

Literacy 2L/3L





COMPLETE MODULE PACKAGE



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada

Thank you to all of our volunteer voice actors and photography subjects.

We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

Click <u>here</u> or scan the QR code to fill out the survey.







#### Development Team:

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#### **Assessment Tasks**

Listening: Following Email (CLB 2 & CLB 3)

Speaking: Giving Email Instructions (CLB 2 & CLB 3)

Reading: Reading an Email from a Teacher (CLB 2L & CLB 3L)

Writing: Replying to an Email (CLB 2L & CLB 3L)

# **Answer Key**

# **Printable Version of the Reading Assessment Task**

\*(to only be used if internet access or digital devices are not available)

- Use the skill-building activities as a way to help your learners build the skills necessary to attempt assessment tasks. You may not need every activity or may need to supplement to give learners more practice in certain skills. Use the activities you need and change them to fit your learners if necessary.
- You may need to use further modelling, translation, or extra help to teach concepts, vocabulary, and instructions.
- Worksheets and activities move from listening and speaking to reading and writing.
   Recycle the vocabulary and oral language and provide many opportunities for oral practice.
- Read instructions for each worksheet or activity either as a class, in pairs or groups or have a volunteer attempt to read for the class. Concept check instructions, provide examples, and explain tasks as needed. Instructions for learners are in a grey box labelled "Instructions" on each page.
- The blue speech bubble and picture of an instructor at the top of a page indicate that an instructor should read and explain this information to learners, elaborating, translating, and confirming as needed.



The green bubble with a picture of a student contains important information for learners. Instructors should make sure learners fully understand the given information and provide further explanation as needed.

- Complete the formal assessment in a given skill (ex. Listening) a day or two after the final skill-using task in that same skill.
- Model the use of the digital activities for learners and show them how to use their phones to scan QR codes, and how to navigate the activities. This provides practice in using digital devices and building digital literacy skills. Encourage them to practice repeatedly with these activities on the smartphones or digital devices, especially the <a href="Email Simulator">Email Simulator</a> activity. Most newer phones require only a camera app, though on some older phones the camera app will not work. In this case, you can use <a href="Google Lens">Google Lens</a>, which is accessible from the Google search bar in <a href="Google Chrome">Google Chrome</a> by clicking the <a href="Eicon">Eicon</a>.

- There are two (2) separate PDF files available on the <u>CLB 2L/3L Using Email Module</u> <u>Page:</u>
  - 1) **Complete Module Package**: This includes all information for instructors, learner worksheets and activities, assessment tasks and answers, and answer keys. Do not share this PDF with learners in any format under any circumstances.
  - 2) **Student Resource**: This includes only the worksheets for learners, with no assessment tasks or answer keys. This can be shared with learners via Avenue, email, etc.
- See the **Answer Key** for answers to worksheets and activities. Clicking the link (Instructors: click here for answers) on any given page will take you directly to the answer key for that page. Click the activity name or page numbers in the answer key to go back to the worksheet.
- Clicking the symbol in the bottom-left corner of a page will bring you back to the **Table of Contents**.
- This module can be printed in both colour and black & white, though colour copying is recommended for literacy learners if possible.
- Underlined text in the PDF indicates a clickable link.

- There are many other activities that can be done with learners to practice language and develop skills. Oral language development is absolutely vital before reading, writing and spelling activities. It is important to help the leaners understand the meaning of new words in their first few interactions. Use the flashcards and images throughout the module to discuss the meaning of key vocabulary. Some flashcard activities are:
  - a) In pairs, learners ask each other "**Show me** (insert picture flashcard vocabulary here)". They take turns asking and showing the flashcards. Alternatively, do **What's this?**, where learners hold up a flashcard and ask their partner "What's this?", and the partner will try and produce the word or phrase the flashcard represents.
  - b) Play **Concentration** (memory game) with image flashcards and word cards.
  - c) Play **Kim's Game**. Display all the vocabulary flashcards, ask the learners to look away or close their eyes and then remove one image. The learners then call out the one that is missing. They can also do this in pairs once they understand the activity.
  - d) Play **Charades** with unit vocabulary.
- When introducing the written word for new vocabulary and reading activities, practice phonological awareness and phonics skills. Ask learners "What is the first letter / first sound / last sound? and "How many letters / sounds / syllables etc., and highlight other spelling patterns (-ph, -th, -ight, -ble, etc.) Put your hand under your chin or clap to count syllables in vocabulary words.
- Appeal to all types of learners by interacting with new material in several different ways. Extension activities can include:
  - a) have learners create word flashcards for new and difficult vocabulary
  - b) dictation activities to practice listening and spelling
  - c) have learners draw the eye and label its parts
  - d) do jazz chants with speaking phrases and vocabulary

### **THEME: Communication**

# **MODULE: Using Email**

	Listening CLB Level: 2/3	Speaking CLB Level: 2/3	Reading CLB Level: 2L/3L	Writing CLB Level: 2L/3L	
Real-World Task Goal(s)	Following instructions for accessing email	Giving a classmate instructions for using email  Reading a short email from a classmate or teacher  Replying to email from a classmate or teacher			
Context / Background Information	Many EAL adult learners rely on email to communicate with schools, employers, and community organizations. Since they are often required to access email on shared devices, this module will help them practice safe sign-in and sign-out procedures, understand the importance of password privacy, and respond appropriately to simple email messages from people they know, such as teachers and friends. The module also builds foundational digital skills, such as typing, entering email addresses and passwords (including attention to case-sensitivity), recognizing proper email and password formats, and typing special characters. Learners will also gain basic familiarity with digital devices and components such as the keyboard, mouse, and trackpad, and will explore why replying to messages is an important part of digital communication.				
CLB Competency Area(s) and Statements	Listening CLB 2  II: Comprehending Instructions  • Understand short, simple. common instructions, commands, requests and directions related to immediate personal needs. [Instructions / commands are simple imperative sentences.]  Listening CLB 3  II: Comprehending Instructions  • Understand instructions and directions related to familiar, everyday situations of immediate personal relevance. [Instructions are about 2 to 4 steps.]  Speaking CLB 2  II: Giving Instructions  • Give short, simple, common routine instructions to a familiar person. [Instructions are short phrases or imperative sentences.]				
	<ul> <li>Speaking CLB 3</li> <li>II: Giving Instructions</li> <li>Give simple, common, routine instructions and directions to a familiar personal p</li></ul>				

### **THEME: Communication MODULE: Using Email** Reading CLB 2L I: Interacting With Others • Understand short greetings and other goodwill messages. [Texts are up to a few short, simple sentences and related to routine social interactions.1 Reading CLB 3L I: Interacting With Others • Understand short, personal social messages (such as invitations, thanks, apologies, quick updates and arrangments) within predictable contexts of daily experience. **CLB Competency** Area(s) and Writing CLB 2L **Statements** I: Interacting with Others • Convey an expanding range of goodwill messages (such as thanks, apologies, congratulations, get well wishes, goodbyes, and sympathy) by means of standard cards or guided notes. [Messages are a few words or short phrases, addressed to a familiar person and related to persoanlly relevant situations.] Writing CLB 3L I: Interacting with Others • Convey short, personal and informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies). [Messages are a few short sentences addressed to a familiar person and related to personally relevant situations.] **Computer Actions:** click, double click, enter, find, type, press, scroll up, scroll down, hold, sign in, sign out, **General Theme Vocabulary:** email, message, Google Chrome, Language Vocabulary Microsoft Edge, Safari, icon, bar, button, password, Firefox, **Focus** instructions, symbol, character, confirmation, repetition, next, search, goodwill, greeting, interview, potluck, online, **Imperatives:** ex. "click next", "scroll up", "scroll down", "enter your email address", "enter your password", "sign out", etc. **Grammar and Language Focus** Sentence Future Sentences with "will": **Pattern** I + will + action phrase ex. I will bring potatoes and rice.

#### **THEME: Communication**

THEME: Communi	cation		MODULE:	Using Email	
Language and Learning strategies	Listening  Requests for repetition and clarification  Speaking  Ensures understanding, such as confirming information  Reading  Beginning recognition of gist of an email  Writing  Beginning recognition of politeness conventions in written correspondence  Use of punctuation conventions for simple sentences  Basic email writing conventions (such as greetings, goodwill phrases, and closing)				
Digital Literacy Skills	Using a Mouse/Trackpad and Keyboard  • Common actions such as clicking, double clicking, enter, typing, sign in / out, etc.  • Common computer and digital device terminology such as dekstop, laptop, tablet, smartphone, mouse, keyboard, trackpad, search bar, browser, Google Chrome icon, sign in, etc.  • Typing special characters such as @, #, !, ., _, -, etc., and their use in web addresses, email addresses, and passwords  Using Webpages, Basic Email Clients, and Digital Citizenship  • Navigating a basic webpage and email client, including an email inbox  • Understanding web address, email address, and password conventions, such as case sensitivity  • Keeping passwords private and recognizing when and how to sign out of accounts				
Literacy Skills	• Understands simple punctuation, including capital letters, periods, question marks, and exclamation marks. • Recognizes diagraphs as a single sound in the initial or final position while reading familiar words (th). • Skims and scans to identify the purpose of the text. • Begins to recognize parts of sentences that indicate when and where. • Uses guidelines to copy or fill information on short messages or emails. • Applies some basic page formatting conventions to guide writing. • Uses correct word order in a variety of simple sentences. • Writes personally relevant sentences expressing preference, ability, intention, or possibility.				
Assessment Tasks	Following instructions to access email (from a teacher)	Giving email instructions to a classmate	Reading a short email from a teacher or classmate	Replying to a short email from a teacher or classmate	

- 1. These are all of the digital activities for this module.
- 2. Use your smartphone to scan the QR code. This will open the activity.
- 3. If you are using a computer, you can click each picture to open an activity.



Story:
Amir's Email Problem





Typing Special Characters





Typing Email Addresses and Passwords





**Email Simulator** 



- 1. Read the story **Amir's Email Problem** as a class.
- 2. Click here or scan the QR code to see the digital story.
- 3. After you read the story together, talk about the questions below as a class.

(Instructors: click here for answers)





- What is Amir's problem?
- Who does Amir ask for help?
- 3 How does Amir learn to use email?
- Why is Amir happy?

- 1. Look at the reasons for using email below.
- 2. Put a checkmark  $\sqrt{\phantom{a}}$  in the boxes beside the reasons you want to use email.
- 3. Then talk with a classmate. Here is an example:

Classmate 1: "Why do you want to use email?"

Classmate 2: "to talk to my son's teacher, to apply for jobs,..."



to apply for a job



to understand information about my child's school



to understand appointment dates, times, and addresses



to write to family and friends

- 1. Please write your name.
- 2. Now look at the goals. Read goal 1, goal 2, goal 3, and goal 4.
- 3. If you like the goal, put a checkmark  $\checkmark$ .
- 4. Now, talk to your partner. For example: "I like goal 1 and goal 3."

Name:	Date:	

# I need English to...

1. follow email instructions	
2. give instructions for using email	
3. read a short email from a classmate or teacher	
4. reply to an email from a classmate or teacher	



You can check your email on:

- a desktop computer
- a laptop
- a smartphone
- a tablet

These are all **digital devices**.

A digital device is something you use to go on the internet.

- 1. Look at the 4 pictures of computers and phones.
- 2. Talk to your partner. What have you used? A phone? A laptop? A tablet?



Desktop Computer



Laptop Computer



**Tablet** 



**Smartphone** 



We use a mouse or trackpad to move the pointer on the screen. It helps us click, open, and close things on the computer. Look at the pictures below. Read the words under each one. On the next page, you will see a picture of a mouse and a trackpad. Use it to practice these actions (if you don't have a real mouse or trackpad). Your teacher will show you how to do these actions.

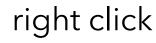








left click











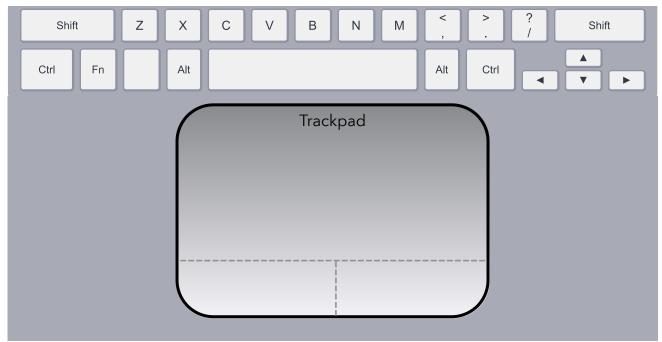
double click

scroll down





scroll up



#### For instructors:

Some actions can be different when using a trackpad. Read and practice the actions described below. Provide additional explanation if needed. Some actions can be different from one device to another (Windows/Mac).

- Slide your finger across the pad to move the pointer.
- Tap or press the pad to **click**.
- Slide two fingers up/down to **scroll**.
- Two-finger tap or click for **double** click.



- 1. Listen to your teacher say the actions.
- 2. Write the number in the box for the action you hear.
- 3. Check your answers with a partner.
- 4. Review the answers as a class.
- 5. Use the word box to write the name of each action in the blank space on the right. (Instructors: click <u>here</u> for answers)

double click	scroll up	scroll down	left click	right click
2				



You can use a **keyboard** to type words and numbers on the computer.

A keyboard helps you write emails and names, and enter passwords.

#### Instructions

- 1. Your teacher will read the instructions below.
- 2. Outline the keys in the colours you hear. (The keys are on the next page.)
- 3. As a class practice saying the name of all the keys you will colour.
- 4. Look at the example before you start.

# **Example: Find the two Shift Keys. Outline them in black.**

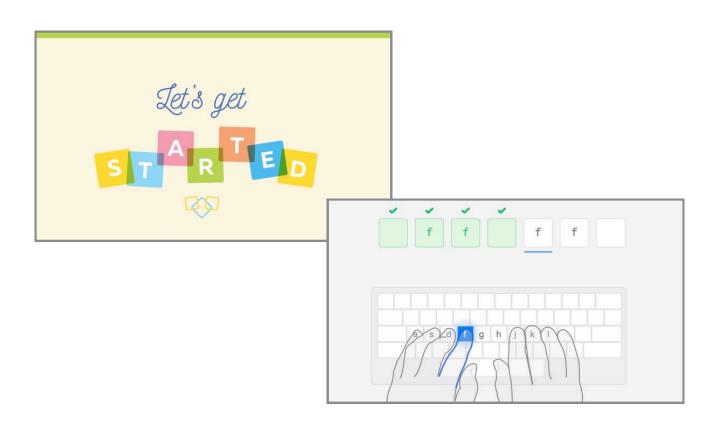
- 1. Find the **Enter** key. Outline it in blue.
- 2. Find the @ key. Outline it in pink.
- 3. Find the **Backspace** key. Outline it in red.
- 4. Find the **Underscore** \_ (**Dash** -) key. Outline it in orange.
- 5. Find the **Dot (period)** key. Outline it in yellow.
- 6. Find the **Ampersand &** key. Outline it in purple.
- 7. Find the **Question Mark?** key. Outline it in green.
- 8. Find the **Exclamation point!** key. Outline it in brown.
- 9. Find the **Number Sign (Hash) #** key. Outline it in gray.



- 1. Click <u>here</u> or scan the QR code to access an online tool called **Typing Club.**
- 2. Watch the intro video as a class.
- 3. Talk with your partner about the questions below.
- 4. Practice with **Typing Club** every day to improve your typing skills.

(Instructors: click <a href="here">here</a> for answers)





- What does typing mean?
- **2** Do you know how to type on a computer?



A **web browser** is an app on your computer or phone. You use it to open the internet.

You use a web browser to go to websites like Google, YouTube, or your email.

#### Instructions

- 1. Look at the four (4) web browsers below.
- 2. Look on your phone or computer.
- 3. Circle the web browser you see.
- 4. Tell your partner.

Example: "My phone has Safari." / "My computer has Edge."



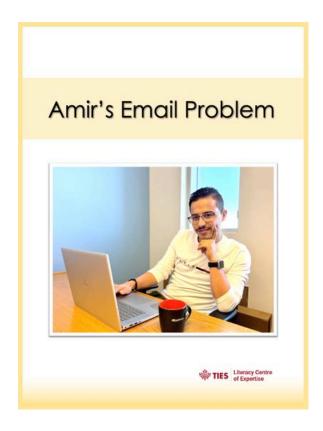




Edge



- 1. Your teacher will give you a printed copy of the story **Amir's Email Problem**.
- 2. Read the story with a partner. Help each other with new words.
- 3. You can ask your teacher if you need help.
- 4. When you finish reading, talk with your partner about the questions below. (Instructors: click here for answers)



- What is Amir's problem?
- 2 What does he forget sometimes?

- 1. Look at the pictures below.
- 2. Talk about questions 1-3 with your partner.
- 3. Then talk about the answers as a class.









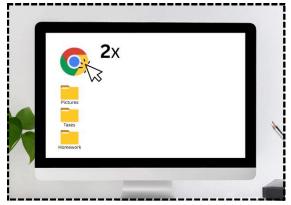
- What do you see in these pictures?
- Do you need help using a computer?
- What is difficult about using email?

- 1. Look at the picture below.
- 2. Discuss the questions with your partner. (Instructors: click here for answers)



- What do you see in the picture above?
- What does "instructions" mean?
- Do you understand the instructions in the picture?









double **click** Google Chrome

**type** "free-mail.ca"

**click** the search button

**click** on the search bar







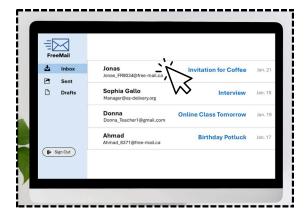


**enter** your password

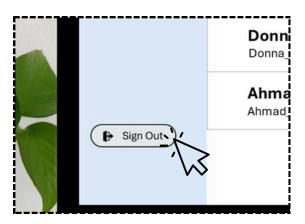
**enter** your email address

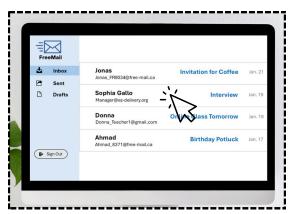
click next

click next









click sign out

click the interview email

click the first email

click the last email

27

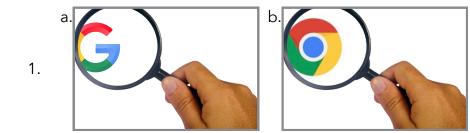
- 1. Listen to your teacher give the email directions.
- 2. Circle the picture(s) that matches what you hear.
- 3. Show your answer to your partner.

Say: "I chose picture 2."

Ask: "What did you choose?"

4. Check your answers together as a class.

(Instructors: click <a href="here">here</a> for answers)





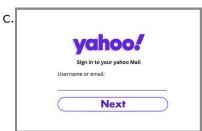






3. Google





























29

# **Email Address and Password: Special Characters**

Digital Literacy Skill-Building



- It is important to type your email address and password without spelling or typing mistakes. If you make a mistake, the email address or password will not work.
- You will always use an at symbol (@) and a period (.) for email addresses. Sometimes you will use an underscore (\_) or a dash (-).
- You will use some special characters (ex. #, \$, @, !, &, \_, etc.) for passwords. If your password has a capital letter, you must type the capital letter. If it has a lowercase letter, you must type the lowercase letter.

- 1. Look at the first two rows of the table. Read the command and look at the symbol.
- 2. **HOLD** the Shift key and **PRESS** the symbol key at the same time.
- 3. Go to the next page. Read the command. Draw the symbol in the right column.
- 4. Check your answers with a partner. Then check as a class.

	Command		Symbol name
☆ Shift  HOLD	+	2 - Ymn PRESS	at
ப் Shift HOLD	+	7-Yhm PRESS	& ampersand

Сог	mmand		Symbol name
<b>公</b> Shift	+	! 1	exclamation point
☆ Shift	+		underscore
	+	# 3	hash / number sign
☆ Shift	+	\$ 4	dollar sign
<b>公</b> Shift	+	?	question mark
<b>公</b> Shift	+	* 8	asterisk / star
	+	<b>%</b> 5	percentage

- 1. Click <u>here</u> to open the activity **Typing Special Characters.**You can also scan scan the QR code with your smartphone.
- 2. Your teacher will show you how to do the activity.
- 3. Practice typing special characters (@, !, #, etc.).





# **Problems Typing an Email Address and Password**

Digital Literacy Skill-Building



- You need to write your email address to check your email.
  jclarke@gmail.com and amirg1335@free-mail.ca are
  examples of email addresses. An email address can be
  typed in capital letters or lowercase letters.
- A password is like a key to enter into your email. Make sure to use capital letters, lowercase letters, a special character (also called a symbol) and numbers.
- A good password must be between 8 to 12 characters.

- 1. The people below are trying to sign in to their email.
- 2. Look at each example. What is wrong? Circle the mistake.
- 3. Compare your answers with your partner. Talk about the mistake.
- 4. Say: "The password is wrong." / "It needs a capital letter." / "It's missing the @." (Instructors: click here for answers)









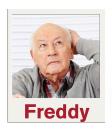






chen-wei@gmail.com MyDog\$2025!



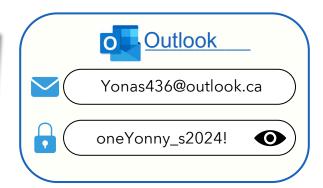


freddyvs@yahoo.com Calgary-202e#





1Yonny\_52024! Yonas436@outlook.com



- 1. Click <u>here</u> to open the activity **Typing Email Addresses** and **Passwords.**
- 2. You can also scan the QR code with your smartphone.
- 3. Your teacher will show you how to do the activity.
- 4. Practice typing email addresses and passwords.





- 1. On a desktop computer, open the **Email Simulator** <u>here</u>.
- 2. Your teacher will show you Part 1: Find a Website.
- 3. Do Part 1: Find a Website.
  - Double click on **Google Chrome**.
  - Type **free-mail.ca** in the **Search Bar**.
  - Click **Search** or press **ENTER**.
- 4. Stop after Part 1. Do not do Part 2 or 3.
- 5. If you are using a smartphone, scan the QR code to begin.









Digital Literacy Skill-Building



- After you find the website, **sign in**.
- Type your **email address**. Then type your **password**.
- **Email addresses:** you can use capital letters or lowercase letters.
- **Passwords:** you must type it exactly with the right capital letters and lowercase letters.

- 1. Open the **Email Simulator** here.
- 2. Your teacher will show you Part 2: Sign In to Email.
- 3. Use Amir's email and password to sign in (see card below).
- 4. Type them exactly as you see in the card below.
- 5. Stop after Part 2. Do not do Part 3.







### **Email Simulator Part 3: Read Emails and Sign Out**

Digital Literacy Skill-Building



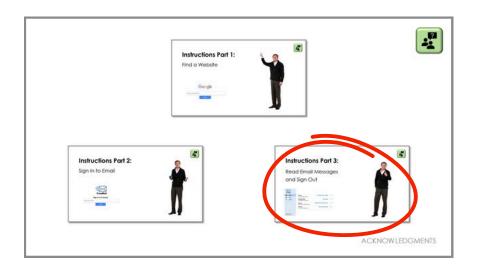
• After you sign in, you can read your emails.

### **How to Read Emails:**

- Click on one of the emails to open it.
- Click **Inbox** to see all of your emails.
- When you are finished, click Sign Out.
- You must sign out so other people can't read your emails.

- 1. Open the **Email Simulator** here.
- 2. Your teacher will show you **Part 3: Read Emails and Sign Out.**
- 3. Click on the emails to read them.
- 4. Click **Inbox** to see all of the emails.
- 5. When you are finished, click **Sign Out**, then **Yes.**







Sometimes we are not sure we understand something. We can ask for **confirmation**. Practice saying the phrases with your partner.





- 1. Cut out the cards on the next page.
- 2. Work with a partner.
- 3. One partner reads the instructions on the bottom of this page.
- 4. The other partner asks for confirmation before doing the action. They can use the phrases on the cards to ask for confirmation.
- 5. Then switch roles. Do the activity again.



1. Find Google Chrome.	5. Enter your email address.
2. Click on the search bar.	6. Click next.
3. Type "free-mail.ca".	7. Enter your password.
4. Click search.	8. Click Next.

Here?
This one?
(Did you say)?

### **Skill-Using Task**

### **Following Email Instructions**

2 - Comprehending Instructions



Name:	Date:
My partner's name is:	

### **Instructions**

- 1. Sit at the computer with your partner.
- 2. Open the **Email Simulator**.
- 3. If you are using a phone, scan the code.
- 4. Write your name, your partner's name, and today's date at the top.
- 5. Your partner reads the instructions. You listen and do the actions.
- 6. If you do it right, your partner puts a checkmark (√) in the box.
- 7. Then switch. Now you read. Your partner follows the instructions. You will put checkmarks on your partner's sheet.

Instructions	<b>√</b>
Double click on Google Chrome.	
Click on the Search Bar.	

42

## **Skill-Using Task**

## Following Email Instructions

2 - Comprehending Instructions



Instructions		
3. (Please) type "free-mail.ca".	free-mail.ca	
4. Click the search button.	Search	
5. Enter your email address.	amirg1335@free-mail.ca	
6. Click next.	Next	
7. (Please) enter your password.	******	
8. Click next.	Next	
	Total:	/8

- 1. Read the information about Amir.
- 2. Look at the pictures. Read the questions below.
- 3. Answer the questions with your classmates. (Instructors: Click <u>here</u> for answers)



- This is Amir. He needs to check his email, but he doesn't know how.
- He asks his partner, Alon, for help.
- Alon tells Amir how to open his email.
- He gives Amir clear instructions.





- Are Alon's instructions good? Why or why not?
- Why is it important to give clear instructions?
- Is it a good idea to give many instructions at the same time?

- 1. Look at the instructions to open an email. Listen to your teacher read them.
- 2. Practice saying the instructions with your partner.
- 3. Answer the question below.

(Instructors: Click <a href="here">here</a> for answers)

Enter your email address, please.

Click on the search bar.

Enter your password.

Find
Google Chrome.

Click next.

? What is the same about the phrases above? (Check all that apply)

They tell a person what to do.

They don't have a subject (I, you, he, she, etc.)

They start with an action word (verb).

They are in present tense.



- **Imperatives** tell someone what to do.
- We use them to give instructions.
- They do not have a subject (I, you, they, etc.).
- An imperative has 2 parts:
  - 1. **action word** (verb) and 2. **what** (noun).

Example: Click the blue button. (Action word) + (what)

• Sometimes imperatives can start with another word:

Ex. double click

#### Instructions

- 1. Complete the instructions using the correct verb (action word) from the box.
- 2. The first one is done for you.
- 3. Remember: Start your sentence with a capital letter.

(Instructors: Click <u>here</u> for answers)

C	click	enter	click	enter	press	<del>double click</del>	type	click

1.	<u>Double</u>	<u>click</u>	Googl	le C	hrome.
----	---------------	--------------	-------	------	--------

2. \_\_\_\_\_ on the search bar.

3. \_\_\_\_\_\_"free-mail.ca".

4. \_\_\_\_\_ Enter.

5. \_\_\_\_\_ your email address.

6. \_\_\_\_\_ Next.

7. \_\_\_\_\_ your password.

8. \_\_\_\_\_ Next.

- 1. Read the **action words** at the top and the **what** phrases at the bottom.
- 2. Look at the pictures on the next three pages (pages 48 to 50).
- 3. Complete the instructions that match the pictures using one **action word** and one **what** phrase.
- 4. Check your answers with a partner.
- 5. Glue the sentences in the boxes. (Instructors: click <u>here</u> to see the answers)

$\mathbb{Q}$	
6	
٦	

### **Action Words**

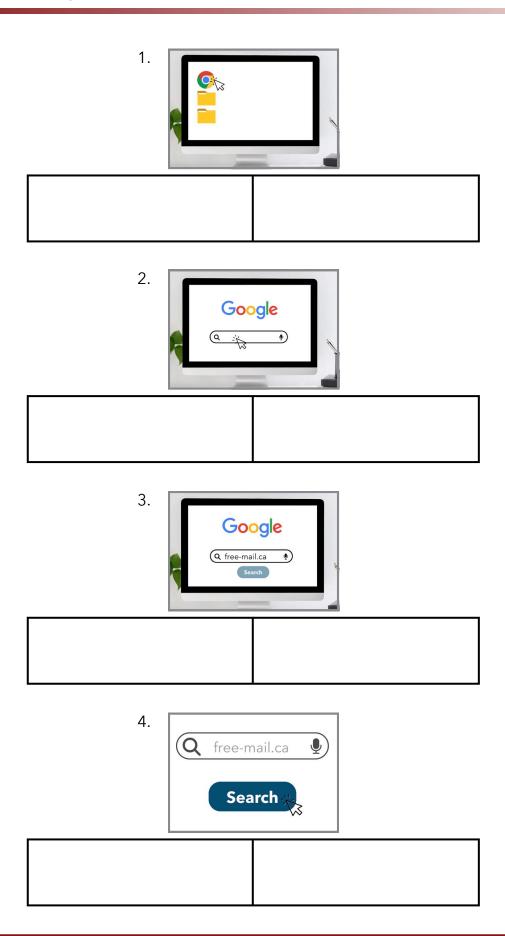
Click	Click	Click
Double <b>Click</b>	Click	Туре
Click	Enter	Click
Enter	Click	Click

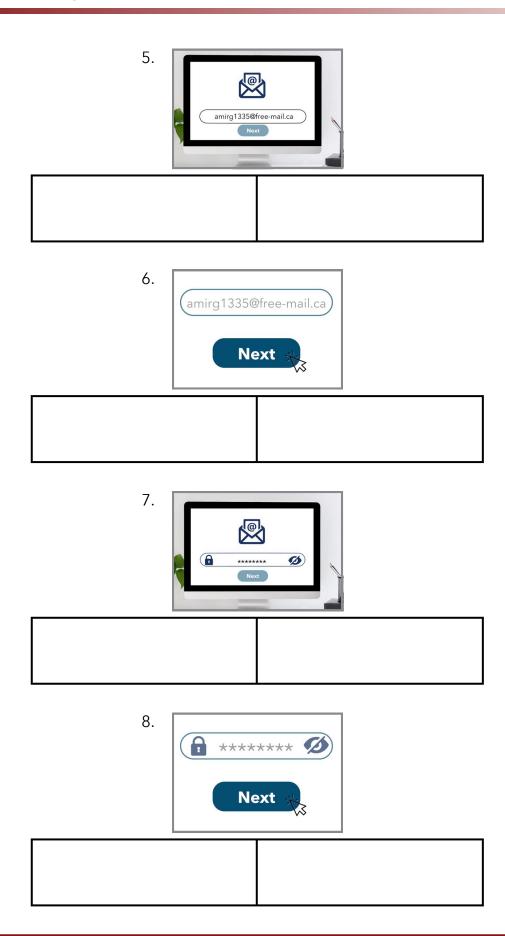
### What

on Google Chrome.	the last email.	"free-mail.ca".
the interview email.	on the search bar.	your email address.
the first email.	your password.	next.
next.	sign-out.	the search button.

## **Giving Email Instructions Part 1: Find a Website**

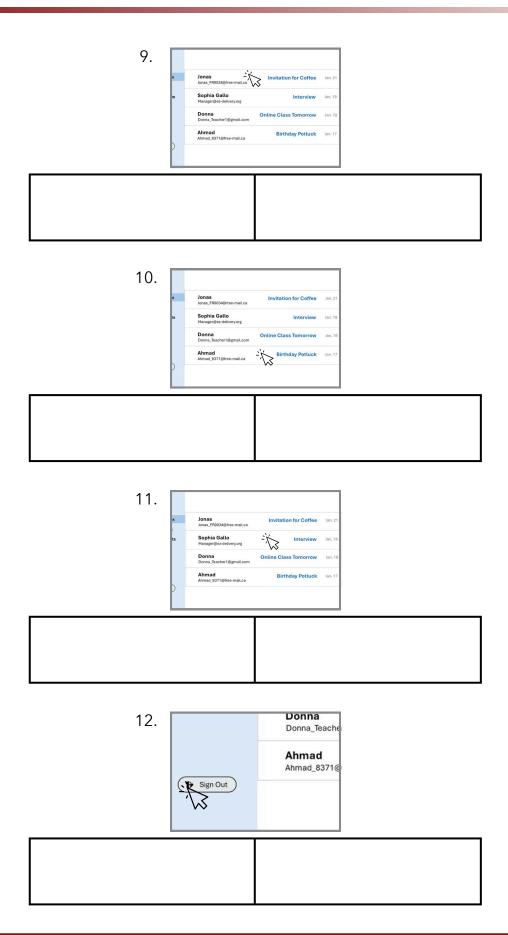
Speaking Skill-Building





## **Giving Email Instructions Part 3: Read Email and Sign Out**

Speaking Skill-Building





**Confirming information** means checking to be sure the listener understands the instructions.

Do this when you give instructions to confirm or answer the listener's question.





- 1. Read the following dialogue with a partner.
- 2. Underline the phrases **Student 1** uses to **confirm information**. (The first one is done for you.)
- 3. Practice reading the dialogue with your partner.
- 4. Switch roles and do it again.
  (Instructors: Click <u>here</u> for answers)



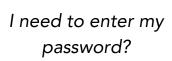
Enter your email address.



My email address here?



<u>Yes, that's right.</u> Now, click next.







No, click next first.



Okay, I understand.



Good, now enter your password.



My password here?



Yes, there.



Okay. Thank you.

### **Skill-Using Task**

### **Giving Email Instructions**

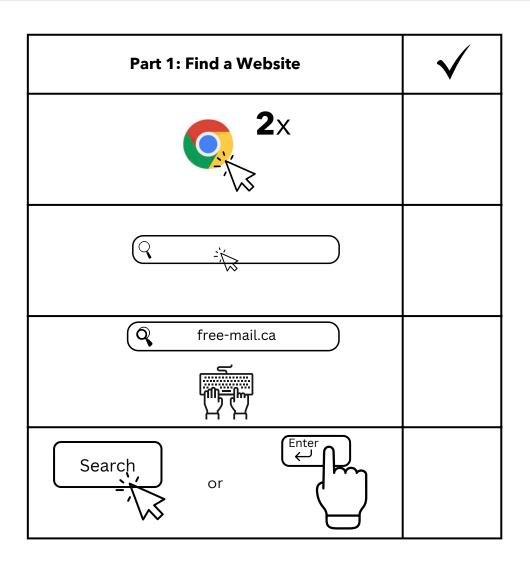
2 - Comprehending Instructions



	_	
VI a ma a .	Data	
Name:	Date:	

### **Instructions**

- 1. Sit with your partner in front of a computer. Open the <a href="Email Simulator">Email Simulator</a> or Scan the QR code if using a smartphone.
- 2. Look at the pictures below. Give your partner the instructions to find a website (part 1) and then to sign in to email (part 2)
- 3. Put a  $\checkmark$  on the column on the right if your partner followed your instruction.
- 4. Check **Yes** or **No** on the next page (p. 54) if you confirmed or were asked to confirm information. Then, switch roles



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## **Skill-Using Task**

## **Giving Email Instructions**

2 - Comprehending Instructions



Part 2: Sign In to Email	$\checkmark$
amirg1335@freemail.ca	
Next	
******	
Next	

My partner asked for confirmation:	Yes No
I confirmed information:	☐ Yes ☐ No

- 1. Instructors: go to the **Email Simulator** here and find the email from Ahmad.
- 2. As a class, talk about the questions on the bottom of the page.

(Instructors: click here for answers)





- What is this email about?
- Who is this email from? Where is their name in the email?
- What can Amir bring?



A very important part of an email is the **sender**. You need to know who sent the email, so you know who is talking to you. The sender is the person who writes the email.

You can usually find the sender's name in two places:

- 1. At the **top** of the email beside the email address
- 2. At the **bottom** of the email (in the signature)

### Instructions

- 1. Open the **Email Simulator** <u>here</u>. Sign in with Amir's email address and password.
- 2. Look at **Email #1: Birthday Potluck**. Find Ahmad's name at the top and bottom of the email. Ahmad wrote the email. He is the sender.
- 3. See the answer circled below.



## Email #1: Birthday Potluck

### Who sent the email?



- b) Donna
- c) Sophia

### **Reading for Details: Who Sent the Email?**

Reading Skill-Building

### **Instructions**

- 1. Look at Email #2: Online Class Tomorrow.
- 2. Find the sender's name. Then go to the question below and circle the correct name.
- 3. Then look at Email #3: Interview.
- 4. Find the sender's name. Then go to the last question and circle the correct name.

(Instructors: click here for answers)

## Email #2: Online Class Tomorrow

### Who sent the email?

- a) Ahmad
- b) Donna
- c) Sophia

## Email #3: Interview

### Who sent the email?

- a) Ahmad
- b) Donna
- c) Sophia



**Reading for gist** is reading to understand the basic idea, or what the text is mostly about.

#### Instructions

- 1. Sign in to the **Email Simulator** <u>here</u>. Find the email from **Ahmad**.
- 2. Read the email. Then read the question below.
- 3. Circle the correct answer. (Instructors: click <u>here</u> for answers)



# Email #1: Birthday Potluck

## This email is mostly about:

- a) a potluck party
- b) Ahmad's birthday
- c) Ahmad's house



- 1. Sign in to the **Email Simulator** here.
- 2. Find the emails from **Donna** (#2) and **Sophia** (#3).
- . 3. Read the emails. Then read the questions below.
- 4. Circle the correct answer for each question. (Instructors: click here for answers)



# Email #2: Online Class Tomorrow

### This email is mostly about:

- a) class is cancelled tomorrow
- b) class is early tomorrow
- c) class is online tomorrow



## Email #3: Interview

### This email is mostly about:

- a) getting a job
- b) choosing a time for an interview
- c) stopping a meeting





**Goodwill phrases** are kind and polite words that we say or write to be friendly, show respect, or make someone feel good. Some examples are:

- How are you?
- Nice to see you!

- 1. Read the list of goodwill phrases below.
- 2. Ask your partner what each phrase means.
- 3. Then sign in to the **Email Simulator** <u>here</u>.
- 4. Read the emails from Ahmad, Donna, and Sophia.
- 5. Find a goodwill phrase in each email. Write the phrases on the next page. (Instructors: click <u>here</u> for answers)





Email #1: Birthday Potluck				
Goodwill Phrase: I hope to see you there.				
Email #2: Donna's Class				
Goodwill Phrase:				
Email #3: Interview				
Goodwill Phrase #1:				
Goodwill Phrase #2:				



Messages give information. Some messages tell us about when and where.

- When → the time, the date, or both
   (Example: Monday at 3:00 PM)
- Where → the place

(Example: at school, in the library)

- 1. Sign in to the **Email Simulator** here.
- 2. Read the emails from Ahmad, Donna, and Sophia again.
- 3. Find the time (when) and the place (where) in each email. Some emails have more than one time or place.
- 4. Fill in the table with the time and place from each email. (See below and the next page.)
- 5. Look at the example below for "when" in Ahmad's email. (Instructors: click <u>here</u> for answers)



Email #1: Ahmad's Party		
When?	Where?	
Saturday, 6:00 pm		

Email #2: Donna's Class		
When?	Where?	

Email #3: Interview		
When?	Where?	

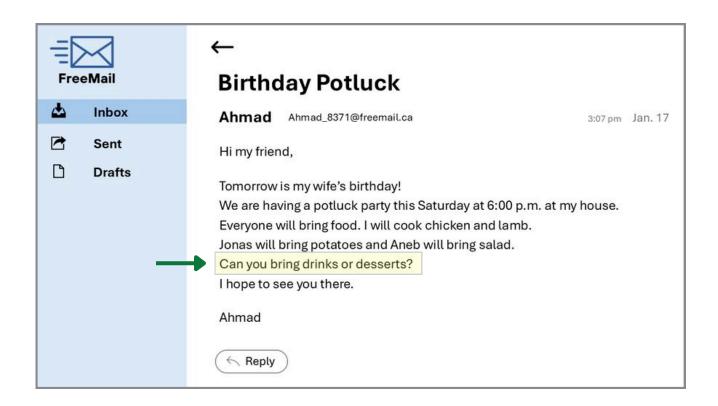


Sometimes, people ask us for information in messages. They may also ask us to do something.

We need to understand what they are asking.

Then, we can give the right answer or do the right thing.

Look at the example below from Ahmad's email.



## What does Ahmad ask Amir to bring to the party?

- a) Any food.
- b) Chicken and lamb.
- c) Drinks or desserts.

- 1. Sign in to the **Email Simulator** here.
- 2. Read the emails from **Donna** and **Sophia** again.
- 3. Look for what Donna and Sophia want Amir to do
- 4. Read each question below. Circle the correct answer. (Instructors: click <u>here</u> for answers)



### Email #2: Donna's Class

### What does Amir need to do for class?

- a) Check his email for the class link.
- b) Go to the school early.
- c) Take a microphone to school.

## Email #3: Interview

### What information does Sophia need from Amir?

- a) His name and email address.
- b) When he can do an interview.
- c) Where the office is.



English has two /th/ sounds:

- Voiced /th/ (e.g., this, that) You feel a vibration in your throat.
- Unvoiced /th/ (e.g., think, thanks) No vibration, just air.

### How to say it:

- 1. Put your tongue between your top and bottom teeth.
- 2. Blow air out for the **unvoiced /th/** (ex. think).
- 3. Make your throat vibrate for the **voiced /th/** (ex. <u>th</u>is).

## Voiced /th/





- the
- this
- there

## Unvoiced /th/





- think
- with
- Thursday

- 1. Cut out the words below. Take turns saying each word with a partner.
- 2. Listen as your teacher says a word out loud.
- 3. Repeat the word. Put your hand on your throat. Can you feel a vibration?
- 4. Decide: Is the word voiced (vibration) or unvoiced (no vibration)?
- 5. Put the word in the correct column in the table on the next page.
- 6. When you finish, glue the words into the table. (Instructors: click here for answers)

<b>X</b>	? <b></b>	
	birthday	weather
	their	three
	they	Thursday
	month	brother
	together	bath
	thank you	clothing

# Voiced /th/





# Unvoiced /th/





- 1. Each sentence below has words with the /th/ sound.
- 2. Look at the sentences. Find the /th/ words and underline the /th/ sound.
- 3. Practice reading each sentence out loud.
- 4. Say each /th/ word. Place your hand on your throat. Feel if your voice vibrates.
- 5. If you feel a vibration, the sound is **voiced**. If you do not feel a vibration, the sound is **unvoiced**.
- 6. Take turns reading. First, you read a sentence. Then, your partner reads. (Instructors: click here for answers)

- 1. My birthday is this month.
- 2. I think Thursday is the best day.
- 3. My brother has three dogs.
- 4. I will go shopping with my mother this week.

## **Skill-Using Task**

### Reading an Email from a Friend

1 - Interacting with Others



#### **Instructions for Instructors**

You have two choices:

- a. **Projector/Smartboard:** Display the <u>Email Simulator</u> for the class. Sign in using Amir's email address and password on page <u>37</u> and open the email from Jonas titled "Invitation for Coffee." Ensure the screen is large enough for all learners to see clearly.
- b. **Individual Computers/Phones:** If learners have access to computers, help them (individually or in pairs) open the <u>Email Simulator</u>. Guide them to <a href="https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB2L3L-Email-Simulator/">https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB2L3L-Email-Simulator/</a> and have them sign in using Amir's email address and password on page <a href="https://doi.org/10.1007/37.1007">37</a>.

  If smartphones are the only option, learners can scan the QR code.

(Instructors: click here for answers)

#### **Instructions for Learners**

- 1. Open the Email Simulator.
- 2. Sign in using Amir's email address and password from page 37.
- 3. Click on the email from Jonas. The subject is "Invitation for Coffee".
- 4. Read the email from Jonas.
- 5. Then read the questions on pages 71-72.
- 6. Circle or write the answer for each question.



# **Skill-Using Task**

# Reading an Email from a Friend

1 - Interacting with Others



1. Log in to the Freemail Email Simulator.	(Instructor checks box)
Yes 2 points	(2 points)
Needed Help 🗌 1 point	
2. This email is mostly about	(2 points)
a) going to school.	
b) having coffee.	
c) meeting for lunch.	
3. Jonas wants to meet at	(1 point)
a) 11:30 a.m.	
b) 2:30 a.m.	
c) 2:30 p.m.	
4. Where does Jonas want to meet?	(1 point)
a) at his home	
b) at the school	
c) at Tim Hortons	

# **Skill-Using Task**

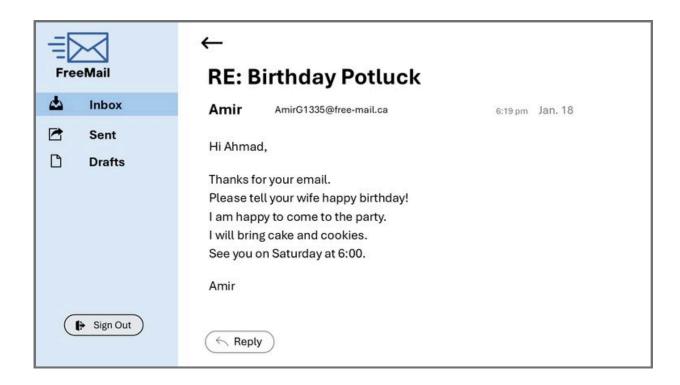
# Reading an Email from a Friend

1 - Interacting with Others



5. "I hope to see you soon" means	(2 points)
a) I want to drink coffee	
b) I want to see you	
c) I want you to come to school	
6. Who wrote the email?	(2 points)

- 1. Read the email reply below.
- 2. Then talk about the four (4) questions below as a class. (Instructors: click here for answers)



- Who wrote the email reply?
- What does Amir write in the email reply?
- Who is the email reply to?
- Is this a good email reply? (Why or why not?)

- 1. The sentences below are from the email on page 73.
- 2. Read the sentences with a partner and then cut them out.
- 3. With your partner, put the sentences in order.
- 4. Do not look at page 73.
- 5. Talk with your partner. Why did you put the sentences in this order? Check with the email on page 73.

<b>%</b>	
	I can bring cake and cookies.
; ;	Hi Ahmad,
; ;	Please tell your wife happy birthday!
1	Amir
	Thanks for your email.
	I am happy to come to the party.
1	See you on Saturday at 6:00.



Start your reply email with a greeting.

For example:

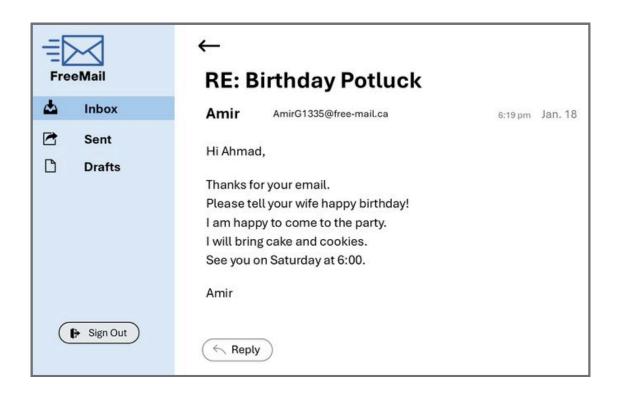
- Hello Ahmad,
- Hi Ahmad,
- Good morning Ahmad,

You can also say **thank you** for the email.

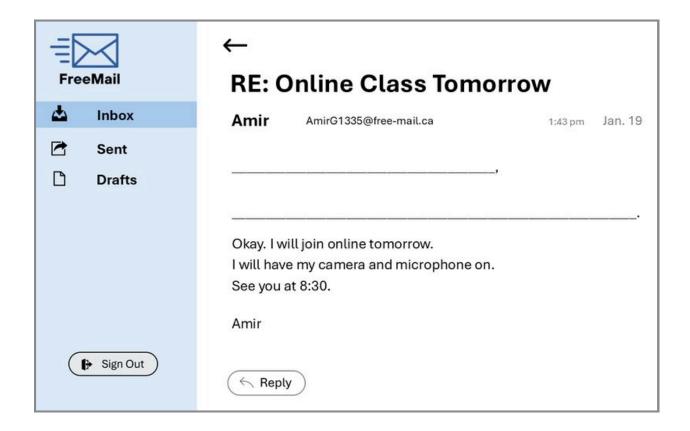
# For example:

- Thank you for your email.
- Thanks for your message.

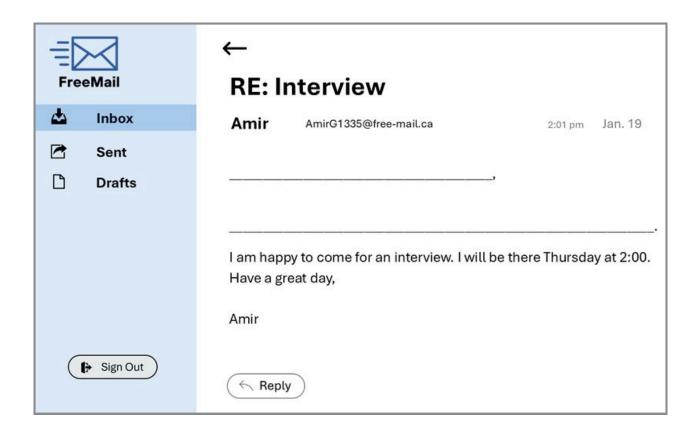
- 1. Read Amir's email reply below.
- 2. <u>Underline</u> the greeting.
- 3. Draw a box around the thank you sentence. (Instructors: click here for answers)



- 1. Read the Amir's unfinished email reply below.
- 2. Write a **greeting** in the first blank.
- 3. Write a **thank-you** in the second blank. (Instructors: click here for answers)



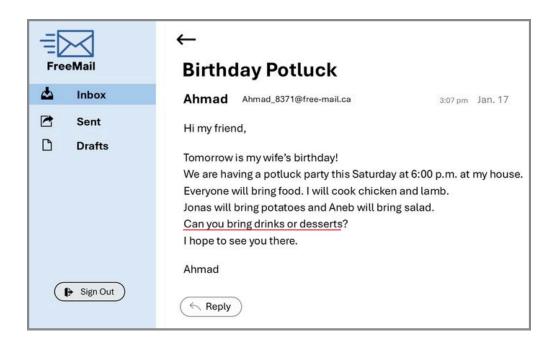
- 1. Read Amir's unfinished email reply below.
- 2. Write a **greeting** in the first blank.
- 3. Write a **thank-you** in the second blank.





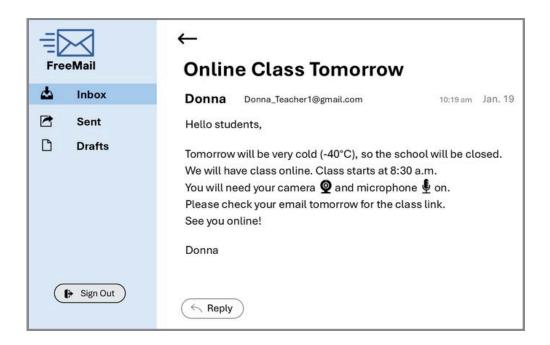
- In an email, someone may ask you a question.
- They may also tell you to do something.
- When you write back, answer the question or say what you will do.

- 1. Read Ahmad's email below.
- 2. Look at the underlined question.
- 3. Circle the best answer to his question (a, b, or c). (Instructors: click here for answers)



- a) I can bring cake and cookies.
- b) I like potluck parties.
- c) Happy birthday to your wife!

- 1. Read Donna's email below.
- 2. Underline what Donna is asking.
- 3. Circle the best answer to her request (a, b, or c).



- a) I like online class.
- b) It is very cold tomorrow.
- c) Okay. I will join online tomorrow.

- 1. Read Sophia's email below.
- 2. Underline Sophia's question.
- 3. Circle the best answer to her question (a, b, or c).



- a) How about Wednesday?
- b) I will be there Thursday at 2:00.
- c) It was nice to meet you too.



- In an email, we write a closing at the end.
- Then, we write our name.
- Some common closings are:

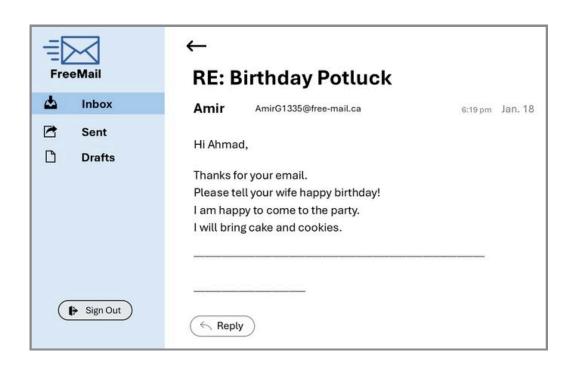
# For friends

- Have a great day!
- Take care,
- See you soon,
- See you then,
- I look forward to (the party)!

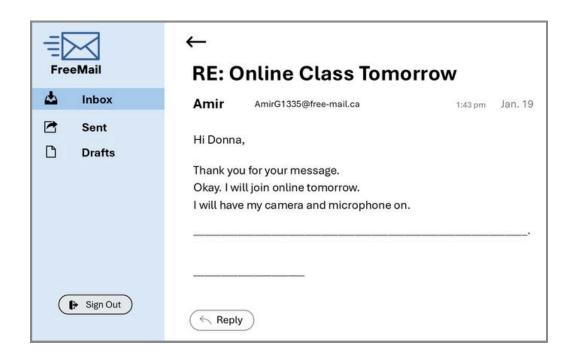
# For managers

- Regards,
- All the best,
- o Best wishes,

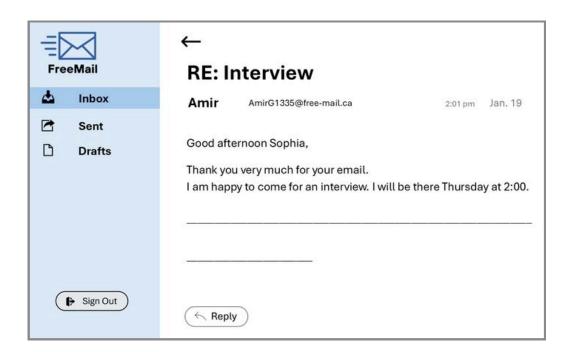
- 1. Read Amir's unfinished email reply below.
- 2. Write a good closing.
- 3. Then write Amir's name. (Instructors: click here for answers)



- 1. Read Amir's unfinished email reply below.
- 2. Write a good closing.
- 3. Then write Amir's name.



- 1. Read Amir's unfinished email reply below.
- 2. Write a good closing.
- 3. Then write Amir's name.





- We can use "will" to talk about the future.
- The basic sentence is: "I will" + action phrase.
- Example: I will <u>cook dinner</u>. I will <u>call my friend</u>.
- Read the example sentences below with your partner.

I	will	cook chicken and lamb.
1	will	bring cake and cookies.
1	will	join online tomorrow.
ı	will	see you on Thursday.

1	Look at th	e sentences	helow 1	The words	are in the	wrong order
	LOOK GE CI	0 30110011003	DCIOVV.	110 110103	are in the	Widing oraci

- 2. Write the words in the correct order on the line.
- 3. Put a period at the end of the sentence.
- 4. Cross out each word after you write it.
- 5. Look at the first sentence. It is an example. (Instructors: click <a href="here">here</a> for answers)

1.	bring cakes and cookies / will / I
	I will bring cakes and cookies.
2.	will / I / join online tomorrow
3.	I / see you on Friday / will
4.	be there Thursday at 2:00 / I / will

5. will / cook beef and rice / I

- 1. Read the words in the box.
- 2. Look at each picture.
- 3. Write a sentence in the blank. Start with "I will..."
- 4. Use the words from the box to help you. Cross out the word after you use it.
- 5. Look at the first sentence. It is an example. (Instructors: click here for answers)

call you at 2:00

join online class

bring chicken and rice

1. I will join online class.



2.



3.



meet you at Tim Hortons bring my son see you at 5:00
--



5. \_\_\_\_\_





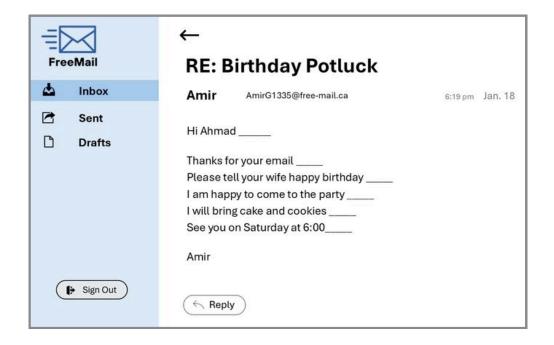


- Use a **period** (.) at the end of a sentence.
  - Example: I will see you at 5:00.
- Use a **comma** (,) in the greeting after a person's name.
  - o Example: Hi John,
- Use an **exclamation mark** (!) to show happiness or excitement.
  - Example: See you soon!
  - In work emails, it is better to use periods.

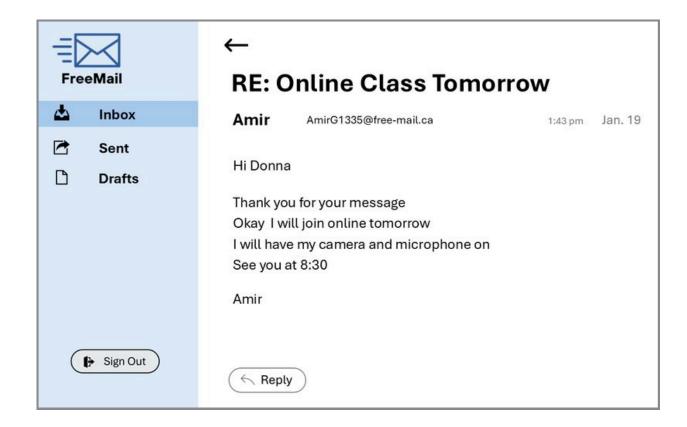
- 1. Read each sentence in Amir's email reply below.
- 2. Put a period (.), comma (,), or exclamation mark (!) in each blank.
- 3. Check your answers with a partner.
- 4. Talk as a class about why you chose your answers.

Use these sentences to help:

- o "I used a period because the sentence is finished."
- "I used an exclamation mark because the person is happy."
   (Instructors: click here for answers)



- 1. Read each sentence in Amir's email reply below.
- 2. Put a period (.), comma (,), or exclamation mark (!) where needed.
- 3. Talk with your partner about why you chose your answers. Use these sentences to help:
  - o "I used a period because the sentence is finished."
  - o "I used a comma after the name."
  - "I used an exclamation mark because the person is happy. (Instructors: click <u>here</u> for answers)



# **Skill-Using Task**

# Replying to an Email from a Friend

1 - Interacting with Others



Nar	me: Date:
	Instructions (to be read by instructor)
	<ol> <li>As a class, we will reread the email from Jonas about having coffee.</li> <li>Now write a reply to Jonas's email. You should include:</li> </ol>
	a. a greeting □ b. thank you for the email (CLB 3L only) □
	c. if you will meet for coffee, and what day and time ☐ d. a closing phrase and Amir's name ☐
	3. You can use the words in the box to help you.

See you	then,	okay	will
Thursday	Jonas	Thank you	2:30

Free	e <b>M</b> ail	← Re: Invitation for Coffee
₾	Inbox	Student AmirG1335@free-mail.ca
	Sent	
	Drafts	
		I am good

# **Learning Reflection: Using Email**

Name:	Date:		
<ul><li>Instructions</li><li>1. Read the sentences below.</li><li>2. Circle "Yes" or "No" for sentences 1-7.</li></ul>			
1. I feel good about using email.		Yes	No
2. I can listen and understand email instructions.		Yes	No
3. I can give email instructions.		Yes	No
4. I can read a short email from a friend or teacher.		Yes	No

5. I can write a reply to an email from a friend or teacher.

6. I can write sentences in the future tense using "will".

7. I can use different punctuation when writing sentences.

Yes

Yes

Yes

No

No

No

# Assessment Tasks

#### **Instructions for Instructors**

## 1. Distribute the <u>Assessment Task Sheet</u>.

- Ask each learner to write their name and the date at the top.
- Clearly explain the task instructions and assessment criteria so learners understand what is expected. This can be modeled to the whole class or done one on one.
  - Note: This is a one-on-one assessment completed with an instructor at a computer. If needed, a smartphone or tablet can be used instead.

# 2. Set up the assessment.

- Have the learner sit at a computer. Open the CLB 2L Assessment
   Version of the Email Simulator by either:
  - Clicking the link here, or
  - Typing this URL into a browser: <a href="https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-2L/">https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-2L/</a>



- Scanning the QR code (if using a smartphone or tablet).
- This version is different from the one used during the module (and different from the CLB 3L Assessment version). It uses a different email address and password, found on CLB 2 Listening Assessment p. 2 of 2.
- 3. Provide sign in information and give instructions.
- Show learner the **Email Sign-In Information** on the bottom of CLB 2 Listening Assessment p. 2 of 2. They will use this information to sign in to the simulator (not Amir's and not their own). Instruct them to follow your guidance for the following sections of the simulator:
  - Part 1: Finding a Website
  - Part 2: Sign In to Email
  - **Do not have CLB 2 learners complete Part 3** that section is used for their Reading and Writing assessments. (\*CLB 3 learners will do this for listening)

#### 4. Assess and record results.

- Use the <u>Assessment Tool</u> to evaluate the learner's performance and indicate their result (Not Yet, Almost There, Successful).
- o Staple the completed Assessment Tool behind the learner's Assessment Task Sheet.
- Have the learner file both pages in their portfolio as an artefact.



# CLB 2 Listening Assessment

Name:	Date:	
_		

Task: Following Email Instructions

**Competencies:** 2 - Comprehending Instructions

Instructions: Listen and follow the email instructions from your teacher.

• Responds to instructions with actions.

Instructions for Part 1: Find a Website /3

Instructions for Part 2: Sign in to Email /3

## Result



Not Yet 0-2



Almost There 3-4



Successful\* 5-6

\*You must get a minimum of 5/6 to be successful.

# To be completed by instructor:

Name of Learner:	Date:	

# **Some Possible Email Instructions**

Find the Google icon. (pause). Double click it.	NY	АТ	S
<ul> <li>(Please) type "Free-mail".</li> <li>(Spell "Free-Mail" for the learner if needed).</li> </ul>	NY	АТ	S
• Click "Search" / Press Enter.	NY	АТ	S
(Please) type the email address.	NY	АТ	S
• Click "Next".	NY	АТ	S
• (Please) type your password.	NY	АТ	S

# **Email Sign In Information**

Email Address: student401@free-mail.ca

Password: Ca104#4

#### **Instructions for Instructors**

## 1. Distribute the Assessment Task Sheet.

- Ask each learner to write their name and the date at the top.
- Clearly explain the task instructions and assessment criteria so learners understand what is expected.
  - Note: This is a one-on-one assessment completed with an instructor at a computer. If needed, a smartphone or tablet can be used instead.

# 2. Set up the assessment.

- Have the learner sit at a computer. Open the CLB 3L Assessment
   Version of the Email Simulator by either:
  - Clicking the link here, or
  - Typing this URL into a browser: <a href="https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-3L/">https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-3L/</a>
  - Scanning the QR code (if using a smartphone or tablet).
  - This version is different from the one used during the module (and different from the CLB 2L Assessment version). It uses a different email address and password, found on CLB 3 Listening Assessment p. 2 of 2.

# 3. Provide log information and give instructions.

- Show learner the **Email Sign-In Information** on the bottom of CLB 3 Listening Assessment p. 2 of 2. They will use this information to sign in to the simulator (not Amir's and not their own). Instruct them to follow your guidance for the following sections of the simulator:
  - Part 1: Finding a Website
  - Part 2: Sign In to Email
  - Part 3: Read Email Messages and Sign Out

#### 4. Assess and record results.

- Use the <u>Assessment Tool</u> to evaluate the learner's performance and indicate their result (Not Yet, Almost There, Successful).
- o Staple the completed Assessment Tool behind the learner's Assessment Task Sheet.
- Have the learner file both pages in their portfolio as an artefact.





# CLB 3 Listening Assessment

Name:	Date:
	<del> </del>

Task: Following Email Instructions

Competencies: 2 - Comprehending Instructions

**Instructions:** Listen and follow the email instructions from your teacher.

• Responds to instructions with actions.

Instructions for Part 1: Find a Website /2

Instructions for Part 2: Sign in to Email /2

Instructions for Part 3: Read Email Messages and Sign Out /2

#### **Result**



Not Yet 0-2



Almost There 3-4



Successful\* 5-6

\*You must get a minimum of 5/6 to be successful.

# To be completed by Instructor:

Name of Learner:	D	Oate:

# **Possible Email Instructions**

Find the Google icon and double click it.	NY	AT	S
<ul> <li>(Please) type "Free-mail".</li> <li>(Spell "Free-Mail" for the learner if needed).</li> </ul>	NY	АТ	S
• (Please) type your email address.	NY	АТ	S
• Click "Next" / Press Enter.	NY	АТ	S
• (Please) type your password.	NY	АТ	S
Click on the email from Donna.	NY	АТ	S
Click the "Sign Out" button and then click "Yes".	NY	АТ	S

# **Email Sign In Information**

Email Address: student40123@free-mail.ca

Password: CaJK104&#4

#### Instructions for Instructors

# 1. Prepare and explain the task.

- Distribute the <u>Assessment Task Sheet</u> and ask the learner to write their name and the date.
- Explain that they will help you complete two tasks using the <u>CLB 2 Assessment</u>
   Email Simulator:
  - Finding a Website
  - Signing in to Email

# 2. Set up the interaction.

- Sit beside the learner at a computer with the CLB 2L Assessment Email Simulator open. Say:
  - "I need to open FreeMail. Can you help me?"

# 3. Ask for help with signing in.

- Once you've opened the simulator, say:
  - "How do I sign in to my email?"
- Follow their instructions.
- Ask for clarification at least once more, using questions such as:
  - "I enter my email here?"
  - "Do I click this?"

(You may refer to suggestions in brackets on the task sheet.)

# 4. Assess the learner's performance.

- Use the <u>Assessment Tool</u> to evaluate how well the learner gives instructions.
- After each instruction, circle one of the following:
  - S (Successful)
  - AT (Almost There)
  - NY (Not Yet)
- At the end of each part (Finding a Website / Signing in to Email), check whether the task was completed successfully.
- Focus on whether the learner gave clear instructions that helped you complete each task.



# CLB 2 Speaking Assessment

Name:	Date:	
_		

Task: Giving Simple Email Instructions

Competencies: 2 - Giving Instructions

Instructions: You will roleplay giving email instructions to your teacher.

Give your teacher 2 simple instructions for signing in to email.

Confirm your instructions when your teacher asks.

You can give simple email instructions.	Yes	No
<ul> <li>Uses imperatives and appropriate phrases.</li> </ul>		/6
<ul> <li>Speaks in short phrases and some sentences.</li> </ul>		/2
<ul> <li>Confirms information (Ex. "Yes, that's right.")</li> </ul>		/2
	TOTAL	/10

### Result



Not Yet 0-4



Almost There 5-6



Successful 7-10

To be successful, you must have 'Yes' for the Holistic Criteria, a minimum score of 4/6, and 1/2 for each analytic criterion, respectively, and a total score of at least 7/10.

#### **Action-Oriented Feedback**

# To be completed by instructor: Name of Learner: \_\_\_\_\_ Date: Part 1: Find a Website (learners should give at least 1 of the following instructions) Double click Google Chrome. S ΑT NY Click on the search bar. S ΑT NY Type "free-mail.ca" (\* Did you say ".ca or .com"). S ΑT NY Click search / Press enter. S ΑT NY • The listener found the website "free-mail.ca" Yes No Part 2: Sign In to Email (learners should give at least 1 of the following instructions) Enter your email address. S ΑT NY S Click Next. (Where do I click next?) ΑT NY S Enter your password. ΑT NY Click Next. S ΑT NY Yes No • The listener successfully logged in to email. • Instructions were given in short phrases and some sentences.

• Instructions were confirmed when requested.

Yes

No

#### Instructions for Instructors

# 1. Prepare and explain the task.

- Distribute the <u>Assessment Task Sheet</u> and ask the learner to write their name and the date.
- Explain that they will help you complete two tasks using the <u>CLB 3 Assessment</u>
   Email Simulator:
  - Signing in to Email
  - Reading Emails and Signing out

# 2. Set up the interaction.

- Sit beside the learner at a computer with the CLB 3L Assessment Email Simulator open. Say:
  - "I need to open Free-Mail. Can you help me?"

# 3. Ask for help with signing in or signing out.

- Once you've opened the simulator, say:
  - "How do I sign in to my email?"
- o Follow their instructions.
- Ask for clarification at least once more, using questions such as:
  - "I enter my email here?"
  - "Do I click this?"
  - "Do I click yes?"

(You may refer to suggestions in brackets on the task sheet.)

# 4. Assess the learner's performance.

- Use the <u>Assessment Tool</u> to evaluate how well the learner gives instructions.
- o After each instruction, circle one of the following:
  - S (Successful)
  - AT (Almost There)
  - NY (Not Yet)
- At the end of each part (Signing in to Email, Signing out), check whether the task was completed successfully. Instructions for part 3 can be given in any order, except for the last one (Click sign out).
- Focus on whether the learner gave clear instructions that helped you complete each task.

# CLB 3 Speaking Assessment

Name:	Date:

Task: Giving Email Instructions

**Competencies:** 2 - Giving Instructions

**Instructions:** You will roleplay giving email instructions to your teacher.

Give your teacher **3-4** simple instructions for signing in to email.

Confirm your instructions when your teacher asks.

You can give simple email instructions.	Yes	No
<ul> <li>Uses imperatives and appropriate phrases.</li> </ul>		/6
<ul> <li>Speaks in short sentences and some connected sentences.</li> </ul>		/2
<ul><li>Confirms information (Ex. "Yes, that's right.")</li></ul>		/2
TC	OTAL	/10

#### Result



Not Yet 0-4



Almost There 5-6



Successful 7-10

To be successful, you must have 'Yes' for the Holistic Criteria, a minimum score of 4/6, and 1/2 for each analytic criterion, respectively, and a total score of at least 7/10.

# **Action-Oriented Feedback**

# To be completed by instructor: Name of Learner: \_\_\_\_\_ Date: \_ Part 2: Sign In to Email (learners should give at least 1-2 of the following instructions) Enter your email address. S ΑT NY Click Next. (Where do I click next?) S ΑT NY S Enter your password. ΑT NY Click Next. S ΑT NY Yes No • The listener successfully logged in to email. Part 3: Read Emails and Sign Out (learners should give at least 1-2 of the following instructions) Click the (first / last / the interview) email S AT NY S Click the (first / last / the interview) email ΑT NY Click the (first / last / the interview) email S ΑT NY Click sign out S ΑT NY Yes No • The listener successfully logged out. • Instructions were given in short phrases and some sentences. • Instructions were confirmed when requested. No Yes

#### **Instructions for Instructors**

#### 1. Distribute the Assessment Task Sheet.

- Ask each learner to write their name and the date at the top.
- Clearly explain the task instructions and assessment criteria so learners understand what is expected.
  - Note: This assessment can be completed is a one-on-one with an instructor at a computer or with many learners at a time provided each learner has access to a digital device (a computer, smartphone, or tablet).

# 2. Set up the assessment.

- Have the learner sit at a computer or open a digital device. Open the CLB 2L Assessment Version of the Email Simulator (same as in the CLB 2 listening assessment) by either:
  - Clicking the link <u>here</u>, or
  - Typing this URL into a browser: <a href="https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-2L/">https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-2L/</a>



- Scanning the QR code (if using a smartphone or tablet).
- Have learners sign in to the simulator using the same information as the listening assessment (also on page 2 of 3 of the assessment).
- Learners should find the email from Donna and open it. The email from Donna is the text for the reading assessment. They will find the answers to all questions in this email from Donna.

# 3. Have learners answer all questions.

• Learners will read all questions. They will find the answers in the email from Donna and circle or write their answers on the <u>Questions Sheets</u>.

#### 4. Assess and record results.

- Mark the learner's responses and indicate their result (Not Yet, Almost There,
   Successful) on the <u>Assessment Task Sheet</u>. Click <u>here</u> for answers to the questions.
- Staple the completed Questions Sheets behind the learner's Assessment Task Sheet.
- $^{\circ}$  Have the learner file all three (3) pages in their portfolio as an artefact.



# CLB 2L Reading Assessment

Name:	_ Date:	

Task: Reading an Email from a Teacher

Competency: 1 - Interacting With Others

Instructions: Read the email. Read the questions. Circle the best answer for

each question.

 Signs in to the Free-mail Email Simulator. (with assistance if necessary) (2 points)

• Understands what the message is mostly about.

(Question 2)

• Finds the time and place in a message.

(Questions 3, 4)

• Finds polite words and knows what they mean.

(Question 4)

Finds a few simple details.

(Question 5)

#### Result



Not Yet 0-4



Almost There 5-6



Successful\* 7-10

<sup>\*</sup>You must answer questions 1, 2 or 3, <u>and</u> 4 correctly, and get a minimum of 7/10 to be successful.

#### Instructions

• For questions 2-6, circle the correct answer.

#### **Email Sign In Information**

Email Address: student401@free-mail.ca

Password: Ca104#4

1. Sign in to the Freemail Email Simulator. (Instructor	checks box for "Yes" or "No")
Yes	(2 points)
No	
2. This email is mostly about	(2 points)
a) a holiday.	
b) a potluck.	
c) class rules.	
3. What time is the party?	(1 point)
a) 8:30 a.m.	
b) 10:15 a.m.	
c) 11:00 a.m.	
4. Where is the party?	(1 point)
a) at Donna's house	
b) in the classroom	
c) in the kitchen	

# Reading an Email from a Teacher (CLB 2L Reading Assessment)

5. "I hope to see you there" means	(2 points)
a) I want you to bring forks.	
b) I want you to come to the party.	
c) I want you to stay home.	
6. Who wrote the email?	(2 points)
a) Donna	
b) Jon	
c) the students	

#### **Instructions for Instructors**

#### 1. Distribute the Assessment Task Sheet.

- Ask each learner to write their name and the date at the top.
- Clearly explain the task instructions and assessment criteria so learners understand what is expected.
  - Note: This assessment can be completed is a one-on-one with an instructor at a computer or with many learners at a time provided each learner has access to a digital device (a computer, smartphone, or tablet).

#### 2. Set up the assessment.

- Have the learner sit at a computer or open a digital device. Open the CLB 3L Assessment Version of the Email Simulator (same as in the CLB 3 listening assessment) by either:
  - Clicking the link <u>here</u>, or
  - Typing this URL into a browser: <a href="https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-3L/">https://literacycentre.immigrant-education.ca/wp-content/uploads/using-email/CLB-Assessment-Email%20Simulator/CLB-3L/</a>



- Scanning the QR code (if using a smartphone or tablet).
- Have learners sign in to the simulator using the same information as the listening assessment (also on page 2 of 3 of the assessment).
- Learners should find the email from Donna and open it. The email from Donna is the text for the reading assessment. They will find the answers to all questions in this email from Donna.

#### 3. Have learners answer all questions.

• Learners will read all questions. They will find the answers in the email from Donna and circle or write their answers on the <u>Questions Sheets</u>.

#### 4. Assess and record results.

- Mark the learner's responses and indicate their result (Not Yet, Almost There,
   Successful) on the <u>Assessment Task Sheet</u>. Click <u>here</u> for answers to the guestions.
- Staple the completed Questions Sheets behind the learner's Assessment Task Sheet.
- $^{\circ}$  Have the learner file all three (3) pages in their portfolio as an artefact.



# CLB 3L Reading Assessment

Name:	Date:

Task: Reading an Email from a Teacher

**Competency:** 1 - Interacting With Others

Instructions: Read the email. Read the questions. Circle the best answer for

each question.

Signs in to the Freemail Email Simulator.
 (with very minimal assistance if necessary)

(2 points)

( ..... very ............. assistance in the desically)

Understands what the message is mostly about.

(Question 1)

• Finds some details.

(Questions 2-6)

#### Result



Not Yet 0-4



Almost There 5-6



Successful\* 7-10

\*You must answer question 1 correctly, and get a minimum of 7/10 to be successful.

#### Instructions

• For questions 2-7, circle or write the correct answer.

#### **Email Sign In Information**

Email Address: student40123@free-mail.ca

Password: CaJK104&#4

1. Sign in to the Freemail Email Simulator. (Instructor checks box for "Yes" or "No")	
Yes	(2 points)
No	
2. This email is mostly about	(2 points)
a) a holiday.	
b) a birthday party at a friend's house.	
c) a class potluck party.	
3. What time does the party start?	(1 point)
4. <b>Where is the party?</b> a) at Donna's house	(1 point)
b) in the classroom	
c) in the kitchen	

### Reading an Email from a Teacher (CLB 3L Reading Assessment)

5. Donna is bringing plates, forks, and	(1 point)
6. What can students bring to the party?	(1 point)
a) any food b) forks and spoons c) plates	
7. Who wrote the email?	(2 points)

#### **Instructions for Instructors**

#### 1. Prepare the class.

- Open the <u>CLB 2L Assessment Version of the Email Simulator</u> (same version used in the CLB 2L Listening and Reading Assessments).
- Navigate to the email from Donna the same one learners read during their Reading Assessment.
- Project the email on a screen using a smartboard or projector. You may read the email aloud or invite a learner to read it.
- Briefly discuss the email's content as a class. Then tell learners: "You will now write a reply to Donna. You will sign your own name."

#### 2. Distribute materials and explain the task.

- Hand out the <u>Assessment Task Sheet</u>. Ask learners to write their name and today's date.
- Direct them to the <u>Task Response Sheet</u>. Explain that they will complete a message to Donna by filling in the blanks. Let them know they can use words and phrases from the box to help them complete their message.

#### 3. Collect and review the writing.

- After learners complete their responses, collect the Task Response Sheets.
- Refer to the sample response below to guide marking:

Hi Donna,
I will come to the party.
I will bring chicken and rice.
See you tomorrow,
(Student Name)

#### 4. Mark and file the assessment.

- Mark the learner's score using the Assessment Task Sheet table.
- Provide action-oriented feedback based on their response.
- $\circ~$  Staple the Assessment Task Sheet on top of the Task Response Sheet.
- Return both pages to the learner. Instruct the learner to:
  - Mark the task in their inventory sheet
  - File the task in the appropriate portfolio section as an artefact



# CLB 2L Writing Assessment

Name:	Date	<b>:</b> :

Task: Replying to an Email

**Competency:** 1 - Interacting With Others

**Instructions:** Reread the email from Donna as a class. Then fill in the blanks to reply to the email. You can use the words and phrases in the box to help you.

You can write a very short email reply.	Yes	No
<ul> <li>Uses simple words that fit the message.</li> </ul>		/5
<ul> <li>Can spell simple words and use basic punctuation (.,?)</li> </ul>		/3
Fills in blanks to finish a message.*		/2
This in blanks to linish a message.		12
		15.5
*From ESL for ALL p. 133.	TOTAL	/10

#### Result



Not Yet 0-4



Almost There 5-6



Successful\*\* 7-10

#### **Action-Oriented Feedback**

<sup>\*\*</sup>To be successful, you must have 'Yes' for the Holistic Criteria, a minimum of 3/5, 2/3 or 1/2 for each analytic criterion, respectively, and a total score of at least 7/10.

#### **Instructions (to be read by instructor)**

- 1. As a class, we will reread the email from Donna about the potluck party.
- 2. Now write a reply to Donna's email on the next page. You should include:
  - a. a greeting
  - b. what food you will bring
  - d. a closing phrase and your name
- 3. You can use any of the words in the box to help you.

Words and Phrases					
chicken rice dessert salad					
juice and soda	beef	See you tomorrow			

Fre	eMail	← Re: Class Potluck Party Tomorow
<b>&amp;</b>	Inbox	<b>Donna</b> < Donna_Teacher1@gmail.com>
	Sent Drafts	I will come to the party.  I will bring

#### **Instructions for Instructors**

#### 1. Prepare the class.

- Open the <u>CLB 3L Assessment Version of the Email Simulator</u> (same version used in the CLB 3L Listening and Reading Assessments).
- Navigate to the email from Donna the same one learners read during their Reading Assessment.
- Project the email on a screen using a smartboard or projector. You may read the email aloud or invite a learner to read it.
- Briefly discuss the email's content as a class. Then tell learners: "You will now write a reply to Donna. You will sign your own name."

#### 2. Distribute materials and explain the task.

- Hand out the <u>Assessment Task Sheet</u>. Ask learners to write their name and today's date.
- Direct them to the <u>Task Response Sheet</u>. Explain that they will complete a message to Donna by filling in the blanks. Let them know they can use words and phrases from the box to help them complete their message.

#### 3. Collect and review the writing.

- o After learners complete their responses, collect the Task Response Sheet.
- Refer to the sample response below to guide marking:

Hi Donna,

Thank you for your message. I will come to the party

tomorrow. I will bring chicken and rice.

I look forward to the party!

(Student Name)

#### 4. Mark and file the assessment.

- Mark the learner's score using the Assessment Task Sheet table.
- Provide action-oriented feedback based on their response.
- $\circ~$  Staple the Assessment Task Sheet on top of the Task Response Sheet.
- Return both pages to the learner. Instruct the learner to:
  - Mark the task in their inventory sheet
  - File the task in the appropriate portfolio section as an artefact



# CLB 3L Writing Assessment

Name:	Date:

Task: Replying to an Email

Competency: 1 - Interacting With Others

**Instructions:** You will reread the email from the teacher as a class. Fill in the blanks to reply to the email. You can use the words and phrases in the box to help you.

You can write a very short email reply.	Yes	No
<ul> <li>Uses words and phrases that fit the message.</li> </ul>		/5
<ul> <li>Can write simple sentences and use punctuation (.,?).</li> </ul>		/3
· · · · · · · · · · · · · · · · · · ·		
<ul> <li>Fills in blanks to finish a message.*</li> </ul>		/2
*From ESL for ALL p. 133.	TOTAL	/10

#### Result



Not Yet 0-4



Almost There 5-6



Successful\*\* 7-10

#### **Action-Oriented Feedback**

<sup>\*\*</sup>To be successful, you must have 'Yes' for the Holistic Criteria, a minimum of 3/5, 2/3 or 1/2 for each analytic criterion, respectively, and a total score of at least 7/10.

#### Instructions (to be read by instructor)

- 1. As a class, we will reread the email from Donna about the potluck party.
- 2. Now write a reply to Donna's email on the next page. You should include:
  - a. a greeting
  - b. a thank you for the email
  - c. what food you will bring
  - d. a closing phrase and your name
- 3. You can use any of the words in the box to help you.

snacks and drinks	thank you	see you tomorrow	bring
soda and juice	dessert	I look forward to	spoons

FreeMail	← Re: Class Potluck Party Tomorow
<b>∆</b> Inbox	Donna < Donna_Teacher1@gmail.com>
Sent Drafts	I will come to the party.

# Answer Key

#### Instructions

Click on either the Activty Name or Page #s to go to that activity in the document.

# **General Vocabulary and Concept Skill-Building Activities**

Activity Name	Answers	Page #s
Amir's Email Problem	<ol> <li>He can't open his email.</li> <li>He asks his teacher for help.</li> <li>He learns by practicing and practicing.</li> <li>He is happy because now he knows how to check his email.</li> </ol>	<u>11</u>
Mouse Actions	1. click 2. double click 3. right click 4. scroll up 5. scroll down	<u>17</u>
Typing Practice	<ul><li>1. Typing means writing with a keyboard.</li><li>2. Answers may vary.</li></ul>	<u>20</u>
Amir's Email Problem: Review	<ol> <li>Amir's problem is that he doesn't u understand how to use email</li> <li>Sometimes, he forgets his password.</li> </ol>	<u>22</u>

# **Listening Skill-Building Activities**

Activity Name		Answers	Page #s
What are instructions	<ul> <li>Instructions to</li> </ul>	nows a list of instructions. elling others what to do. are about how to find free-	<u>24</u>
Understanding Basic Email Instructions		email address e search bar xplain pictures a and c ent kind of typing). password.	<u>28-29</u>
	Amir:	✓ (amirg1335@free-mail.com)  AmCanA#5	
	Ayesha:	ayesha_ha232yahoo.com  Ayesha_2E!	
Problems Typing an Email Address and Password	Wei:	chen-wei@gmail.com  MyDog\$2025!	<u>33-34</u>
	Freddy:	Freddyvs&yahoo.com  Calgary-202E#	
	Yonas:	Yonas436@outlook.ca  oneYonny_s2024!	

# **Speaking Skill-Building Activities**

Activity Name	Answers	Page #s
Giving Email Instructions	<ol> <li>Alon's instructions are good because they are clear.</li> <li>(Answers my vary) Yes, because they avoid confusion or mistakes.</li> <li>(Answers my vary) No, because it is harder for the listener to understand, remember and follow the instructions.</li> </ol>	<u>44</u>
Giving Email Instructions: Phrases	Student should check ( $\checkmark$ ) all the boxes.	<u>45</u>
<u>Using imperatives for</u> <u>Instructions</u>	<ol> <li>Double click Google Chrome.</li> <li>Click on the search bar.</li> <li>Type "free-mail.ca".</li> <li>Press Enter.</li> <li>Enter your email address.</li> <li>Click Next.</li> <li>Enter your password.</li> <li>Click Next.</li> </ol>	<u>46</u>
Giving Email Instructions - Part 1	<ul><li>1. Double click on Google Chrome.</li><li>2. Click on the search bar.</li><li>3. Type "free-mail.ca".</li><li>4. Click Search.</li></ul>	<u>48</u>
Giving Email Instructions - Part 2	<ul><li>1. Enter your email address.</li><li>2. Click next.</li><li>3. Enter your password.</li><li>4. Click next.</li></ul>	<u>49</u>

Activity Name	Answers	Page #s
Giving Email Instructions - Part 3	<ul><li>1. Click the first email.</li><li>2. Click the last mail.</li><li>3. Enter the interview mail.</li><li>4. Click sign-out.</li></ul>	<u>50</u>
Confirming Information: Practice	<ul><li>No, click next first.</li><li>Yes, there.</li></ul>	<u>52</u>

# **Reading Skill-Building Activities**

Activity Name	Answers	Page #s
Reading an Email (Whole)	<ul><li>1. This email is about a birthday potluck party and includes an invitation to the party.</li><li>2. The email is from Ahmad. His name is near the top (under the Subject)</li></ul>	<u>55</u>
( <del>Whole)</del>	and also at the bottom as a signature.  3. Amir can bring drinks or desserts.	
Reading for Details: Who sent the Email?	Email #1: a) Ahmad Email #2: b) Donna Email #3: c) Sophia	<u>56-57</u>

Activity Name	Answers	Page #s
Reading for Gist	Email #1: a) a potluck party Email #2: c) class is online tomorrow Email #3: b) choosing a time for an interview	<u>58-59</u>
Reading Goodwill Phrases	Email #1: I hope to see you there Email #2: See you online! Email #3: It was nice to meet you yesterday. Regards,	<u>60-61</u>
Reading for Details: When and Where	Email #1: When: Saturday, 6:00 p.m.  Where: Ahmad's house Email #2: When: Tomorrow, 8:30 a.m.  Where: Online Email #3: When: Next week, Thursday at 2:00 p.m. or Friday at 11:00 a.m.  Where: Sophia's Office  *(Learners might also bring up the meeting yesterday at the office)	<u>62-63</u>
Reading for Details: Answering Questions	Email #1: c) drinks or desserts Email #2: a) check his email for the class link Email #3: b) when he can do an interview	<u>64</u>

Activity Name	Answers	Page #s
Sorting /th/ Words	<u>Voiced</u> : brother, clothing, they, their, together, weather <u>Unvoiced</u> : bath, birthday, month, thank you, three, Thursday,	<u>67-68</u>
Reading /th/ Words in Sentences	<ol> <li>birthday (unvoiced), this (voiced), month (unvoiced)</li> <li>think (unvoiced), Thursday (unvoiced), the (voiced)</li> <li>brother (voiced), three (unvoiced)</li> <li>with (unvoiced), mother (voiced), this (voiced)</li> </ol>	<u>69</u>
Skill-Using Task: Reading an Email from Friend	<ul><li>2. b) having coffee</li><li>3. c) 2:30 p.m.</li><li>4. c) at Tim Hortons</li><li>5. b) I want to see you</li><li>6. Jonas</li></ul>	<u>70-72</u>

# **Writing Skill-Building Activities**

Activity Name	Answers	Page #s
<u>Writing an Email Reply</u> ( <u>Whole)</u>	<ol> <li>Amir</li> <li>Amir writes that he will come to the party and bring cakes and cookies.</li> <li>The reply is to Ahmad.</li> <li>This is a good reply because Amir replied to the invitation (confirming he will come to the party) and he also said what he will bring (cakes and cookies).</li> </ol>	<u>73</u>
Sentence Order in an Email Reply	See the email on the previous page (p.73) for the correct order of sentences.	<u>74</u>
Email Greetings and Thank Yous	The greeting is "Hi Ahmad". The thank you sentence is "Thanks for your email".	<u>75</u>
Writing a Greeting and a Thank You	There are several appropriate answers. Greetings: "Hi / Hello / Good morning (name of recipient). Thank-yous: "Thank you for your email", "Thanks for your email / message" etc.	<u>76-77</u>

Activity Name	Answers	Page #s
Replying to Questions	Email #1: a) I can bring cakes and cookies.  Email #2: Donna is requesting learners to check their email tomorrow for the class link. c) Okay, I will join tomorrow.  Email #3: b) I will be there Thursday at 2:00.	<u>78-80</u>
Closing and Name	There are several appropriate closings. Closings for Amir's email are more casual (for friends), for Donna's email is somewhat in-between (depending on the relationship, discuss as a class), whereas for Sophia it is more formal (for managers). See the examples on pg 81.	<u>81-83</u>
Future Sentences with "will": Word Order	<ol> <li>I will bring cakes and cookies.</li> <li>I will join online tomorrow.</li> <li>I will see you on Friday.</li> <li>I will be there Thursday at 2:00.</li> <li>I will cook beef and rice.</li> </ol>	<u>85</u>

Activity Name	Answers	Page #s
Writing Future Sentences with "will"	<ol> <li>I will join online class.</li> <li>I will bring chicken and rice.</li> <li>I will call you at 2:00.</li> <li>I will see you at 5:00.</li> <li>I will bring my son.</li> <li>I will meet you at Tim Hortons.</li> </ol>	<u>86-87</u>
<u>Using Punctuation</u>	Hi Ahmad,  Thanks for your email.  Please tell your wife happy birthday! I am happy to come to the party. I will bring cake and cookies. See you on Saturday at 6:00.  Amir	<u>88</u>
<u>Using Punctuation:</u> <u>Practice</u>	Hi Donna,  Thank you for your message. Okay. I will join tomorrow. I will have my camera and microphone on. See you at 8:30.  Amir	<u>89</u>

Activity Name	Answers	Page #s
Skill-Using Task: Replying to an Email from a Friend	Sample Email:  Hi Jonas, Thank you for your email. (CLB 3L) I am good thank you. I am happy to meet you for coffee! Thursday at 2:30 sounds great. See you then, Amir	<u>90</u>

# **Reading Assessment Tasks**

Activity Name	Answers
CLB 2L: Reading an Email from a Teacher	<ul> <li>2. b) a potluck</li> <li>3. c) 11:00 a.m.</li> <li>4. b) in the classroom</li> <li>5. b) I want you to come to the party</li> <li>6. a) Donna</li> </ul>
CLB 3L: Reading an Email from a Teacher	<ul> <li>2. c) a class potluck party</li> <li>3. 11:00 (a.m.)</li> <li>4. b) in the classroom</li> <li>5. b) spoons</li> <li>6. a) any food</li> <li>7. Donna</li> </ul>

# Reading Assessment Task Texts

\*Printable versions of Assessment Task texts for CLB 2L and 3L to be used only if internet access or digital devices are not available.

