they can check their work with classmates.

Answer Key: Language Companion Search

Question	Answer
What are informal ways to say <i>hello</i> ?	Hi, hey
When can you say <i>good evening</i> ?	after 6 pm
Write two ways to introduce another person.	I'd like you to meet my friend... This is my husband... Have you met my sister...? Do you know my co-worker...?
What can you say to explain why you are leaving? Write two things you can say.	I should get going now, it's getting late. I have to go now, or I'll be late for... I need to get going now, my train leaves in...minutes!
What can you say to end a conversation?	It was nice talking to you.
What are two things you can say or write when you may see the person again?	See you soon/tonight/later, Bye for now, Take care
What can you say to the host at the end of a party or event?	Great party. Thank you for inviting me.

Introducing the Module to the Class, *continued*

Language Companion Search: Socializing with Others

Instructions: Work with a partner. Look in your Language Companion. Look at the Helpful English section, pp. 3-4. Answer the questions.

Question	Answer
What are informal ways to say <i>hello</i> ?	
When can you say <i>good evening</i> ?	
Write two ways to introduce another person.	
What can you say to explain why you are leaving? Write two things you can say.	
What can you say to end a conversation?	
What are two things you can say or write when you may see the person again?	
What can you say to the host at the end of a party or event?	

Goal Setting: Socializing with Others

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:

- Build vocabulary and phrases to socialize with others
- Understand conversations about introductions and meeting new people
- Introduce yourself and others in different situations
- Use reading strategies, such as:
 - Skimming
 - Identifying casual and formal language
 - Inferring information
- Understand a short update from a friend
- Write a short update to a friend

Explain as needed and ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.

2. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Socializing with Others

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?
My Next Steps: 	

Vocabulary: A Teacher Resource

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

Greetings and Closings	
<ul style="list-style-type: none"> Hello/Hi/Hey/Hi there. How's it going?/ How are you? 	<ul style="list-style-type: none"> I'm pleased to meet you. Goodbye/See you. Take care. Nice talking to you. It was nice to meet you.
Introductions	
<ul style="list-style-type: none"> Hi, my name is... I'd like to introduce myself... Hi, I don't think we've met... 	<ul style="list-style-type: none"> This is my friend... Have you met...? May I introduce...?
Thanks and Apologies	
<ul style="list-style-type: none"> Thanks/thank you. Thanks for the invitation. Thanks for inviting me. Thank you for coming. 	<ul style="list-style-type: none"> I'm sorry, but I won't be able to come. I'm sorry, but I have to cancel. I'm sorry, I had to miss the party. I'm sorry I was late.
Invitations	
<ul style="list-style-type: none"> Would you like to ... with me? We're having a party. I hope you can make it. 	<ul style="list-style-type: none"> Let's go to ... together. Do you want to go to?
Updates	
<ul style="list-style-type: none"> I'm doing well. I'm not doing so well. I moved into a new house/apartment. I started a new job. I lost my job. 	<ul style="list-style-type: none"> I started school. I am studying English. I have been very busy lately. The kids are doing well/not doing so well. I traveled to... .
Small Talk Questions	
<ul style="list-style-type: none"> How are you doing? How long have you lived in Canada/this city/town? How long have you studied English? How long have you lived in this neighbourhood? 	<ul style="list-style-type: none"> Are you from around here? How long have you worked at...? Are you enjoying the party/event? How long have you known...? Where did you two meet?

Use a variety of vocabulary building activities. This will help learners learn and retain new words and phrases. The following are possible vocabulary-building activities.

1. **Writing Conversations:** Have learners work in pairs or groups of three to write short conversations using the vocabulary phrases and expressions from the module.
2. **Sort: Formal/Casual:** Draw a Venn diagram on the board (two overlapping circles). Have learners work in small groups to find phrases that are particularly formal or particularly casual. Label one circle *Formal*, one circle *Informal*, and one circle *Neutral*. Have learners take turns writing phrases in the appropriate space on the Venn diagram.
3. **Interviews:** Have learners walk around the class and mingle. Have them practise greeting others, introducing themselves, and asking 1-2 follow-up questions.
4. **What have you been doing lately?** Have learners sit with partners and give each other updates using the phrases from the vocabulary.

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 and understand introductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can introduce myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can introduce someone else and make small talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess what information when I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can skim for the main idea and purpose in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read an update from a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a short update to a friend.	<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

Formal and Informal Greetings and Introductions	15
Understanding Questions in Small Talk Conversations.....	18
Listening to Introductions and Small Talk.....	22

Teaching Notes: In this activity, learners listen to and differentiate between casual and more formal registers for greetings and introductions.

Set Up:

1. Ask learners how they greet people in English. Make a list of greetings on the board. Ask learners whether the greetings are casual (easy and relaxed) or more formal (polite and careful).
2. Repeat for introductions. Brainstorm phrases for introducing themselves and introducing two people to each other.
3. Practise saying greetings and introductions together.
4. Invite learners to choose a greeting and introduction and say it out loud. Have the rest of the class decide whether it was casual or formal.
5. Distribute the handout. Have learners listen to the greetings and introductions in Part 1 of the audio recording. They should listen to each greeting and introduction at least twice. Have learners mark what they heard. Review the answers together and talk about the context in which each greeting/introduction could be used (e.g., with a friend, new neighbour, an acquaintance, someone you have never met).
6. Next, listen to the conversations in Part 2 of the audio recording. Ask learners to decide whether each one is casual or a little more formal and write down an example of a phrase from each one that illustrates their choice. Take up the answers.

Additional Practice Suggestion:

Arrange the class into pairs. Have each pair of learners create short dialogues with greetings and introductions to perform for the class. The rest of the class should listen for the words and phrases that indicate whether the tone is formal or casual.

Transcript:**Part 1** (00:13 in the audio file)

1. Hey. How's it going?
2. Good morning. How are you doing?
3. Hello. How are you?
4. Hi, my name is Tim.
5. Sam, I'd like to introduce you to Jane.
6. Dan, have you met Lily? Lily, this is Dan.

Part 2 (00:47 in the audio file)*Conversation 1*

A: Bill, I would like to introduce you to my business partner, Jean Dorset. Jean, this is Bill Smith from the accounting firm.

B: I am very pleased to meet you, Jean.

C: Hello Bill. It's very nice to meet you, too.

Conversation 2

A: Hey, Shana! It's nice to see you at the party! How's it going?

B: Oh Hi, Matt! What's up?

A: Have you met Jackie? Jackie, this is Shana; Shana this is Jackie.

B: Hey Jackie, nice to meet you!

C: Hi Shana, I've heard a lot about you. Great party!

Answer Key:

Part 1	Part 2
1. b	1. formal
2. a	2. casual
3. c	
4. a	
5. c	
6. b	

Part 1 Instructions: Listen to the five greetings and introductions. **Which one did you hear?**

1.
 - a. Hi. How are you doing?
 - b. Hey. How's it going?
 - c. Hello. How are you?
2.
 - a. Good morning. How are you doing?
 - b. Good afternoon. How's it going?
 - c. Good evening. How are you?
3.
 - a. Hey, how are you?
 - b. Hi, how are you?
 - c. Hello. How are you?
4.
 - a. Hi, my name is Tim.
 - b. Hi, I'm Tim.
 - c. Hello. My name is Tim.
5.
 - a. Sam, this is my friend, Jane.
 - b. Sam, have you met Jane?
 - c. Sam, I'd like to introduce you to Jane.
6.
 - a. Dan, this is my friend, Lily. Lily, this is my co-worker, Dan.
 - b. Dan, have you met Lily? Lily, this is Dan.
 - c. Dan, I'd like to introduce my friend, Lily. Lily, this is my co-worker, Dan.

Part 2 Instructions: Listen to the short conversations. Think about the tone. Are they **casual** (easy and relaxed) or a little more **formal** (very polite and careful)?

For each conversation, check (☒) casual or formal. Write a word or phrase in the box that makes the conversation **casual** or **formal**.

Conversation 1

- ☐ casual
☐ formal

Conversation 2

- ☐ casual
☐ formal

Teaching Notes: Learners practise listening to questions that can be used to maintain a small talk conversation.

Set Up:

1. Inform learners that asking questions is an important part of maintaining a conversation. Review the three verb tenses for this activity by creating three columns on the board:

Present Continuous	Past Simple	Present Perfect
<ul style="list-style-type: none"> • How are you doing? 	<ul style="list-style-type: none"> • When did you arrive? 	<ul style="list-style-type: none"> • How long have you lived in Canada?

2. Brainstorm questions for small talk under each heading. Engage learners in a discussion about questions that are appropriate (e.g., about children, work, school) and ones that are not (e.g., about money, religion).
3. Ask learners to identify the **helper verb** and the **main verb** for each example question.
4. Have learners listen to the recording and identify the stressed and unstressed parts of each sentence. Note that helper verbs are usually unstressed while main verbs are usually stressed.
5. Distribute the handout. Play the recording again and pause after each sentence or question to give learners time to answer the questions. Provide guidance and instruction while learners select their answers.

Additional Practice Suggestion:

- Have learners work in pairs to practise asking each other questions that could be used in a small talk conversation. Have them ask one question about right now, one question about the past, and one question using “how long.”

Transcript (01:42 in the audio file)

Part A

1. How's it going?
2. How are you doing?
3. What are you doing these days?

Part B

1. When did you come to Canada?
2. What did you do last weekend?
3. When did you start English classes?

Part C

1. How long have you lived in Canada?
2. How long have you studied English?
3. How long have you lived in this neighbourhood?

Answer Key:

Part A

- | | | |
|-----------------------|------------------|-----------------------------------|
| 1. helper verb: 's/is | main verb: going | response: Fine, thanks. |
| 2. helper verb: are | main verb: doing | response: I'm doing well, thanks. |
| 3. helper verb: are | main verb: doing | response: I'm learning English. |

Part B

- | | | |
|---------------------|------------------|--|
| 1. helper verb: did | main verb: come | response: last year |
| 2. helper verb: did | main verb: do | response: I went shopping and visited friends. |
| 3. helper verb: did | main verb: start | response: six months ago |

Part C

- | | | |
|----------------------|--------------------|---|
| 1. helper verb: have | main verb: lived | response: I've lived here for six months. |
| 2. helper verb: have | main verb: studied | response: I've studied for a year. |
| 3. helper verb: have | main verb: lived | response: I've lived here for a year. |

Instructions: Listen to each question. Write the **helper verb** and **main verb**. Choose the best response.

Part A: Questions in the Present Continuous (To ask about what is happening or how someone is feeling right now).

1. What is the helper verb? _____

What is the main verb? _____

Check the best response. ☐ Fine, thanks.
☐ I'm studying English.

2. What is the helper verb? _____

What is the main verb? _____

Check the best response. ☐ I'm studying English.
☐ I'm doing well, thanks.

3. What is the helper verb? _____

What is the main verb? _____

Check the best response. ☐ I'm doing well, thanks.
☐ I'm learning English.

Part B: Questions in the Past (To ask about actions completed in the past)

1. What is the helper verb? _____

What is the main verb? _____

Check the best response. ☐ last year
☐ for one year

2. What is the helper verb? _____
 What is the main verb? _____
 Check the best response. ☐ I'm going shopping and visiting friends.
☐ I went shopping and visited friends.

3. What is the helper verb? _____
 What is the main verb? _____
 Check the best response. ☐ six months ago.
☐ for six months.

Part C: Questions in the Present Perfect (To ask how long)

1. What is the helper verb? _____
 What is the main verb? _____
 Check the best response. ☐ I've lived here for six months.
☐ I lived here six months ago.

2. What is the helper verb? _____
 What is the main verb? _____
 Check the best response. ☐ I'm studying for a year.
☐ I've studied for a year.

3. What is the helper verb? _____
 What is the main verb? _____
 Check the best response. ☐ I've lived here for a year.
☐ I lived here for a year.

Competency Area: Interacting with Others

Indicators of Ability: Conversation 1: Identifies relationship between speakers (1); makes inferences (2); recognizes key expressions (3, 4, 7); identifies details (5, 6); identifies casual or formal register (8).

Conversation 2: Identifies relationship between speakers (1); makes inferences (7); recognizes key expressions (2,8); identifies details (3,4, 5, 6); identifies casual or formal register (9).

Teaching Notes: This task includes two conversations. You can have learners listen to one or both conversations depending on their needs.

Set Up:

1. Distribute the task handout and review the questions together.
2. Have learners listen to the audio for **Conversation 1** at least twice and give them time to respond to the questions.
3. Have learners listen to the audio for **Conversation 2** at least twice and give them time to respond to the questions.
4. Take up the answers as a class.

Assessment:

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

- Observation: Circulate the classroom and provide feedback to learners. Record observations on a simple class observation form.
- Collect tasks and mark them.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

Transcript:

Conversation 1 (02:30 in the audio file)

John: Hi, are you the new student in class? My name is John.

Andreas: Hi, John. Yes, I am. It's really nice to meet you. I'm Andreas.

John: Where are you from, Andreas? When did you come to Canada?

Andreas: I'm from Mexico. I came to Canada only three months ago. How about you? Where are you from?

John: I'm from Sudan, and I came about three years ago with my family. Would you like to get a coffee together at breaktime?

Andreas: Yes, I'd like that!

Conversation 2 (03:08 in the audio file)

Sima: Hi there. My name is Sima, and I'm your new neighbour. We just moved in last week.

Lucy: Hi Sima, it's so nice to meet you. I'm Lucy. How do you like the neighbourhood?

Sima: I like it a lot, thanks. How long have you lived here?

Lucy: We've lived here for a few years. My children go to the school around the corner.

Sima: Oh, I have a three-year-old son. How old are your children?

Lucy: I have three girls. They are 6, 9, and 11. Do you know the playground on North Road? It's very nice.

Sima: I'll have to check it out! It was nice chatting with you!

Answer Key:

Conversation 1

- | | |
|------|------|
| 1. b | 5. b |
| 2. a | 6. c |
| 3. a | 7. a |
| 4. c | 8. b |

Conversation 2

- | | |
|------|------|
| 1. b | 6. a |
| 2. c | 7. c |
| 3. b | 8. b |
| 4. c | 9. a |
| 5. b | |

Name: _____ **Date:** _____

Conversation 1

Instructions: Listen to the conversations. Answer the questions.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What is the relationship between the speakers? <ol style="list-style-type: none"> a. They are friends. b. They are classmates. c. They work together.
 2. Where are John and Andreas right now? <ol style="list-style-type: none"> a. at school b. at work c. in their neighbourhood
 3. How does John introduce himself? <ol style="list-style-type: none"> a. My name is John. b. I'm John. c. I'd like to introduce myself.
 4. How does Andreas introduce himself? <ol style="list-style-type: none"> a. My name is Andreas. b. It's Andreas. c. I'm Andreas. | <ol style="list-style-type: none"> 5. Where is Andreas from? <ol style="list-style-type: none"> a. Canada b. Mexico c. Sudan
 6. How long has John been in Canada? <ol style="list-style-type: none"> a. 3 weeks b. 3 months c. 3 years
 7. John invites Andreas for a coffee. How does Andreas respond? <ol style="list-style-type: none"> a. Yes, I'd like that. b. Yes, that sounds good. c. Thanks, let's do that.
 8. Is the conversation casual (easy and relaxed) or formal (very polite and careful)? <ol style="list-style-type: none"> a. formal b. casual |
|--|--|

Name: _____

Date: _____

Conversation 2

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What is the relationship between Sima and Lucy? <ol style="list-style-type: none"> a. Their children go to school together. b. They are neighbours. c. They work together.
 2. How does Sima greet Lucy? <ol style="list-style-type: none"> a. Hey. b. Hello. c. Hi there.
 3. How long has Sima lived in the neighbourhood? <ol style="list-style-type: none"> a. few years b. a week c. 2 years
 4. What does Sima ask to keep the conversation going? <ol style="list-style-type: none"> a. Where do you work? b. Where do your kids go to school? c. How old are your children?
 5. How old is Sima's son? <ol style="list-style-type: none"> a. 9 b. 3 c. 6 | <ol style="list-style-type: none"> 6. What does Lucy recommend? <ol style="list-style-type: none"> a. playground b. a school c. a coffee shop
 7. When Sima says, "<i>I'll have to check it out,</i>" what does she mean? <ol style="list-style-type: none"> a. She went there. b. She has been there. c. She will go there.
 8. What does Sima say to end the conversation? <ol style="list-style-type: none"> a. It was nice meeting you. b. It was nice chatting with you. c. It was nice to see you.
 9. Is the conversation casual (easy and relaxed) or formal (very polite and careful)? <ol style="list-style-type: none"> a. casual b. formal |
|---|--|



Speaking

Skill-Building and Skill-Using Activities

Introducing Yourself	27
Introducing Others and Making Small Talk.....	28
Speed Conversations	29

Teaching Notes: This activity provides an opportunity to discuss cultural expectations around meeting people for the first time. Review the present perfect before working on this activity, although some of the small talk questions (e.g., *How long have you worked here/studied English?* etc.) can be memorized as complete phrases.

Set Up:

1. In a class discussion, elicit situations where learners might meet new people, such as at school, work, in the community, at a social gathering, at their children's schools.
2. Discuss cultural norms related to handshakes, kissing, bowing, etc. Ask learners what they do in their cultures and what they are comfortable with doing in Canada.
3. Elicit phrases for introducing yourself and responding to introductions. Create a list on the board and have learners copy it for future reference. Also, talk about appropriate phrases for more formal introductions. Create a list similar to the one below and have learners identify ones that are informal and a little more formal. Ask a few students to introduce themselves to you using the phrases.

Introducing Yourself	Responding to Introductions
<ul style="list-style-type: none"> • <i>Hi, I'm/my name is [name]. It's nice to meet you.</i> • <i>Pleased to meet you.</i> • <i>It's a pleasure to meet you.</i> 	<ul style="list-style-type: none"> • <i>Hi [name]. Nice to meet you. I'm [your name].</i> • <i>Hi [name]. I'm [your name]. It's nice to meet you too.</i> • <i>Pleased/It's a pleasure to meet you too.</i>

4. Have learners walk around the classroom, introducing themselves to at least three other learners in the class.
5. Explain that introductions are usually followed up with questions or comments to break the ice or have a brief conversation. Some common questions could be: *How are you? How long have you lived in the neighbourhood? How long have you studied English?* Comments could also include a compliment (e.g., *I love your outfit! What a cute dog!*) or a general comment about the weather or situation (e.g., *Beautiful day, isn't it? Isn't this a great party?*).
6. Demonstrate for the class by presenting a scenario (e.g., a party, meeting a new neighbour or co-worker) and introducing yourself to a learner. Then extend the conversation with a little small talk that includes a question or a comment.
7. Have learners practise introducing themselves to others in the class and extending the conversation. Ensure that everyone has a chance to practise initiating and responding to the introductions and ice breakers.
8. Discuss/brainstorm formal and informal phrases for ending the conversation (e.g., *It's been nice talking to you. It was a pleasure talking to you. Nice chatting with you.*) With a partner, have learners practise introducing themselves, making a comment or asking a question, and ending the conversation. Learners can switch partners and practise as often as needed.

Teaching Notes: This activity helps learners prepare for the assessment task, during which CLB 4 learners are expected to introduce two people, extend the conversation and end it.

Set Up:

1. Elicit phrases from learners for introducing a friend to someone else. Practise a few times with learners in the class: *Hi, Sascha, have you met Mohammed? Mohammed, this is my friend, Sascha.* Present other possible phrases: [name], *I'd like you to meet my friend/relative/neighbour/co-worker* [name]; [name], *I'd like to introduce you to ...* Talk about which phrase is informal and which is more formal.
2. Have learners work in groups of three and take turns introducing one person to the other using some of the expressions practised above.
3. Inform learners that it is mostly the responsibility of the person making the introductions to extend the conversation by asking questions or making comments that will engage the other two people. Comments could be about how you know each person, e.g., [name] *is a new student in the class*; [name] *and I work together*; [name] *is my neighbour*. Questions could be about work, family, the weather, recent events, etc. Brainstorm a list of possible questions learners could ask to keep the conversation going (e.g., *How are your kids? How is work going? How do you like the class?*). Review question formation if needed.
4. Have learners work in groups of three. Provide a context (e.g., new neighbours, a party, at work, at a child's school introducing two parents) and have the learners take turns introducing one classmate to the other and extending the conversation with appropriate small talk. Encourage CLB 3 learners to say something about the people they are introducing and closing the conversation. CLB 4 learners can extend the conversations by adding questions or comments. Have learners switch partners and scenarios for further practice.

Additional Practice Suggestion:

Have different learners perform their introductions for each situation in front of the class.

Competency Area: Interacting with Others

Indicators of Ability: Uses appropriate phrases for greetings, introductions, and closings; uses simple sentences and questions for small talk; ends the conversation appropriately; speaks clearly.

Teaching Notes: In this task, “speed conversations” refers to the type of activity where you meet several people at one event, not to the speed of the actual conversation.

Set Up:

1. Line up two rows of chairs (row A and row B) and have learners sit so that they are facing each other. Give each learner a situation card and a peer assessment form.
2. Explain the activity. Learners will work with the partner facing them. The partner in Row A will tell their partner in Row B what is on their situation card (e.g., “You are a new neighbour”). Learners imagine they are in that situation and have a “speed conversation” in which they are meeting each other for the first time. Learners in row A introduce themselves, make appropriate small talk and end the conversation. Learners in row B respond.
3. When the conversation is over, all learners in row B shift one spot to the right (the learner on the end comes back around to the beginning). Learners repeat the activity with a new scenario and partner. After a few rounds, the conversations shift so that learners in row B initiate the conversations.
4. Inform learners that they will do a peer assessment of the last person they chatted with who initiated the conversation.

Assessment:

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

- Peer and self-assessment: Explain the criteria in the peer/self-assessment form to ensure that learners understand the expectations. Provide enough time for peers to share and review feedback. Alternatively, the feedback form can be used for self-assessment.
- Circulate and make observations during the speed conversations. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may also want to review the peer feedback.
- In a class discussion, have learners reflect as a class on the experience. Was it easy? Was it difficult? What kinds of things did they say to each other? Could they ask questions? Could they keep the conversation?

Situation Cards



<p>Situation</p> <p>You are new neighbours.</p>	<p>Situation</p> <p>You are going to be on the same soccer team.</p>
<p>Situation</p> <p>You are in a new English class together.</p>	<p>Situation</p> <p>You go to the same gym.</p>
<p>Situation</p> <p>You are new coworkers.</p>	<p>Situation</p> <p>You are at a party with friends, but you don't know each other.</p>
<p>Situation</p> <p>Your children go to school together.</p>	<p>Situation</p> <p>You volunteer together at a community event to collect food for low-income families.</p>
<p>Situation</p> <p>You live in the same neighbourhood and run into each other at the grocery store.</p>	<p>Situation</p> <p>You go to the same English class and run into each other on the bus.</p>
<p>Situation</p> <p>You have a dog. You meet another dog owner on the street.</p>	<p>Situation</p> <p>Your children go the same dance class and are good friends.</p>

SU

Peer Feedback Checklist		Yes ✓	No ✓
<input type="checkbox"/> CLB 3 <input type="checkbox"/> CLB 4			
Your classmate:			
• Used expressions for greeting, introducing and closing.	<input type="checkbox"/>	<input type="checkbox"/>	
• Made small talk and asked a question to keep the conversation going.	<input type="checkbox"/>	<input type="checkbox"/>	
• Said something to end the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	
• Spoke clearly. You could understand.	<input type="checkbox"/>	<input type="checkbox"/>	



SU

Peer Feedback Checklist		Yes ✓	No ✓
<input type="checkbox"/> CLB 3 <input type="checkbox"/> CLB 4			
Your classmate:			
• Used expressions for greeting, introduction, and closing.	<input type="checkbox"/>	<input type="checkbox"/>	
• Made small talk and asked a question to keep the conversation going.	<input type="checkbox"/>	<input type="checkbox"/>	
• Said something to end the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	
• Spoke clearly. You could understand.	<input type="checkbox"/>	<input type="checkbox"/>	



Reading

Skill-Building and Skill-Using Activities

Reading Social Messages.....	33
Reading for Details.....	36
Reading a Message.....	40

Teaching Notes: This activity gives learners practice reading personal messages to get the general idea or purpose of the message.

Set Up:

1. Explain to learners the difference between skimming to get general idea or purpose of a text versus reading to understand specific details. Inform learners that skimming involves moving your eyes quickly over the text without reading each individual word. Demonstrate for the class.
2. In a class discussion, list possible reasons (purposes) for writing a friend or family member (e.g., to invite, apologize, update, thank, make an arrangement).
3. Distribute the message on the page that follows. Have learners do the activity and discuss answers as a class.
4. Continue by having learners practise skimming for the purpose or general idea of a message using the additional messages on the subsequent page.

Answer Key:

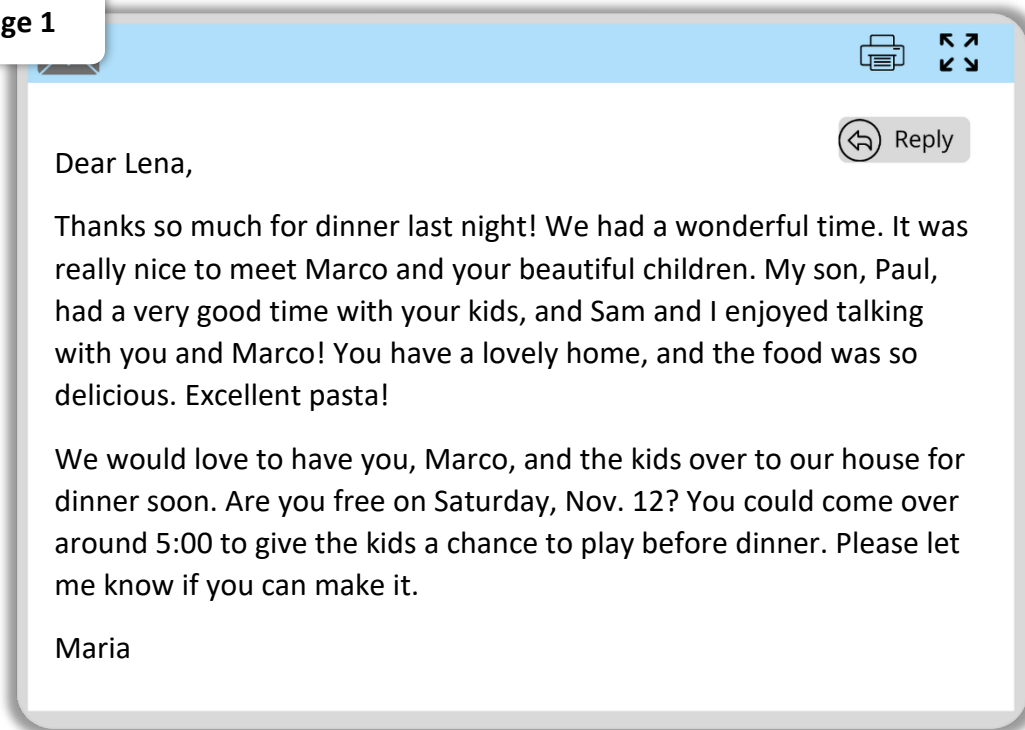
1. b
2. a
3. c

Name: _____

Date: _____

Instructions: Read the messages. Choose the correct answer.

Message 1



1. What is the main idea of the message?
 - a. Maria enjoyed meeting Lena's family.
 - b. Maria is thanking and inviting Lena.
 - c. Maria wants their kids to play together.

Message 2



Hi Jake,

Reply

I hope you're doing well. I'm really sorry, but I can't make it to the hike on Saturday. I hurt my ankle last night, and the doctor says I should stay off my feet for at least a week. I can't do any exercise at all.

I won't be able to drive you on Saturday, but you can borrow my car. And why don't you stay for dinner after the hike when you bring the car back?

Let me know if that works for you, and sorry again! Hopefully I'll be back on my feet in a few weeks.

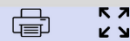
Cheers,

Ahmed

2. What is the main idea of the message?

- a. Ahmed can't go on the hike and is offering Jake his car and dinner.
- b. Ahmed is letting Jake know he can't exercise.
- c. Ahmed is apologizing for not driving Jake on Saturday.

Message 3



Hey Ben,

Reply

It's been a long time! I've been really busy the last few months. I started teaching at a new school in September. It's high school close to my house and I love it. I've also been doing a lot of work on my house. I put a new floor in the bathroom, and I painted the bedrooms and the living room. And, I've been volunteering at the food bank downtown. I even met a nice guy there. His name is Andreas. I hope we can get together soon so you can meet him.

Let me know how things are going with you. How is everyone at the school? What are you teaching this year? Be sure to say hi to everyone for me.

Looking forward to hearing from you.

Danny

3. What is the main idea of the message?

- a. Danny is telling Ben about a man he met.
- b. Danny is apologizing for not writing in a long time.
- c. Danny is giving Ben an update.

Teaching Notes: This activity uses the same texts as the previous activity with a focus on understanding the details of each message.

Set Up:

1. Ask learners how they answer reading comprehension questions. What do they do? What strategies do they use? Do they try to remember what they read, or do they look back at the text? Do they re-read the entire text? Do they look for specific words?
2. Ask learners what they do when they can't find the exact information in the text. Sometimes the answers aren't clearly stated. Sometimes we have to consider what is happening in the text and use *inference*. Elicit the meaning of *inference* from learners. Illustrate with an example: *"I get up in the morning. I look out my window and sigh. I get dressed and then get out my jacket and umbrella. What is the weather?"* When learners tell you it is raining, ask them how they knew.
3. Using the messages from the previous activity, have learners read each one carefully and answer the comprehension questions. You can choose to use one or more of the messages depending on learner interest and need. Remind learners that some of the answers may require them to make inferences. Also note that they don't have to answer some of the questions in complete sentences. Grammar and spelling are not considered in this activity.
4. When learners are finished, take up the answers as a class. Talk about the questions that required them to make an inference.

Additional Practice Suggestion:

Have learners read each message carefully and summarize orally what it is about.

Answer Key:

Message 1	Message 2	Message 3
1. a	1. b	1. a
2. c	2. c	2. Any two of: job, house, new friend.
3. a	3. b	3. New floor in the bathroom; painted bedrooms and living room.
4. Yes, we had a wonderful time.	4. a	4. b
5. b	5. c	5. c
6. Does Lena have plans?		6. a
7. Let me know if <u>you can come</u> .		

Name: _____

Date: _____

Instructions: Answer the questions.

Message 1

1. What did Maria do last night?

- a. She had dinner at Lena's house.
- b. She invited Lena for dinner.
- c. She prepared delicious food for Lena.

2. Who is Marco?

- a. Maria's partner
- b. Lena's son
- c. Lena's partner

3. Who is Sam?

- a. Maria's husband
- b. Maria's son
- c. Lena's husband

4. Did Maria's family enjoy the evening? (check one)

- ☐ Yes ☐ No

How do you know? _____

5. Do you think Maria and Lena's families have known each other for a long time?

- a. Yes. They eat at each other's houses often.
- b. No. This is the first time their families met each other.

6. Maria asks if Lena is free on Saturday. What is she asking?

7. Marie writes, Let me know if you can make it. What does she mean?

Message 2

1. Why is Ahmed apologizing?
 - a. He is sorry Jake hurt his ankle.
 - b. He has to cancel his plans with Jake.
 - c. He can't lend Jake his car.

2. Why can't Ahmed go hiking?
 - a. He doesn't have a car.
 - b. He doesn't like hiking.
 - c. He hurt himself.

3. Ahmed has to "*stay off*" his ankle. What does this mean?
 - a. He sprained his ankle.
 - b. He shouldn't walk right now.
 - c. He should go to the doctor.

4. What does Ahmed offers to do?
 - a. lend Jake his car
 - b. drive Jake home
 - c. drive Jake to the hike

5. Ahmed writes, Let me know if that works for you. He means _____.
 - a. Tell me if you accept the apology.
 - b. Tell me if I can work for you.
 - c. Tell me if you are ok with my offer.

Message 3

1. How do Ben and Danny know each other?

- a. They worked together.
- b. They both volunteered at the food bank.
- c. They both work at the same school now.

1. What are two things Danny is updating Ben about?

2. What did Danny do in his house? Name two things.

3. Who is Andreas?

- a. Ben's friend
- b. Danny's friend
- c. Danny's wife

4. Where did Danny meet Andreas?

- a. at the high school
- b. at a grocery store
- c. at the foodbank

5. What does Danny want an update from Ben about?

- a. Ben's work and his coworkers
- b. Ben's house and his work
- c. Ben's children and their school

Competency Area: Interacting with Others

Indicators of Ability: Gets the gist (1); identifies details (3, 6, 7, 8, 9); identifies the relationship between people (4); makes an inference (2); identifies level of formality (5).

Set Up:

1. Distribute the task handout and have learners read through the text carefully before answering the questions.

Assessment:

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

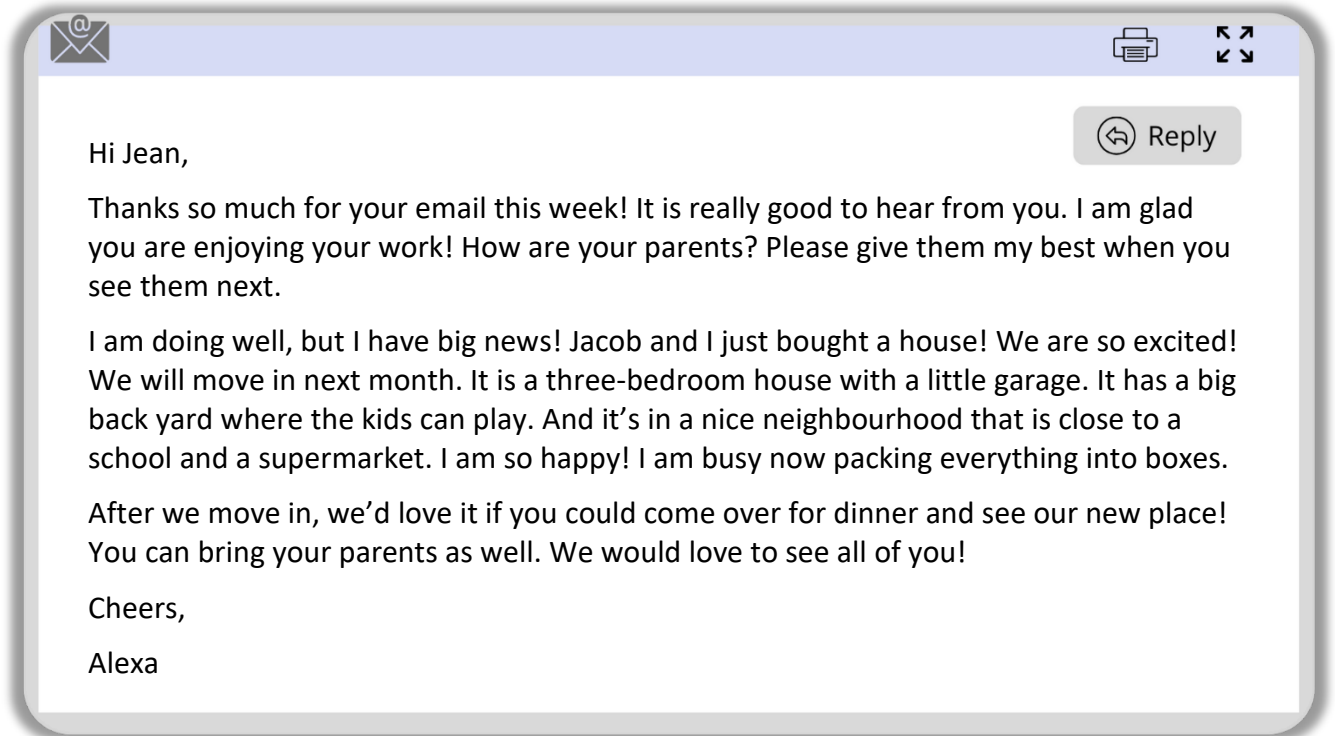
- Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.
- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What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

Answer Key:

1. c
2. b
3. b
4. c
5. a (Hi, Cheers)
6. a
7. b
8. c
9. b

Name: _____

Date: _____

Instructions: Read the message. Answer the questions.

1. What is the main purpose of the message?
 - a. to thank someone
 - b. to apologize to someone
 - c. to give someone an update
2. Who is Jacob?
 - a. Jean's husband/partner
 - b. Alexa's husband/partner
 - c. Jean's father
3. How many bedrooms are there in the new house?
 - a. 2
 - b. 3
 - c. 4

4. What is the relationship between Alexa and Jean?

- a. They are sisters.
- b. They work together.
- c. They are friends.

5. Is the message informal or more formal?

- a. informal
- b. more formal

How do you know? _____

6. What does Alexa say about the house?

- a. It has a small garage.
- b. It has 3 rooms.
- c. It is close to a park.

7. Who does Alexa invite to dinner?

- a. Jacob
- b. Jean and her parents
- c. Jacob and Jean

8. Why is Alexa busy?

- a. She has a lot of work.
- b. She is fixing the new house.
- c. She is packing.

9. What is the house close to?

- a. a bus stop
- b. a grocery store
- c. a park



Writing

Skill-Building and Skill-Using Activities

Writing About Past Activities.....	44
Adding Details	46
Writing a Message About Recent Events.....	48

Teaching Notes: This activity focuses on writing updates to friends. Learners practise writing sentences using the past tense.

Set Up:

1. Review the past form of common verbs that learners might use when writing an update (e.g., went, ate, travelled, saw, bought). Review spelling as needed.
2. In a class discussion, ask learners about something that happened to them in the last year or something they did last summer. Write a few of their responses on the board. Allow learners to check whether they've used the past tense correctly and help them to recast their statements if necessary.
3. Distribute the activity on the page that follows and have learners write sentences about things they did or that happened in each scenario. Brainstorm some ideas of things they could write about for each scenario.
4. Ask learners share their work with a partner or with the class. Correct grammar errors as needed.

Additional Practice Suggestion:

Play a Round Robin game to practise past tense verbs. One learner starts with a sentence in the past tense (e.g., *I went on a trip in July.*). In turn, each learner repeats the sentence/s and adds a sentence to the story using past tense.



Write two sentences about what you did last weekend.

1. _____
2. _____

Write two sentences about a trip you took. You can write about where you went, what you did, or what you ate.

1. _____
2. _____

Write two sentences about a special day that you celebrated recently.

1. _____
2. _____

Teaching Notes: In this activity, learners practise writing additional details in an update.

Set Up:

1. Explain that a message that gives an update often includes details to give information. Write the beginning of an update on the board, e.g. *I went on a trip last summer*. Invite learners to invent and give further details (anything they like, as long as it fits the topic). Write these on the board.
2. Distribute the activity on the next page and arrange learners in pairs. With a partner, have them brainstorm details that could be added to each topic.
3. Have learners write sentences to expand on each topic. They can use any tense (past, simple present) that is appropriate for the topic.
4. When they are done, learners can share their writing with a new partner or sentences can be taken up in a class discussion.

Additional Practice Suggestion:

- Play “Tell a story”: Have learners sit in groups of 3-4. Each learner writes the beginning of an update at the top of a piece of paper (e.g., *I got a new job*). Have learners pass their papers to the left. The learner on the left reads what is already on the page and adds one detail, before passing the paper to the left again. Continue until there are several sentences on each page. Have each group read their update to another group or to the class.

Name: _____ Date: _____

Instructions: Good writing has details that give information about the situation. Add 2 or 3 details to each situation below. Use your imagination. You can add any details you like, as long as they match the situation.

1. *I visited my friends in Toronto.*

2. *I moved to a new apartment.*

3. *I got a new job.*

4. *I have good news.*

Competency Area: Interacting with Others

Indicators of Ability: Uses an appropriate greeting and closing; writes a short update with a few details; uses past tense verbs mostly correctly; uses mostly correct capitalization and punctuation.

Teaching Notes: If needed, allow learners to use their notes from previous activities to support their writing for this task.

Set Up:

1. Distribute the task handout and review the instructions as a class. Have learners choose to whom they'd like to write their messages. It could be a friend, a family member, or a classmate.
2. Brainstorm some ideas about things that might have happened recently in their lives before learners begin to write.
3. Review appropriate greetings and closings for informal messages to friends and family members. Review past tense verbs as needed.
4. Distribute the peer checklist and go over it together to ensure learners are clear about expectations.

Assessment:

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 learners need more practice, repeat this task using different months and activities.

Name: _____

Date: _____

Instructions: Write a short message to a friend or family member with an update about something that happened to you recently. Be sure to add a few details. Start your message with a greeting and end it with a closing and your name.

A large rectangular box with a thin gray border, containing ten horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box.

Writing a Message about Recent Events, *continued*

FEEDBACK FORM: Writing a Message about Recent Events			
Name of writer: _____ Date: _____			
Check ✓: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor Assessment			
The writer	Yes	No	Comments
Has an appropriate greeting and closing.	<input type="checkbox"/>	<input type="checkbox"/>	
Writes a short update with a few details.	<input type="checkbox"/>	<input type="checkbox"/>	
Past tense verbs are mostly correct.	<input type="checkbox"/>	<input type="checkbox"/>	
Sentences begin with a capital and end with a period.	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing a Message about Recent Events			
Name of writer: _____ Date: _____			
Check ✓: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor Assessment			
The writer	Yes	No	Comments
Has an appropriate greeting and closing.	<input type="checkbox"/>	<input type="checkbox"/>	
Writes a short update with some details.	<input type="checkbox"/>	<input type="checkbox"/>	
Past tense verbs are mostly correct.	<input type="checkbox"/>	<input type="checkbox"/>	
Sentences begin with a capital and end with a period.	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks.....	52
Listening to Introductions and Small Talk.....	55
Making Introductions and Small Talk.....	57
Reading an Update.....	60
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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 each task to learners.

- *Listening:* Learners listen to a conversation that includes an introduction. Preview the comprehension questions with learners. CLB 3 learners will complete questions for the first conversation. CLB 4 learners will complete questions for both conversations. Play the audio twice.
- *Speaking:* Learners introduce themselves and make small talk. Give each learner a prompt card. Note that there are two prompt cards for each level to choose from. CLB 3 learners work one-on-one with you (the instructor) as they introduce themselves, and make small talk with you according to the instructions on their card. If needed, prompt learners by making a comment or asking a question. For assessing CLB 4 learners, another learner is required so that learners can introduce two people to each other. The overall expectation for the task is that CLB 3 conversations are short and simple while the CLB 4 conversations are extended by making comments or asking questions.
- *Reading:* Learners read an update message from one friend to another, and answer comprehension questions. Distribute the task handouts (there are different handouts for CLB 3 and CLB 4). Have learners preview the questions and message before beginning the assessment. Note that some answers require writing, but spelling should not be assessed.
- *Writing:* Learners write an update message to a friend or family member. Distribute the assessment handout. Note there is a separate task sheet for CLB 3 and CLB 4.

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 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***CLB 3 and 4*

1. b
2. c
3. a
4. b
5. c
6. b

CLB 4

7. c
8. c
9. a
10. b
11. a

Reading Task*CLB 3*

1. a
2. b
3. a
4. Any two of: went to an art gallery, old church, walked through Old Montreal, went shopping
5. take a boat ride
6. b
7. a
8. Yes. I'm having a wonderful time.

CLB 4

1. a
2. a
3. b
4. Any three of: went to an art gallery, old church, walked through Old Montreal, went shopping
5. take a boat ride
6. c
7. b
8. a
9. Yes. The food is amazing.
10. Yes. I'm having a wonderful time.

Note: The transcript for the listening assessment is on the page that follows.

Transcript: Listening Assessment

Conversation 1: CLB 3 and 4 (04:00 in the audio file)

Mei: Hi Henri, nice to see you! It's nice to see where you work!

Henri: Oh, hi Mei! I'm glad you could make it. Mei, have you met Donna?

Mei: No, I haven't. It's nice to meet you, Donna.

Donna: Hi, Mei! It's very nice to meet you too.

Henri: Donna is the chef here at the restaurant. She's an amazing cook and she helped me a lot when I first started here. And Mei and I go to school together. We're both learning English, and we often study together.

Conversation 2: CLB 4 (04:43 in the audio file)

Mei: So, Donna, how long have you worked at the restaurant with Henri?

Donna: I've worked here for about five years. Henri started working here last year.

Mei: Nice! Do you enjoy your work?

Donna: Yes, I love cooking, but it is very busy at the restaurant. Do you like your English class?

Mei: Yes, I really like it. I feel more comfortable speaking English now. But I'm still a bit nervous.

Donna: You speak English very well!

Topic: Socializing with Others | **Competency Area:** Interacting with Others ☐ **CLB 3**

Criteria: Recognizes phrases for introductions (1, 2); identifies level of formality (3); identifies relationship between speakers (4, 5, 8); understands details (6, 9, 10, 11); makes inferences (7). ☐ **CLB 4**

Name: _____

Date: _____

Instructions: Listen to the conversations. Answer the questions.

Conversation 1: CLB 3 and 4

- * 1. How does Henri introduce Donna and Mei?
 - a. Mei, I'd like to introduce you to Donna.
 - b. Mei, have you met Donna?
 - c. Mei, this is Donna.
- * 2. How does Mei respond to the introduction?
 - a. It's a pleasure to meet you.
 - b. Nice to see you.
 - c. It's nice to meet you.
- 3. Did Henri speak casually (easily and relaxed) or formally (very politely and carefully)?
 - a. casually
 - b. formally
- 4. How do Henri and Donna know each other?
 - a. they are friends
 - b. they work together
 - c. they are in the same class
- 5. How does Henri know Mei?
 - a. they work together
 - b. their children go to school together
 - c. they take a class together
- 6. What is Donna's job?

TASK SUCCESS	Your Score
CLB 3: 5 out of 6 (including * items)	___/6

 - a. English teacher
 - b. cook
 - c. server in a restaurant

Conversation 2: CLB 4 only

7. Where are Mei, Henri, and Donna?
 - a. at an English class
 - b. at a party
 - c. at a restaurant

- *8. What is the relationship between Mei and Donna?
 - a. They go to school together.
 - b. They are good friends.
 - c. They have never met before.

9. What does Mei ask about?
 - a. Donna's work
 - b. where Donna is from
 - c. Donna's English class

10. What does Donna like?
 - a. English class
 - b. cooking
 - c. the restaurant

11. Why is Mei nervous?
 - a. because she is still learning English
 - b. because she is meeting new people
 - c. because she is starting a new job

TASK SUCCESS

Your Score

CLB 4: 8 out of 11 (including * items)

___/11

CLB 3 Prompt Cards

Prompt Card 1**CLB 3****Introduce yourself to a new student**

Imagine your teacher is a new student in the class.

1. Greet the new student.
2. Introduce yourself.
3. Have a short conversation by making a comment or asking/answering a question.
4. End the conversation.

**Prompt Card 2****CLB 3****Introduce yourself to a new neighbour**

Imagine your teacher is your new neighbour.

1. Greet your new neighbour.
2. Introduce yourself.
3. Have a short conversation by making a comment or asking/answering a question.
4. End the conversation.

CLB 4 Prompt Cards

Prompt Card 1	CLB 4
<p>Introduce your friend to the teacher</p> <p>Imagine your friend wants to join your English class. Introduce your friend to your teacher.</p> <ol style="list-style-type: none"> 1. Open the conversation. 2. Introduce the teacher and your friend to each other and say something about each person. 3. Have a short conversation by making a comment or asking/answering questions. 4. End the conversation. 	



Prompt Card 2	CLB 4
<p>Introduce your friend to another friend</p> <p>Imagine you are at a party. You see two of your friends, but they do not know each other. (Your teacher will be one of your friends.)</p> <ol style="list-style-type: none"> 1. Open the conversation. 2. Introduce your friends to each other and say something about each person. 3. Have a short conversation by making a comment or asking/answering questions. 4. End the conversation. 	

Module Topic: Socializing with Others

☐ **CLB 3**

Competency Area: Interacting with Others

☐ **CLB 4**

Name: _____

Date: _____

SPEAKING: CLB 3 or CLB 4	Meets Expectations	Not Yet
* Overall: Speaks clearly. Listener can understand.	<input type="checkbox"/>	<input type="checkbox"/>
* Uses appropriate expressions for greetings, introductions, and closing.	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate register.	<input type="checkbox"/>	<input type="checkbox"/>
* Uses simple questions to ask about the other person.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 3: Some control over basic grammar structures and tenses.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Adequate control over basic grammar structures and tenses.	<input type="checkbox"/>	<input type="checkbox"/>
* CLB 4: Extends the conversation with small talk.	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: CLB 3: Meets 4 out of 5 criteria including (*) criteria CLB 4: Meets 5 out of 6 criteria including (*) criteria		
Doing well:	Next time:	

Reading an Update (CLB 3)

AT

Module Topic: Socializing with Others

☐ CLB 3

Competency Area: Interacting with Others

Criteria: Gets the gist (1); identifies the relationship between the people (6); identifies details (2, 3, 4, 5); makes inferences (7, 8).


Name: _____

Date: _____

CLB 3 Instructions: Read the email. Answer the questions.



To: Tyler Gordon <tylerg157@yourmail.ca>
From: Lucy Lee <lulu_21@mymail.ca>
Subject: Hi from Montreal!

 Reply

Dear Tyler,

I am having a wonderful time in Montreal. The weather has been pretty good, but it rained yesterday.

I have been to some outstanding places. Yesterday I went to the art gallery, saw an old church, and I walked through Old Montreal. Today I went shopping, and tomorrow I am taking a boat ride on the St. Lawrence River.

The food is amazing here. I had a smoked meat sandwich yesterday, and I tried something called "poutine." It's French fries with gravy and cheese. Really yummy!

See you soon!

Your friend,

Lucy

CLB 3

* 1. What is the message about?

- a. a tourist trip
- b. an art gallery
- c. the weather

* 2. Who is writing?

- a. Tyler
- b. Lucy
- c. Gordon

3. Where was the message sent from?

- a. Montreal
- b. the art gallery
- c. The St. Lawrence River

4. Name 2 things the person did.

5. Name one thing the person will do. _____

* 6. What is the relationship between the two people?

- a. they are married
- b. they are friends
- c. they are mother and son

7. What does outstanding mean?

- a. excellent
- b. far away
- c. outside

* 8. Is the person having fun?

- a. Yes
- b. No

How do you know? _____

CLB 3 TASK SUCCESS	Your Score
6/8 including * questions	___/8

Module Topic: Socializing with Others

□ CLB 4



Competency Area: Interacting with Others

Criteria: Gets the gist (1); identifies the relationship between the people (3); identifies details (2, 4, 5); makes inferences (9, 10); infers the meanings of new words (6, 7, 8).


Name: _____

Date: _____

Instructions: Read the email. Answer the questions.

To: Tyler Gordon <tylerg157@yourmail.ca>
From: Lucy Lee <lulu_21@mymail.ca>
Subject: Hi from Montreal!

 Reply

Dear Tyler,

Thanks for your email yesterday! It is really good to hear from you. I am having a wonderful time on my trip to Montreal. The weather has been pretty good so far, but it rained a bit yesterday. I'm staying in a nice hotel downtown that's close to a lot of interesting sites.

Yesterday I went to the art gallery, which was beautiful. I loved all the old paintings, but my favourites were from the 1800s. I also saw an old church, and I went on a walk in Old Montreal. There are lots of very old buildings and some great restaurants in that part of the city. Today I went shopping and tomorrow I am taking a boat ride on the St. Lawrence River.

The food is amazing here. I have bagels for breakfast every morning. They are like round bread with a hole in the middle. I had a smoked meat sandwich for lunch yesterday, and I tried something called "poutine." It's French fries with gravy and cheese curds. Really yummy, but probably not very healthy!

See you soon!

Your friend, Lucy

CLB 4

* 1. What is the email about?

- a. a tourist trip b. the weather in Montreal c. special foods

* 2. Who wrote the email?

- a. Lucy b. Tyler c. Gordon

* 3. What is the relationship between the two people?

- a. they are married b. they are friends c. they are mother and son

4. Name 3 things the person did. (3 points)

5. Name one thing the person will do. _____

6. The word sites means _____.

- a. weather b. people c. places

7. What are bagels?

- a. smoked meat b. bread c. potatoes with gravy

8. What does yummy mean?

- a. delicious b. beautiful c. large

* 9. Does the person like the food?

- a. Yes b. No

How do you know? _____

* 10. Is the person having fun?

- a. Yes b. No

How do you know? _____

CLB 4 TASK SUCCESS

Your Score

7/10 including * questions

___/10

Writing an Update (CLB 3)

AT

Module Topic: Socializing with Others

☐ CLB 3




Competency Area: Interacting with Others



Name: _____

Date: _____

Instructions: Write a short email (about 5 sentences) to update a friend or a family member. You can tell them about things you did or things that happened in your life recently.

New Message





SEND

Writing an Update (CLB 4)

AT

Module Topic: Socializing with Others

☐ CLB 4

Competency Area: Interacting with Others

Name: _____

Date: _____

Instructions: Write a short message (about a paragraph) to update a friend or a family member. You can tell them about things you did or things that happened in your life recently.

Module Topic: Socializing | **Competency Area:** Interacting with Others

CLB 3 ☐

CLB 4 ☐

Name: _____

Date: _____

WRITING an Update: CLB 3 or CLB 4		<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Not Yet
* Overall: Message is clear; the reader can understand.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 3/4: Uses appropriate expressions for greetings and closings.		<input type="checkbox"/>	<input type="checkbox"/>
* CLB 3: Provides a simple update (up to 5 short sentences).		<input type="checkbox"/>	<input type="checkbox"/>
* CLB 4: Writes a short paragraph to update with some details.			
* CLB 3: Shows some control over basic grammar structures.		<input type="checkbox"/>	<input type="checkbox"/>
* CLB 4: Adequate control of simple structures.			
CLB 3: Uses some simple vocabulary.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Uses adequate vocabulary for the task.			
CLB 3: Capitalization and punctuation are mostly correct.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 4: Capitalization and punctuation are correct.			
TASK SUCCESS: 5/6 including starred (*) criteria		Your score: ____/6	
Doing well:		Next time:	