



# Sample Learner Portfolio

CLB 5



Centre for  
Canadian Language  
Benchmarks

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

Centre des niveaux de  
compétence linguistique  
canadiens

Funded by:

Financé par :



Immigration, Refugees  
and Citizenship Canada

Immigration, Réfugiés  
et Citoyenneté Canada

## **Exemplar Learner Portfolio CLB 5**

© 2023 Centre for Canadian Language Benchmarks

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

Centre for Canadian Language Benchmarks  
294 Albert Street, Suite 400, Ottawa, Ontario, Canada K1P 6E6  
613-230-7729 | [info@language.ca](mailto:info@language.ca) | [www.language.ca](http://www.language.ca)

## Acknowledgements

The Centre for Canadian Language Benchmarks would like to express appreciation to Immigration Refugees and Citizenship Canada for supporting the development of the Exemplar Learner Portfolio CLB 5 and to the following individuals for their contributions:

### **Project Lead Developers:**

Anne Hajer

Lisa Herrera

### **ESL LINC Learners:**

Special thank you to the learners at ISSofBC that supplied writing samples for this project.

## Introduction to the Portfolio

This **CLB 5** learner portfolio is intended to serve as both an *exemplar* and a *learning tool*.

As an *exemplar*:

The portfolio illustrates PBLA best practices as outlined in the PBLA Practice Guidelines:

- The skill-using and assessment tasks included in the portfolio are aligned to the Canadian Language Benchmarks standard in terms of level appropriateness and the criteria used for assessment. Tasks from the four CLB competency areas have been added.
- All of the assessment tasks provide a clear indication of what constitutes successful performance of the task. Words like “pass” and “fail” are intentionally not used; results indicate what the learner is doing well and should continue, and what they need to improve, with support for improvement, only.
- All of the skill-using tasks include the criteria that are being demonstrated in the task, and have only comments as feedback. No scores are given on skill-using tasks, nor is there an overall indication of successful or unsuccessful performance.
- The instructor feedback on some of the tasks is action-oriented, providing suggestions and strategies for concrete actions learners can take to help them move forward in their learning.
- Some skill-using tasks include peer and/or self-assessment.

Overall, this portfolio is a collection of tasks that have been carefully chosen to illustrate what a PBLA portfolio could look like for a learner at **CLB 5**. There is no expectation that instructors will achieve a similar looking “exemplar” portfolio for learners when they begin assessing with PBLA. Rather, instructors can aim toward particular elements demonstrated in the portfolios as they develop their PBLA practice.

As a *learning tool*:

This exemplar can be used for discussion, learning and calibration with colleagues and Lead Teachers to further professional learning. It is also used as a resource for some of the Professional Learning Sessions offered by the Centre for Canadian Language Benchmarks.

Note that actual LINC learners working toward CLB 5 gave consent and contributed toward this portfolio, in order to more accurately illustrate the CLB level and learner voices. Their names have been changed on the tasks to ensure anonymity.

## The Appendices

To help instructors fully understand individual assessment and skill-using tasks within the portfolios, appendices with answer keys, transcripts for the reading and listening tasks, and prompts and role-play cards for speaking and writing have been included.

## Some Practices Demonstrated in the Portfolio

As teachers examine this portfolio, they may find elements that differ from what they expect or are used to seeing in their program. While all the practices shown are ideals that can be worked toward, some specific examples of practices are illustrations of what might be included in an individual portfolio, but are not expected for all portfolios, or all of the time.

Below are highlighted some of the elements included in this portfolio that might need explanation and consideration in a program. Classroom teachers are encouraged to discuss any questions or concerns that arise from viewing the practices in this portfolio with their Lead Teacher and Program Administrator.

### ***Number of Artefacts Per Skill Area and Ratio of Assessment Tasks to Skill-Using Tasks***

In this CLB 5 portfolio, there are eight artefacts in Listening, Speaking, Reading and Writing. Eight artefacts are included as the minimum requirement for a skill area to be eligible for evaluation. Depending on the pacing of teaching and assessment set by an organization, as well as the schedule for portfolio review and a teacher's own planning and delivery, some skill areas might easily have more than eight artefacts when ready for evaluation.

In this portfolio, each skill area includes from two to four skill-using tasks. Some organizations dictate a ratio of assessment tasks to skill-using tasks, usually with an emphasis on having more assessment tasks in a skill area than skill-using tasks. In fact, there is not a set ratio of assessment tasks to skill-using tasks recommended by the

**In fact, there is not a set ratio of assessment tasks to skill-using tasks recommended by the best practices for PBLA.**

Best practices for PBLA. Rather, a teacher needs to ensure they have adequate information from the artefacts to make an evidence-based decision about the benchmark achieved. This means being able to decide if the learner is consistently successful on most of the criteria (70% to 100%) most of the time and are meeting the key expectations for the level. Looking at the criteria during an evaluation that should be included on every skill-using task contributes to that decision.

### ***Design of Assessment and Skill-Using Tasks***

Some elements of task design are stylistic or personal choices and some are Best practices for assessment. The following are key Best practices that should be evident in all portfolios.

**Task Instructions** – The goal of assessment is to gauge as much as possible what the learner can do in real life. For this reason, task instructions should be limited to the task itself. Criteria to be demonstrated should not be included in task instructions. Learners who have been working on a task through skill-building and skill-using do not require detailed instructions. Detailed instructions for tasks also do not exist, for the most part, in the real world. For example, in the real world, if a learner needs to write an email to the landlord to notify of a problem, they have to know how to do that on their own. To try to determine what they can do without support, task instructions should be simple and not too directive. For example: Write an email to your landlord to say you have a broken pipe that needs to be fixed. If the learner doesn't know they need to include their name and apartment number, they would not be successful in this task in the real world. Including this direction in the instructions may lead to the learner being successful in the assessment in class, but not outside the class, in real life.

**Connecting Criteria to Comprehension Questions** – For receptive tasks, the criteria for assessment must be clearly connected to comprehension questions or tasks. There are many different ways to

make this connection between criteria and questions that check for the criteria. This portfolio illustrates at least two different ways. One way illustrated is writing the criteria at the top of the learner task sheet with the comprehension question numbers in brackets after each criterion. Another way is to write the applicable criterion above the comprehension questions on the task sheet. In tasks in this portfolio using the second method, teachers might notice that, rather than grouping the questions by criteria on the task sheet, questions for one criterion might be separated on the task sheet, with the applicable criterion repeated above them. The reason for this is to follow the sequence of the listening or reading text. For listening tasks in particular, it is easier and more logical for learners to respond to questions in the order that the information is heard in the listening text.

**Indicating Key Criteria** – Key criteria are criteria for a specific task that are critical for communicative success in the real world or to meet the expectations of language complexity for the CLB level. Each task must be analyzed for its key criteria. A criterion that is key in one task may not be key in another. It may be helpful to ask, “If the learner could not demonstrate this criterion, would they successfully get their needs met in the real world?”

**Key criteria are criteria for a specific task that are critical for communicative success in the real world or to meet the expectations of language complexity for the CLB level.**

For speaking and writing tasks, key criteria are those that ensure the main message being conveyed can be understood and acted on by the listener or reader. The speaker or writer also needs to communicate using the expected level of grammatical complexity. For example, a CLB 5 learner who only ever speaks in simple sentences, even if the sentences are always grammatically correct, is not performing at a CLB 5 level; some more complex structures need to be attempted, even if they are mostly incorrect, to demonstrate the expected ability of a beginning Stage II learner.

For listening and reading tasks, key criteria are those that ensure the important features of the text that need to be understood in order to take action are identified or comprehended by the listener or reader. For example, being able to respond with actions is key for demonstrating the ability to comprehend instructions. Unlike productive tasks, however, the demonstration of understanding of increased grammatical complexity is determined only by the choice of texts given to listen to or read.

In this portfolio’s assessment tasks, key criteria are starred (\*) and included in the measure of success. If a score is also included, it is possible for a learner to meet the score needed for success but not the starred or key criteria. This indicates that the learner might have mastered various elements of the language for the task but would not likely be successful in completing the task and getting their needs met in the real world.

### **Feedback on Tasks**

Assessments provide information about current ability only; they are not pass/fail and those words should not be included on an assessment task sheet or tool or used by the teacher to describe results. Rather, when feedback is given by the teacher, it should be limited to one or two items only, and action-oriented: specific to the criteria that are most impeding successful communication or understanding, and providing a strategy or resource to allow the learner to take action to improve on their own. Reiterating errors or telling the learner exactly what to say or write to correct a mistake is not action-oriented feedback and is therefore not demonstrated in this portfolio. Instead, feedback in this portfolio directs learners toward past lessons or a new resource for learning or practice, or reminds them of a strategy they can apply when attempting a similar task in the future.

To further help the learners take responsibility for their learning, this portfolio also demonstrates providing the learner with motivation to implement the feedback through review or practice using the resource or strategy given. This portfolio also models that the motivation to review or practice should not always rely on the teacher looking at corrections made by a learner. Teachers should instead activate learners as resources for one another by setting up systems and providing time in class for learners to get answers and learn of resources and strategies for success from peers. This Best practice gives learners tools to be more independent while also taking the pressure off the teacher to provide multiple rounds of correction for each learner.

Some teachers might question whether learners will always get correct information when working with peers. It is important to remember that the process of getting and giving input and support from peers contributes toward confidence and greater understanding through having to reflect and explain. Small errors that may be given are unlikely to derail a student; large errors (such as a key mispronunciation or an incorrect grammar point) are likely to be discovered quickly when they are used and lead to further opportunity for learning.

### ***Practices Demonstrated in this Portfolio that May Not be Evident in All Portfolios in a Class***

As noted earlier, all the practices shown in this portfolio are ideals that can be worked toward. However, some specific examples of practices, such as those described below, are illustrations of what might be included in an individual portfolio, but are not expected for all portfolios, or all of the time.

For ***skill-using tasks that are self or peer assessed only***, this portfolio demonstrates the practice of the instructor making a brief comment on the self or peer assessment to indicate general agreement or specific disagreement with what is indicated by the learner or a peer. It is recognized that, depending on the size of the class or the logistics of the assessment being delivered, making such comments might not be possible for all the students in the class during every assessment. Instead, the teacher might focus on a student that is known to have problems in a particular area; on a group of new students who need more attention; on a certain number of students per each assessment; or another strategy. Including a brief comment or checkmark by the teacher provides valuable information about a learner's ability when reviewing skill-using tasks during evaluation but is not always necessary. It should further be noted that in this portfolio, the teacher only checks a criterion statement box where they disagree with self or peer feedback given.

It is recognized that ***feedback on receptive tasks*** is often given orally or on the board to the whole class together. In this portfolio, however, feedback on listening and reading tasks is written on tasks to demonstrate what such feedback might look like if needed. For example, sometimes specific feedback is needed by individual students whose are making different mistakes than their peers. It should be noted that learners should be encouraged to make note of feedback that is given orally or on the board to the whole class if it applies to their mistakes. This practice allows the learners to go back to their artefacts for learning and review.



# Listening

## Skill-Using and Assessment Tasks

## Portfolio Inventory (CLB 5 Listening)

Date	Real World Task		Competency Area
January 19	Listening to a podcast about pollution	AT	Comprehending Information
March 23	Understanding how to treat hypothermia	SU	Comprehending Instructions
April 20	Understanding a conversation about making plans	AT	Interacting with Others
May 26	Following GPS instructions	AT	Comprehending Instructions
June 28	Listening to a voicemail message from a classmate	AT	Getting Things Done
July 20	Listening to information about a vacuum cleaner	AT	Getting Things Done
August 19	Listening to plans for a potluck	SU	Interacting with Others
August 28	Understanding a video about a scam	AT	Comprehending Information

## Listening to a Podcast About Pollution

AT

**Module Topic:** Caring for the Environment

**CLB Level:** 5

**Competency Area:** Comprehending Information

**Criteria:** Identifies main idea (1), identifies details (2, 4, 5), identifies facts and opinions\* (3, 6), interprets descriptions/ explanations\* (7)

**Name:** Vlad Hudzik

**Date:** January 19

Listen to the conversational podcast. Answer the questions.

- What are Tina and Dr. Diaz talking about?
  - Pollution and why it is bad **✗**
  - Pollution and how it affects our health
  - Pollution and what we can do to prevent it
- When an ecosystem is out of balance, plants and animals are strong.
  - Yes
  - No **✓**
- When Tina talks about the lake near her, she is expressing \_\_\_\_\_.
  - a fact (100% true) **✗**
  - an opinion
- When can smog occur?
  - In the summer
  - In the winter
  - In the summer or winter **✓**
- When will you most likely experience noise pollution?
  - In a forest
  - In a city **✓**
- When Dr. Diaz says that noise pollution can cause heart problems over time, she is expressing \_\_\_\_\_.
  - a fact (100% true)
  - an opinion **✗**
- Which type of pollution (water, air, noise) affects you the most? Explain why using some information from the text.

Noise pollution because is ver loud my partment. **1/2**

Noise pollution is when a place is noisy most of the time.

**Task success:** 5 out of 7 including starred (\*) criteria

**Your score:** **3 ½** /7

*Look at the lesson on facts versus opinions. What words or clues can you listen for to tell the difference? Come and tell me what you find.*

# Understanding How to Treat Hypothermia

SU

**Module Topic:** Dealing with Common Health Problems

**CLB Level:** 5

**Competency Area:** Comprehending Instructions

**Criteria:** Follows a range of cohesive devices indicating order and sequence in instructions (#1); identifies factual details (#2, 4); infers the meaning of words in context (#3); understands implied meaning (#5); Finds and uses 1 or 2 pieces of information (#6)

**Name:** Vlad Hudzik

**Date:** March 23

**Instructions:** Listen to the audio about how to treat hypothermia and answer the questions.

1. Number the steps of the instructions in the order that you hear them. The first one is done for you.

- 4 ✓ Move the person out of the cold.
- 3 ✓ If their breathing has stopped and you are trained to do CPR, begin CPR.
- 1. Check the person's body temperature.
- 6 ✓ Put a blanket underneath the person to insulate them from the ground.
- 2 ✓ Check the person's pulse and breathing.
- 7 ✓ Give the person a warm non-alcoholic, caffeine-free liquid.
- 5 ✓ If the person was in water, remove their wet clothes.

2. When removing wet clothing from someone with hypothermia, it is very important to be \_\_\_\_.

a. gentle      b. quick ✓      c. calm

3. Warm blankets will help to gradually raise someone's body temperature. What does *gradually* mean?

a. Successfully ✗      b. slowly (bit by bit)      c. quickly

4. Select true or false for the following statements:

You don't need to call 911 when someone has mild hypothermia.

You should give someone warm coffee if they have hypothermia.

You should never move someone who has hypothermia.

You need to get medical assistance immediately if someone has frostbite.

Someone with a body temperature of 35.2 degrees Celsius has severe hypothermia.

T F ✗  
T ✗ F  
T F ✓  
T ✓ F  
T F ✗

5. You suspect someone has hypothermia. They are confused, their breathing is shallow, their lips are purple, and their fingers are very red. What should you do?

Call for help 911 ✓

6. Based on this presentation, would you feel comfortable treating someone with hypothermia? Why?

*I think more than reading. You need training or someone could die.*



### Self-Assessment Checklist: Understanding How to Treat Hypothermia

Student: Vlad Hudzik CLB 5

Date: March 23

Check ✓

- ✓ I can understand the order of instructions.
- ✓ I can find details in the reading text.
- ✓ I can understand the meaning of new words in a sentence.
- ✓ I can understand some ideas that are not directly in the reading text.
- ✓ I can find some information to use in my life.

Instructor Comments:

*You could follow the instructions well – bravo!*

*You missed some details. Check the answer key I posted for the correct answers.*

# Understanding a Conversation about Making Plans

AT

Module Topic: Interacting with Friends

CLB Level: 5

Competency Area: Interacting with Others

Name: Vlad Hudzik

Date: April 20

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

## Understands gist

1. What is the conversation about? (check one)
- ☐ Confirming a plan to go to Globe Fest
  - ☒ Making a plan to go to Globe Fest **✗**
  - ☐ Talking about what they did at Globe Fest

## Identifies relationship between speakers

2. Merkeb and Elana are \_\_\_\_\_. (check one)
- ☐ relatives
  - ☒ classmates **✓**
  - ☐ co-workers

## Identifies factual details\* (must get 2/3 ✓)

3. When are Elana and Merkeb planning to go to Globe Fest? (check one)
- ☐ Sunday
  - ☒ Saturday **✓**
  - ☐ Friday
4. Why are Merkeb and Elana taking the bus instead of driving?

Parking is ver limit **✓**

5. Check **all** the activities that Elana and Merkeb are excited about. (2 points)

- ☒ Korean Drum Dancing **✓**
- ☒ Eating African food **✓**
- ☒ Eating American food **✗**
- ☐ Taking the bus

## Identifies implied meaning\*

6. Elana says, "9 am sharp". What does she mean? (check one)
- ☐ it's a dangerous time
  - ☒ don't be late **✓**
  - ☐ no discussion

## Interprets feelings such as interest, likes/dislikes, preferences\*

7. Elana says, "I'm not much of a dancer.". What does she mean? (check one)

- ☒ She doesn't dance well. ✓  
☐ She doesn't like to dance.  
☐ She doesn't dance often.

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

*excite* ✓

b) How do you know? *Her voice sound excite* ✓

## Interprets descriptions

9. a) What do you think GlobeFest is about? Explain.

*Different countries food and dance.* ✓

b) What would you do at GlobeFest if you could go?

*Try different countries food.* ✓

## TASK SUCCESS

	Your Score
9 out of 12 including starred (*) items	<b>11</b> /12

*You did very well on this task overall. Ask a classmate for the correct answer to #1, and why it is correct. Reflect: Why did you get #1 wrong? What can you do differently next time?*

**Module Topic:** Getting Around Town

**CLB Level:** 5

**Competency Area:** Comprehending Instructions

**Criteria:** Recognizes common vocabulary for driving instructions (writes instructions words) \*  
Identifies details (1, 2, 3); Responds with actions (demonstrates following instructions by numbering them in order)

**Name:** Vlad Hudzik

**Date:** May 26

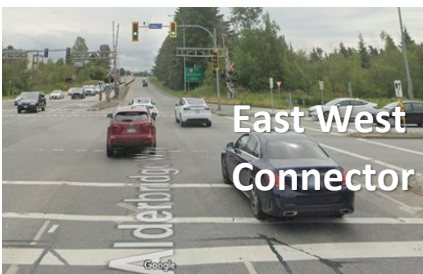
**Instructions:** Listen to the GPS directions to get from a location in Richmond to a location in Vancouver.

The destination (#9) is shown below. There are 8 directions. You will hear each direction two times.

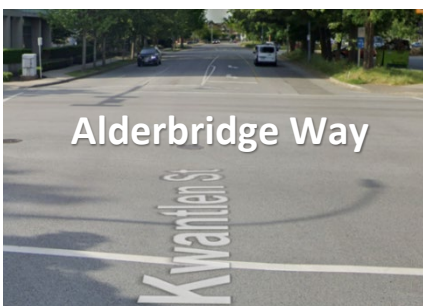
- Choose a picture to match each step.
  - Put a number (1, 2, etc.) next to each picture to show the order.
  - Write one or two words next to the picture to show what to do (for example, "turn left", "continue", etc. – don't write street names)
  - Then answer the questions.
- Recognizes common vocabulary for driving instructions (writes instruction words)\* (must get 6/8 ✓)



9 on the right



3 BC 91 X



2 turn left ✓



Kwantlen St

1 turn right

✓ ✓



Victoria Drive

7 turn left ✓

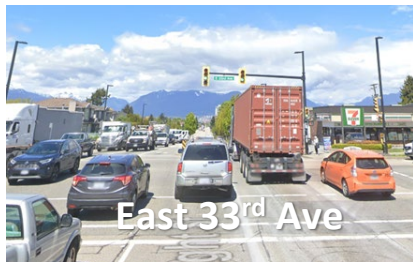
✓



Exit 22

4 use right

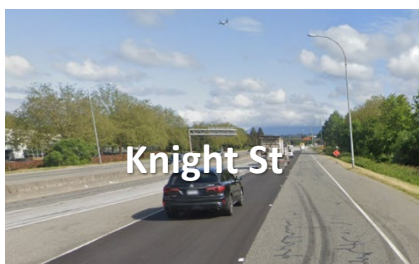
✓ ✗



East 33rd Ave

6 turn right

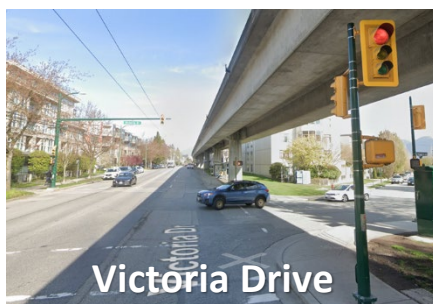
✓ ✓



Knight St

5 on to ✗

✓






Victoria Drive

8 turn right ✓

✓

- **Identifies details**

1. What is another name for the BC-91?
  - a. BC Highway
  - b. 91 Connector 
  - c. East-West Connector
2. Which lanes do you need to be in for the exit to Vancouver?
  - a. Any lanes
  - b. Right 2 lanes 
  - c. Left 2 lanes
3. How do you stay on Victoria Drive?
  - a. Turn right 
  - b. stay straight
  - c. Turn left

Success = 14/19 including \* criteria

**15/19** *Missing some \* items*

*Well done on the order of directions and picking up details!*

*Remember that instruction words tell you what to do. Look at the instructions you missed. Are they action words? Talk to a classmate about the action words for those instructions.*

**Module Topic:** Interacting with Classmates and Professors

**CLB Level:** 5

**Competency Area:** Getting Things Done


**Criteria:** Identifies main intent (#1); Identifies main idea\* (#2); Identifies factual details (#3, 4, 5); Identifies key words and expressions intended to influence or persuade\* (#6, 7); Identifies some implied meanings (#8); Recognizes and interprets suggestions or requests\* (#9)


**Name:** Vlad Hudzik


**Date:** June 28


**Instructions:** You are Carla. Listen to the recording. You will hear it 2 times. Answer the questions below.


1. Why is Susan calling?
- a. To tell a story    b. To complain    c. To make plans     d. To ask a favour

2. What is the main idea of the call?
- a. Susan needs to make arrangements with Carla 
- b. Susan wants to meet Carla for lunch
- c. Susan needs to present with Carla
- d. Susan feels bad for calling

3. Why did Susan not get her presentation done?
- a. She made a mistake about the days
- b. She had to work on the weekend 
- c. She thought she had 3 more days
- d. She talked to the prof

4. When is Susan supposed to present? Friday 

5. When does Susan want to present? Monday 

6. What does Susan say to make you feel good about your work so you will switch
- a. We were partners in the last lab
- b. You're the last presenter
- c. You're ahead of the game
- d. Thanks for thinking about it 

7. What else does Susan say to persuade you to switch? Write 2 things she says.

*I appreciate it* ✓

*I will buy lunch* ✓

8. When Susan says, “you would still have 3 more days from today to finish everything”, she means \_\_\_\_.

- a. you need 3 more days to finish
- b. three more days is enough time for you
- c. it is 3 more days until Friday
- d. three more days is a long time ✗

9. Thinking about everything Susan said, how would you respond to Susan? Write the voicemail you would leave on her phone to tell her your answer. Only the message will be checked, not your writing.

*Hi Susan. It's Vlad. I listen your message. It's OK. I switch with you OK.*

*I am happy to have lunch with you.* ✓

**7/10** *Missing some \* items*

Success = 7/10 including \* criteria

*I like your answer for #9. It's clear and nice for your classmate!*

*For #6, look up the meaning of “ahead of the game.” Can you see why it is used to persuade? Come see me at the break to talk about it briefly.*

# Listening to Information about a Vacuum Cleaner

AT

**Module Topic:** At Home and in the Community

**CLB Level:** 5

**Competency Area:** Getting Things Done

**Criteria:** Identifies main intent\* (#1); Identifies main idea (#7); Identifies factual details (#3, 4, 5, 6); Identifies key words and expressions intended to influence or persuade\* (#2); Identifies some implied meanings (#8); Recognizes and interprets suggestions\* (#9)

**Name:** Vlad Hudzik

**Date:** July 20

**Instructions:** Your vacuum is broken. You need to buy a new one. Listen to salesperson. Answer the questions.

- Why is the salesman talking about RoboRunner 3000?
  - To explain the features to you
  - To present something new
  - To point out the problems to you
  - To sell it to you ✓
- What words does the salesman use to convince you to buy the RoboRunner 3000? Put a check next to 4 phrases you heard.

I'll be honest ...	I have a recommendation. ✓	Do you want to see a demo?	It comes with a money-back guarantee. ✓
I'm happy to show you cheaper models.	I can assure you ... ✓	You just download the app.	My top pick is ... ✓

- What is the RoboRunner 3000?
  - An electronic vacuum cleaner
  - A computer that can clean
  - A robot vacuum-mop ✓
  - An app for your smart phone

4. How do you control the RoboRunner 3000? app ✓

5. How often do you need to empty the RoboRunner's dirt bucket? one time in month ✓

6. How does the RoboRunner 3000 navigate around chair and table legs? sensors ✓
7. What is the main idea of the salesman's talk?
- a. The RoboRunner 3000 is the best value for what you pay ✓
  - b. The RoboRunner 3000 is the newest robot vacuum on the market
  - c. The RoboRunner 3000 is the best for pets and kids
  - d. The RoboRunner 3000 is easy to use
8. When the salesperson says *the other models are cheaper for a reason*, he means
- a. The other models are on sale.
  - b. The other models are not as good quality. ✓
  - c. A lot of people buy the other models.
  - d. The salesman can't say the reason other models are cheaper.
9. Thinking about everything the salesman said, how would you respond? Write what you would say to the salesman. Make sure you say why you are responding that way. Your grammar will not be scored.

I will try RoboRunner 3000. It sound easy. But if I don't like it, I will bring it back.

You said 3 months I can bring back. So I will try 3 months. OK? ✓

Success = 9/12 including \* criteria

12/12

*You can identify the main intent and words to get you to buy something. Well done!*

## Listening to Plans for a Potluck

SU

**Module Topic:** Canadian Customs and Food

**CLB Level:** 5

**Competency Area:** Interacting with Others

**Criteria:** Understands gist (#1, 9); identifies relationship between speakers (#2); factual details (#3, 4, 5); Identifies idioms (#6, 7); interprets feelings, such as likes/ dislikes (8)

**Name:** Vlad Hudzik **Date:** August 19

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

1. The conversation is mostly about \_\_\_\_\_.
  - a. planning what to eat at a potluck
  - b. planning what to bring to a potluck ✓
  - c. planning who to invite for a potluck
2. Mariam and Hamid are \_\_\_\_\_.
  - a. classmates ✓
  - b. student and teacher
  - c. brother and sister
3. The potluck is for \_\_\_\_\_.
  - a. brunch on Thursday
  - b. lunch on Tuesday
  - c. lunch on Thursday ✓
4. Does the teacher like spicy food?  
☒ Yes ✓ ☐ No  
How do you know? classmate say teacher likes spicy food. ✓
5. What is Hamid bringing to the potluck? fruit and pop ✓  
Why is Hamid bringing this to the potluck?  
No time ✓

## Listening to Plans for a Potluck, *continued*

SU

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

a. leftover food to take home with you ✓

b. leftover food for the dog

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

a. She dislikes desserts.

b. She loves desserts. ✓

c. She can't eat dessert because her tooth hurts.

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

happy ✓

b) How do you know?

He say "looking forward" ✓

9. Would you like to go to this potluck? Why?

Yes. I like spicy food. ✓

What will you bring (e.g., an appetizer, a main dish, a side dish, a dessert, drinks)?

Why will you bring this?

Some special food from my country. My classmates can try and enjoy! ✓

### Reflection: Listening to Plans for a Potluck

Student:

Vlad Hudzik

CLB 5

Date:

August 19

This listening task was

\_\_\_ Easy for me

\_\_\_ Difficult for me

✓ \_\_\_ Not easy, not difficult for me

What part of the listening gave you trouble? How can you improve?

Maybe 6 and 7. I have to guess a little.

Can you join a conversation like this in your real life?

I think yes.

## Understanding a Video about a Scam

AT

**Module Topic:** Banking and Financial Services

**CLB Level:** 5

**Competency Area:** Comprehending Information

**Criteria:** Gets the gist (#1); Identifies details (#2, 3); Identifies facts and opinions\* (#4,5,6 – must get 2/3 ✓); Interprets explanations\* (#7, 8, 9 – must get 4/6 points).

**Name:** Vlad Hudzik

**Date:** August 28

**Instructions:** Watch the video about a scam and answer the questions. You do not need to use complete sentences in your answers. Spelling and grammar will not be scored.

1. What is this video about? (1 point)

emergency scams ✓

2. Who is the usual target of this scam? (1 point)

grandparent ✓

3. What do the scammers want the target to do? (1 point)

Send money ✓

4. Scammers may say they are stuck in a foreign country. Is that a fact or an opinion? How do you know? (1 point)

Fact. This is something they do. Not I think what they do. ✓

5. Scammers want you to “make a decision based on emotion and not logic”. Is that a fact or an opinion? How do you know? (1 point)

Opinion. I don't know what scammers want. ✗ *Check this answer with a classmate*

6. This kind of scam is the “most despicable.” Is this a fact or an opinion? How do you know? (2 points)

Opinion. Maybe another scam is most despicable I don't know. ✓ *1 point*

*What did the speaker say to show this is an opinion?*

7. This scam requires two people. What roles do the two scammers play? (2 points)

*One person calls for money. 1 point*

8. In your opinion, what are two reasons this scam is often successful? (2 points, 1 point for each reason)

*Gran parents have a lot of money and always give to gran children.* ✓

*Gran parents don't understand about modern ways. They trusting everybody.* ✓

9. If you receive a call from someone asking for money, what are two things you should you do? (2 points, 1 point for each possibility)

*Don't give money or anything like bank. Call police.* ✓

**TASK SUCCESS** 10/13  
including starred (\*)  
items

**Your Score:** 10 /13

*You understood most of this video. Great!*

*Remember there are clues to know if something is a fact or an opinion. If the speaker says, "I think" or "I'm pretty sure" it means they do not know for certain – that's an opinion.*

*Try to do the exercise we did in class about facts and opinions. Use the clues given and write 3 sentences that are facts and 3 that are opinions. You can show your partner during reflection time.*



# Speaking

## Skill-Using and Assessment Tasks

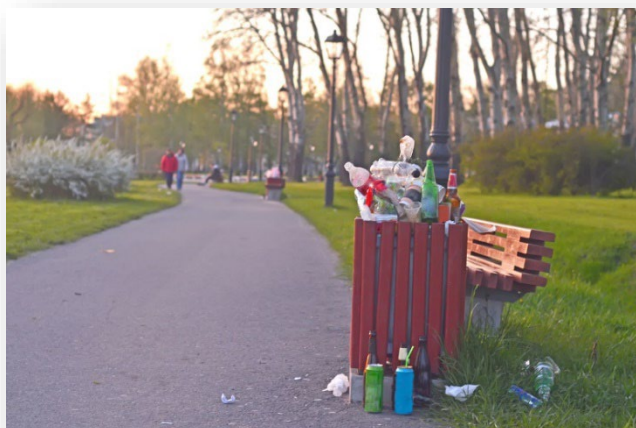
## Portfolio Inventory (CLB 5 Speaking)

Date	Real World Task		Competency Area
January 21	Reporting a problem to city services	SU	Getting Things Done
February 15	Discussing online shopping	AT	Sharing Information
March 28	Giving a presentation about a health issue	SU	Sharing Information
April 22	Making plans to attend a community event	SU	Interacting with Others
May 19	Giving directions	AT	Giving Instructions
June 21	Giving an Apology on the Phone	AT	Interacting with Others
July 27	Reporting problems to the landlord	SU	Getting Things Done
August 23	Giving instructions for a recipe	AT	Giving Instructions

**Module:** Caring for the Environment

**Competency Area:** Getting Things Done

**CLB Level:** 5



**Peer Feedback:** Listen to your classmate leave a voicemail message for City Services describing a problem in the park and making a request. Give feedback to your classmate.

**Name of speaker:** Vlad Hudzík **Peer:** Lina Novak

**Date:** Jan 21

Peer Feedback Checklist	Yes ✓	No ✓
<b>Your classmate:</b>		
• Opened the call appropriately.	✓	
• Identified themselves and gave their location.	✓	
• Said why they were calling and what the problem was.	✓	
• Used a polite expression to make a request. <u>no request</u>		✓
• Closed the conversation.	✓	
• Spoke clearly. You could understand.	✓	
<b>Teacher Comments:</b> <i>Remember, the City will pay more attention to a complaint if there is a clear request. Think about what you are asking for before you start the phone call. You can even write it down to help you remember for a phone call.</i>		

**Module Topic:** Shopping Online

**CLB Level:** 5

**Competency Area:** Sharing Information

**Name:** Vlad Hudzik

**Date:** February 15

**Instructions:** Have a discussion about shopping online. Give your opinion based on your instruction card. Respond to the opinions of others in the group by agreeing or disagreeing politely. Remember to keep the conversation going.

SPEAKING:	Meets Expectations	Not Yet
*Overall: Communication is clear.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Expresses opinions and gives reasons/explanations using appropriate expressions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Responds to the opinions of others by agreeing/disagreeing and giving reasons.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Takes turns; encourages conversation by asking a question.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uses a range of topic-specific vocabulary and may include an appropriate idiom or cultural reference.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Uses a variety of grammatical structures with initial control of some more complex structures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is adequately fluent with some pauses or hesitations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 5 out of 7 criteria. Must include starred (*) items.		
<p><b>Doing well:</b></p> <p><i>You expressed your opinion with a reason and politely disagreed with your classmate. I loved your use of "I'm not sure I agree with you"- well done! You also said it's convenient to shop around when you are online which is a great use of the idiom.</i></p>	<p><b>To work on:</b></p> <p><i>What questions could you ask to encourage other people to talk? Go back to our lesson on how to ask follow-up questions. Write a follow-up question to this statement:</i></p> <p><i>"I would never buy clothes online."</i></p> <p><i>Your follow-up question:</i></p> <p><u>What do you buy online?</u></p>	

**Module:** Dealing with Common Health Problems

**CLB Level:** 5

**Competency Area:** Sharing Information

**Instructions:** Read the information about the health issue you have chosen. Present the information following the structure you learned in class. You can make some speaking notes to help you remember the information but try not to read from your notes during the presentation.

## FEEDBACK FORM: Giving a Presentation

**Name of speaker:** Vlad Hudzik

**Date:** March 28

Select all that apply: ☐ Self-Assessment

☒ Peer Assessment: Name of peer: Lina Novak

☒ Instructor assessment

The speaker	Yes	No	Instructor Comments
Introduced the topic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>You did a great job of describing the problem in your own words. You spoke clearly; we could all understand.</i>
Presented the structure of the presentation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gave a good description about the illness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Used connecting words and phrases to change from one point to the next.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Next time, remember to tell the audience how your presentation is organized right at the beginning so they know what to expect. For practice, go back to your presentation notes and write how your presentation is organized after your introduction. Check it with Lina (ask her to sign her name).</i>
Ended the presentation appropriately.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly. The audience could understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**Module:** Interacting with Friends

**Competency Area:** Interacting with Others

**CLB Level:** 5

**Instructions:** Invite your classmate to the event below. Ask and answer questions to make a plan about: which day to go, what time, how to register, where to meet, and how to dress.

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

### Snowshoeing

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



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

**Speaker:**

Vlad Hudzik

**CLB 5**

**Date:**

April 22

**Check** ✓

- ✓ I opened and maintained the conversation.
- ✓ I responded to small talk.
- ✓ I used polite expressions to make an invitation.
- ✓ I answered questions about the plan.
- ✓ I took turns by giving non-verbal and verbal signals.
- ✓ I spoke clearly.

**Comments:** *Looks like you were able to make a plan!*

*Would you like to go in real life? Maybe too cold.*

# Giving Directions

AT

**Module Topic:** Getting Around Town

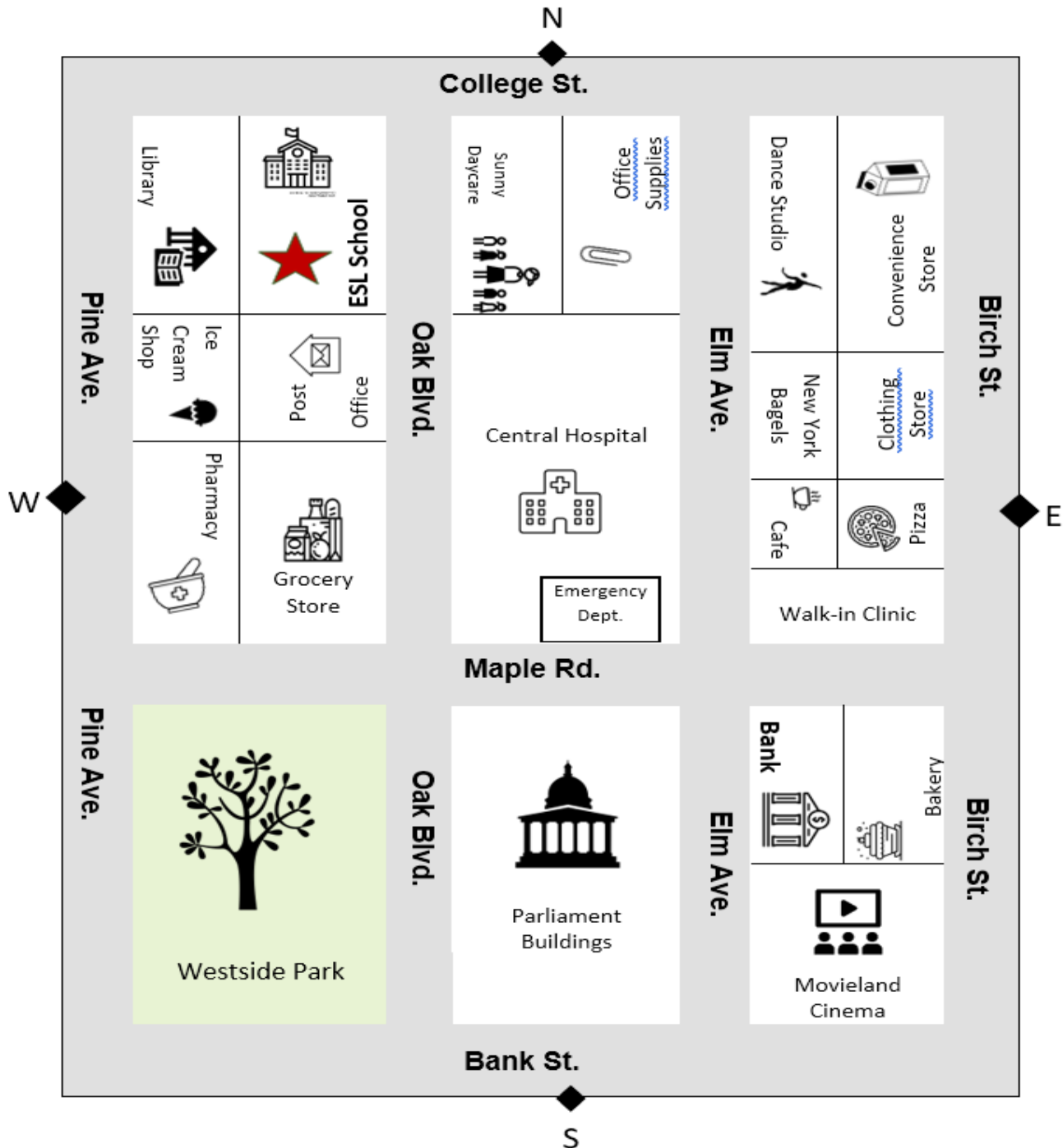
**CLB Level:** 5

**Competency Area:** Giving Instructions

**Name:** Vlad Hudzik

**Date:** May 19

**Instructions:** Look at the map and find the ESL School. Give your partner the location of each place on your card. Then give directions from the ESL School to get to each place.



SPEAKING	Meets Expectations	Not Yet
<b>*Overall:</b> The directions were clear.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gave correct locations of places.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Gave correct directions from the school to the locations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
*Used appropriate expressions to sequence the directions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Used correct prepositions and phrases (e.g., <i>next to</i> , <i>beside</i> , <i>at the corner of...</i> )	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Used imperatives ( <i>go</i> , <i>walk</i> , <i>take</i> , <i>turn</i> , etc.) to give directions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets <b>5</b> out of 6 criteria. Must include starred (*) items.		
<b>Teacher Comments:</b> <i>You accurately described the location of each place but had some problems with giving directions. Directions are difficult. Practise by saying the directions from your house to school with a classmate. We will continue to practise giving directions in class tomorrow.</i>		

# Giving an Apology on the Phone

AT

**Module Topic:** Interacting with Classmates and Professors

**CLB Level 5**

**Competency Area:** Interacting with Others

**Name:** Vlad Hudzik

**Date:** June 21

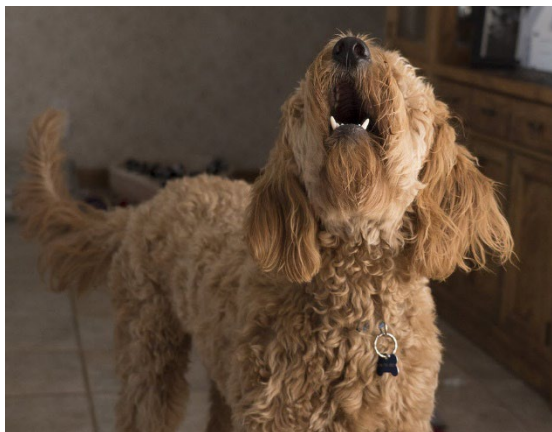
**Instructions:** Record a voicemail message for your teacher to apologize for missing a class.

SPEAKING:		Meets Expectations	Not Yet
*Overall	The message is clear and can be understood.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*The message is complete and includes:	a greeting, time/date of the call; purpose of the call, an apology with a simple reason, a closing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uses polite expressions for greeting, apology and closing.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Demonstrates good control of simple structures. Tries some complex structures, with some success.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has sentences that are connected (e.g., using <i>and</i> , <i>or</i> , <i>because</i> )		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fluency is reasonably adequate.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 5 out of 6 criteria. Must include starred (*) items.  Your score <u>4</u> /6			
<b>Doing well:</b>  <i>You greeted the professor politely and used polite expressions for the apology and the closing. You gave a good reason for missing the class.</i>		<b>Next time:</b>  <i>Remember to say who you are and the time/date of your call when you leave a voicemail message.</i>  <i>With a classmate, practise using connected sentences with <u>because</u> when giving reasons.</i>	

**Module:** At Home and in the Community

**CLB Level:** 5

**Competency Area:** Getting Things Done



**Peer Feedback:** Listen to your classmate describe problems to a landlord and make a request. Give feedback to your classmate.

**Name of speaker:** Vlad Hudzik

**Peer:** Lina Novak

**Date:** July 27

*Instructor ✓*

Peer Feedback Checklist	Yes ✓	No ✓
<b>Your classmate:</b>		
• Greeted the landlord.	✓	
• Identified themselves and gave their apartment number. <i>He forget</i>		✓
• Said what the problems are and how long they have been going on.	✓	
• Made a polite request to the landlord.	✓	
• Thanked the landlord and closed the conversation.	✓	
• Spoke clearly. You could understand.	✓	

*Good saying the problem. It's important to let the landlord know who you are so the problem can get fixed. You can say at the end if you forget at the beginning.*

# Giving Recipe Instructions

AT

**Module Topic:** Canadian Customs and Food

**CLB Level:** 5

**Competency Area:** Giving Instructions

**Name:** Vlad Hudzik

**Date:** August 23



**Instructions:** Give 5-to-7 step instructions to your partner on how to make your favourite recipe. Your partner will take notes. Answer any questions your partner may have.

		Meets Expectations	Not Yet
<b>*Overall:</b>	The instructions are clear. The listener can follow.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>*Instructions:</b>	Includes all steps for making a favourite dish.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Answers questions/clarifies instructions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary:</b>	Uses a range of vocabulary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Grammar:</b>	Uses imperatives and sequence markers correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Fluency:</b>	Fluency is adequate for the task.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 5 out of 6 criteria including starred (*) items		<b>Your score</b> 4/6	
<b>Doing well:</b>		<b>Next time:</b>	
<p><i>You used a good range of vocabulary to describe the actions and ingredients in your recipe. You answered your partner's questions well.</i></p>		<p><i>Remember to use sequence markers so that the order of the instructions is really clear. Try writing the instructions using first, then, next, etc. then practise saying them out loud without looking at the paper. We will practice again in class as a warm up.</i></p>	



# Reading

## Skill-Using and Assessment Tasks

## Portfolio Inventory (CLB 5 Reading)

Date	Real World Task		Competency Area
January 26	Understanding an article on an environmental issue	SU	Comprehending Information
February 25	Reading online reviews	AT	Comprehending Information
March 30	Understanding medical test instructions	AT	Comprehending Instructions
April 27	Reading a social media post	SU	Interacting with Others
May 27	Navigating a website with transportation information	AT	Getting Things Done
June 30	Reading messages with apologies and requests	SU	Interacting with Others
July 22	Reading a notice about a city project	AT	Getting Things Done
August 30	Following a recipe	AT	Comprehending Instructions

**Module Topic:** Caring for the Environment

**CLB Level:** 5

**Competency Area:** Comprehending Information

**Criteria:** Understands main idea (#1), identifies details (#3, 4, 5), identifies facts and opinions (#2, 8), identifies implied meaning (#6, 10), infers the meaning of unknown phrases/idioms (#7, 9), finds and uses 1 or 2 pieces of information (#11)

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



## COMMUNITY NEWS FEATURE Watching the World Around Us

Losing Our Trees, 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: Vlad Hudzik

Date: January 26

1. What is the main idea? *Check with a classmate how they got the correct answer.*
  - a. Brownfields are lands where nothing grows.
  - ☒ b. Brownfields are lands where chemicals used in the past by factories polluted the earth.
  - c. Brownfields are polluted lands that can be cleaned up or used for different purposes.
2. 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
3. What business caused the brownfield in River View?
  - ☒ a. A factory
  - b. A gas station
  - c. A steel mill
4. A brownfield is a safe, clean place.
  - a. True
  - b. ☒ False
5. Contaminants can enter the soil, water, and air.
  - ☒ a. True
  - b. False
6. 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 not contaminated.
  - b. The park was contaminated a little.
  - ☒ c. The park was very contaminated.
7. When the writer says, "we are a **hot spot** for tourism," he means that \_\_\_\_\_.
  - a. the town is very warm
  - ☒ b. the town is very popular
  - c. the town is dangerous
8. 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

9. When the writer says, “I can only hope they will clean up their act so that brownfields are no longer an issue,” he means they will \_\_\_\_.
- a. behave in a more responsible way
  - ☒ b. Improve their performance
  - c. Improve their attitude
10. When the writer says “vapor contamination was not found, so the City made it a park,” what does he mean?
- ☒ a. The city checked the area very carefully for contamination.
  - b. The city does not know what happened 150 years ago.
  - c. The city did not look for other contamination.

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

*I think it is important clean the brownfield so no pollution. Children play*

*in a park. I think it not safe for playing on brownfield. Maybe they fall down  
the ground is pollute, the children get sick. So I think close brownfield and clean.*

*1/2 Good argument. You need to say what to do after the fields are clean.*

**Module Topic:** Commercial Services: Online Shopping**CLB Level:** 5**Competency Area:** Comprehending Information**Criteria:** Infers the meaning of unknown words/phrases (1, 4); Identifies key information (2); Finds information to make comparisons\* (3); Finds and uses 1 or 2 pieces of information\* (5)**Name:** Vlad Hudzik**Date:** February 25**The Blendamix Multi-Use Blender****\$99.99****Features:**

This blender includes an 800-watt motor with 4 functions to grind, chop, whip, and blend hard and soft foods. Strong enough to break down ice, whole fruits and vegetables in seconds. The 6-cup container is dishwasher safe. An additional mini grinder is great for grinding coffee beans or spices. 2-year warranty

**A beast of a machine**

Karen P. Regina, SK, January, 2020

Don't underestimate the power of this blender. It chops and blends almost everything, including nuts for my smoothies. Some reviewers complain it's loud! But for this low price I'll take noise rather than forking out \$400 for a blender. The quality and performance are worth the noise. You don't get every bell and whistle for this price, but with 3 speed options, it does what you need. My only complaint is that it doesn't come with additional cups for my smoothies in the morning. (My last blender had 4 travel cups that fit into the cup holders in my car perfectly.) But I love this blender anyway.

**The Pro Blendy****\$129.99**

**Features:** 1000 watts of power that serves as an 8-cup blender and food processor in one. Includes 6 blending and chopping functions and 3 speed options. Cleaning made easy with removable parts that are dishwasher safe. Comes with two, 8-ounce travel mugs (not shown) and a recipe book. 1-year warranty

**A great unit!**

J. S. Moncton, NB – August, 2020

I bought my ProBlendy a few weeks ago and it's amazing! It does everything and it's so easy to use. It's perfect for crushing ice and blending fruits and vegetables for smoothies but I've also used it make soups and sauces. It's quieter than most of the blenders I've looked at which is great. Easy to clean- I just threw everything into the dishwasher. I love the travel cups with lids. I haven't tried any of the recipes in the recipe book yet, but I will soon.

**Instructions:** Read the reviews and answer the questions

1. The **Blendamix** is referred to as a *beast of a machine*. The writer probably means it is a \_\_\_\_.  
 a. large machine ☒ b. small machine c. powerful machine
2. How many extra items come with the **ProBlendy**?  
 a. 3 ☒ b. 9 c. 8
3. What is the same about the **Blendamix** and the **ProBlendy**?  
 a. both are loud  
 b. both can chop up ice, frozen fruit, vegetables, seeds and nuts ☒  
 c. both have the same size motor
4. Karen (Blendamix reviewer) says she doesn't want to *fork out* \$400 for a blender. She means \_\_\_\_.  
 a. she doesn't want to pay that much ☒  
 b. she doesn't mind paying more for a blender  
 c. she wants to look at \$400 blenders
5. Which blender do you think is the better option? Give reasons for your opinion by including the advantages and disadvantages of each blender. **(4 points)** 4/4

*Pro Blendy is better option. Because it's quieter than most blenders and easy to clean.*

*Blendamix is less price but loud, is not good. Also Pro Blendy motor is larger, 1000*

*Compare Blendamix 800. If use every day, strong motor is better. And quiet is better.*

**TASK SUCCESS** 6/8 including starred (\*) items      Your score: 7/8

*Look again at #1. Why do you think you got it wrong?*

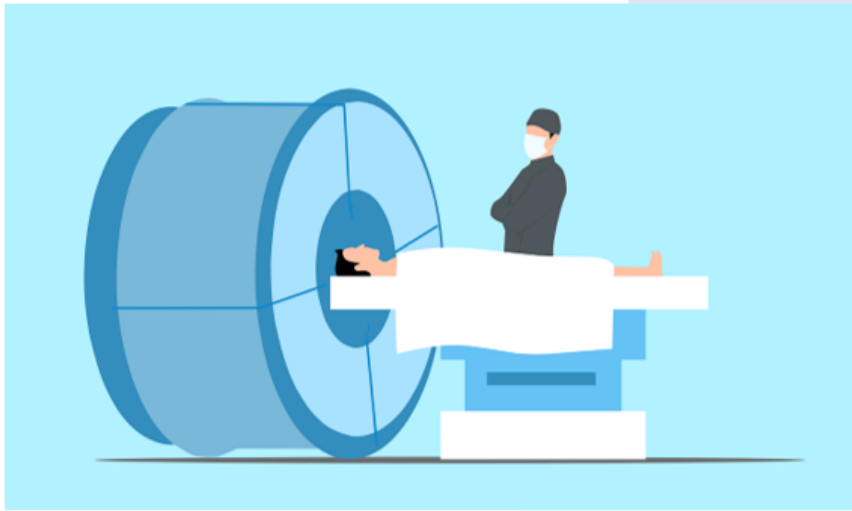
**Module Topic:** Dealing with Common Health Problems  
**Competency Area:** Comprehending Instructions

**CLB Level:** 5

**Name:** Vlad Hudzik

**Date:** March 30

**Instructions:** You were given this information from your doctor. Read the text and answer the questions.



## 1. Tell Your Doctor If You Have Claustrophobia

You will be lying inside a tube-shaped machine. If you are afraid of small spaces, you may feel anxiety. Talk to your doctor before the test. You may get medication before the MRI to help you stay calm.

### Questions? Concerns?

#### CONTACT US

(505) 555-0155

bestdoctor@doctorcentre.com

## 2. Tell Your Doctor About Any Medical Conditions or Implants

It's important to tell your doctor before the test about any medical conditions you have. They might need to change the MRI procedure. Some specific concerns:

- Kidney problems
- Diabetes
- Pregnancy
- Devices like a pacemaker, insulin pump or hearing implant

## 3. Follow Your Doctor's Special Instructions

Be sure to follow your doctor's advice before the MRI. You might be asked to avoid some foods, exercise more, or change your medication. Following any special instructions will help produce accurate results on the MRI.

## 4. Keep Your Usual Schedule

If your doctor doesn't give you special instructions, try to keep a normal schedule before the scan. Continue your medications and don't stop regular activities. Maintaining your usual lifestyle will help produce accurate results on the MRI.

## 5. Plan to Get a Ride Home

You may be asked to take medication or sedatives before the procedure. Ask someone to come with you for the MRI, or to pick you up after.

## 6. Leave Your Jewelry at Home

The MRI techs will ask you to remove any metal items on you before entering the machine, including any jewelry. It's better to leave jewelry at home.

## 7. Watch for Allergic Reactions

If your doctor uses a dye for your MRI, watch for an allergic reaction after your procedure like hives, a rash, itchiness, shortness of breath. If you have these symptoms, call your doctor. If they are severe, call 911 or go to the emergency room.

**Identifies the main idea**

1. Choose a title for this text to show the main idea.

- a. What to Expect During an MRI
- b. Talking to Your Doctor About Your MRI
- c. Tips to Prepare for an MRI ✓

**Identifies key words and details**

2. What words from the text describe the MRI machine? tube-shaped ✓

3. What is ONE piece of advice the doctor MAY give about the test? avoid some foods ✓

4. What items must you remove before the test? any metal items on you ✓

5. What should you watch for after the test? allergic ✓

**Interprets sequence and location signals\***

6. When is keeping your daily routine important? before the test ✓

7. Write a number to show the order of the instructions below

- 4 watch for a rash ✓
- 1 talk to your doctor ✓
- 2 take medication to stay calm ✗
- 3 arrange a drive to and from the test ✗

**Gets the meaning of words from context**

8. What does “anxiety” mean?

- a. worried ✓
- b. calm
- c. confused
- d. unsure

9. What are “medical conditions”?

- a. medicines
- b. injuries
- c. family health history ✗
- d. ongoing health problems

10. What does “an allergic reaction” mean?

- a. foods you can’t eat **X**
- b. your body responding badly
- c. feeling anxiety
- d. your body getting rid of the dye

- **Responds with actions to complete the task\* (2 points each - must get 5/6)**

11. a. You feel worried about the test. You have high blood pressure. What will you do?

*Call the doctor. Say I'm worried. Ask for medication before the MRI to stay calm.* **1**

*What should you tell the doctor?*

b. You got instructions for the test. Your doctor did not give you more advice. It is 1 week before. What will you do at home?

*Keep normal schedule and activities. Plan to get a ride home.* **2**

c. The day after the test, your arms feel itchy and your skin is turning red. What will you do?

*Go to the emergency.* **1** *What should you do first?*

**13/19** *Missing some \* questions*

**Success = 14/19 including \* criteria**

*You did well on getting the details. You need to work on clues to order and sequence. Go back to the answers you got wrong and see if you can correct them. I will give time to compare with a classmate and talk about clues to get the right answers.*

**Module Topic:** Interacting with Friends  
**Competency Area:** Interacting with Others

**CLB Level:** 5

**Name:** Vlad Hudzik

**Date:** April 27

**Instructions:** Read the text and answer the questions.



Had such a great time at the Banff #FreezeFest on the weekend!

😊 The mountains are beautiful and the town of Banff is charming!



Did a horse-drawn sleigh ride for the first time IN MY LIFE. No one told me it would be so COLD in the sleigh! But the blankets the sleigh driver provided for our legs helped. And the good company too @Judy and @Jeff! Thanks for dragging me along to be your third wheel. Much appreciated! ❤️



Also, if you've never seen it before, the ice sculpture competition is AMAZING. We got to see one of the carvers using a chain saw and turning a block of ice into a castle. I almost expected little snow people to walk out the doors.



Finished up with the street party and a stunning fireworks show. Live music, unbelievable food vendors and even fire pits to warm up by in a few places along the main street. By the time we headed home, I'd nearly forgotten it was minus 10 degrees 😬

It was well worth the trip and even the overnight in the hotel. \$\$\$!! But I had the time of my life. Maybe I'll do it again next year!

- **Identifies purpose\***

1. What is the purpose of this text?
  - a. To update family and friends
  - b. To persuade people to go to Banff **X**
  - c. To explain why she was away

- **Identifies register**

2. What is the register of the text (how the writer uses language in writing this post)?
  - a. Very formal
  - b. Formal
  - c. Informal **✓**

- **Identifies mood and attitude of the writer\***

3. How does the writer feel?
  - a. Relieved
  - b. Excited **✓**
  - c. Surprised
  - d. Worried

- **Identifies specific factual details (must get 3/4✓)\***

4. What is the name of the event the writer attended? #FreezeFest **✓**
5. Did the writer go alone or with friends? With friends **✓**
6. What did the writer see that she wasn't expecting? unbelievable food vendors **X**
7. What was the temperature during the event? Minus 10 degrees **✓**

- **Understand implied meanings**

8. What does the writer mean by "Thanks for dragging me along ..."?
  - e. Her friends had to pull her in the sleigh **X**
  - f. Her friends were angry with her
  - g. Her friends had to convince her to come
9. What does the writer mean by "It was well worth the trip and even the overnight in the hotel"?
  - a. The hotel was lovely.
  - b. It was an expensive trip. **X**
  - c. It was a long night.

- **Identifies some idioms**

10. What is a “third wheel”?

- a. A person needed for a trip
- b. An extra person with a couple ✓
- c. Three people in a vehicle

11. What is a “the time of my life”?

- a. A really fun time ✓
- b. A really important event
- c. A lot of time to do something

- **Finds and uses 1 or 2 pieces of information\***

12. After reading this post, do you want to go to this event next year? Give 1 or 2 reasons from the text why or why not.

No I don't want to this event. Because is cold and expensive. Also I don't

like to travel in winter. Summer is better. ✓

Success = 9/12 including \* criteria

**8/12**

*You gave good reasons not to go to this event!*

*For #8 and 9, implied meaning is difficult! Remember, make sure you read the sentences around the sentence with an implied meaning. What is the feeling?*


**Module Topic:** Getting Around Town  
**Competency Area:** Getting Things Done





**CLB Level:** 5


**Name:** Vlad Hudzik

**Date:** May 27

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



 Contact
  City Guides
  Jobs
  Translate



About the City

Parks

Home and Property


Transportation

Commercial Business


Home > Transportation

## Transportation

- **Driving**
  - > Road Closures
  - > Traffic Management
  - > Commercial Vehicles
  - > Car Sharing
- **Parking**
  - > Pay for Parking
  - > Parking Tickets
  - > Residential Permits
- **Walking and Cycling**
  - > Sidewalk Safety
  - > Pedestrian Crossing
  - > Cycling Rules
  - > Bike Routes
  - > Bike Share Program
- **Transit**
  - > Bus and subway fares
  - > Route maps and schedule
  - > Accessibility




## Transportation




### Driving

Road closures for construction and filming, traffic signals and signage, rules for commercial vehicles, car share programs and incentives




### Parking

Where to park on the street and in your neighborhood, paying for parking, parking rules, parking tickets



### Walking and Cycling

Green ways to get around the city, sidewalk maintenance and safety, crosswalks, cycling rules, bike routes, city bike share program



### Transit

Bus and subway daily and monthly fares and passes, transit route maps and schedules, mobility and HandyBus

**Identifies purpose**

1. What is the main purpose of this webpage?
  - a. To advertise city features
  - b. To give information about city rules and services ✓
  - c. To explain how the city works

**Identifies layout and organization of text\***

2. Where on the webpage can you click to go directly to specific information?
  - a. In the tabs
  - b. In the sidebar ✓
  - c. In the main body
3. Where in the text can you look for more information about the city?
  - a. In the tabs ✓
  - b. In the sidebar
  - c. In the main body

**Identifies key information and specific details (must get 4/5✓)\***

4. What is the topic of this webpage (the main information)? Transportation ✓
5. What are the subtopics of this webpage? Driving, parking, walking and cycling  
Transit ✓
6. What should you click on to find out about paying for a parking ticket? Parking Tickets ✓
7. What should you click on to find a transit map? Route maps and schedules ✓
8. What should you click on to find out about which main roads are closed? Road Closures ✓

**Gets the meaning of unfamiliar words**

9. What does "maintenance" mean in "sidewalk maintenance and safety"?
  - a. Taking care of sidewalks
  - b. Main city sidewalks
  - c. Building new sidewalks ✗
10. What does "mobility" mean in "mobility and HandyBus"?
  - a. Going to a better situation
  - b. Using cell phones on transit
  - c. Help for getting around ✓

*Well done! Please help another student. Show your paper and say how you found the answers.*

## Reading Messages with Apologies and Requests

**Module Topic:** Interacting with Classmates and Professors

**CLB Level:** 5

**Competency Area:** Interacting with Others

**Criteria:** Identifies main idea (1), identifies details (2,3,8, 10), identifies meaning in context (4,5,6,9), identifies mood and attitude (7)

**Name:** Vlad Hudzik

**Date:** June 30

### Email 2: Response

From: Shoshana Led [sled@pmail.com](mailto:sled@pmail.com)  
To: Judy Clarke [jclarke@pmail.com](mailto:jclarke@pmail.com)  
Subject: Class debate



Hey Judy,

I hear you! I'm finding this debate really challenging, too.

I can meet with you for sure. In the meantime, if I remember correctly, you were going to research some countries where the government pays for college/university and make a list of the benefits for students in those countries. Does that sound right? I am researching the costs of education, how many students need to get loans, and how long it takes them to pay back the loans.

Why don't we see if Fadi and Joan can join us? They might have questions too or some other ideas on what we can talk about. I'll send an email to the group to see if they are available later today.

Don't worry. We'll get it all together soon.

Best,  
Shoshana

### Email 1

From: Judy Clarke [jclarke@pmail.com](mailto:jclarke@pmail.com)  
To: Shoshana Led [sled@pmail.com](mailto:sled@pmail.com)  
Subject: Class debate

Hi Shoshana,

I wanted to reach out to you to say that I'm really sorry, but I don't have my arguments together for the debate on Thursday. The reason is that I just don't get what I need to be focussing on. I know our topic is, "Governments should pay for higher education," but what part of the topic should I be looking at? How in-depth should I go with my arguments? Where should I even start looking for information on this topic? I've been going through the instructions, but I am getting really confused.

Do you think we could meet this afternoon to go over some ideas? I want to make sure we don't end up saying the same thing. I am sorry to bother you, but I can't really move forward until I'm sure about what I need to be doing. I'm hoping you can meet with me, so I can have everything ready for our practice session tomorrow.






Cheers,  
Judy

**Instructions:** Read the email messages and answer the questions.

**Part 1: Email 1**

1. What is Judy apologizing for?
  - a. Arguing with Shoshana.
  - b. Not getting her work done.** ✓
  - c. Not being able to meet Shoshana.
2. What reason does Judy give?
  - a. She doesn't know when the deadline is.
  - b. She doesn't know what the topic is.
  - c. She doesn't know what to work on.** ✓
3. When are they doing the debate in class?
  - a. Tuesday
  - b. Thursday** ✓
  - c. This afternoon
4. Judy says "...I just don't get what I need to be focusing on." She means \_\_\_\_\_.
  - a. she doesn't understand her part of the assignment
  - b. she doesn't understand the topic** ✗
  - c. she didn't receive the assignment
5. When Judy says she can't move forward, she means \_\_\_\_\_.
  - a. she can't go for a walk later today
  - b. she doesn't want to continue working with this team
  - c. she can't continue with her research at this time** ✓

**Part 2: Email 2 - Response**

6. When Shoshana writes, "I hear you!", she means \_\_\_\_\_.
  - a. she agrees with Judy
  - b. she disagrees with Judy
  - c. she is a good listener 
  
7. How is the tone of Shoshana's message?
  - a. She is upset.
  - b. She is sympathetic. 
  - c. She is worried.
  
8. What does Shoshana promise to do?
  - a. Meet with Judy 
  - b. Listen to Judy
  - c. Call Fadi and Joan
  
9. Shoshana writes, "We'll get it all together soon." It refers to \_\_\_\_\_.
  - a. the debate practice session
  - b. the debate arguments
  - c. the meeting with the group 
  
10. Why does Shoshana suggest inviting Fadi and Joan?
  - a. They are the professors.
  - b. They are available to meet.
  - c. They are group members. 

*You are having trouble with finding the meaning of words. Ask a classmate for the correct answers to 4, 6 and 9. Then go back to the emails and look for the clues that show the correct answers. Underline them in the email. Show your classmate to check.*

**Module Topic:** At Home and in the Community

**CLB Level:** 5

**Competency Area:** Getting Things Done

**Criteria:** Identifies the purpose\* (#1); Identifies key information\* (# 2, 5 – must get 3/4 points); Uses the layout to identify specific information (#4); Understands the meaning of unknown words/phrases (#3); Finds and uses 1 or 2 pieces of information (6)

**Name:** Vlad Hudzik

**Date:** July 22

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

## Notice of Intention to Redevelop Downtown Square

*Decision Body - City Council*

### Description

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

### Development Plan

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

- An expanded outdoor performance theatre for community events. There will be a larger stage area and additional seating. The stage and seating will now have an extended roof to protect them from the rain.
- A bigger ice-skating rink for the winter and the addition of a heated, indoor change area that includes lockers and washrooms.
- New playground equipment will be added to the children's play area.
- A splash pad for young children will be added. It will be surrounded by green space that families can enjoy in the summer.
- 50 additional parking spaces
- A new security fence around the Square to ensure the safety of people in the Square as well as the traffic outside of the Square. The fence and all signs will be the same style as the originals to maintain the historic character of Downtown Square.

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

1. What is the purpose of the text?

- a. To inform the public ✓
- b. To ask the public for their opinions
- c. To persuade the public

2. Why does the city want to make changes to the Square?

- a. The city needs to host a Canada Day celebration.
- b. The city needs more parking spaces.
- c. The city is growing and needs a better space. ✓

3. The city wants to revitalize Downtown Square. What does *revitalize* mean?

- a. to make it better ✓
- b. to make it safer
- c. to make it wheel-chair accessible

4. What section helps you know about the specific changes to Downtown Square?

development plan ✓

5. Some items in the Development Plan are new additions to Downtown Square. Others are improvements to what is already there. Put an N beside items below that are completely new and I next to ones that are improvements. (1/2 point each; 4 points total)

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

6. Think of the kinds of leisure activities you do regularly. Which part(s) of the development plan are most important to you? Why? (2 points)

I like the outdoor performance theatre for community events. I like larger and roof to protect them from the rain. ✓

TASK SUCCESS	Your Score
7 out of 10 Including starred (*) criteria	9/10

Correct the 2 mistakes in number 5. Underline the words in the text that show you the items are "new" or "improved." You can show me when you are done.

**Module Topic:** Canadian Customs and Food

**CLB Level:** 5

**Competency Area:** Comprehending Instructions

**Criteria:** Identifies purpose (#1); Identifies key words and details (#2, 3, 4); Understands the sequence of instructions\* (#5, 6); Gets the meaning of unknown words and phrases (#7, 8); Responds with actions to complete the task\* (#9)

**Name:** Vlad Hudzik

**Date:** August 30

**Instructions:** Read the text and answer the questions.

## Easy Lasagna Recipe



### Ingredients

2 cans of crushed tomatoes  
2 tbsp tomato paste  
1 large onion  
2 cloves of garlic  
1 pound of lean ground beef  
1 pound of sausage  
Ground oregano  
Salt and pepper

Fresh basil  
Olive oil  
1 package of lasagna noodles  
1 pound mozzarella  
½ pound parmesan  
1 pound ricotta  
1 egg

### Instructions

First prepare the vegetables. Dice the onion and mince the garlic.

Brown the ground beef and sausage in olive oil.

Add the onion and garlic.

When onion and garlic are cooked, add basil, oregano, salt and pepper to taste, and the tomato paste.

Add both cans of tomatoes, stir and bring to a boil.

Lower the heat and simmer for 30 minutes.

While simmering, follow the package instructions for cooking the noodles.

Place ricotta in a large bowl and add the egg, parmesan and mozzarella, along with some basil. Mix together.

Now layer the ingredients in a baking pan: 1/3 of the sauce, 1/3 of the noodles, then 1/3 of the cheese mix. Repeat for two more layers.

Bake at 375 degrees for 50 minutes.

1. What is this text for?
  - a. To teach an Italian way to cook
  - b. To help with meal planning
  - c. To show you new food to make
  - d. To provide steps to make a dish ✓
2. What kinds of tomatoes are in this dish? crushed tomatoes + 1 more
3. What types of cheese are in this dish? mozzarella parmesan ricotta ✓
4. What seasonings are in this dish? oregano basil + 2 more
5. When should you add seasoning? When onion and garlic are cooked ✓
6. When should you cook the noodles? While simmering ✓
7. What does “mince” mean?
  - a. Crush with a fork
  - b. Squeeze out liquid
  - c. Slice into thin sticks
  - d. Cut into very small pieces ✓
8. What does it mean to add seasoning “to taste”?
  - a. Add until the taste is strong ✗
  - b. Taste the seasonings before you add them
  - c. Add until the taste is good to you
  - d. Be careful not to add too much seasoning

9. Put the pictures in order to make the dish.



7 ✓



2 ✓



8 ✓



4 ✓



1 ✓



6 ✓



5 ✓



3 ✓

Success = 16/22 including \* questions

18/22

*You can follow the steps of a recipe well!*

*Find a classmate who got #8 correct and ask them for the answer.*



# Writing

Skill-Using and Assessment Tasks

## Portfolio Inventory (CLB 5 Writing)

Date	Real World Task		Competency Area
January 24	Taking Notes about an environmentally-friendly workplace	SU	Reproducing Information
February 16	Writing an Online review	AT	Sharing Information
March 25	Taking notes in a phone call	AT	Reproducing Information
April 25	Updating a friend	SU	Interacting with Others
June 23	Writing a message with an apology	AT	Interacting with Others
July 14	Writing a message to a landlord	SU	Getting Things Done
August 10	Writing for a workplace newsletter	SU	Sharing Information
August 31	Cancelling insurance	AT	Getting Things Done

**Module Topic:** Caring for the Environment

**CLB Level:** 5

**Competency Area:** Reproducing Information

**Name:** Vlad Hudzik

**Date:** January 24

**Instructions:** Imagine that you will be giving a short presentation environmentally-friendly workplaces to your colleagues in a meeting. Read the article and write a list of 5 to 7 things the company can do to make the workplace more environmentally-friendly.

- Companies can create many healthy and sustainable workplaces that are good for the planet and for business
- Reducing carbon footprint is possible when the companies keep the adequate temperature at the air conditioner. The employees will thank for that.
- Choosing compact fluorescent light bulbs and LED lights help to lower cost of energy in the long run
- Having programs that bring the reusable things at the lunch rooms for example become more eco friendly the company work spaces
- Environmental benefits come from lesser number of car driving on the streets. The companies can encourage the staff to use alternative modes of transportation.
- Saving the planet and creating environment-friendly workplace must be the goal.

FEEDBACK FORM: Taking Notes: An Environmentally-friendly Workplace			
Name of writer: <u>Vlad Hudzik</u>		Date: <u>January 24</u>	
Check ✓: <input type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Peer Assessment: Name of peer: <u>Miriám Novak</u> <input checked="" type="checkbox"/> Instructor Assessment			
The writer	Yes	No	Comments
Includes 5-7 points on how to make the workplace more eco-friendly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Only 4 things company can do</u>
The list is clear. I could understand each point.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>yes, but maybe too much details</u>
Uses correct spelling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Writes legibly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

*You have a couple of things to make the workplace more environmentally-friendly (e.g., turning down the air conditioner, using LED lights, etc.) which is good.*

*Remember notes need to be short with only important information. Think of the purpose of these notes. You don't need to say why, only what to do. For each bullet, write one idea. Start with an imperative. Rewrite your notes. I will post an answer key to check them tomorrow.*

**Module Topic:** Shopping Online

**CLB Level:** 5

**Competency Area:** Sharing Information

**Name:** Vlad Hudzik

**Date:** February 16

**Instructions:** You are not happy with a vacuum cleaner that you purchased. When you received it, it did not match the description you read online (give examples), and the shipping took longer than expected. Write a review (one paragraph) and give your opinion about the product and the service you received from the company.

WRITING: CLB 5	Meets Expectations	Not Yet
*Overall: Review is clear. The reader could understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Addresses the purpose of the task. Gives opinion about product and service.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provides an accurate description of the experience with the product and company.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Uses an adequate range of vocabulary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Spelling and punctuation are adequate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing shows good control of simple structures. Attempts some complex structures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 5 out of 6 criteria. Must include starred (*) items Your score <b>3/6</b>		
<b>Comments</b> <i>There is good information in your first sentence but there is a problem with the grammar. Look at the verb tense and make the correction. You didn't write about the shipping. Remember that is key information that shoppers look for!</i>  <i>You had a problem with spelling some words. Look up the words I have underlined and make the corrections.</i>		

Name: Vlad HudzikDate: February 16

**Instructions:** You are not happy with a vacuum cleaner that you purchased. When you received it, it did not match the description you read online, and the shipping took longer than expected. Write a review (one paragraph) and give your opinion about the product and the service you received from the company.



### Top Vac Vacuum Cleaner

***Your floors will be cleaner than they've ever been!***

- The TopVac is one of the best vacuum cleaners in the world
- Powerful but very quiet; ideal for cleaning all types of surfaces from hard floors to thick carpets
- Clean under furniture and even high walls and ceilings with ease
- Lightweight body makes it easy to carry upstairs or between rooms
- Fast shipping: Buy now, have a cleaner house next week!

I'm cleaning my home for one month with the TopVac. It works a little well but doesn't macht with all the positive points described about it. It doesn't work eficientely cleaning thick carpets that are what cover the most of the floor in my home. So, I don't recomend TopVac when tere are carpets at home.

**Module Topic:** Dealing with Common Health Problems

**CLB Level:** 5

**Competency Area:** Reproducing Information

**Name:** Vlad Hudzik

**Date:** March 25

**Instructions:** You will be having an MRI scan at the hospital. The nurse is calling you with some important instructions. Listen to her instructions and take notes of the important details you hear.

- the appointment at 10:45 am - Room 608
- fourth floor - Arrive 1 hour before
- don't eat <sup>and drink</sup> 4 hours before MRI
- don't drink and eat 6 hours after the MRI
- Call if has a question
- Nurse Julie Ann

Module Topic: Dealing with Common Health Problems

CLB Level: 5

Competency Area: Reproducing Information

Name: Vlad HudzikDate: March 25

WRITING: CLB 5		Note-taking	Meets Expectations	Not Yet
*Overall:	The notes are clear. Reader can follow.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Content:	Records all important details.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
*Instructions:	Records instructions accurately.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Legibility:	Writing is legible.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 3 out of 4 criteria. Must include starred (*) items. Your score <b>2/4</b>				
<b>Doing well:</b>  <i>You accurately recorded the time, floor, room number and not to eat or drink four hours before the MRI. Your writing is clear easy to read.</i>		<b>Next time:</b>  <i>Some key details (like the date of the MRI, instructions for what to do when you arrive, and what not to wear) were missing and one point was incorrect. Compare your notes with those of a classmate and add the missing points to your list. Show me when you are done.</i>		

**Module:** Interacting with Friends

**CLB Level:** 5

**Competency Area:** Interacting with Others

**Name:** Vlad Hudzik

**Date:** April 25

**Instructions:** Choose scenario 1 or scenario 2. Write a message to update a friend about your injury using the scenario and add your own details.

Remember to:

- Tell your friend why you are writing.
- Clearly explain how you got the injury, the treatment you received and how you are feeling now.

Scenario 1: You broke your arm playing tennis.

Scenario 2: You slipped on a wet floor and injured your knee.

New Message

To

tlc@hmail.com

Subject

Update you

Hi Ivan

How is it going? I have missed you a lot.




I have a bad news. I can not go hiking this Sunday. My arm is broken a week ago. I know, it sounds terrible. When i play tennis, my partner was hit the my arm with her rocket. It was accident.



After that I went to a emergency, and I had a thick glove.

Also I'm going to physiyo tearapy every week.

I'm getting good now,don't worry.

Anyway, enjoy the hiking instead me.





SEND

**FEEDBACK FORM:** Giving an update about a health issueName of writer: Vlad HudzikDate: April 25Select all that apply: ☐ Self-Assessment☒ Peer Assessment: Name of peer: Maria DaSilva☒ Instructor assessment**The writer:****Yes****No**

Gave a clear description of how the injury happened.

✓

☐

Gave a clear explanation of what they did after and how they are now

✓

☐

Uses informal language appropriate for writing to a friend.

✓

☐

Used good structure for simple sentences. Attempted some complex sentences.

✓

☐

Most words are spelled correctly.

✓

☐

The message was clear. I could understand it.

Yes

✓

No

☐**Comments**

*You did a good job of explaining what happened, what you did after and how you are feeling now. You used appropriate informal expressions (like How is it going? Cheers) for writing to a friend.*

*Your sentence structure is mostly correct and you tried using a complex structure (When I ...) which is great but a couple of sentences have incorrect verb tenses. Please check your notes and correct the underlined parts. Show me when you're done.*

## Writing a Message with an Apology

AT

**Module Topic:** Interacting with Classmates and Professors

**CLB Level:** 5

**Competency Area:** Interacting with Others

**Name:** Vlad Hudzik

**Date:** June 23

**Instructions:** You are a student and you are not able to submit an essay on time. Write a message (about 1 paragraph) to your professor (Professor Jones) that includes an explanation of the situation, an apology, and a request for an extension. You can choose one of the reasons below or use your own reason.

- Your internet wasn't working all day yesterday because of a power failure.
- A member of your family had an accident, and you had to take them to the hospital.

New Message

To: dmjones@uofr.org Cc: Boc

Subject: Internet Problems

Hi Jones,

How are you?

I write to you because unfortunately I can't submit you my homework today. I had some problems with my internet yesterday and it only worked again just today. I am very sorry for this.

I was wondering if you could give me one day more to present my work. I will make sure it is done.

Thank you,

Vlad Hudzik

Send

WRITING: CLB 5		Meets Expectations	Not Yet
<b>*Overall:</b>	The message is clear and conveys the intended meaning for the audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>*Content:</b>	Provides an apology, explains the situation, and requests an extension.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pragmatics:</b>	Uses the appropriate expressions of formality for the audience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Vocabulary:</b>	Uses appropriate expressions for apologies and requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Grammar:</b>	Demonstrates good control of simple structures. Attempts some complex structures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 4 out of 5 criteria. Must include starred (*) items.  <b>Your score 4/5</b>			
<b>Doing well:</b>  <i>Your message clearly said why you were writing; you apologized and asked for an extension. The expression you used for the request was perfect!</i>		<b>Next time:</b>  <i>Look at your salutation. Think about who you are writing to. What is missing? Look at your first sentence and compare it to your notes on how we formally say why we are writing. Re-write it using the correct verb tense and spelling. A classmate will check your work during the homework check.</i>	

## Writing a Message to a Landlord

SU

**Module Topic:** Dealing with Housing Issues

**CLB Level:** 5

**Competency Area:** Getting Things Done

**Name:** Vlad Hudzik

**Date:** July 14

**Instructions:** You will be leaving your current apartment at the end of next month. Write a message to inform the landlord (Mr. Rodriguez).

New Message

To

Cc Bcc

Subject

Leaving apartment

Hello Mr. Rodriguez

I am Vlad Hudzik and my apartment is 403. I writing to tell you I will be leaving my apartment on August 31. This apartment is good but I find other apartment near to my work.That is better for me.

Thank you very much.

Sincerely

Vlad Hudzik

Send

FEEDBACK FORM: Writing a message to a landlord			
Name of writer: <u>Vlad Hudzik</u>		Date: <u>July 14</u>	
Select all that apply: <input type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Peer Assessment: Name of peer: <u>Miriam Novak</u> <input checked="" type="checkbox"/> Instructor Assessment			
	Yes	No	Teacher Comments
The message includes all important information (apt #, end date).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>I agree. There is just one verb missing – can you find it?</i>
The opening and closing are appropriate for a message to a landlord.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The writing shows good simple sentence structure. Some longer sentences are used. <i>I think ok</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Spelling and punctuation are mostly correct.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The message was clear. I could understand it. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			

**Module Topic:** Customs and Food

**CLB Level:** 5

**Competency Area:** Sharing Information

**Name:** Vlad Hudzik

**Date:** August 10

**Instructions:** Your company has asked you to write a short (1 paragraph) text about a special holiday celebrated in your culture for the company newsletter. Give details about why the day is important and any special foods or activities that are part of the celebration.

## **Newyear Celebrated in Ukraine**

There is a big celebraton every year in my home country when finish one year and begin the next year. The people meet friends and their families in the eve of new year waiting to arrive 12:00 pm. While they waiting there is happy party with lot of foods like fish, pork, or holubtsi (cabbage roll) and pampushki (like potato ball). The great moment is when the clock mark 12:00 o'clock. All people make a "cheers" drinking Champan and the sky becomes very colorful with big firework.

**FEEDBACK FORM: Writing in a Workplace Newsletter**

Name of writer: vlad Hudzik Date: August 10

Check ✓: ☐ Self-Assessment

☒ Peer Assessment: Name of peer: Lina Novak

☒ Instructor Assessment

The writer	Yes	No	Comments
Includes why the day is important and special foods/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Uses paragraph structure: introduction, details, and conclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Uses good simple sentence structure. Tries some more difficult sentences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>I think its good</i>
Has good spelling and punctuation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>I think some words not spell correct</i>

**Teacher comment:**

*You did a good job of describing the special foods and the events of the day. Please correct the spelling and grammar mistakes. See me if you need help and show me when you're done.*

## Cancelling an Insurance Policy

AT

**Module Topic:** Banking and Financial Services

**CLB Level:** 5

**Competency Area:** Getting Things Done

**Name:** Vlad Hudzik

**Date:** August 31

**Instructions:** You would like to cancel your car insurance. Send an email to the insurance company. Be sure to include the policy number (CF-123456) and the date you want the policy terminated.

New Message

To

tlc@hmail.com

Subject

Cancel Insurance

Hi




My name is Vlad Hudzik and I have a car insurance (policy number CF-123456) with this Company.



I was wondering if you could cancel this policy in date of Setember 1<sup>st</sup>, 2022. I am going to move to other country.

I am looking forward to your request.

Cheers,

Vlad Hudzik





SEND

Name: Vlad Hudzik

Date: August 31

WRITING: CLB 5		Meets Expectations	Not Yet
<b>*Overall:</b>	The message is clear and conveys the intended meaning for the audience.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>*Content:</b>	Provides the policy number, the reason for the message, and end date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pragmatics:</b>	Uses the appropriate level of formality for the audience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Vocabulary:</b>	Uses an adequate range of vocabulary. Uses appropriate expression for the request.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Grammar:</b>	Demonstrates good control of simple structures; attempts some complex structures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 5 out of 6 criteria including starred (*) items.  <b>Your score</b> <u>5/6</u>			
<b>Doing well:</b>  <i>Your request was clear and you included all important information (e.g., the policy # and the cancellation date). You used a good expression for the request.</i>		<b>Next time:</b>  <i>We use "Hi" and "Cheers" for informal messages to friends, etc. Check your notes for better ways to open and close business messages. Also look at the sample closing sentences we talked about in class and change the underlined sentence. For more practise, re-write this message with these changes and show me.</i>	

## Appendix: Transcripts and Answer Keys (CLB 5 Listening)

### CLB 5 Listening Tasks

**Module Topic:** Caring for the Environment **Competency Area:** Comprehending Information

**Criteria:** Identifies main idea (1), identifies details (2, 4, 5), identifies facts and opinions\* (3, 6), interprets descriptions/ explanations\* (7)

#### Transcript:

**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.

## Appendix: Transcripts and Answer Keys (CLB 5 Listening)

<b>Tina</b>	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.
<b>Dr. Diaz</b>	Yes, that's so terrible. I feel so bad for those animals.
<b>Tina</b>	I know, right? Getting back to what you were saying about pollution in the land and water. What are other examples of pollution?
<b>Dr. Diaz</b>	As I mentioned before, we also have air pollution. 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.
<b>Tina</b>	Hmm. Smog - that's a combination of smoke and fog, right?
<b>Dr. Diaz</b>	Right you are! Well, smog is very bad for human health. Breathing in smog can cause problems with your heart and lungs, for example.
<b>Tina</b>	Yeah, it's really problematic. Smog only happens in the summer, doesn't it?
<b>Dr. Diaz</b>	Actually, no. We can have smog at any time of the year.
<b>Tina</b>	Maybe we need to do another podcast on smog!
<b>Dr. Diaz</b>	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?
<b>Tina</b>	Um ... I don't know. What else is there?
<b>Dr. Diaz</b>	There is also noise pollution. Have you noticed how quiet it is when you are out of town, in nature?
<b>Tina</b>	Yeah, of course. You can only hear the wind, birds, and bugs!
<b>Dr. Diaz</b>	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!
<b>Tina</b>	Oh dear. I didn't know that. As far as I'm concerned, we all need to spend some time away from noisy cities.
<b>Dr. Diaz</b>	Yes, although that's not possible for everyone, it would be nice!

### Answer Key:

10. c      2. b      3. B\*      4. c      5. b      6. A\*      7. Answers will vary\*

## Appendix: Transcripts and Answer Keys (CLB 5 Listening)

**Module Topic:** Dealing with Common Health Problems    **Competency Area:** Comprehending Instructions

**Criteria:** Follows a range of cohesive devices indicating order and sequence in instructions (#1); identifies factual details (#2, 4); infers the meaning of words in context (#3); understands implied meaning (#5); Finds and uses 1 or 2 pieces of information (#6)

### Transcript:

#### How to Treat Mild Hypothermia

*Adapted from wikiHow:* <https://m.wikihow.health/Treat-Mild-Hypothermia>

Hypothermia occurs when a person's body temperature becomes dangerously low from being in extreme cold. Mild hypothermia can be treated easily, however severe hypothermia (where someone's body temperature is less than 35.4 degrees Celsius) will require immediate medical help.

Here are the procedures for treating someone with mild hypothermia. Begin by checking the person's body temperature if you have quick access to a thermometer. Normal body temperature is around 36.7 degrees Celsius. Someone with mild hypothermia will have a body temperature of 35.4–35.6°degrees Celsius.

Check the person's pulse and breathing as well. Someone with severe hypothermia may appear unconscious, have a low pulse and difficulty breathing. If their breathing has stopped and you are trained in CPR, you can administer it immediately to get them breathing again.

Next, move the person out of the cold. If the person was in water, remove their wet clothes immediately and try not to move them too much. Use scissors to cut the clothing away if necessary. Dry the person off with towels and cover them with warm blankets to gradually raise their body temperature. Be sure to put a blanket underneath them to insulate them from the ground.

And finally, give the person a warm non-alcoholic, caffeine-free liquid like soup, warm milk or decaffeinated tea.

It's important to know when to ask for medical help. What starts as mild hypothermia can worsen into a condition that needs emergency assistance. Some signs of moderate to severe hypothermia include confusion, shallow breathing, a weak pulse, or body parts like arms, legs or lips turning colors. Severe hypothermia can cause complications like frostbite or even death.

### Answer Key:

1. 4 Move the person out of the cold.  
3 If their breathing has stopped and you are trained to do CPR, begin CPR.  
1 Check the person's body temperature.  
6 Put a blanket underneath the person to insulate them from the ground.  
2 Check the person's pulse and breathing.  
7 Give the person a warm non-alcoholic, caffeine-free liquid.  
5 If the person was in water, remove their wet clothes.
2. a.
3. b.
4. T F F T T
5. Call 911 and get emergency assistance immediately.

## Appendix: Transcripts and Answer Keys (CLB 5 Listening)

<p><b>Module Topic:</b> Interacting with Friends</p> <p><b>Criteria:</b> Understands gist (#1); identifies relationship between speakers (#2); identifies factual details* (#3, 4, 5); identifies implied meaning* (#6,); interprets feelings such as interest, likes/dislikes, preferences* (#7, 8); interprets descriptions (#9)</p>	<p><b>Competency Area:</b> Interacting with Others</p>
<p><b>Transcript:</b></p> <p><b>Merkeb:</b> Hi Elana, can I sit with you?</p> <p><b>Elana:</b> Hey Merkeb, yes, please sit! Nice to see you in class today.</p> <p><b>Merkeb:</b> Nice to see you, too! You still want to go to the Globe Fest on Saturday, right?</p> <p><b>Elana:</b> Of course! I wouldn't miss it for the world.</p> <p><b>Merkeb:</b> Good. I'm looking forward to learning how to Korean drum dance.</p> <p><b>Elana:</b> You know Merkeb, I'm not much of a dancer. Instead, I'm looking forward to trying a lot of the cultural food.</p> <p><b>Merkeb:</b> What kind of food do you want to try?</p> <p><b>Elana:</b> I'd like to try some African food, maybe Middle Eastern, or South American. I don't know... a little bit of everything.</p> <p><b>Merkeb:</b> We're still meeting at your house on Saturday at 9, right?</p> <p><b>Elana:</b> Yes, 9 am sharp! The bus stop by my house will take us right to the Globe Fest and it leaves at 9:05.</p> <p><b>Merkeb:</b> Oh, you don't want to drive?</p> <p><b>Elana:</b> I read on social media that parking is very limited, so I think we should take transit.</p> <p><b>Merkeb:</b> That sounds good. Also, it will be hot; bring some sunscreen.</p> <p><b>Elana:</b> Oh, right, good to know. See you on Saturday morning.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>1. Confirming a plan to go to Globe Fest</li> <li>2. classmates</li> <li>3. Saturday*</li> <li>4. parking is limited/no parking*</li> <li>5. Korean drum dancing; eating African food*</li> <li>6. don't be late*</li> <li>7. She doesn't dance well.*</li> <li>8. a) Excited*    b) Answers will vary*</li> <li>9. a) Celebrating different cultures on earth because of references to food, dance, etc b) Answers will vary</li> </ol>	
<p><b>Module Topic:</b> Getting Around Town</p> <p><b>Criteria:</b> Recognizes common vocabulary for driving instructions (writes instructions words - must get 6/8 ✓) * Identifies details (1, 2, 3); Responds with actions (numbers the instructions)</p>	<p><b>Competency Area:</b> Comprehending Instructions</p>
<p><b>Transcript:</b></p> <p>Turn right onto Kwantlen St</p> <p>Turn left onto Alderbridge Way E</p> <p>Continue onto East-West Connector/BC-91</p> <p>Use the right 2 lanes to take exit 22 for Knight Street toward Vancouver</p> <p>Merge onto Knight St N</p> <p>Turn right onto E 33rd Ave</p> <p>Turn left onto Victoria Dr</p> <p>Turn right to stay on Victoria Dr</p> <p>Destination will be on the right</p> <p><b>Answer Key:</b></p> <p>9 on the right, 3 continue, 2 turn left, 1 turn right, 7 turn left, 4 take exit 22, 6 turn right, 5 merge, 8 turn right*</p> <p>1. c            2.b            3. a</p>	

## Appendix: Transcripts and Answer Keys (CLB 5 Listening)

**Module Topic:** Interacting with Classmates and Professors    **Competency Area:** Getting Things Done

**Criteria:** Identifies main intent (#1); Identifies main idea\* (#2); Identifies factual details (#3, 4, 5); Identifies key words and expressions intended to influence or persuade\* (#6, 7); Identifies some implied meanings (#8); Recognizes and interprets suggestions or requests\* (#9)

### Transcript:

Hey Carla, it's me, Susan, from the psychology class. We were partners in that last lab. I'm really sorry to be asking you this. But I had to work on the weekend, so now I need more time to finish my presentation. I talked to the prof. She said I can present later if I make the arrangements. So, I need to find someone to switch with me. You're the last presenter. And the prof told me you're ahead of the game. I'm supposed to present on Friday. So, you would still have 3 more days from today to finish everything. What do you think? Could you please switch with me and let me take your spot next Monday? I would really appreciate it! I'll even buy you lunch to say thank you! OK, thanks for thinking about it. Please let me know as soon as you can. Bye!

### Answer Key:

1. d            2. a            3. c            4. Friday            5. Monday            6. \*c
7. any 2 of: You would still have 3 more days to finish everything/ I would really appreciate it/ I'll buy you lunch to say thank you/ thanks for thinking about it\*
8. b\*            9. Response will vary but should be appropriate to the request\*

**Module Topic:** Dealing with Housing Issues

**Competency Area:** Getting Things Done

**Criteria:** Identifies main intent\* (#1); Identifies main idea (#7); Identifies factual details (#3, 4, 5, 6); Identifies key words and expressions intended to influence or persuade\* (#2); Identifies some implied meanings (#8); Recognizes and interprets suggestions\* (#9)

### Transcript:

**Salesman:** If you're looking to buy a robot vacuum, I have a recommendation that will meet all your needs. I've tested a lot of robot vacuums in the last few months. In terms of value for money, the RoboRunner 3000 is my top pick. Why? Well, for starters, it's an all-in-one vacuum-mop that cleans itself after every use. When it's done vacuuming up pet hair or mopping up your spilled coffee, it goes back into the wall charger and gets ready for next time. You only need to empty the dirt bucket and refill the water tank about once a month. And it's very simple to program! You just download the RoboRunner app onto your phone, and you can set up regular vacuuming and mopping times. Or press one button to activate it now if you need it. Using sensors, it can navigate around all the common obstacles like chair and table legs, and even pets and kids if they get in the way. It can also go from rugs to floors easily, with "no mop zones" available for carpeted areas to make sure they don't get wet. Now the price is a little higher than the best-selling robot vacuum but I can assure you it's worth it. Especially because it comes with a 3-month money-back guarantee, so you have lots of time to test it out. Of course, I'm happy to show you some of the cheaper models if you'd like, to compare. But I'll be honest, they are cheaper for a reason! So, what do you think? Do you want to see a demo or are you ready to take home the RoboRunner 3000 right now?

### Answer Key:

1. d\*
2. Any 4 of: I have a recommendation/ I'll be honest/ my top pick/ I can assure you/ It comes with a money-back guarantee\*
3. c            4. an app            5. once per month            6. sensors            7. a            8. b
9. varies but should reflect some of the information given by the salesman\*

## Appendix: Transcripts and Answer Keys (CLB 5 Listening)

**Module Topic:** Canadian Customs and Food

**Competency Area:** Interacting with Others

**Criteria:** Understands gist (#1, 9); identifies relationship between speakers (#2); factual details (#3, 4, 5); Identifies idioms (#6, 7); interprets feelings, such as likes/ dislikes (#8)

**Transcript:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Answer Key:**

1. b      2. a      3. c      4. Yes. He said he liked the spicy dishes in Asia
5. fruit and pop. He is very busy.    6. a      7. b      8. a) excited    b) Answers will vary
9. Answers will vary

**Module Topic:** Banking and Financial Services

**Competency Area:** Comprehending Information

**Criteria:** Gets the gist (#1); Identifies details (#2, 3); Identifies facts and opinions\* (#4,5,6 – must get 2/3 ✓); Interprets explanations\* (#7, 8, 9 – must get 4/6 points).

**Transcript:**

<http://www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/04218.html>

Of all the scams in the Little Black Book of Scams, we're pretty sure that Emergency scams wins the "Most Despicable" prize. Often targeting grandparents and playing on their emotions to rob them of money, scammers phone the innocent senior, claiming to be one of their grandchildren... and saying, usually with a high level of emotion, that they are in some kind of serious trouble and need money immediately.

## Appendix: Transcripts and Answer Keys (CLB 5 Listening)

Techniques include saying they've been in a car accident or are stuck in a foreign country. To make the scam even more disturbing and realistic, the grandparent often also receives a call from a fake police officer or lawyer.

All of this is carefully orchestrated by the scammers who are talented actors, and it's all designed to get YOU to make a decision based on emotion, and not logic. Emergency scams are all about stealing money... and when emotions run high, people too often give out their banking information or actually go through the process of wiring money to the scammer.

Always ask if the call makes sense... if the person on the phone really behaves like the relative you know and love. Take the time to call other relatives to verify the story before doing anything.

Protect yourself AND your loved ones from emergency scams.

A message from the Competition Bureau of Canada... and the Little Black Book of Scams.

\*Used with permission

### Answer Key:

1. Emergency scams
2. Grandparents
3. Give out banking information
4. Say they have been in a car accident or are stuck in a foreign country (one answer is enough)\*
5. Emotions\*
6. Opinion. Writer says, "We're pretty sure."\*
7. One pretends to be a grandchild, and one pretends to be a police officer or lawyer\*
8. Possible responses: Grandparents may be easy to scam because they can't hear as well. Grandparents are worried their grandchild is in trouble, so they are too stressed. The scammers pretend to be a lawyer or police officer, so it seems very real. Scammers prey on the grandparents' emotions (fear, anxiety, worry, etc.). Scammers don't give the person time to think.\*
9. Possible responses: Ask yourself if the request makes sense. Call relatives to confirm the situation. Don't give your personal information on the phone. Call the police.\*

## Appendix: Task Cards and Prompts (CLB 5 Speaking)

**Module Topic:** Shopping Online

**Competency Area:** Sharing Information

### ① Advantages of Online Shopping

You think shopping online is a **good** thing.



- Give three (or more) advantages of online shopping. You could also use personal examples of shopping online to support your opinion.
- Respond to questions from your group.
- Agree or disagree with your classmates' opinions and give reasons.
- Ask questions (if needed) to clarify any information.

### ② Disadvantages of Online Shopping

You think shopping online is **NOT** a good thing.



- Give three (or more) disadvantages of online shopping. You could also use personal examples of shopping online to support your opinion.
- Respond to questions from your group.
- Agree or disagree with your classmates' opinions and give reasons.
- Ask questions (if needed) to clarify any information.

## Appendix: Task Cards and Prompts (CLB 5 Speaking)

**Module Topic:** Getting Around Town

**Competency Area:** Giving Instructions

### Locations Card 1

1. Dance Studio
2. Bakery
3. Ice Cream shop

### Locations Card 2

1. Library
2. Cafe
3. Movieland Cinema

### Locations Card 3

1. Bank
2. Convenience Store
3. Post Office

### Locations Card 4

1. Sunny Daycare
2. Westside Park
3. Pizza

## Appendix: Answer Keys (CLB 5 Reading)

### CLB 5 Reading Tasks

**Module Topic:** Caring for the Environment    **Competency Area:** Comprehending Information

**Criteria:** Understands main idea (#1), identifies details (#3, 4, 5), identifies facts and opinions (#2, 8), identifies implied meaning (#6, 10), infers the meaning of unknown phrases/idioms (#7, 9), finds and uses 1 or 2 pieces of information (#11)

**Answer Key:**

1. c   2. b   3. a   4. b   5. a   6. c   7. b   8. a   9. a   10. c  
11. Answers will vary but need to include 1 or 2 details from the text

**Module Topic:** Online Shopping    **Competency Area:** Comprehending Information

**Criteria:** Infers the meaning of unknown words/phrases (#1, 4); Identifies key information (#2); Finds information to make comparisons (#3); Finds and uses 1 or 2 pieces of information (#5)

**Answer Key:**

1. c   2. a   3. b   4. a  
5. Answers will vary, but opinion needs to be based on the features of each blender and the advantages /disadvantages.

**Module Topic:** Dealing with Common Health Problems

**Competency Area:** Comprehending Instructions

**Criteria:** Identifies the main idea (#1); Identifies key words and details (#2, 3, 4, 5); Interprets sequence signals\*(#6, 7); Gets the meaning of words from context (#8, 9, 10); Responds with actions to complete the task\*(#11)

**Answer Key:**

1. c  
2. tube-shaped, small spaces  
3. one of: avoid some foods, exercise more, or change your medication  
4. metal items/jewelry  
5. an allergic reaction  
6. before the test/scan/procedure  
7. 4, 1, 3, 2  
8. a   9. d   10. b  
11. a. In the weeks before the test  
    b. on the morning before the test  
    c. in the weeks before the test  
    d. in the hours after the test  
    e. in the weeks before the test  
    f. on the morning before the test  
    g. in the weeks before the test  
    h. in the hours after the test

## Appendix: Answer Keys (CLB 5 Reading)

**Module Topic:** Interacting with Friends      **Competency Area:** Interacting with Others

**Criteria:** Identifies purpose\* (#1); Identifies register (#2); Identifies the mood and attitude of the writer\* (#3); Identifies specific factual details\* (4, 5, 6, 7 - must get 3/4✓); Identifies implied meanings (8, 9); Identifies some idioms (#10, 11); Finds and uses 1 or 2 pieces of information\* (#12)

**Answer Key:**

1. a\*    2. c    3. b\*    4. Freeze Fest\*    5. with friends\*    6. an ice castle\*
7. minus 10 degrees\*    8. c    9. b    10. b    11. a
12. Answers vary but should include 1 or 2 details from the text to justify the answer\*

**Module Topic:** Getting Around Town      **Competency Area:** Getting Things Done

**Criteria:** Identifies main purpose (#1); Identifies layout and organization of text\* (#2, 3); Identifies key information and specific details\* (#4, 5, 6, 7, 8); Gets the meaning of words in context (9, 10)

**Answer Key:**

1. b    2. b    3. a    4. transportation
5. driving, parking walking and cycling, transit
6. parking tickets
7. route maps and schedules
8. road closures
9. a    10. c

**Module Topic:** Dealing with Classmates and Professors      **Competency Area:** Interacting with Others

**Criteria:** Identifies main idea (1), identifies details (2,3,8, 10), identifies meaning in context (4,5,6,9), identifies mood and attitude (7)

**Answer Key:**

1. b.    2. c    3. b    4. a    5. c    6. a    7. b    8. a    9. b    10. c

**Module Topic:** Dealing with Housing Issues      **Competency Area:** Getting Things Done

**Criteria:** Identifies the purpose\* (#1) Identifies key information\* (# 2, 5 - for #5, 1/2 point each; 4 points total); Uses the layout to identify specific information (#4); Understands the meaning of unknown words/phrases (#3); Finds and uses 1 or 2 pieces of information (#6)

**Answer Key:**

1. a\*    2. c    3. A    4. Development Plan
5. **New Additions:** roof to protect the theatre stage and seating; heated indoor change area with washrooms; splash pad, security fence\*
- Improvements:** performance theatre, ice-skating rink, children's play area, parking area\*
6. Answers vary but must reference 1 or 2 pieces of information from the text

**Module Topic:** Canadian Customs and Food      **Competency Area:** Comprehending Instructions

**Criteria:** Identifies purpose (#1); Identifies key words and details (#2, 3, 4); Understands the sequence of instructions\* (#5, 6); Gets the meaning of unknown words and phrases (#7, 8); Responds with actions to complete the task\* (#9)

**Answer Key:**

1. d    2. crushed tomatoes, tomato paste    3. mozzarella, parmesan, ricotta
4. oregano, salt, pepper, basil    5. when onions and garlic are cooked\*
6. while simmering\*    7. d    8. c    9. 7, 2, 8, 4, 1, 6, 5, 3\*

## Appendix: Transcript, Task Prompts and Answer Keys (CLB 5 Writing)

### CLB 5 Writing Tasks

**Module Topic:** Dealing with Common Health Problems    **Competency Area:** Reproducing Information

#### Transcript (Nurse)

Hi. My name is Judy Lynd and I'm calling from Dr. Langley's office in Sunnyside Hospital. I'm calling to let you know that your MRI is scheduled for this Friday, August 8<sup>th</sup> at 10:45 am in room 408 of the C wing at the hospital. Once you're in the building, take the elevators up to the 4<sup>th</sup> floor to the imaging department and check in with the receptionist.

Try to be here at least an hour before your appointment (so that's at 9:45) because you'll have to fill in a questionnaire about your medical history and sign a consent form. Make sure you bring your health card and a hospital card if you have one.

And remember, before you come, don't eat or drink anything for 4 hours before the MRI. So that means no food or drink after 6:45 on the morning of the procedure. And don't wear any jewellery like earrings or necklaces or a watch.

#### Answer Key

Important details include:

- Date/time
- Location: Rm 408, C wing, 4<sup>th</sup> floor
- Instructions:
  - Check with receptionist on the 4<sup>th</sup> floor
  - Come an hour early
  - Bring health and hospital cards
  - Don't eat/drink anything for 4 hours before the MRI
  - Don't wear jewellery

**Module Topic:** Writing Points about Environmentally-friendly Workplaces

**Competency Area:** Reproducing Information

### Environmentally-friendly Workplaces

An environmentally-friendly workplace isn't just good for the planet; it's also good for business. Eco-friendly practices like turning off lights and computers at night and reducing the amount of paper that is used for copying can help companies lower their costs. Adding more plants to work spaces can boost oxygen levels and remove harmful pollutants in the air. There are a number of other cost-effective things companies can do to create a healthier and more sustainable workplace for all.

Consider the office heating and cooling systems. If employees are having to put on extra sweaters in the office in the summertime, it probably means the air conditioner is turned up too high. Likewise in the winter; if people are wearing light clothing and taking off sweaters, it could be that their workspaces are too hot. Turning the temperature up or down a few degrees will lower the company's costs while reducing its carbon footprint.

## Appendix: Transcript, Task Prompts and Answer Keys (CLB 5 Writing)

Next look at lighting. Having good lighting is essential for productivity and workplace safety. However, the electricity used for lighting can be a significant business expense. Using compact fluorescent light bulbs and LED lights will noticeably decrease the company's energy consumption and also help to lower costs in the long run.

Setting up an office recycling program if you don't already have one, is another excellent way for companies to become more eco-friendly. Ensure that shared work spaces, such as lunchrooms and other common areas, have recycling bins. Remind staff to bring reusable bottles for water and juice to limit the number of items that go into the recycling bins.

Also encourage staff to use alternative modes of transportation to get to work if they can. Promote the health benefits of cycling or walking to work and the environmental benefits of taking public transit instead of using their cars. Consider whether some employees can work from home at least some of the time.

Small changes such as these can go a long way to creating a more environmentally-friendly workplace and helping to save our planet.