

# Literacy 3L/4L

## Bylaws in the Community



**TIES**

Literacy Centre  
of Expertise

### INSTRUCTOR HANDBOOK





**Thank you to all volunteer voice actors.**

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

***Fill out the feedback form here.***



**Development Team:**

Donna Clarke, John Vasquez & Jeremy Wilson

2024 Literacy Centre of Expertise

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- Listening: Understanding a Conversation about a Community Problem (CLB 3 & 4)
- Speaking: Speaking to a Neighbour about a Community Problem (CLB 3 & 4)
- Reading: Reading Information about Bylaws (CLB 3L & 4L)
- Writing: Writing a Note to a Neighbour (CLB 3L & 4L)

## Learning Reflection

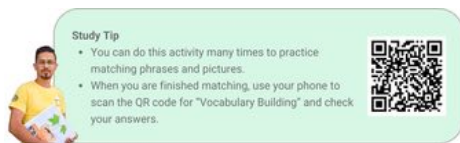
### Answer Key

### Listening Scripts

- 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.**



• You can write dates in many different ways on forms.




**Study Tip**

- You can do this activity many times to practice matching phrases and pictures.
- When you are finished matching, use your phone to scan the QR code for “Vocabulary Building” and check your answers.



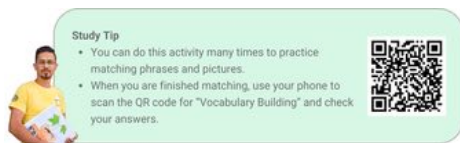
The green bubble with a picture of a student contains important information for learners. Instructor should make sure learners fully understand the given tips and provide further explanation as needed.

- 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 **Vocabulary Building** 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 **Google Lens**, which is accessible from the Google search bar in **Google Chrome** by clicking the  icon.

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- There are two (2) separate PDF files available on the **CLB 3L/4L Bylaws in the Community Module Page**:
  - 1) **Instructor Handbook**: 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 Handbook**: 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 learners 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, play **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 (-all, -ous, -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: Living in the Community

## MODULE: Bylaws in the Community

	Listening CLB Level: 3/4	Speaking CLB Level: 3/4	Reading CLB Level: 3L/4L	Writing CLB Level: 3L/4L
<b>Real-World Task Goal(s)</b>	Understanding when a neighbour are talking about a community problem	Speaking to a neighbour about a community problem	Reading an information sheet about a bylaw	Writing a note to a neighbour about a community problem
<b>Context / Background Information</b>	Importance of community standards in Canada to maintain safety and cleanliness in neighbourhoods; concept of calling the police non-emergency number (for noise) or 311 (other issues) to report problems in your neighbourhood,			
<b>CLB Competency Area(s) and Statements</b>	<p><b>Listening CLB 3</b>            III: <i>Getting Things Done</i></p> <ul style="list-style-type: none"> <li>Understand expressions used in familiar everyday situations.</li> </ul> <p>IV: <i>Comprehending Information</i></p> <ul style="list-style-type: none"> <li>Understand short, simple descriptive Communication about a person, object, situation, scene, personal experience or daily routine.</li> </ul> <p><b>Listening CLB 4</b>            III: <i>Getting Things Done</i></p> <ul style="list-style-type: none"> <li>Understand short communication intended to influence or persuade others in familiar, everyday situations.</li> </ul> <p>IV: <i>Comprehending Information</i></p> <ul style="list-style-type: none"> <li>Understand short descriptive or narrative communication on topics of personal relevance.</li> </ul> <p><b>Speaking CLB 3</b>            I: <i>Interacting With Others</i></p> <ul style="list-style-type: none"> <li>Use a range of courtesy formulas and greetings in short, casual, face-to-face interactions.</li> </ul> <p>III: <i>Getting Things Done</i></p> <ul style="list-style-type: none"> <li>Ask for and give information about immediate needs and some feelings related to common everyday activities.</li> </ul>			





## THEME: Living in the Community

## MODULE: Bylaws in the Community

<b>CLB Competency Area(s) and Statements</b>	<b>Speaking CLB 4</b> <b>I: Interacting With Others</b> <ul style="list-style-type: none"> <li>Use a range of courtesy formulas and some casual small talk in short one-on-one or small group interactions.</li> </ul> <b>III: Getting Things Done</b> <ul style="list-style-type: none"> <li>Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services).</li> </ul>	
	<b>Reading CLB 3L</b> <b>IV: Comprehending Information</b> <ul style="list-style-type: none"> <li>Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics.</li> </ul> <b>Reading CLB 4L</b> <b>IV: Comprehending Information</b> <ul style="list-style-type: none"> <li>Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</li> </ul>	
	<b>Writing CLB 3L</b> <b>I: Interacting with Others</b> <ul style="list-style-type: none"> <li>Convey short, personal and informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).</li> </ul> <b>Writing CLB 4L</b> <b>I: Interacting with Others</b> <ul style="list-style-type: none"> <li>Convey short, personal, informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).</li> </ul>	
<b>Language Focus</b>	<b>Vocabulary</b>	<b>Community Problems / Bylaws:</b> parking, smoking and vaping, snow and ice clearing, illegal dumping, noise, transit fare evasion, responsible pet ownership, yard maintenance <b>General Theme Vocabulary:</b> fine, problem, request, allowed, quiet, driveway, leash, waste, sidewalk, shovel, barking, report, alley, hydrant, disease, intersection, disabled, valid, blocking, area, loud,



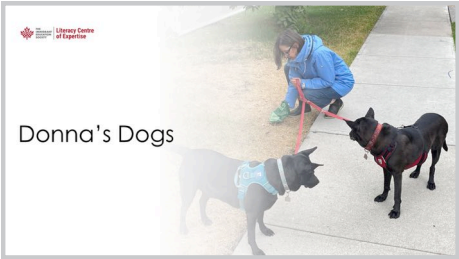
## THEME: Living in the Community

## MODULE: Bylaws in the Community

Language Focus	Grammar and Sentence Pattern	Requests: Request word + Action Phrase + Please ex. Could / Can you + move your car + please ?  Imperatives: ex. "Do not park within five meters of a fire hydrant."		
Language and Learning strategies	<u>Listening</u> <ul style="list-style-type: none"><li>Identifies the function of a phrase or sentence (opening, request, reason)</li><li>Recognizes parts of a request (Request word + action phrase + "please")</li></ul> <u>Speaking</u> <ul style="list-style-type: none"><li>Uses picture flashcards and phrase cards as an aid in speaking.</li><li>Identifies parts of a sentence to make a request (request words + action phrase + "please")</li></ul> <u>Reading</u> <ul style="list-style-type: none"><li>Highlighting key words (title, heading) to understand the gist</li><li>Scanning to find details and reading carefully answer questions</li><li>Guessing the meaning of unknown words in context</li></ul> <u>Writing</u> <ul style="list-style-type: none"><li>Using a text box to choose and spell words correctly.</li><li>Using a checklist to make sure important information is included.</li></ul>			
Literacy Skills	<ul style="list-style-type: none"><li>Understands simple punctuation, including capital letters, periods, question marks, and exclamation marks.</li><li>Reads and understands modals of ability, possibility, and necessity in affirmative and negative.</li><li>Recognizes patterns in layout and design used to identify the purpose of part of the text.</li><li>Notices elements in design and recognizes that these are related to the purpose.</li><li>Names and uses explicitly guided reading strategies.</li><li>Skims and scans to identify the purpose of the text.</li><li>Writes sentences and basic paragraphs to express likes and dislikes, preferences, and emotions.</li><li>Follows most text placement conventions for letters and envelopes.</li><li>Develops a larger rote spelling repertoire that expands into multisyllabic words.</li></ul>			
Assessment Tasks	Understanding a conversation about a community problem	Speaking to a neighbour about a community problem	Reading information about a bylaw	Writing a note to a neighbour

Instructions

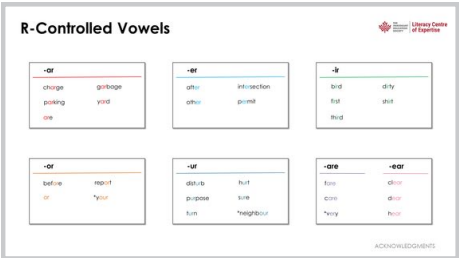
- 1. Scan the QR codes with your smartphone to go to the activities.
- 2. You can also click the picture or the activity title to go to each activity.



Story: Donna's Dogs



Vocabulary Building



R-Controlled Vowels





# What is a Bylaw? (Introducing the Topic)

## Instructions

1. Read the questions about bylaws.
2. Click [here](#) or scan the QR code to watch the video **Community Bylaws**.
3. Answer the questions. Then compare your answers with a classmate. (*Instructors: see [here](#) for answers*)



### 1. How many levels of government are there in Canada?

- a) 5
- b) 3
- c) 1

### 2. What is a bylaw?

- a) federal law (country)
- b) provincial law (province)
- c) municipal law (city)

### 3. Are bylaws the same everywhere?

- a) Yes
- b) No

### 4. Write the name of two bylaws mentioned in the video.

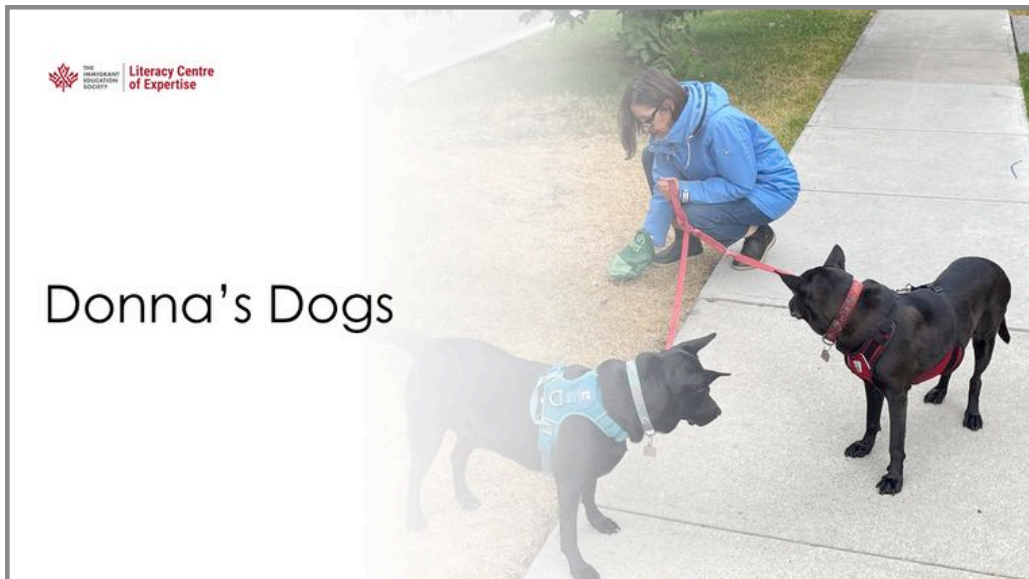
- 1) \_\_\_\_\_
- 2) \_\_\_\_\_



## Story: Donna's Dogs (Introducing the Topic)

### Instructions

1. Read the story "Donna's Dogs" 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*)



**1 What was the community problem?**

**2 What were John's two choices?**

**3 How did Donna fix the problem?**





## Instructions

1. Write your name.
2. Read each goal 1-4 in the table below.
3. Put a checkmark ✓ in the right column for the goals that are important to you.
4. Then tell your partner which goals you checked.

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

## I need to use English to...


	1. listen to conversations about community problems and bylaws	
	2. make requests to a neighbour about community problems	
	3. read about bylaws	
	4. write a note to a neighbour about a community problem	



**Instructions**

1. Complete the sentence below.
2. Brainstorm questions about bylaws as a class.
3. Write two (2) questions you have about bylaws.

I also want to learn about \_\_\_\_\_  
\_\_\_\_\_

 **What questions do you have about bylaws?**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

# Community Problems: Picture Flashcards (Skill Building)

## Instructions

1. Cut out the **Community Problem Picture Flashcards** on the next page (p.17).
2. Talk with your partner: "What is the problem in each picture?"
3. As a class, look at the **Vocabulary Building** digital activity [here](#) on a smartboard or projector. Click the **Community Problems** picture.
4. Click the name of each community problem to hear the pronunciation.
5. Drill the pronunciation for each community problem.

### Bylaws in the Community

Vocabulary Building



Community Problems



Speaking: Openings



Community Problems Quiz



Speaking: Requests and Reasons

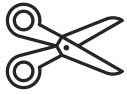
ACKNOWLEDGMENTS

## Study Tip

- You can use the digital activity many times to practice listening to and repeating the names of the community problems.
- You can scan the QR code with your smartphone to access the activity.



# Community Problems: Picture Flashcards (Skill Building)



### Instructions

1. Put one of the **Community Problems Picture Flashcards** in the box below.
2. Ask your partner the two (2) questions at the bottom of the page about the picture flashcard in the box. Repeat with a few more pictures.
3. Then switch roles and have your partner ask you the questions.
4. After the activity, talk as a class about your answers for some of the community problems (ex. bylaw rules and why they are important).



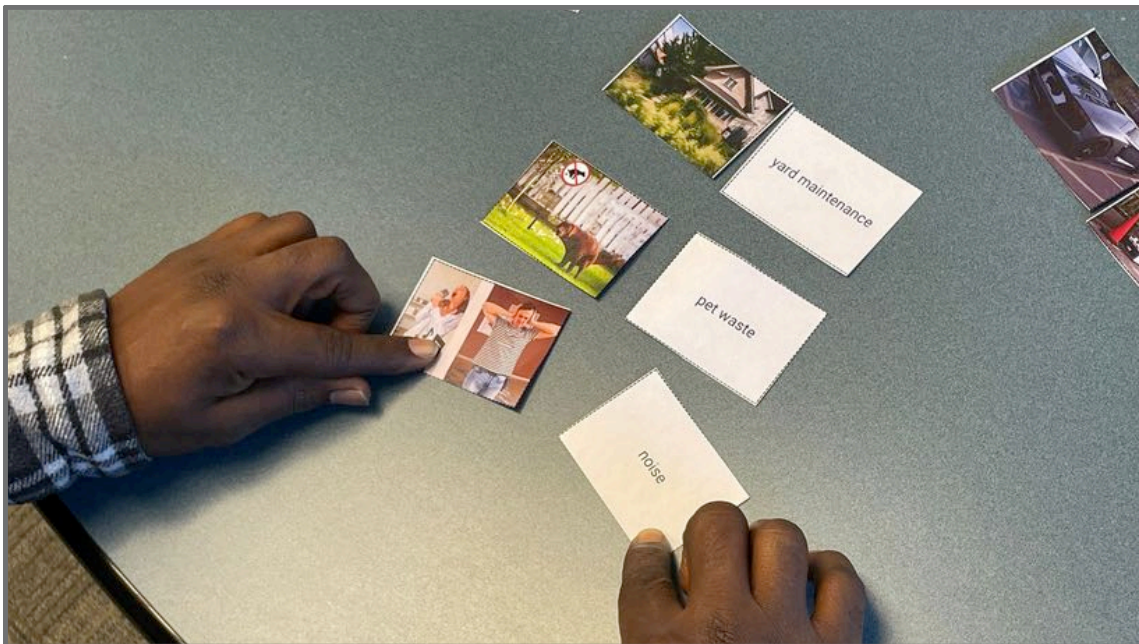
- 1 What community problem is this?
- 2 Why is the bylaw for this problem important?



## Community Problems: Phrase Cards (Skill Building)

### Instructions

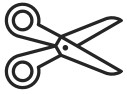
1. Cut out the **Community Problem Phrase Cards** on the next page (p. 20).
2. Read each phrase card with a partner.
3. Take out your **Community Problem Picture Flashcards**.
4. On your desk or table, match each picture flashcard with a phrase card.
5. Check your answers together with a partner.



### Study Tip

- You can do this activity many times to practice matching phrases and pictures.
- When you are finished matching, use your phone to scan the QR code for “Vocabulary Building” and check your answers.





parking

smoking and  
vaping

snow and ice  
clearing

illegal dumping

noise

transit fare  
evasion

pet waste

yard maintenance



## Community Problems: Matching (Skill Building)

### Instructions

1. Draw a line from pictures 1-4 to the name of the matching community problem.
  2. The first one is done for you.
  3. Compare your answers with your partner. Then do 5-8 on the next page (p. 22).
- (Instructors: see [here](#) for answers)

1.



2.



3.



4.



● parking

● smoking and vaping

● transit fare evasion

● noise

## Community Problems: Matching (Skill Building)

5.



illegal dumping

6.



snow and ice clearing

7.



yard maintenance

8.



pet waste

## Community Problems: Matching Descriptions (Skill Building)

### Instructions

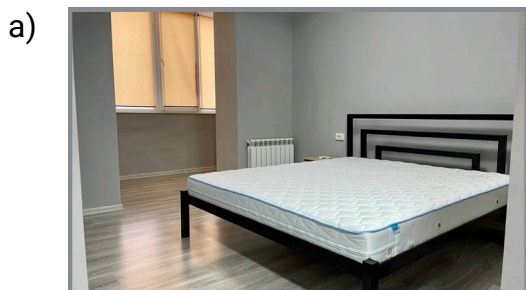
1. Read examples of community problems.
2. Circle **a)** or **b)** next to the picture that matches the description.
3. Say the name of the community problem.  
(Instructors: click [here](#) to see the answers)

1. There is a person smoking in the playground.



**Example:** *smoking and vaping*

2. Somebody left a mattress in the alley.





## Community Problems: Matching Descriptions (Skill Building)

3. A woman fell down because the sidewalk is full of ice.

a)



b)



4. The front yard of this house has long grass and a lot of weeds.

a)



b)



5. It is really late and the neighbour is using power tools. The neighbour can't sleep.

a)



b)



## Community Problems: Matching Descriptions (Skill Building)

6. A car is parked in a disabled spot without a permit.

a)



b)



7. The police are talking to a passenger without a transit pass. He may get a fine.

a)

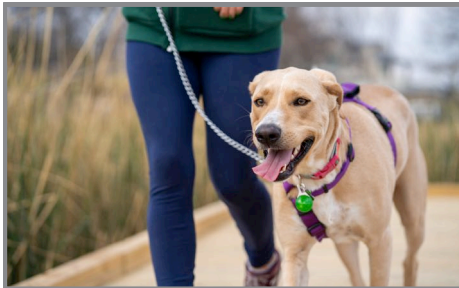


b)

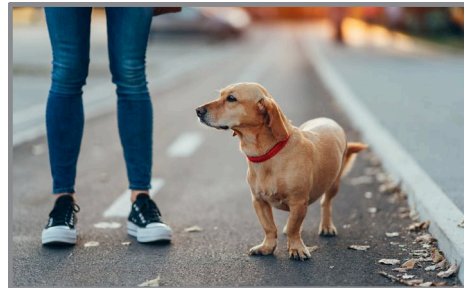


8. Someone is walking with their dog without a leash. That is not allowed in this park.

a)



b)



### Instructions

1. Your teacher will give you a printed version of the story Donna's Dogs [here](#).
2. Practice reading the story with a partner. Help each other with any words you do not know. You can also ask your teacher for help.
3. After you finish reading the story, answer the questions in the **Answer the Questions** section with your partner.
4. Check all answers together as a class.  
(Instructors: see [here](#) for answers)

### Donna's Dogs



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### Study Tip

- You can also practice listening to and reading the digital story.
- You can listen to the pronunciation of each sentence and repeat.
- Scan the QR code with your smartphone to access the digital story.





# Understanding Community Problems (Whole)

## Instructions

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



- 1 What is the problem in each picture?
- 2 Do you have these problems in your country?
- 3 What do you do when you have problems like these?

## Video: A Problem in the Playground (Listening Skill Building)

### Instructions

1. Click [here](#) or scan the QR code to listen to the video as a class.
2. As a class, talk about what bylaw is not being followed.
3. Answer the questions on the next page (p. 29). Listen again if you need to. (*Instructors: click [here](#) to see the transcript*)



### Bylaws in the Community

## A Problem in the Playground



## Video: A Problem in the Playground (Listening Skill Building)

### Instructions

1. Read the questions and answer choices below and on the next page (p. 30) about the video **A Problem in the Playground**.
2. Listen again [here](#) and choose the correct answer for each question. You can also listen a third time if needed.
3. Check your answers with a partner.
4. Talk about the correct answers as a class.  
(Instructors: click [here](#) to see the answers)

### 1. What is the problem?

- a) Adults are not allowed in the playground.
- b) Listening to music is not allowed in the playground.
- c) Smoking or vaping is not allowed in the playground.

### 2. What is Donna's request?

- a) Could you stop smoking in the playground, please?
- b) Could you stop listening to that music, please?
- c) Can you stop playing in the playground, please?

### 3. Where else is smoking or vaping not allowed? (check all that apply)

- ☐ outdoor pools
- ☐ sport fields
- ☐ transit property
- ☐ cars



**4. What does “I had no idea” mean?**

- a) I like smoking.
- b) I didn’t want to.
- c) I didn’t know.

**5. How much is the fine for smoking or vaping in these areas?**

- a) \$205
- b) \$250
- c) \$520

## Making Simple Requests: Word Order (Listening Skill Building)



- A **request** sentence asks someone to do something.
- Start with words such as “**Can you...**” or “**Could you...**”.
- Say what you want the person to do (action phrase).
- Always say “please”.
- Listen to your teacher say the example sentences below and repeat.

**Request  
Words**

+

**Action Phrase**

+

**Please**

**Could you**

**clear the sidewalk,**

**please?**

**Can you**

**turn the music down,**

**please?**

**Could you**

**clean up your dog's waste,**

**please?**

**Can you**

**move your car,**

**please?**

**Can you**

**not**

**park in my driveway,**

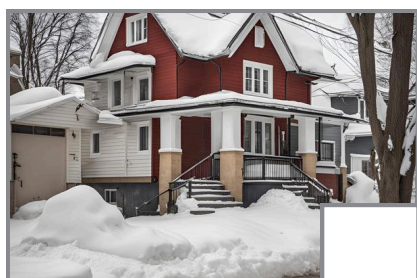
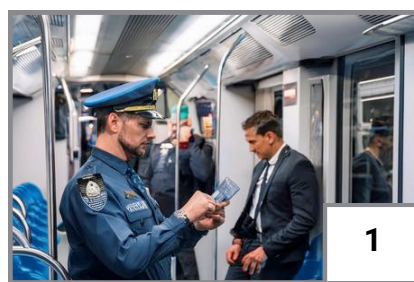
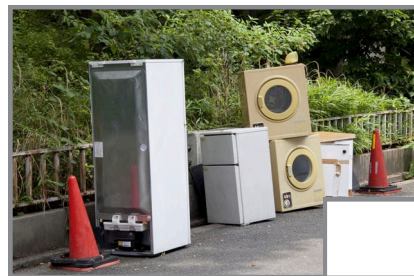
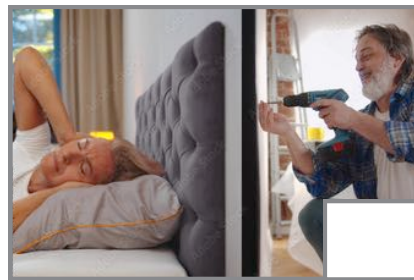
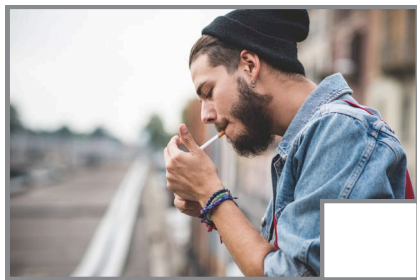
**please?**



## Listening to Simple Requests #1 (Listening Skill Building)

### Instructions

1. Listen to your teacher make different requests.
2. Write the number of the request you hear in the box of the correct picture.  
The first one is done for you.  
(Instructors: click [here](#) to see the answers)





## Simple Requests: Using “Can” or “Could” (Listening Skill Building)

### Instructions

1. Look at the pictures on the left side.
2. Listen to your teacher say a request using **Can** or **Could**.
3. Circle the request word you hear (**Can** or **Could**).
4. The first one in done for you.

(Instructors: click [here](#) to see the answers)

1.



**Can**  
**Could**

you stop making noise, please?

2.



**Can**  
**Could**

you cut the grass, please?

3.



**Can**  
**Could**

you park in another spot, please?

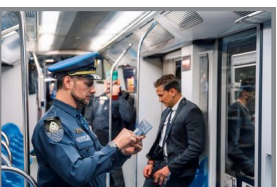
4.



**Can**  
**Could**

you clear the snow, please?

5.



**Can**  
**Could**

you show me your transit pass, please?

## Simple Requests: Action Words (Listening Skill Building)

### Instructions

1. Look at the pictures on the left side.
2. Listen to your teacher say each request and circle the **action word** you hear.  
(Instructors: click [here](#) to see the script)
3. The first one is done for you.  
(Instructors: click [here](#) to see the answers)

1.



Can you **drop** the garbage in the right place, please?  
**put**

2.



Could you **pick up** your dog's waste, please?  
**throw**

3.



Can you **avoid** smoking here, please?  
**stop**

4.



Can you **clean** the snow, please?  
**clear**

5.



Could you **move** your car, please?  
**put**

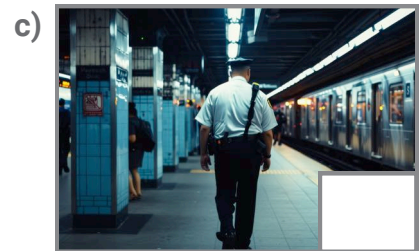
## Listening to Simple Requests #2 (Listening Skill Building)

### Instructions

1. You will watch and listen to two (2) conversations.
2. You will listen to each conversation two (2) times.
3. Put a checkmark in the box of the picture you hear.
4. Check your answers with a partner.

(Instructors: click [here](#) to see the answers)

### Conversation #1 (click [here](#) to see video)



### Conversation #2 (click [here](#) to see video)



## Listening to Requests and Details #1

### (Listening Skill Building)

#### Instructions

1. Read the questions below and their answer choices (a, b, c).
2. Listen to the **Community Bylaws: Conversation #1** [here](#) again and then circle the correct answer for each one. Listen again if needed.
3. Check your answers with a partner  
(Instructors: click [here](#) to see the answers)

#### 1. What request does the police officer make?

- a) Can I see your transit pass, please?
- b) Can I ask you a question?
- c) Can you show me your transit pass, please?

#### 2. The passenger lost his transit pass.

- a) True
- b) False

#### 3. What did the police officer do?

- a) He arrested the passenger.
- b) He gave the passenger a \$250 fine.
- c) He gave the passenger a warning.



#### Instructions

1. Read the questions below and their answer choices (a, b, c).
2. Listen to the **Community Bylaws: Conversation #2** [here](#) again and then circle the correct answer for each one. Listen again if needed.
3. Check your answers with a partner
4. (Instructors: click [here](#) to see the answers)

#### 1. What is Eva's apartment number?

- a) 204
- b) 304
- c) 311

#### 2. Eva should report this to 911.

- a) True
- b) False

#### 3. What does Mr. Smith ask Eva to do before calling the police?

- a) leave the building
- b) talk to the neighbour
- c) try to sleep

#### 4. "It's been a long night" means \_\_\_\_\_.

- a) the night has many hours
- b) it is really late
- c) it has been a difficult night

# Skill-Using Task

## Understanding a Conversation about a Community Problem

### 3 - Getting Things Done & 4 - Comprehending Information



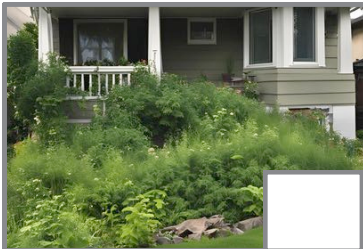
Name: \_\_\_\_\_

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

#### Instructions

1. Read the questions below and on the next page (p.39).
2. Watch and listen to the conversation between two (2) neighbours [here](#).
3. Put a checkmark beside the correct answer for question 1, and circle your answers for questions 2-4.  
(Instructors: click [here](#) to see the answers)

1. Check ☒ the community problem.



yard maintenance



noise



smoking and vaping

2. What does Emma say to John?

- a) Can you turn the music down, please?
- b) Could you turn down the music, please?
- c) Could you cut your grass, please?





# Skill-Using Task

## Understanding a Conversation about a Community Problem

### 3 - Getting Things Done & 4 - Comprehending Information



#### 3. What are they doing?

- a) They are having a birthday party.
- b) They are having a BBQ.
- c) They are talking in the balcony.

#### 4. Why does Emma ask John to turn the music down?

- a) She doesn't like the music.
- b) She has to work in the morning.
- c) She has friends in her apartment.

## Speaking to a Neighbour (Whole)

### Instructions

1. Read the information about Julia.
2. As a class, talk about the three (3) questions below the picture.



- This is Julia. She is very upset because some people in her neighbourhood do not take care of their yards.
- She wants to talk to her neighbour, but she is not sure what to say.



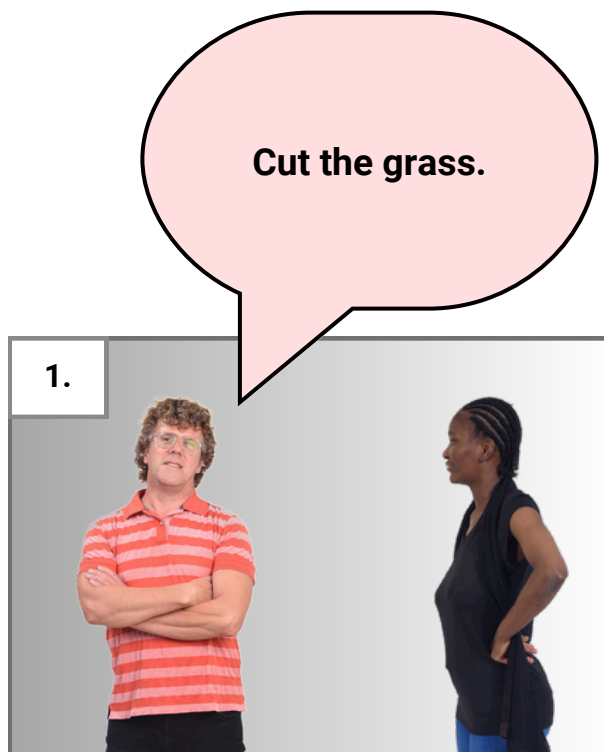
- 1 Why do you think Julia is upset?
- 2 What is the community problem?
- 3 How can Julia ask her neighbour to fix the problem?



## Making a Polite Request (Speaking Skill Building)

### Instructions

1. Look at the pictures.
2. Read the phrases below and identify what the request is.
3. Discuss the differences between the phrases in picture 1 and picture 2.
4. Talk about which request is polite and why.



## Making Requests: Opening Phrases (Skill Building)



- When you make a request, you should introduce the request in a polite way.
- This phrase is called an “opening”. There are different openings you can use to introduce a request.

### Instructions

1. Listen to the opening phrases [here](#) as a class. You can also scan the QR code with your smartphone. Click on “**Speaking: Openings**”.
2. Then read the opening phrases below and practice saying them to your partner.



**Hello, can I ask you something?**

**Hi, do you have a minute?**

**Excuse me, I want to ask you something.**

**Excuse me, can I ask you something?**



## Making Requests: Opening, Request, and Reason (Speaking Skill Building)



- To make a polite request, you should:
  1. introduce it politely with an opening phrase,
  2. make the request,
  3. give a reason for the request.
- Look at the different parts that make a polite request.

1

Opening

**Excuse me, can I talk to you for a minute?**

2

Request

**Can you stop smoking on the balcony, please?**

3

Reason

**The smoke is coming into my window.**





## Making Requests: Opening, Request, and Reason (Speaking Skill Building)

### Instructions

1. Read the example opening, request, and reason sentences on the right side of the page. Cut out each sentence.
2. Look at the three (3) pictures on the next page (p. 45) . Match one (1) opening sentence, one (1) request sentence, and one (1) reason sentence to each of the pictures on the next page
3. Place the sentences in the correct boxes beside the pictures and check with a partner. Finally, glue the sentences in the boxes.

(Instructors: click [here](#) to see the answers for p. 45)



### Opening

### Request

### Reason

Excuse me, can I ask you something?

Excuse me, can I talk to you for a minute?

Hi, do you have a minute?

Could you stop making noise, please?

Can you move your car, please?

Can you pick up your dog's waste, please?

My children are trying to sleep.

You can get a fine for not cleaning.

Your car is blocking my driveway.

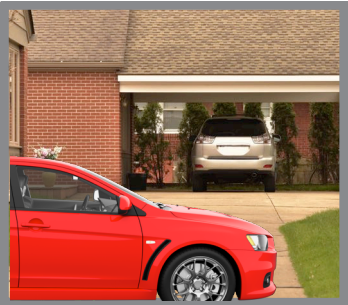


Making Requests: Opening, Request, and Reason (Speaking Skill Building)

1.




2.



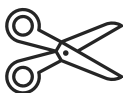

3.




## Identifying Opening, Request, and Reason (Speaking Skill Building)

### Instructions

1. Read the sentences on the right side of the page.
2. Label each one as **opening**, **request** or **reason** by writing in the box on the left side.  
The first one is already done for you.
3. Check your answers with a partner.
4. Place the sentences in the correct boxes beside the pictures on the next page (p. 44) and check with a partner. Finally, glue the sentences in the boxes.  
(Instructors: click [here](#) to see the answers)



<i>reason</i>	You can get a fine for not taking care of your yard.
	Hi, can I talk to you for a moment?
	Can you clear the snow from your sidewalk, please?
	Excuse me, can I ask you something?
	It is difficult to walk with so much snow.
	Hello, I want to ask you something.
	Could you cut the grass in your front yard, please?
	There are kids playing here.
	Can you stop smoking in the playground , please?

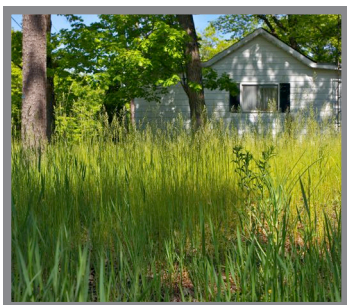


# Identifying Opening, Request, and Reason (Speaking Skill Building)

1.




2.




3.




## Making Simple Requests (Speaking Skill Building)

### Instructions

1. Review the word order for polite requests on [page 31](#).
2. Use your **Community Problem Flashcards**.
3. Place a flashcard in the box.
4. Make a request using the prompts below.  
For example, if you have the noise bylaw picture in the dotted box you can say: *Can you turn the music down, please?*
5. Work with a partner and take turns putting a card in the dotted box for the other student to make a request.



**Request  
Words**

+

**Action Phrase**

+

**Please**





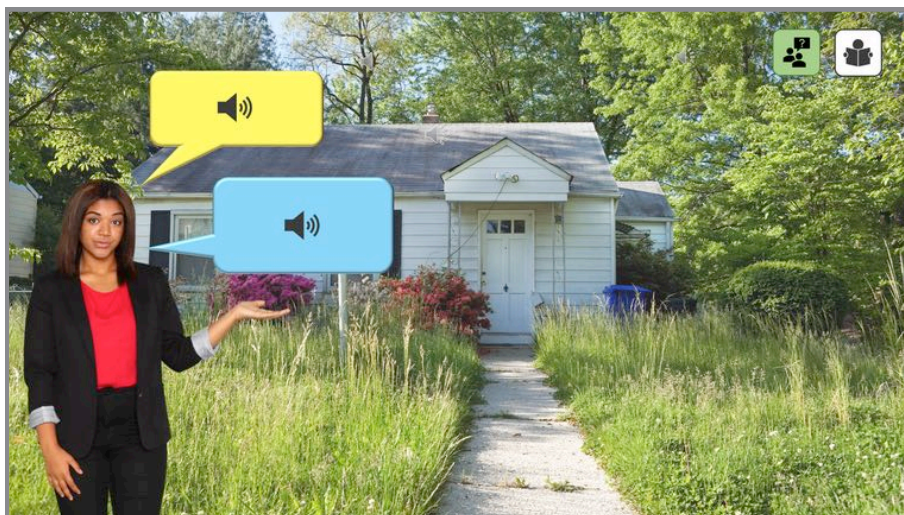
## Giving Reasons (Speaking Skill Building)



- You can give a **reason** for your request.
- A reason tells someone why you are making a request.

### Instructions

1. Click [here](#) to see the activity **Vocabulary Building**. You can also scan the QR code. Click on **Speaking: Requests and Reasons**.
2. Look at the picture on each slide. What is the problem? What is a possible request and reason?
3. Press the yellow speech bubble to hear the request.
4. Press the blue speech bubble to hear the reason.
5. Talk as a class: are these good reasons? Why or why not? Are there any other good reasons?



## Speaking to a Neighbour about Community Problems (Skill Building)

### Instructions

1. Read the dialogue below.
2. Practice the dialogue with a partner.

1

Hi, Ron! Do you have a minute?



Hey, John.  
Sure!



2

Can you clean up after your dog, please?



I'm a little busy now.  
Can I do it later?



3

There are kids playing outside.

Thank you, Ron!



You are right, John.  
I will clean it up right now.



## Making Requests: Role-Play (Skill Building)

### Instructions

1. Role-play making a request to your classmate about the community problem in the picture.
2. Remember to:
  - open the conversation by greeting the other person.
  - introduce the request politely.
  - make the request.
  - give a reason for your request.
  - close the conversation by saying “Thank you”.
3. Change roles with your partner and do pictures 2-4 on the next page (p. 52).

1.





2.



3.



4.



# Skill-Using Task

## Speaking to a Neighbour about a Community Problem

1 - Interacting With Others & 3 - Getting Things Done



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

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

### Instructions

1. Role-play talking about a community problem with your partner using the dialogue on the next page. Your partner will be the neighbour not following the bylaw and you will be the neighbour asking them to fix the problem
2. Read the **Scenario Card** below.
3. You need to:
  - greet your neighbour.
  - politely introduce the request.
  - make the request.
  - give a reason for your request.
  - thank your neighbour and close the conversation.
5. After you are finished, do the speaking self-assessment on page 55.  
Do not do the self-assessment before you speak with your partner.

### Scenario Card

- You are going to school this morning.
- A neighbour parked in front of your driveway.
- You can't take your car out because your driveway is blocked.
- You decide to ask your neighbour to move the car.





# Skill-Using Task

## Speaking to a Neighbour about a Community Problem

1 - Interacting With Others & 3 - Getting Things Done



You	<i>Opening</i>
Your neighbour	<b>Sure, what can I do for you?</b>
You	<i>Explain the problem</i>
Your neighbour	<b>Oh, I am sorry.</b>
You	<i>Request</i>
Your neighbour	<b>Of course.</b>
You	<i>Reason</i>
Your neighbour	<b>No problem. I will do it right away.</b>
You	<i>Closing</i>
Your neighbour	<b>Bye, _____. Have a good one!</b>

# Skill-Using Task

## Speaking to a Neighbour about a Community Problem

1 - Interacting With Others & 3 - Getting Things Done



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

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

### Instructions

1. After completing the dialogue on the previous page, do the self-assessment below.
2. Read each sentence below. Circle **Yes** if you did this step.  
Circle **No** if you didn't do this step.

### My Speaking Self-Assessment

- |  |     |    |
|--|-----|----|
| 1. I greeted the other person first.                         | Yes | No |
| 2. I used an opening to introduce the request politely.      | Yes | No |
| 3. I made a clear request using <b>CAN</b> or <b>COULD</b> . | Yes | No |
| 4. I gave a reason for my request.                           | Yes | No |
| 5. I closed the conversation.                                | Yes | No |



### Instructions

1. Listen to your teacher read the information about bylaws below.
2. As a class, talk about the four (4) questions on the next page (p. 57).  
(Instructors: see [here](#) for answers)

## ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be



Dumping can hurt our environment and make our city look dirty.

### Fines

- Fines are between \$250 and \$1000.

### Reporting

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.

**Adapted from:** <https://www.calgary.ca/bylaws/illegal-dumping.html>

1

**What is this information about?**

2

**Is this a problem in your home country?**

3

**What kinds of things might people dump illegally (furniture, appliances, etc.)?**

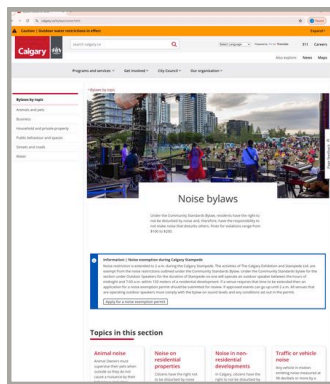
4

**Why do people need to read this information?**

# What are Text Types? (Reading Skill Building)



- There are many different kinds of reading texts.
- We can get information from different texts such as books, newspapers, emails, webpages, pamphlets, signs, and many other text types.
- Look at the example text types below and answer the questions.



webpage



newspaper



pamphlet



sign

1 Have you seen these text types before? Where?

2 What kinds of information can you find in each text type?





### Instructions

1. Look at the three (3) sample texts below and on pages 60 and 61.
2. Circle the correct answer for each question.
3. Then talk as a class about why you chose your answer.  
(Instructors: see [here](#) for answers)

1.

## ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be



Dumping can hurt our environment and make our city look dirty.

### Fines

- Fines are between \$250 and \$1000.

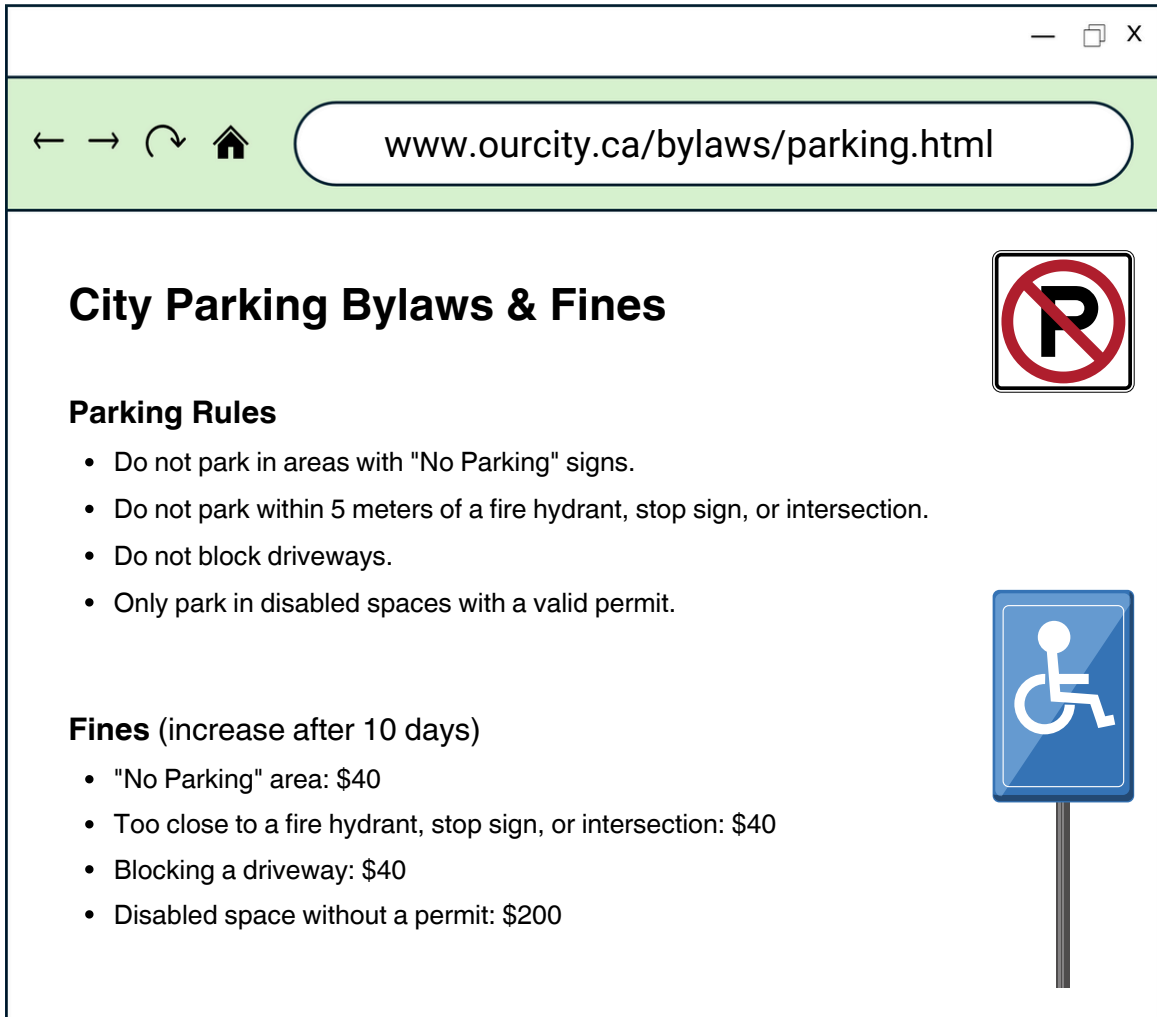
### Reporting

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.

**What type of text is this?**

- a) a pamphlet
- b) a web page
- c) an email

2.



The screenshot shows a web browser window with the address bar displaying [www.ourcity.ca/bylaws/parking.html](http://www.ourcity.ca/bylaws/parking.html). The page title is "City Parking Bylaws & Fines". On the right side, there are two images: a "No Parking" sign (a red circle with a diagonal line over a black 'P') and a blue disabled parking sign (a blue square with a white wheelchair symbol). The main content area is divided into two sections: "Parking Rules" and "Fines (increase after 10 days)".

## City Parking Bylaws & Fines

### Parking Rules

- Do not park in areas with "No Parking" signs.
- Do not park within 5 meters of a fire hydrant, stop sign, or intersection.
- Do not block driveways.
- Only park in disabled spaces with a valid permit.

### Fines (increase after 10 days)

- "No Parking" area: \$40
- Too close to a fire hydrant, stop sign, or intersection: \$40
- Blocking a driveway: \$40
- Disabled space without a permit: \$200

Adapted from: <https://www.calgaryparking.com/tickets/bylaws-fines.html>

**What type of text is this?**

- a) a newspaper
- b) a sign
- c) a web page

3.



**What type of text is this?**





- a) a pamphlet
- b) a sign
- c) a web page

Matching Vocabulary to Community Problems  
(Reading Skill Building)

Instructions

- 1. Read the twelve (12) words and phrases below.
  - 2. Talk about each word or phrase with a partner. Ask “What is this word/phrase?” and talk about the meaning.
  - 3. Read the four (4) bylaw categories in the table (Noise, Parking, Pets, Snow).
  - 4. Decide which bylaw the word fits. Write the word in a column in the table.
- Some words can go in more than one column.  
(Instructors: see [here](#) for answers)

- quiet
  - leash
  - ice
- vehicle
  - driveway
  - stop sign
- sidewalk
  - loud music
  - shovel
- sound volume
  - dog waste
  - barking

Noise 	Parking 	Pets 	Snow 



- **Reading for gist** is reading to understand the basic idea, or what the text is mostly about.
- When you read for gist, don't try to understand and remember every detail or every word.
- **Highlight** the title, headings, key words, and look at any pictures to help you understand the gist.

## Title

- the name of the text
- usually bigger, underlined, CAPITALIZED, and / or **bolded**
- usually at the top of the text

## Picture

## Key Words

- important words about people, places, things, actions, etc.

## ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be

Dumping can hurt our environment and make our city look dirty.

### Fines

- Fines are between \$250 and \$1000.

### Reporting

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.



## Headings

- tell you what the section is about
- help you find information quickly
- usually bigger, underlined, CAPITALIZED, and / or **bolded**

### Instructions

1. Read the text **Illegal Dumping Bylaw** again.
2. Highlight the title, headings and some key words to help you understand the gist. You can also look at the picture in the text.
3. Read the question at the bottom of the page. Circle the correct answer.
4. Repeat with sample texts 2 and 3 on page 65 and 66.

(Instructors: see [here](#) for answers)

1.

## ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be

Dumping can hurt our environment and make our city look dirty.

Fines

- Fines are between \$250 and \$1000.

Reporting

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.

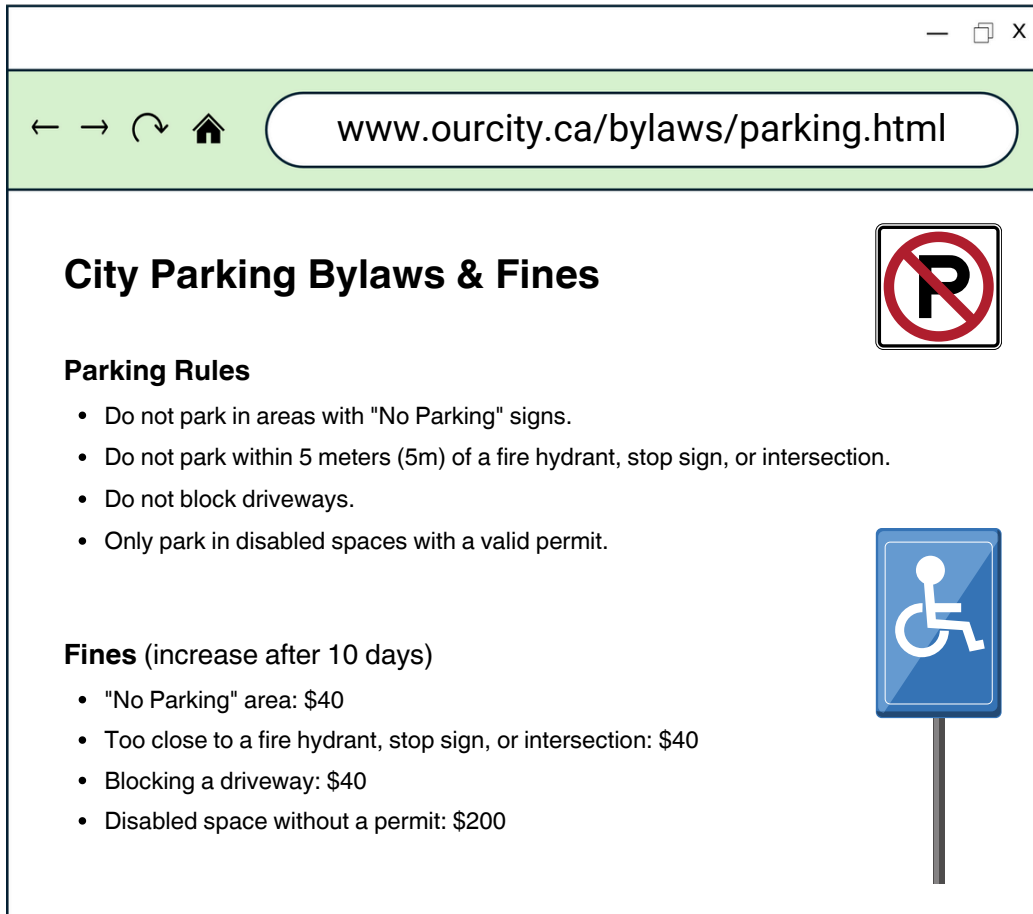


**This text is mostly about:**

- a) parking bylaws
- b) dumping garbage bylaws
- c) using 311



2.



The screenshot shows a web browser window with the address bar displaying [www.ourcity.ca/bylaws/parking.html](http://www.ourcity.ca/bylaws/parking.html). The page title is "City Parking Bylaws & Fines". The content is organized into two main sections: "Parking Rules" and "Fines (increase after 10 days)". The "Parking Rules" section lists four rules: do not park in areas with "No Parking" signs, do not park within 5 meters of a fire hydrant, stop sign, or intersection, do not block driveways, and only park in disabled spaces with a valid permit. The "Fines" section lists four fine amounts: \$40 for "No Parking" area, \$40 for being too close to a fire hydrant, stop sign, or intersection, \$40 for blocking a driveway, and \$200 for a disabled space without a permit. There are two images: a "No Parking" sign (a red circle with a diagonal line over a blue 'P') and a disabled parking sign (a blue square with a white wheelchair symbol).

## City Parking Bylaws & Fines

### Parking Rules

- Do not park in areas with "No Parking" signs.
- Do not park within 5 meters (5m) of a fire hydrant, stop sign, or intersection.
- Do not block driveways.
- Only park in disabled spaces with a valid permit.

### Fines (increase after 10 days)

- "No Parking" area: \$40
- Too close to a fire hydrant, stop sign, or intersection: \$40
- Blocking a driveway: \$40
- Disabled space without a permit: \$200

**This text is mostly about:**

- a) driving a vehicle
- b) getting a disabled permit
- c) parking rules

3.



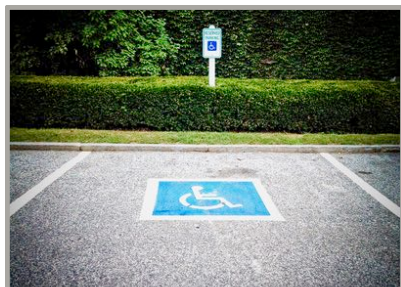
**This text is mostly about:**

- a) buying a new dog
- b) cleaning up after your dog
- c) using a shovel

# Understanding Vocabulary in a Text (Reading Skill Building)

## Instructions

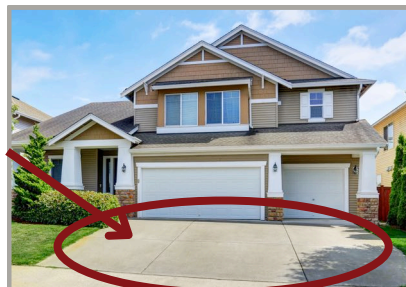
1. Look at the pictures below for words from the **City Parking Bylaws & Fines** on the next page (p. 68).
2. Talk with your partner about each picture. Ask “*What is this picture?*” and discuss the meaning of each picture.
3. Use the words and phrases in the box at the bottom of the page to label each picture. (*Instructors: see [here](#) for answers*)



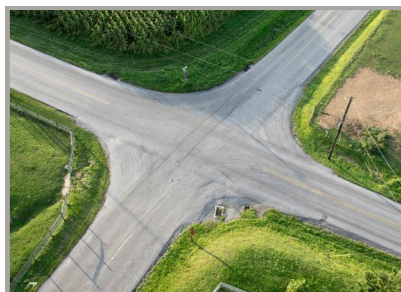
1. \_\_\_\_\_



2. \_\_\_\_\_



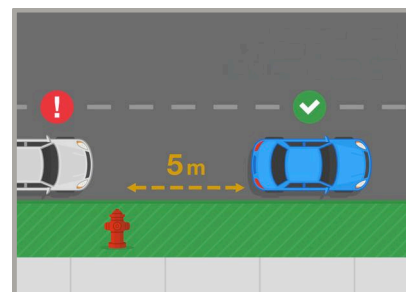
3. \_\_\_\_\_



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



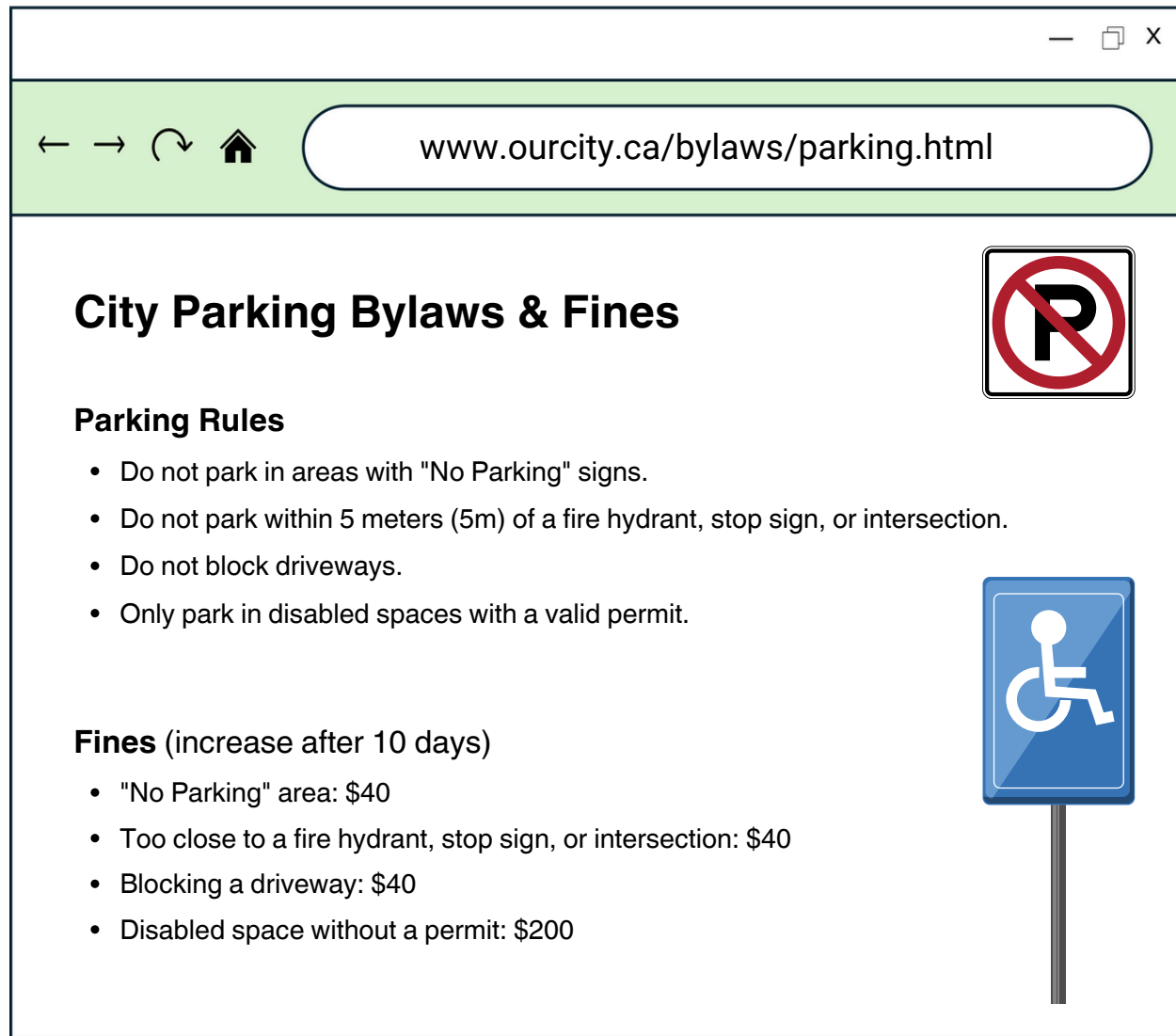
5. \_\_\_\_\_



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

5 metres	driveway	fire hydrant
disabled parking space	intersection	permit





The screenshot shows a web browser window with the address bar displaying [www.ourcity.ca/bylaws/parking.html](http://www.ourcity.ca/bylaws/parking.html). The page title is "City Parking Bylaws & Fines". To the right of the title is a "No Parking" sign (a red circle with a diagonal line over a black 'P'). Below the title is a section titled "Parking Rules" with a bulleted list of rules. To the right of the rules is a blue square sign with a white wheelchair symbol. Below the rules is a section titled "Fines (increase after 10 days)" with a bulleted list of fines.

## City Parking Bylaws & Fines

### Parking Rules

- Do not park in areas with "No Parking" signs.
- Do not park within 5 meters (5m) of a fire hydrant, stop sign, or intersection.
- Do not block driveways.
- Only park in disabled spaces with a valid permit.

### Fines (increase after 10 days)

- "No Parking" area: \$40
- Too close to a fire hydrant, stop sign, or intersection: \$40
- Blocking a driveway: \$40
- Disabled space without a permit: \$200

Adapted from: <https://www.calgaryparking.com/tickets/bylaws-fines.html>



- An **r-controlled vowel** is when the letter “r” comes immediately after a vowel and changes the sound of the vowel.
- An r-controlled vowel can have many different sounds and can be spelled **ar, er, ir, or, ur, air, ear, ire**.
- Some examples are in the words “**car**”, “**teacher**”, “**bird**”, “**for**”, “**hurt**”, “**hair**”, “**hear**”, “**fire**”.
- Don’t worry about learning every pronunciation now. Start with some words we use in this module.

### Instructions

1. Read the sentences below.
2. Underline all examples of r-controlled vowels.  
The first one is done for you.
3. Scan the QR code or click [here](#) to hear each word.
4. Then practice reading the sentences with a partner.  
(Instructors: see [here](#) for answers)



### Community Bylaws

1. Do not park your car in front of your neighbour’s driveway.
2. Do not litter or dump garbage. Use a garbage can or take your items to the landfill instead.
3. Do not disturb other people at night with loud music or noise.
4. Make sure you cut the grass in your yard.
5. Make sure you always pay your fare before you take the train.



- **Reading for details** is reading carefully to find details or information.
- **Scanning** is a great first strategy to help you find details quickly.
- **Scanning** means looking quickly through a text to find specific information. You don't read every word. Move your eyes quickly over the page to find details like names, dates, numbers, or key words.
- You can **scan** for key words in the questions you have to answer.

### How to Scan

**Step 1** Read the question you want to answer. Highlight the key words in the question. For example, look at the question below.

1. **Leaving garbage in the alley is illegal dumping.**  
a) true      b) false

**Step 2** Now use your finger and eyes to quickly scan the text. Find the key words you highlighted. Do not start at the beginning and read every word. Look for words similar to the keywords (same word, same idea, etc.)

**ILLEGAL DUMPING BYLAW**

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be

Dumping can hurt our environment and make our city look dirty.

**Fines**

- Fines are between \$250 and \$1000.

**Reporting**

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.

**Illegal dumping means leaving garbage or household items in:**

- alleys
- parks
- roads
- any place it should not be





- After you are finished scanning, you must **read carefully** to correctly understand the information you find.

### How to Read Carefully

**Step 1** Read the question again carefully. Read the answer choices under the question.

1. Leaving garbage in the alley is illegal dumping.

- a) true      b) false

**Step 2** Read the sentence from the text again.

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be

**Step 3** Ask yourself: What is the best answer choice?

The question says: "Leaving garbage in the alley is illegal dumping."

The text says "Illegal dumping means leaving garbage or household items in...alleys"

These sentences have the same meaning, so we circle (a) true.

### Instructions

1. Read the questions below about the text **City Parking Bylaws & Fines** on page 68.
2. Use the reading strategies **Scanning for Details** and **Reading Carefully** to help you find the answers to the questions.
3. Practice guessing the meaning of unknown words.  
(Instructors: see [here](#) for answers)

1. **You can park 3 meters (3m) away from a fire hydrant.**

- a) true                      b) false

2. **How much is the fine for blocking a driveway?**

\$\_\_\_\_\_

3. **Everyone can park in a disabled parking space.**

- a) true                      b) false

4. **“Blocking a driveway” means:**

- a) parking 5 meters (5m) away from a driveway  
b) parking in a driveway  
c) parking in front of a driveway

5. **The fine for parking in a disabled space without a permit is \$\_\_\_\_\_.**

## Comparing Simple Information (Reading Skill Building)



- Sometimes we need to look at different pieces of information and **compare** them. When we **compare**, we see how information is similar or different.

### Instructions

1. Read the questions below about the text **City Parking Bylaws & Fines** on page 68.
2. Use the reading strategies **Scanning for Details** and **Reading Carefully** to help you compare and find the answers to the questions.
3. Circle the best answer for each question.  
(Instructors: see [here](#) for answers)

#### 1. Compare the different parking rules.

**Which parking rule has the highest fine?**

- a) parking in a “No Parking” area
- b) parking too close to an intersection
- c) parking in a disabled space without a permit

#### 2. The lowest parking fine you might pay is:

- a) \$14
- b) \$40
- c) \$200



## Strategy #3: Guessing the Meaning of Unknown Words in Context



- Sometimes we don't know the meaning of words. We can try and guess the meaning using the context (the other words in the sentence, the topic of the text, etc.)
- Look at the example sentence below from the text **City Parking Bylaws and Fines**.

Example Sentence:

**Do not park in areas with "No Parking" signs.**

### Question

1. **What does "areas" mean?**

- a) houses
- b) places
- c) trains

### **Instructions**

1. Read the example sentence, example question, and three (3) answer choices.
2. What do you think is the best answer? Circle it.
3. Talk with your partner about why you think your answer is correct.
4. On the next page, you will learn how to guess the meaning of new words and see the answer for the question **What does "areas" mean?**



## How to Guess the Meaning of Unknown Words in Context

**Step 1** Read the question you want to answer. Underline the key word in the question. For example, look at the question below.

1) What does "areas" mean?

- a) houses
- b) places
- c) trains

**Step 2** Now use your finger and eyes to quickly scan the text. Find the key word you underlined in the question and circle it.

Do not park in areas with "No Parking" signs.

**Step 3** Read the sentence with the keyword. You can also read sentences before or after the keyword. Guess what the word might mean.

**Step 4** Look at the answer choices a, b, and c. Which choice has the same meaning as the key word?

**Tip** Sometimes you can replace the key word in the text with each of the answer choices to see if they fit. For example:

Do not park in houses with "No Parking" signs. ✗

Do not park in places with "No Parking" signs. ✓

Do not park in trains with "No Parking" signs. ✗

We can't park in "houses" or "trains", so "places" is the best answer.

**Instructions**

1. Read the text “Community Bylaws” below.
2. Then read question #1 and the three (3) answer choices on the next page.
3. Use the strategy from the previous page (p. 75). Circle the best answer.
4. Talk with your partner about why you think your answer is correct.
5. Repeat with questions #2 and #3.

*(Instructors: see [here](#) for answers)*

**Community Bylaws**

1. Do not park your car in front of your neighbour’s driveway.
2. Do not litter or dump garbage. Use a garbage can or take your items to the landfill instead.
3. Do not disturb other people at night with loud music or noise.
4. Make sure you cut the grass in your yard.
5. Make sure you always pay your fare before you take the train.



1. **“Litter” means:**

- a) put garbage in a can
- b) recycle items
- c) throw garbage on the ground

2. **“Landfill” means:**

- a) a place to buy a garbage can
- b) a place to take garbage
- c) a place to make noise

3. **“Disturb” means:**

- a) be quiet
- b) bother people
- c) make people happy

## Vocabulary Review (Reading Skill Building)

### Instructions

1. Read the words in the table below.
2. Explain each word or phrase to a partner.  
If you don't understand a word, ask your partner *"What does this word mean?"*.
3. If you and your partner both don't understand, ask your teacher.
4. Check the box beside the word or phrase **after** you are sure you understand it.

bylaw <input type="checkbox"/>	loud music <input type="checkbox"/>	intersection <input type="checkbox"/>
311 <input type="checkbox"/>	disabled <input type="checkbox"/>	fare evasion <input type="checkbox"/>
noise <input type="checkbox"/>	dog waste <input type="checkbox"/>	clear snow <input type="checkbox"/>
finer <input type="checkbox"/>	purpose <input type="checkbox"/>	household items <input type="checkbox"/>





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

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

#### Instructions

1. Read the information about bylaws below
2. Answer the questions on the next two (2) pages (p. 80 and 81.)  
(Instructors: see [here](#) for answers)

## Snow Shovelling Bylaw



Our city has rules to keep our sidewalks safe in winter.

### Duties

- You must clear snow and ice from sidewalks in front of or next to your house.
- You must clear snow within 24 hours after it stops snowing.
- Clear a path at least 1.5 meters wide on the sidewalk.



### Fines and Charges

- When sidewalks are not cleared, the City may:
  1. charge you \$150 for snow removal
  2. fine you \$250-\$750 for not clearing the snow and ice

Adapted from: <https://www.calgary.ca/bylaws/snow-shovelling.html> and <https://www.calgary.ca/bylaws/snow-ice.html>



# Skill-Using Task

## Reading Information about Bylaws

### 4 - Comprehending Information



#### Questions

1. **What type of text is this?**

- a) a pamphlet
- b) a web page
- c) an email

2. **You must shovel within \_\_\_\_\_ after it stops snowing.**

- a) 1 hour
- b) 2 hours
- c) 24 hours

3. **“Clear snow” means:**

- a) play in the snow.
- b) remove snow.
- c) walk in the snow.

4. **“charge you \$150” means:**

- a) ask you to pay \$150
- b) give you \$150
- c) send you \$150 in the mail



# Skill-Using Task

## Reading Information about Bylaws

### 4 - Comprehending Information



5. **When you don't shovel the sidewalk, the city may:** (check ☒ all that apply)

- a) build a sidewalk ☐
- b) call 311 ☐
- c) charge you for snow removal ☐
- d) make you pay a fine ☐

6. **The lowest fine you may pay is:**

- a) \$100
- b) \$250
- c) \$750

7. **Why does the city have a snow shovelling bylaw?**

- a) to charge you money
- b) to make sidewalks safe
- c) to sell more shovels

### Instructions

1. Read the note to a neighbour below.
2. Then talk about the four (4) questions below as a class.  
(Instructors: see [here](#) for answers)

Jan. 24th, 2025

Hello neighbour,

I hope you are doing well. The sidewalk in front of your house is full of snow again. Could you shovel the sidewalk, please?

My daughter had to walk in the street and it is dangerous.

Thank you,

Your neighbour Lan

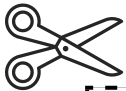
House #46

- 1 **What is the note about? What is the problem?**
- 2 **Who is the note to?**
- 3 **Who is the note from?**
- 4 **Why do you think Lan wrote a note to their neighbour instead of speaking to them? Where could Lan put the note?**



**Instructions**

1. First, cut out the sentences below from the note on the previous page (p. 82).
2. Read the sentences together with a partner.
3. Together with your partner, put the sentences in the correct order for a note.
4. **Do not** look at the previous page (p. 82).
5. Talk with your partner about why you chose this order. Then check the note on the previous page to see the correct order.



House #46

I hope you are doing well.

Thank you,

Could you shovel the sidewalk, please?

Your neighbour Lan

Hello neighbour,

My daughter had to walk in the street and it is dangerous.

The sidewalk in front of your house is full of snow again.



- An **opening** is a very important part of a note, letter, or email message
- WHAT: An **opening** is the first part of a note or message, (ex. saying "Hello" and "How are you?"). It can be one word "Hello" or multiple sentences or phrases.
- WHY: It is polite and shows that you care about the person you are writing to.



- A **closing** is also very important.
- WHAT: A **closing** is the last part of a note or message, (ex. saying "Thank you" or "Kind regards"). It can be one word "Thanks", or multiple phrases. After the closing, write your name. You can also write your house number.
- WHY: It is a polite and respectful way to finish a message.

### Instructions

1. Re-read the note from page 79 below.
  2. Draw a **circle** the opening(s).
  3. Draw a **box** around the closing(s).
- (Instructors: see [here](#) for answers)

Jan. 24<sup>th</sup>, 2025

Hello neighbour,

I hope you are doing well. The sidewalk in front of your house is full of snow again. Could you shovel the sidewalk, please?

My daughter had to walk in the street and it is dangerous.

Thank you,

Your neighbour Lan

House #46

## Identifying Openings and Closings (Writing Skill Building)

### Instructions

1. Read the phrases in the table below.
2. If the phrase is an opening, write an "O" in the blank.
3. If the phrase is a closing, write a "C".
4. The first two (2) are done for you.

(Instructors: see [here](#) for answers)

1. Have a great day,	<u>  C  </u>
2. I hope you are doing well.	<u>  O  </u>
3. Hello neighbour,	<u>          </u>
4. Thank you,	<u>          </u>
5. Kind regards,	<u>          </u>
6. Dear neighbour,	<u>          </u>
7. Many thanks,	<u>          </u>
8. Respectfully,	<u>          </u>
9. Good morning,	<u>          </u>



### Instructions

1. The note below is missing an **opening**, **closing**, **date**, and a **name**.
2. Read the note and choose an appropriate opening and closing from the previous page (p. 85)
3. Write the opening, closing, date, and your name in the correct blanks in the note.
4. Think about why you chose these openings and closings. What are some other opening and closing phrases that you can use? Talk as a class.  
(Instructors: see [here](#) for answers)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The music from your apartment was loud last night. I  
couldn't sleep. This is not the first time. Can you turn the  
music down after 10 p.m., please?

\_\_\_\_\_

\_\_\_\_\_

Apartment #209

## Spelling R-Controlled Vowels (Writing Skill Building)



- An **r-controlled vowel** is when the letter “r” comes after a vowel and changes the sound of the vowel.
- A r-controlled vowel can have many different sounds and can be spelled **ar, er, ir, or, ur, air, ear, ire**.
- Some examples are in the words “**cart**”, “**teacher**”, “**bird**”, “**for**”, “**hurt**”, “**hair**”, “**hear**”, “**fire**”.
- Each spelling can be pronounced different ways.

### Instructions

1. Read the sentences below.
2. The words with blanks have r-controlled vowels.
3. Talk with your partner: “What are these words?” “How do you spell the missing vowel sounds?”
4. Spell the missing vowel sounds. Guess if you are not sure.  
(Instructors: see [here](#) for answers)

1. Dear neighb\_\_\_\_\_
2. Can you not p\_\_\_\_\_k your c\_\_\_\_\_ in my driveway please?
3. Can you t\_\_\_\_\_n down the music please?
4. Y\_\_\_\_\_ grass is v\_\_\_\_\_y long.
5. Your dog pooped in my y\_\_\_\_\_d.
6. This is not the f\_\_\_\_\_st time.
7. Kind reg\_\_\_\_\_ds,



## Describing the Problem (Writing Skill Building)



- Before you ask your neighbour to do something, you need to write what the problem is.
- Look at the example below.

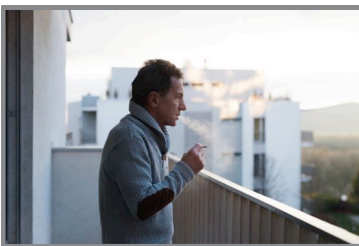


The sidewalk in front of your house is full of snow again.

### Instructions

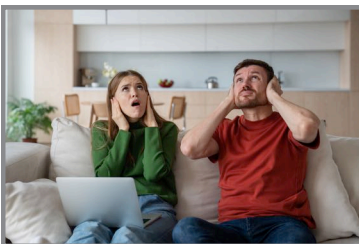
1. Look at the pictures below and on the next page (p. 89).
  2. Read the two sentences beside each picture.
  3. Circle the sentence that matches the picture.
- (Instructors: see [here](#) for answers)

1.



- Someone was smoking on the balcony.
- Someone was sitting on the balcony.

2.



- The music was very nice last night.
- The music was very loud last night.

3.



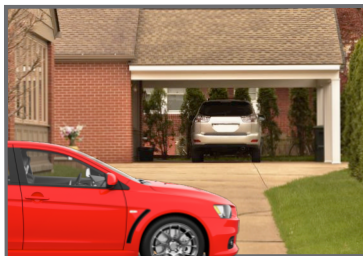
- I saw your dog poop on my grass.
- I saw your dog sleep on my grass.

4.



- Your grass is very short.
- Your grass is very long.

5.



- Your car is parked in your driveway.
- Your car is parked in front of my driveway.



**Instructions**

1. The note below is missing a sentence describing the problem.
2. Look at the picture of the problem.
3. Write a sentence to describe the problem in the blank.
4. Repeat with the note on the next page.

*(Instructors: see [here](#) for answers)*

Hi Gurpreet,

I hope you are doing well. \_\_\_\_\_

\_\_\_\_\_.

I can't get out. Can you please move your car, please?

Thank you,

Mohammad

House #1406



Hi Adam,

We hope you are doing well. \_\_\_\_\_

\_\_\_\_\_  
We couldn't sleep. Can you turn the music down next time,  
please?

Kind regards,

Sara and Jim

Apartment #303



## Writing Request Sentences (Writing Skill Building)



- A request sentence asks someone to do something.
- Start sentences with REQUEST WORDS. For example, “Can you...” or “Could you...”.
- Remember to write what you want the person to do (ACTION PHRASE).
- Always write “please”.
- Don’t forget to write a question mark (?) at the end of the sentence.
- Look at the example sentences below.

**Request  
Words**

+

**Action Phrase**

+

**Please**

**Could you**

**clear the sidewalk,**

**please?**

**Can you**

**turn the music down,**

**please?**

**Could you**

**clean up your dog’s waste,**

**please?**

**Can you**

**move your car,**

**please?**

**Can you**

**not**

**park in my driveway,**

**please?**



## Request Sentences: Word Order (Writing Skill Building)

### Instructions

1. Read the phrases in the mixed-up sentences below.
2. Re-write the sentences in the correct order on the line below each sentence.
3. Make sure to use correct capital letters and punctuation.

(Instructors: see [here](#) for answers)

Ex. **please / could you / clean up after your dog**

*Could you clean up after your dog, please?*

1. **shovel the sidewalk / please / can you**

---

2. **please / turn the music down / could you**

---

3. **can you / please / move your car**

---

4. **not smoke on the balcony / could you / please**

---



## Request Sentences: Filling the Gaps (Writing Skill Building)

### Instructions

1. Listen to your teacher read each sentence from the list [here](#).
2. Fill in the blanks using the words you hear.
3. Add a question mark for each request.

Ex. Could you shovel the sidewalk, please ?

1. \_\_\_\_\_ you clean up your dog's waste, please \_\_\_\_
2. Can you turn the \_\_\_\_\_ down, please \_\_\_\_
3. Could you \_\_\_\_\_ your car, please \_\_\_\_
4. Could you cut \_\_\_\_\_ grass, please \_\_\_\_
5. Can you not \_\_\_\_\_ on the balcony, please \_\_\_\_



## Writing Request Sentences: Practice (Writing Skill Building)

### Instructions

1. Look at the pictures of problems below.
2. Write a request sentence for a neighbour in the blank beside each picture.  
(Instructors: see [here](#) for answers)

Ex.

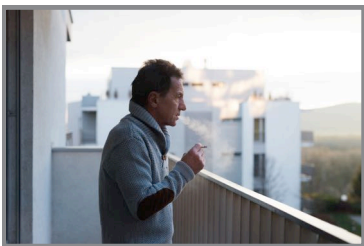


*Could you cut your grass, please?*

1.



2.



3.



---

4.



---

5.



---





- A **paragraph** is a group of 3-5 sentences.
- One sentence is usually about **the main idea**.
- The other sentences support the main idea with **details**.
- Don't write sentences that are not about the topic.
- Look at the example below.

Jan. 24th, 2025

Hello neighbour,

I hope you are doing well. The sidewalk in front of your house is full of snow again. Could you shovel the sidewalk, please?

My daughter had to walk in the street and it is dangerous.

Thank you,

Your neighbour Lan

House #46

- The **main idea** is a request to shovel snow on the sidewalk.
- The other sentences provide **details** (the sidewalk is full of snow, the daughter had to walk in the street), and an opening and closing.
- All **details** support the **main idea** (a request to shovel the snow on the sidewalk).

**Instructions**

1. Read the note below.
2. One sentence does not fit the main idea.
3. ~~Cross out~~ the sentence that doesn't fit.
4. Repeat with each note on the next page.

(Instructors: see [here](#) for answers)

June. 12

Dear neighbour,

I hope you are doing well. The music from your apartment was very loud last night. I couldn't sleep. I had breakfast this morning. Can you please turn it down next time?

Kind regards,

Ahmad

Apartment #405

**Sept. 23rd**

**Hello Jon,**

**I saw your dog poop in my yard this morning.**

**This is not the first time. I don't have a dog.**

**Can you pick up your dog's waste please?**

**Kind regards,**

**Katrina**

**House #203**

**Aug. 5th**

Hi neighbours,

I hope you both are doing okay. Tommorrow will be sunny. Your children left some toys and bicycles on the sidewalk. Can you put the toys and bicycles away please?

Thank you,

Zahra

House #1423

## Strategy #1: Using a Word Box



- When you write sentences, you can use words and phrases from example sentences or from a **word box** to help you.
- A **word box** can help you choose and spell words correctly.
- Below is an example word box.

Hello	please	can	vehicle
three times	driveway	move	Kind regards,

### Instructions

1. Your neighbour parked in front of your driveway three times this week.
2. Read the words and phrases in the box above and circle the words you might use in a note to your neighbour.
3. ~~Cross out~~ the words and phrases you would not use.
4. Then use the words and phrases you chose to write a note on the next page (p. 101).
5. After you are finished the note, ask your teacher to check your note.





Instructions

- 1. Your neighbour has been smoking on the balcony next to your apartment.
- 2. Think of eight (8) words or phrases you want to use to write a note about this problem.
- 3. Write these words and phrases in the table below.
- 4. Tell your partner about the words you chose. Talk about why you chose these words. Then use the words and phrases to write a note to your neighbour.
- 5. After you are finished the note, ask your teacher to check your note.


- When you write a text (such as a note or email) in English, you can use a **checklist** to help you.
- A checklist helps you make sure you write important information.

### How to Use a Checklist

1. **Read all of the items in the checklist.** Ask a partner (or your teacher) if you don't understand any items in the checklist.
2. **Write your message.** Make sure to include all of the items in the checklist.
3. **Read your message.**
4. **Read each item in the checklist again** and make sure you have this item in your message. If you do, **check the box** ☒ side the item in the checklist.





### Instructions

1. Use the checklist below to check the note on the next page (p. 105).
2. Put a checkmark ☒ beside each item that is in the note.
3. Put an ☒ for items not in the note.
4. Talk together with a partner: "Are there any items from the checklist missing in the note?" "Which ones?"  
(Instructors: see [here](#) for answers)

### Writing A Note to a Neighbour Checklist

1. 4-5 sentences or a short paragraph ☐
2. the date ☐
3. an opening ☐
4. describe the problem ☐
5. make a request to fix the problem ☐
6. a closing and your name ☐

Jan. 24th

Dear neighbour,  
I hope you are doing well. The music from your  
apartment was loud last night. I couldn't sleep.  
This is not the first time.

## Spelling Words and Phrases in a Note (Writing Skill Building)

### Instructions

1. Listen to your teacher some read words and phrases for writing a note.
2. You will hear each word or phrase three (3) times.
3. Try to spell each word or phrase.
4. After you are finished, check with your partner.

*(Instructors: see [here](#) for answers)*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



# Skill-Using Task: Writing a Note to a Neighbour

## 1 - Interacting With Others



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

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

### Instructions

1. Your neighbour Jamie has a dog. Today Jamie's dog went to the bathroom (pooped) on your lawn again. This is not the first time. Today you stepped in the dog's waste. You don't have Jamie's phone number. You decide to write a note.
2. Write a note to Jamie and ask them to clean up their dog's waste. Use some of the words and phrases in the box below to help you.
3. After you are finished, complete the checklist on the next page. Ask your teacher to check your note. (*Instructors: see [here](#) for answers*)

Dear	please	could	step in
Kind regards,	dog's waste	clean up	parking





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

### **Writing A Note to a Neighbour Checklist**

1. I wrote a few sentences (CLB 3L). ☐

I wrote a short paragraph (CLB 4L). ☐

2. I wrote the date. ☐

3. I wrote an opening. ☐

4. I described the problem. ☐

5. I made a request to fix the problem. ☐

6. I wrote a closing and my name. ☐

7. I used some words and phrases from the box on p. 104. ☐

# Assessment Tasks





# CLB 3 Listening Assessment

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

**Task:** Understanding a Conversation about a Community Problem

**Competencies:** 3 - Getting Things Done  
4 - Comprehending Information

**Instructions:** Read the questions and the answer choices for each question.  
Listen to the conversation about bylaws and choose the best answer for each question.

- Gets the gist (Question 1)
- Identifies factual details (Questions 2,3,5)
- Identifies purpose (request) (Question 4)

## Result



Not Yet  
0-3



Almost There  
4-5



Successful\*  
6-8

*\*You must answer questions 1 and 4 correctly and get a minimum of 6/8 to be successful.*





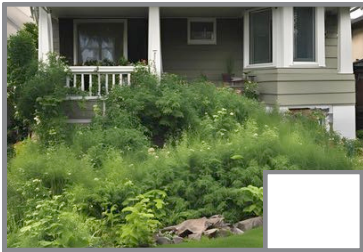
## Understanding a Conversation about a Community Problem (CLB 3 Listening Assessment)

### Instructions

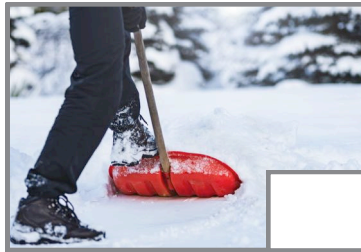
1. You will listen to Monica and John talk about a community problem. Your teacher will play the audio [here](#). You will listen to the conversation three (3) times.
2. Read the questions and answers choices below and on the next page (p. 3)
3. Listen and choose the correct answer for each question.

1. Check ☒ what the community problem is.

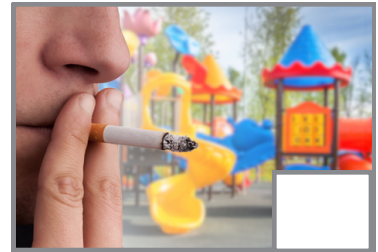
(2 points)



yard maintenance



snow and ice removal



smoking

2. Who is Monica?

(1 point)

- a) a friend
- b) a landlord
- c) a neighbour

3. Monica lives in \_\_\_\_\_.

(1 point)

- a) the apartment next door
- b) the blue house across the street
- c) the green house on the right



**4. Monica asks John to \_\_\_\_\_.**

*(2 points)*

- a) clear the snow
- b) cut the grass
- c) stop smoking

**5. If John does not follow the bylaw, he could \_\_\_\_\_.**

*(2 points)*

- a) get a \$250 fine
- b) get a warning
- c) go to jail



### Listening Script CLB 3

(Click [here](#) for the video)

(This is an interaction between two neighbours).

**Monica:** Hi, my name is Monica. I am your neighbour from the blue house across the street.

**John:** Hi, Monica. Nice to meet you. I am John. What can I do for you?

**Monica:** I am sorry to bother you, but can you please clear the snow from your sidewalk?  
It is really hard to walk with all of that snow.

**John:** I know Monica, but I have been really busy.

**Monica:** I understand, but if you don't do it soon, someone can report you to 311 and you  
could get a \$250 fine

**John:** You are right Monica. I better start now!



### Instructions for Instructors

1. You will give learners the **Assessment Task Sheet** and **Assessment Questions**.
2. Read the instructions for learners on the first page of the **Assessment Questions**. Check to make sure learners understand what they need to do.
3. Play the video [here](#). You will play the conversation three (3) times. Give learners a minute or so between each listen to choose their answers.
4. Mark the assessment for each learner. Indicate the total number of points and result (successful, almost there, not yet) on the **Assessment Task Sheet** and staple it on top of the completed **Assessment Questions** sheet before getting the students to file the artefact in their portfolio.

### Answer Key

- |   |                      |
|---|----------------------|
| 1. snow and ice removal                 | 2. c) a neighbour    |
| 3. b) the blue house across the street. | 4. a) clear the snow |
| 5. a) get a \$250 fine                  |                      |

CLB 3 Listening Assessment

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

Task: Understanding a conversation about a community problem

Comprehension: 3 - Getting Things Done  
4 - Comprehending Information

Instructions: Read the questions and the answer choices for each question. Listen to the conversation about bylaws and choose the best answer for each question.

• Gets the gist (Question 1)  
• Identifies factual details (Questions 2,3,5)  
• Identifies purpose (purpose) (Question 4)

Result:

Not Yet 0/5	Almost There 4/5	Successful 5/5

\*You must answer questions 1 and 4 correctly and get a minimum of 3/5 to be successful.

CLB 3L: 4L: Bylaws in the Community CLB 3 Listening Assessment © 2015

**Assessment  
Task Sheet**

Listening to a Conversation about a Bylaw  
(CLB 3 Listening Assessment)

Instructions:

1. You will listen to Monica and Julie talk about a community problem. Your teacher will play the audio tape. You will listen to the conversation three (3) times.
2. Read the questions and answer choices below and on the next page (p. 10).
3. Listen and choose the correct answer for each question.

1. Check ☒ what the community problem is. (2 points)

yard maintenance	snow and ice removal	smoking

2. Who is Monica? (1 point)

a) a friend  
b) a landlord  
c) a neighbour

3. Monica lives in \_\_\_\_\_ (1 point)

a) the apartment next door  
b) the blue house across the street  
c) the green house on the right

CLB 3L: 4L: Bylaws in the Community CLB 3 Listening Assessment © 2015

**Assessment  
Questions**



# CLB 4 Listening Assessment

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

MM - DD - YYYY

**Task:** Understanding a Conversation about a Community Problem

**Competencies:** 3 - Getting Things Done  
4 - Comprehending Information

**Instructions:** Read the questions and the answer choices for each question.  
Listen to the conversation about a community problem and  
choose the best answer for each question.

- Gets the gist *(Question 1)*
- Identifies factual details *(Questions 2 and 3)*
- Identifies why *(Question 4)*
- Identifies implied meaning *(Question 5)*

## Result



Not Yet  
0-3



Almost There  
4-5



\*Successful  
6-8

*\*You must answer questions 1 and 5 correctly and get a minimum of 6/8 to be successful.*



# Understanding a Conversation about a Community Problem (CLB 4 Listening Assessment)

## Instructions

1. You will listen to Jeremy and Amardeep talk about a community problem. Your teacher will play the audio [here](#). You will listen to the conversation three (3) times.
2. Read the questions and answers choices below and on the next page (p. 3)
3. Listen and choose the correct answer for each question.

1. Check ☒ the community problem.

(2 points)



pet ownership



noise



smoking

2. How does Amardeep introduce the request?

(2 points)

- a) Can I ask you something?
- b) Can I talk to you for a second?
- c) Do you have a minute?

3. Why didn't Jeremy fix the problem?

(1 point)

- a) He was in a hurry.
- b) He forgot the waste bags.
- c) He had an emergency.



**4. Amardeep wants Jeremy to fix the problem because \_\_\_\_\_.** (1 point)

- a) it doesn't look nice
- b) the weather is very hot
- c) there are kids playing outside

**5. "I am in the middle of something" means \_\_\_\_\_.** (2 points)

- a) I am busy.
- b) I am late.
- c) I am tired.

# Understanding a Conversation about a Community Problem (CLB 4 Listening Assessment)

## Instructions for Instructors

1. You will give learners the **Assessment Task Sheet** and **Assessment Questions**.
2. Read the instructions for learners on the first page of the **Assessment Questions**. Check to make sure learners understand what they need to do.
3. Play the audio [here](#). You will play the conversation three (3) times. Give learners a minute or so between each listen to choose their answers.
4. Mark the assessment for each learner. Indicate the total number of points and result (successful, almost there, not yet) on the **Assessment Task Sheet** and staple it on top of the completed **Assessment Questions** sheet before getting the students to file the artefact in their portfolio.

## Answer Key

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1. pet ownership                | 2. b) Can I talk to you for a second? |
| 3. b) He forgot the waste bags. | 4. c) There are kids playing outside. |
| 5. a) I am busy.                |                                       |

CLB 4 Listening Assessment

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

Task: Understanding a conversation about a community problem.

Competencies: 3 - Getting Things Done  
4 - Comprehending Information

Instructions: Read the questions and the answer choices for each question, listen to the conversation about bylaws and choose the best answer for each question.

Questions:

- Get the pet (Question 1)
- Identifies technical details (Questions 2 and 3)
- Identifies why (Question 4)
- Identifies implied meaning (Question 5)

Result:

Not Yet 0-3    Almost There 4-5    Successful 6-8

\*You must answer questions 1 and 5 correctly and get a minimum of 4/8 to be successful.

**Assessment  
Task Sheet**

Listening to a Conversation about a Bylaw  
(CLB 4 Listening Assessment)

Instructions:

1. You will listen to Jeremy and Amanda talk about a community problem. Your teacher will play the audio 3 times. You will listen to the conversation three (3) times.
2. Read the questions and answer choices below and on the next page (p. 10).
3. Listen and choose the correct answer for each question.

1. Check ☒ the community problem. (2 points)

pet ownership    noise    smoking

2. How does Amanda introduce the request? (2 points)

a) Can I ask you something?  
b) Can I talk to you for a second?  
c) Do you have a minute?

3. Amanda wants Jeremy to fix the problem because \_\_\_\_\_ (1 point)

a) it doesn't look nice  
b) the weather is very hot  
c) there are kids playing outside

**Assessment  
Questions**





## Understanding a Conversation about a Community Problem (CLB 4 Listening Assessment)

### Listening Script CLB 4

(Click [here](#) for the video)

(This is an interaction between two neighbours).

**Amardeep:** Hi, Jeremy. Can I talk to you for a second? I saw your dog leaving a mess in my front yard today.

**Jeremy:** Oh, hi Amardeep. I'm sorry, I forgot my dog waste bags at home.

**Amardeep:** I understand, but it's against the pet ownership bylaw, and there are kids playing outside. I don't want them to step on poop.

**Jeremy:** I'm sorry, I understand, but I am in the middle of something right now. Can I clean that up in about an hour?

**Amardeep:** Okay, but could you make sure to always bring the bags with you. It is really important to keep our neighbourhood clean.

**Jeremy:** You are right, Amardeep. It won't happen again. I promise!

**Amardeep:** Thanks, Jeremy. I really appreciate it.

**Jeremy:** Thanks, Amardeep. Sorry about it.





## CLB 3 Speaking Assessment

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

MM - DD - YYYY

**Task:** Speaking to a Neighbour about a Community Problem

**Competencies:** 1 - Interacting With Others  
3 - Getting Things Done

**Instructions:** Look at the picture your teacher gives you. Role-play speaking with your \*neighbour about the problem on the picture (\*your teacher or classmate). Describe the problem and ask them to fix the problem by making a request using **Can** or **Could**.

You can speak to a neighbour about a community problem.	Yes	No
• Initiates and responds to introductions (opens the conversation)		/2
• Uses courtesy formulas & small talk phrases to introduce the request		/2
• Uses simple sentences and question formations (makes a request)		/4
• Initiates and responds to leave-takings		/2
<b>TOTAL</b>		<b>/10</b>

### 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 2/4, or 1/2 for each analytic criterion, respectively, and a total score of at least 7/10.*

### Action-Oriented Feedback



# Speaking to a Neighbour about a Community Problem (CLB 3 Speaking Assessment Tool)

## To be filled out by instructor

Name of Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Interaction	Result
<b>Opens the conversation by greeting appropriately.</b> <i>ex. "Hello, Good morning," "Hi," etc." (1 point)</i>  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /2
<b>Uses courtesy formulas and small talk to introduce the request.</b> <i>ex. "Do you have a minute?" (2 points)</i>  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /2
<b>Makes the request using a modal verb ("Can" or "Could")</b> <i>ex. "Can you turn down the music, please?" (4 points)</i>  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /4
<b>Closes the conversation appropriately.</b> <i>ex. "Thanks a lot. Have a good night". (2 points)</i>  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /2
Additional observations: _____ _____ _____	<b>Total points</b> ____ /10

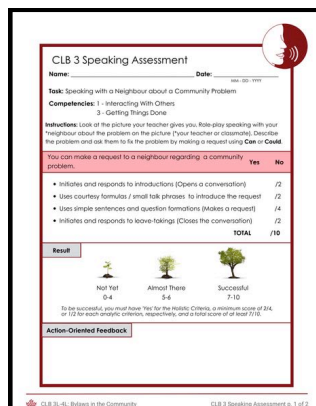


Learner	<i>Opening</i>
<b>*Neighbour</b>	<b>Sure, what's up?</b>
Learner	<i>States the problem</i>
<b>*Neighbour</b>	<b>Oh, I am sorry</b>
Learner	<i>Makes a request</i>
<b>*Neighbour</b>	<b>Ok, no problem.</b>
Learner	<i>Closing</i>
<b>*Neighbour</b>	<b>Take care.</b>

# Speaking to a Neighbour about a Community Problem (CLB 3 Speaking Assessment)

## Instructions for Instructors

1. Learners will role-play a conversation with a neighbour. You will either take on the role of the neighbour, or a classmate can assist in that role. The student being assessed will be given a picture depicting a common problem in the community. Learners will have one minute to think about the dialogue after seeing the picture of the given problem.
2. You can either guide the conversation yourself or provide the classmate with the **Speaking Assessment Script Guide** to assist them with the task. Use the **Assessment Tool** to assign points for each interaction.
3. Circle the result (S=successful, AT=almost there, NY=not yet) in the right column of the table for each question the learners answer.
4. Write down any notes you consider relevant for the assessment or the feedback in the provided space for that.
5. Mark “Yes” or “No” for the holistic criteria (“You can make a request to a neighbour regarding a problem.”) on the **Assessment Task Sheet**. Give learners a score for each piece of analytic criteria (Ex. “Opens a conversation”). Mark the learners total score and also circle their result (It (S=successful, AT=almost there, NY=not yet).
6. Write level-appropriate action-oriented feedback in the space provided.
7. Place the assessment task sheet on top of the assessment tool, staple both together, and give to the learner. The learner will then add this to their portfolio as an artefact.



**CLB 3 Speaking Assessment**

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

**Task:** Speaking with a Neighbour about a Community Problem

**Competencies:** 1 - Interacting with Others  
3 - Getting Things Done

**Instructions:** Look at the picture your teacher gives you. Role-play speaking with your neighbour about the problem on the picture (Your teacher or classmate). Describe the problem and ask them to fix the problem by making a request using **Can** or **Could**.

You can make a request to a neighbour regarding a community problem.

	Yes	No
Initiates and responds to introductions (Opens a conversation)	/2	
Uses courtesy formulas / small talk phrases to introduce the request	/2	
Uses simple sentences and question formations (Makes a request)	/4	
Initiates and responds to leave-takings (Closes the conversation)	/2	
<b>TOTAL</b>	<b>/10</b>	

**Result**

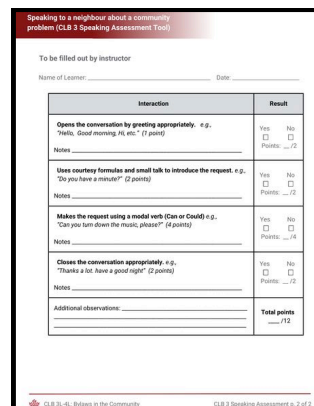
Not Yet	Almost There	Successful
0-4	5-6	7-10

To be successful, you must have "Yes" to the Holistic Criteria, a minimum score of 8/10, or 12/12 for each analytic criteria, respectively, and a total score of at least 7/10.

**Action-Oriented Feedback**

CLB 3L 4L: Bylaws in the Community CLB 3 Speaking Assessment p. 1 of 2

**Assessment  
Task Sheet**



**Speaking to a neighbour about a community problem (CLB 3 Speaking Assessment Tool)**

To be filled out by instructor

Name of Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Interaction	Yes	No
Opens the conversation by greeting appropriately. e.g. "Hello, Good morning, Hi, etc." (2 points)	<input type="checkbox"/>	<input type="checkbox"/>
Notes	Points: .../2	
Uses courtesy formulas and small talk to introduce the request. e.g. "Do you have a minute?" (2 points)	<input type="checkbox"/>	<input type="checkbox"/>
Notes	Points: .../2	
Makes the request using a modal verb (Can or Could) e.g. "Can you turn down the music, please?" (2 points)	<input type="checkbox"/>	<input type="checkbox"/>
Notes	Points: .../2	
Closes the conversation appropriately. e.g. "Thanks a lot. Have a good night!" (2 points)	<input type="checkbox"/>	<input type="checkbox"/>
Notes	Points: .../2	
Additional observations:		
<b>Total points</b>	<b>.../12</b>	

CLB 3L 4L: Bylaws in the Community CLB 3 Speaking Assessment p. 2 of 2

**Assessment Tool**





# CLB 4 Speaking Assessment

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

**Task:** Speaking to a Neighbour about a Community Problem

**Competencies:** 1 - Interacting With Others  
3 - Getting Things Done

**Instructions:** Look at the picture your teacher gives you. Role-play a conversation with your neighbour about the problem. Describe the issue and make a request using "Can" or "Could," then explain the reason for your request and close the conversation.

You can speak to a neighbour about a community problem.	Yes	No
• Opens the conversation		/1
• Uses courtesy formulas & small talk phrases to introduce the request		/2
• Uses simple sentences and question formations (makes a request)		/4
• Provides some basic details (gives a reason for the request)		/2
• Closes the conversation		/1
<b>TOTAL</b>		<b>/10</b>

## 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 2/4, or 1/2 for each analytic criterion, respectively, and a total score of at least 7/10.*

## Action-Oriented Feedback



# Speaking to a Neighbour about a Community Problem (CLB 4 Speaking Assessment Tool)

## To be filled out by instructor

Name of Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Interaction	Result
<b>Opens the conversation by greeting appropriately.</b> ex. "Hello," "Good morning," "Hi," etc." (1 point)  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /1
<b>Uses courtesy formulas and small talk to introduce the request.</b> ex. "Do you have a minute?" (2 points)  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /2
<b>Makes the request.</b> ex. "Can you turn down the music, please?" (4 points)  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /4
<b>States a reason for the request.</b> ex. "My kids can't sleep with all that noise". (2 points)  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /2
<b>Closes the conversation appropriately.</b> ex. "Thanks a lot. Have a good night". (1 point)  Notes: _____	Yes      No <input type="checkbox"/> <input type="checkbox"/> Points: __ /1
Additional observations: _____ _____ _____	<b>Total points</b> ____ /10



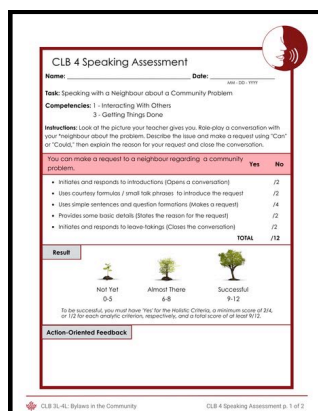
Learner	<i>Opening</i>
<b>*Neighbour</b>	<b>Sure, what's up?</b>
Learner	<i>Say the problem</i>
<b>*Neighbour</b>	<b>Oh, I am sorry</b>
Learner	<i>Make a request</i>
<b>*Neighbour</b>	<b>Ok, no problem.</b>
Learner	<i>Say the reason</i>
<b>*Neighbour</b>	<b>No problem. I will.</b>
You	<i>Closing</i>
<b>*Neighbour</b>	<b>Take care</b>



# Speaking to a Neighbour about a Community Problem (CLB 4 Speaking Assessment)

## Instructions for Instructors

1. Learners will role-play a conversation with a neighbour. You will either take on the role of the neighbour, or a classmate can assist in that role. The student being assessed will be given a picture depicting a common problem in the community. Learners will have one minute to think about the dialogue after seeing the picture of the given problem.
2. You can either guide the conversation yourself or provide the classmate with the **Speaking Assessment Script Guide** to assist them with the task. Use the **Assessment Tool** to assign points for each interaction.
3. Circle the result (S=successful, AT=almost there, NY=not yet) in the right column of the table for each question the learners answer.
4. Write down any notes you consider relevant for the assessment or the feedback in the provided space for that.
5. Mark “Yes” or “No” for the holistic criteria (“You can make a request to a neighbour regarding a problem.”) on the **Assessment Task Sheet**. Give learners a score for each piece of analytic criteria (Ex. “opens a conversation”). Mark the learners total score and also circle their result (It (S=successful, AT=almost there, NY=not yet).
6. Write level-appropriate action-oriented feedback in the space provided.
7. Place the assessment task sheet on top of the assessment tool, staple both together, and give to the learner. The learner will then add this to their portfolio as an artefact.



**CLB 4 Speaking Assessment**

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

**Task:** Speaking with a neighbour about a Community Problem

**Competencies:** 1- Interacting With Others  
3- Getting Things Done

**Instructions:** Look at the picture your teacher gives you. Role play a conversation with your neighbour about the problem. Describe the task and make a request using "Can" or "Could," then explain the reason for your request and close the conversation.

**You can make a request to a neighbour regarding a community problem.**

	Yes	No
• Initiates and responds to introductions (Opens a conversation)	/2	
• Uses courtesy formulas / small talk phrases to introduce the request	/2	
• Uses simple sentences and question formulations (Makes a request)	/4	
• Provides some basic details (States the reason for the request)	/2	
• Initiates and responds to leave taking (Closes the conversation)	/2	
<b>TOTAL</b>	<b>/12</b>	

**Result**

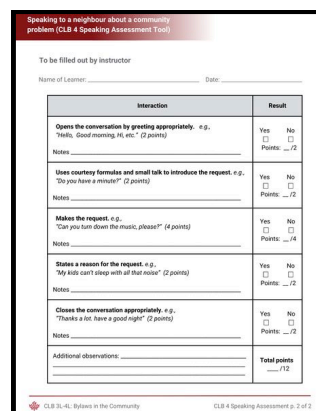
Result	Score
Not Yet	0-5
Almost There	6-8
Successful	9-12

To be successful, you must have "Yes" for the GLOBAL Criteria, a minimum score of 2/4, or 12 for each analytic criteria, respectively, and a total score of at least 10/12.

**Action-Oriented Feedback**

CLB 3L-4L: Bylaws in the Community CLB 4 Speaking Assessment p. 1 of 2

**Assessment Task Sheet**



**Speaking to a neighbour about a community problem (CLB 4 Speaking Assessment Tool)**

To be filled out by instructor

Name of Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Interaction	Yes	No	Points
<b>Opens the conversation by greeting appropriately.</b> e.g., "Hello, Good morning, hi, etc." (2 points)	<input type="checkbox"/>	<input type="checkbox"/>	.../2
<b>Uses courtesy formulas and small talk to introduce the request.</b> e.g., "Do you have a minute?" (2 points)	<input type="checkbox"/>	<input type="checkbox"/>	.../2
<b>Makes the request.</b> e.g., "Can you turn down the music, please?" (4 points)	<input type="checkbox"/>	<input type="checkbox"/>	.../4
<b>States a reason for the request.</b> e.g., "My kids can't sleep with all that noise" (2 points)	<input type="checkbox"/>	<input type="checkbox"/>	.../2
<b>Closes the conversation appropriately.</b> e.g., "Thanks a lot, have a good night" (2 points)	<input type="checkbox"/>	<input type="checkbox"/>	.../2
<b>Additional observations:</b>			<b>Total points</b> .../12

CLB 3L-4L: Bylaws in the Community CLB 4 Speaking Assessment p. 2 of 2

**Assessment Tool**





*Ice and snow clearing bylaw*



*Property maintenance bylaw*



*Noise bylaw*



*Illegal parking bylaw*



# CLB 3L Reading Assessment

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

**Task:** Reading Information about Bylaws

**Competency:** 4 - Comprehending Information

**Instructions:** Read the bylaw information on page 2.  
Then read and answer the questions on pages 3-4.

- Gets the gist (Question 1)
- Identifies key information and main idea (Questions 5,7)
- Identifies key events, people, places, things (Questions 2-4,6)  
(who, what, where and when).

## Result



Not Yet  
0-5



Almost There  
6-8



Successful\*  
9-12


*\*You must answer questions 1, 2, and 5 correctly, and get a minimum of 9/12 to be successful.*



— □ X

← → ↺ 🏠 [www.ourcity.ca/bylaws/noise.html](http://www.ourcity.ca/bylaws/noise.html)

## City Noise Bylaw



Our city has noise rules to keep our city quiet.

**Quiet Hours (no loud noises)**

- Monday to Saturday: 10:00 p.m. to 7:00 a.m.  
Sundays and Holidays: 10:00 p.m. to 9:00 a.m.
- This includes loud music, shouting, and loud machines.

**Reporting Noise**

- If someone is making too much noise:  
Daytime: call 311.  
Nighttime: call Police non-emergency line.

**Fines**

- People who break the noise rules can get a fine.
- Fines can be up to \$500.

Adapted from: <https://www.calgary.ca/bylaws/residential-noise.html>



# Reading Information about Bylaws (CLB 3L Reading Assessment)

## Instructions

1. For questions 1-7, circle the correct answer.

1. **This text is mostly about:** (2 points)
  - a) fines
  - b) noise rules
  - c) using 311
  
2. **Stop making loud noise at:** (2 points)
  - a) 7:00 a.m.
  - b) 9:00 a.m.
  - c) 10:00 p.m.
  
3. **On Sundays and Holidays, you can make noise at:** (1 point)
  - a) 7:00 a.m.
  - b) 9:15 a.m.
  - c) 10:30 p.m.
  
4. **What is the biggest fine you can get?** (2 points)
  - a) \$500
  - b) \$1000
  - c) \$5000



**5. How can you report noise during the day?**

(2 points)

- a) call 311
- b) call 911
- c) send a text message

**6. You can play loud music at 1:00 a.m.**

(1 point)

- a) true
- b) false

**7. Why does the city have noise rules?**

(2 points)

- a) so people can have quiet time
- b) so people can pay fines
- c) so people can report noise

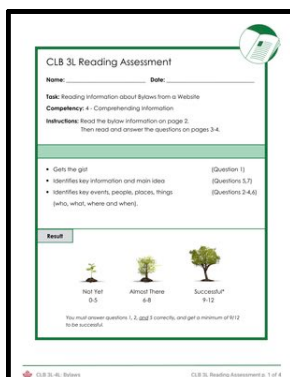


### Instructions for Instructors

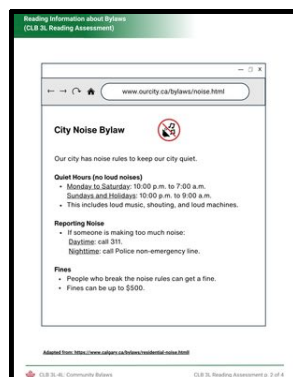
1. You will give learners the **Assessment Task Sheet, Sample Task, and Question Sheets**.
2. Have learners complete the assessment. Then collect and mark.
3. Mark the learner's score on the table in the **Assessment Task Sheet**. Place the completed **Assessment Task Sheet** on top of the **Sample Task** and **Question Sheets**, staple all together, and give to the learner. The learner will then mark this in their inventory sheet in their portfolio and add to the appropriate section of their portfolio as an artefact.

### Answer Key

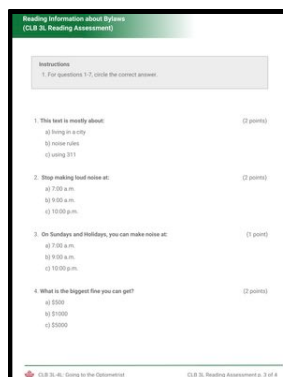
- |                   |                  |                                     |             |
|-------------------|------------------|-------------------------------------|-------------|
| 1. b) noise rules | 2. c) 10:00 p.m. | 3. b) 9:00 a.m.                     | 4. a) \$500 |
| 5. a) call 311    | 6. b) false      | 7. a) so people can have quiet time |             |



**Assessment  
Task Sheet**



**Sample Task**



**Question Sheets**





# CLB 4L Reading Assessment

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

**Task:** Reading Information about Bylaws

**Competency:** 4 - Comprehending Information

**Instructions:** Read the bylaw information on page 2. Then read and answer the questions on pages 3-4.

- Understand the type of text (Question 1)
- Compares simple information (Question 2)
- Occasionally guesses the meaning of unknown words (Questions 3-4)
- Finds key information and specific details (Questions 5-7)

## Result



Not Yet  
0-5



Almost There  
6-8










Successful\*  
9-12

*\*You must answer questions 1 and 2 correctly, answer 3 or 4 correctly, and get a minimum of 9/12 to be successful.*










www.ourcity.ca/bylaws/noise.html

## City Noise Bylaw



Our city has rules about noise to keep our community quiet and peaceful.

### Quiet Hours

- Monday to Saturday: 10:00 p.m. to 7:00 a.m.  
Sundays and Holidays: 10:00 p.m. to 9:00 a.m.
- This includes loud music, shouting, and loud machines such as lawn mowers or power tools.

### Daytime Noise

- Keep loud noises to a minimum to respect neighbours.

### Reporting Noise

- If someone is making too much noise:  
Daytime: call 311 or use the 311 app.  
Nighttime: call Police non-emergency line (for urgent noise from a party or loud music etc.)

### Fines

- The city can give fines to people who violate the noise rules.
- Fines can be from \$250 to \$500.

Adapted from: <https://www.calgary.ca/bylaws/residential-noise.html>

**Instructions**

1. For questions 1-4, 6, 7, circle the correct answer.
2. For question 5, check all the boxes that apply.

**1. What type of text is this?** (2 points)

- a) a pamphlet
- b) a web page
- c) an email

**2. Which day(s) have more quiet time in the morning?** (2 points)

- a) Mondays to Saturdays
- b) Sundays and holidays
- c) only Saturdays

**3. “Minimum” means:** (1 point)

- a) a medium amount.
- b) the highest amount.
- c) the lowest amount.

4. **“Violate rules” means:** (1 point)
- a) break rules.
  - b) follow rules.
  - c) understand rules.
5. **How can you report noise during the day?** (check ☒ all that apply) (2 points)
- a) call 311 ☐
  - b) call 911 ☐
  - c) call the police ☐
  - d) use the 311 app ☐
6. **You can make some noise during the day.** (2 points)
- a) true
  - b) false
7. **Why does the city have noise rules?** (2 points)
- a) so people can avoid fines
  - b) so people can use loud machines
  - c) so people can live in a peaceful community

## Instructions for Instructors

1. You will give learners the **Assessment Task Sheet, Sample Task, and Question Sheets**.
2. Have learners complete the assessment. Then collect and mark.
3. Mark the learner's score on the table in the **Assessment Task Sheet**. Place the completed **Assessment Task Sheet** on top of the **Sample Task** and **Question Sheets**, staple all together, and give to the learner. The learner will then mark this in their inventory sheet in their portfolio and add to the appropriate section of their portfolio as an artefact.

## Answer Key

1. b) a web page
2. b) Sundays and holidays
3. c) the lowest amount
4. a) break a rule
5. a) call 311 ☒
- d) use the 311 app ☒
6. a) true
7. c) so people can live in a peaceful community

**Assessment  
Task Sheet**

**Sample Task**

**Question Sheets**



# CLB 3L Writing Assessment

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

**Task:** Writing a Note to a Neighbour

**Competency:** 1 - Interacting With Others

**Instructions:** Listen to your teacher read the prompt on the next page and write a short note to your neighbour. Use the word box to help you.

You can write a short note to your neighbour.	Yes	No
• Writes date, opening, and closing in the correct places*		/4
• Vocabulary and content are appropriate for a message		/4
• Simple sentences are sometimes correct		/2
• Uses supports (word banks etc.) to write sentences		/2
<i>*From ESL for ALL p. 133, 135</i>	<b>TOTAL</b>	<b>/12</b>

## Result



Not Yet  
0-5



Almost There  
6-8



Successful\*\*  
9-12

*\*\*To be successful, you must have 'Yes' for the Holistic Criteria, a minimum of 3/4 or 1/2 for each analytic criterion, respectively, and a total score of at least 9/12.*

## Action-Oriented Feedback

Instructions (to be read by instructor)

1. Your neighbour Mark is parked in front of your driveway. This has happened three (3) times recently. You don't have his phone number. Write a note to Mark and ask him to move his car and to stop parking there. Use some of the words and phrases in the box below to help you.

Words and Phrases			
Dear	driveway	please	Kind regards,
vehicle	can't	Thank you for understanding	

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Instructions for Instructors

1. You will give learners the **Assessment Task Sheet** and the **Sample Task Sheet**.
2. Have learners complete the assessment. Then collect and mark.
3. Mark the learner's score on the table in the **Assessment Task Sheet** and give action-oriented feedback. Place the completed **Assessment Task Sheet** on top of the **Sample Task** sheets, staple all together, and give to the learner. The learner will then mark this in their inventory sheet in their portfolio and add to the appropriate section of their portfolio as an artefact.

## Sample Answer

Dear Mark,

*I hope you are doing well. Your vehicle is parked in front of my driveway. I can't get out. Could you please move your car? Thank you for understanding.*

Kind regards,

[Your Name]

CLB 3L Writing Assessment

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

Task: Writing a Note to a Neighbour

Competency: 1 - Interacting With Others

Instructions: Read the prompt on the next page and write a short note to your neighbour. You can use the word box to help you.

You can write a short note to your neighbour.

	Yes	No
• Message can be mostly understood.	/4	
• Vocabulary and content are appropriate for a message.	/4	
• Capital letters and punctuation are mostly acceptable.	/2	
• Simple sentences are sometimes correct.	/2	
<b>TOTAL</b>	<b>/12</b>	

Result

Not Yet	Almost There	Successful
0-3	4-8	9-12

If you are successful, you must have two for the Holistic Criteria, a minimum of 3/4 and 1/2 for each criterion criterion, respectively, and a total score of at least 8/12.

Action-Oriented Feedback

Assessment  
Task Sheet

Writing a Note to a Neighbour  
(CLB 3L Writing Assessment)

Instructions

1. Your neighbour Mark is parked in front of your driveway. This has happened three (3) times recently. You don't have his phone number. Write a note to Mark and ask him to move his car and to stop parking there. You can use the words and phrases in the box below.

Words and Phrases

Dear	please	Regards	would
Best	appreciate	Thank you for understanding	

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample Task



# CLB 4L Writing Assessment

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

**Task:** Writing a Note to a Neighbour

**Competency:** 1 - Interacting With Others

**Instructions:** Listen to your teacher read the prompt on the next page and write a note to your neighbour. You can use the word box to help you.

You can write a short note to your neighbour.	Yes	No
• Writes a paragraph with a main idea and supporting details		/4
• Vocabulary and content are appropriate for the message		/4
• Writes date, opening, and closing in the correct places*		/2
• Simple sentences are mostly correct		/2
<i>*From ESL for ALL p. 133</i>	<b>TOTAL</b>	<b>/12</b>

## Result



Not Yet  
0-5



Almost There  
6-8



Successful\*\*  
9-12

*\*\*To be successful, you must have 'Yes' for the Holistic Criteria, a minimum of 3/4 or 1/2 for each analytic criterion, respectively, and a total score of at least 9/12.*

## Action-Oriented Feedback





Instructions

1. Your neighbour Mark is parked in front of your driveway. This has happened three (3) times recently. You don't have his phone number. Write a note to Mark and ask him to move his car and to stop parking there. You can use some of the words and phrases in the box below to help you.

Words and Phrases			
Dear	happened	Kind regards	driveway
vehicle	please	Thank you for understanding	

## Instructions for Instructors

1. You will give learners the **Assessment Task Sheet** and the **Sample Task Sheet**.
2. Have learners complete the assessment. Then collect and mark.
3. Mark the learner's score on the table in the **Assessment Task Sheet** and give action-oriented feedback. Place the completed **Assessment Task Sheet** on top of the **Sample Task Sheet**, staple all together, and give to the learner. The learner will then mark this in their inventory sheet in their portfolio and add to the appropriate section of their portfolio as an artefact.

## Sample Answer

Dear Mark,

*I hope you're doing well. I noticed your car is parked in front of my driveway again.*

*This has happened three times. Could you please move your car and stop parking there?*

*I can't get in and out. Thank you for understanding.*

Kind regards,

[Your Name]

CLB 4L Writing Assessment

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

Task: Writing a Note to a Neighbour

Competency: 1 - Interacting With Others

Instructions: Read the prompt on the next page and write a short note to your neighbour. You can use the word box to help you.

You can write a short note to your neighbour.

	Yes	No
• Vocabulary and content are appropriate for a message	/4	
• Simple sentences are mostly correct	/4	
• Capital letters and punctuation are acceptable	/2	
• Clear support (word banks etc.) to write sentences	/2	
<b>TOTAL</b>	<b>/12</b>	

Result

Not Yet	Almost There	Successful
0-5	6-8	9-12

You are successful! you must have two for the Interacting With Others, a minimum of 3 for and 10 for each writing criterion respectively, and a total score of at least 10/12.

Action-Oriented Feedback

Assessment  
Task Sheet

Writing a Note to a Neighbour  
(CLB 4L Writing Assessment)

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

Task: Writing a Note to a Neighbour

Competency: 1 - Interacting With Others

Instructions: Read the prompt on the next page and write a short note to your neighbour. You can use the word box to help you.

You can write a short note to your neighbour.

	Yes	No
• Vocabulary and content are appropriate for a message	/4	
• Simple sentences are mostly correct	/4	
• Capital letters and punctuation are acceptable	/2	
• Clear support (word banks etc.) to write sentences	/2	
<b>TOTAL</b>	<b>/12</b>	

Result

Not Yet	Almost There	Successful
0-5	6-8	9-12

You are successful! you must have two for the Interacting With Others, a minimum of 3 for and 10 for each writing criterion respectively, and a total score of at least 10/12.

Action-Oriented Feedback

Sample Task

**Instructions**

1. Read the sentences below.
2. Circle "Yes" or "No" for sentences 1-5 and write your answers for 6-7.

1. I can name five (5) community problems and bylaws. Yes No

2. I can listen and understand conversations about community problems and bylaws. Yes No

3. I can speak to a neighbour about a community problem. Yes No

4. I can read simple information about bylaws. Yes No

5. I can write a note to a neighbour about a community problem. Yes No

6. The most important thing I learned was \_\_\_\_\_  
\_\_\_\_\_.

7. Five (5) new words I learned are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_



# **Answer Key**



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

## General Vocabulary and Concept Skill-Building Activities

<b>Activity Name</b>	<b>Answers</b>	<b>Page #s</b>
<b><u>What is a Bylaw?</u></b>	1. b) 3      2. c) Municipal law    3. b) No 4. garbage and waste bylaw, pet bylaw, parking bylaw..	<b>12</b>
<b><u>Story: Donna's Dogs</u></b>	1. pet ownership (Donna didn't pick up her dog's waste). 2. John two choices were to report Donna or speak to her. 3. Donna apologized and promised to not make the same mistake again.	<b>13</b>
<b><u>Community Problems: Picture Flashcards</u></b>	The names of the community problems shown in the pictures are:  noise, yard maintenance, parking, snow and ice clearing, transit fare evasion, illegal dumping, smoking and vaping, pet ownership	<b>17</b>
<b><u>Community Problems: Matching</u></b>	1.noise                                  2. parking 3. transit fare evasion 4. smoking and vaping         5. illegal dumping 6. yard maintenance           7. pet waste 8. snow and ice clearing	<b>21-22</b>

Activity Name	Answers	Page #s
<b><u>Community Problems: Matching Descriptions</u></b>	1. a)      2. b)      3. a)      4. a) 5. b)      6. a)      7. b)      8. b)	<b>23-25</b>
<b><u>Donna's Dogs: Review</u></b>	*Answers for questions on pages 16- 21 in the PDF version of "Donna's Dogs" 1. c) twice a day 2. a) She didn't see it. 3. c) She woke up late. 4. c) he talked to Donna. 5. b) I am sorry. 6. b) They care about their community.	<b>26</b>

## Listening Skill-Building Activities

Activity Name	Answers	Page #s
<b><u>Video: A Problem in the Playground</u></b>	1. c)      2. a) 3. Outdoor pools, sport fields, transit property 4. c)      5. b)	<b>29- 30</b>
<b><u>Listening to Simple Requests</u></b>	1. Can I see your transit pass, please? 2. Can you pick up your dog's waste, please? 3. Can you park in another spot, please? 4. Could you clear the snow of your sidewalk, please?	<b>32</b>



## Listening Skill-Building Activities

Activity Name	Answers	Page #s
<b><u>Listening to Simple Requests</u></b>	5. Could you not smoke here, please? 6. Can you stop making that noise, please? 7. Can you dump that garbage in the right place, please? 8. Could you cut the grass of your front yard, please?	<b>32</b>
<b><u>Simple Requests: Using "Can" &amp; "Could"</u></b>	1. <b>Can</b> you stop making noise please? 2. <b>Could</b> you cut the grass please? 3. <b>Could</b> you park in another spot please? 4. <b>Can</b> you clear the snow please? 5. <b>Can</b> you show me your transit pass please?	<b>33</b>
<b><u>Simple requests: Action Words</u></b>	1. Can you <b>put</b> the garbage in the right place please? 2. Could you <b>pick up</b> your dog's waste please? 3. Can you <b>stop</b> smoking here please? 4. Can you <b>clear</b> the snow please? 5. Could you <b>move</b> your car please?	<b>34</b>
<b><u>Listening to Simple Requests #2</u></b>	1. c) 2. b)	<b>35</b>
<b><u>Listening to Request and Details # 1</u></b>	1. c) Can you show me your transit pass, please? 2. b) False 3. c) He gave the passenger a warning.	<b>36</b>



Activity Name	Answers	Page #s
<b><u>Listening to Request and Details # 2</u></b>	1. a) 204 2. b) False 3. b) talk to a neighbour 4. c) it has been a difficult night	<b>37</b>
<b><u>Skill-Using Task Understanding a Conversation about a Community Problem</u></b>	1. noise 2. b) Could you turn down the music, please? 3. a) They are having a birthday party. 4. b) She has to work in the morning	<b>38 - 39</b>

## Speaking Skill-Building Activities

Activity Name	Answers	Page #s
<b><u>Making a Polite Request</u></b>	2. It is a more polite way to ask for something because there is an introduction, a request and uses the word please to finish it. The first option, on the other hand, sounds more like an order (cut the grass)	<b>41</b>





## Speaking Skill-Building Activities

Activity Name	Answers	Page #s
<b><u>Making Requests: Opening, Request and Reason</u></b>	<p><i>*An Introduction can be used for different requests.</i></p> <p>1. *Excuse me, can I ask you something? Can you pick up your dogs waste, please? You can get a fine for not cleaning.</p> <p>2.* Excuse me, can I talk to you for a minute? can you move your car, please? Your car is blocking my driveway.</p> <p>3.*Hi, do you have a minute? Could you stop making noise, please? My children are trying to sleep.</p>	<b>44</b>
<b><u>Identifying Opening, Request, and Reason</u></b>	<p><b>opening:</b> Hi, can I talk to you for a moment?</p> <p><b>request:</b> Can you clear the snow from your sidewalk, please?</p> <p><b>opening:</b> Excuse me, can I ask you something?</p> <p><b>reason:</b> it is difficult to walk with so much snow.</p> <p><b>opening:</b> Hello, I want to ask you something.</p> <p><b>request:</b> Could you cut the grass in your front yard, please?</p> <p><b>reason:</b> There are kids playing here.</p> <p><b>request:</b> Can you stop smoking in the playground, please?</p>	<b>46</b>

## Speaking Skill-Building Activities

Activity Name	Answers	Page #s
<p><b><u>Identifying Opening, Request, and Reason</u></b></p>	<p><i>*An Introduction can be used for different requests.</i></p> <p>1. <i>*Excuse me, can I ask you something?</i>  Can you stop smoking in the playground, please?  There are kids playing here.</p> <p>2. <i>*Hi, can I talk to you for a moment?</i>  Could you cut the grass in your front yard, please?  You can get a fine for not taking care of your yard</p> <p>3. <i>*Hello, I want to ask you something?</i>  Can you clear the snow of your sidewalk, please?  It is difficult to walk with so much snow.</p>	<p><b>47</b></p>



## Reading Skill-Building Activities

Activity Name	Answers	Page #s
<b><u>Reading Information about Bylaws (Whole)</u></b>	<ol style="list-style-type: none"> <li>1. This information is about the illegal dumping bylaw, including a description of the bylaw, fines, and how to report it.</li> <li>2. Learners may give various answers.</li> <li>3. Some examples are furniture, appliances, old cars and bikes, household garbage etc.</li> <li>4. People need to read this so they understand the bylaw, can avoid being fined, and know where to report violations if needed.</li> </ol>	<b>57</b>
<b><u>What are Text Types?</u></b>	<ol style="list-style-type: none"> <li>1. Learners answers will vary. Ask for examples of where they have seen each (in school, at the grocery store, at the hospital etc.)</li> <li>2. Answers will vary. Provide examples for each if learners are unsure.</li> </ol>	<b>58</b>
<b><u>Identifying Text Types</u></b>	<ol style="list-style-type: none"> <li>1. a) a pamphlet</li> <li>2. c) a web page</li> <li>3. b) a sign</li> </ol>	<b>59-61</b>



Activity Name	Answers	Page #s
<b><u>Matching Vocabulary to Community Problems</u></b>	Noise: quiet, sound volume, loud music (barking) Parking: vehicle, driveway, stop sign, sidewalk Pets: leash, dog waste, barking Snow: sidewalk, shovel, ice	62
<b><u>Practice Reading for Gist</u></b>	1. b) dumping garbage bylaws 2. c) parking rules 3. b) cleaning up after your dog	64-66
<b><u>Understanding Vocabulary in a Text</u></b>	1. disabled parking space 2. fire hydrant      3. driveway 4. intersection      5. permit 6. 5 metres	67
<b><u>Reading R-Controlled Vowel Words</u></b>	1. <u>p</u> ark, <u>c</u> ar, <u>y</u> our, neighbour's 2. litter, <u>o</u> r, <u>g</u> arbage, <u>y</u> our 3. disturb, other, <u>o</u> r 4. <u>s</u> ure, <u>y</u> our, <u>y</u> ard 5. <u>s</u> ure, <u>y</u> our, <u>f</u> are, before	69
<b><u>Understanding Details</u></b>	1. b) false   2. \$40   3. b) false 4. c) parking in front of a driveway 5. \$200	72
<b><u>Comparing Simple Information</u></b>	1. c) parking in a disable space without a permit 2. b) \$40	73



Activity Name	Answers	Page #s
<b><u>Practice Guessing the Meaning of Unknown Words in Context</u></b>	<ol style="list-style-type: none"> <li>1. c) throw garbage on the ground</li> <li>2. b) a place to take garbage</li> <li>3. b) bother people</li> </ol>	<b>77</b>
<b><u>Skill-Using Task: Reading Information about Bylaws</u></b>	<ol style="list-style-type: none"> <li>1. pamphlet</li> <li>2. 24 hours</li> <li>3. b) remove snow</li> <li>4. a) ask you to pay \$150</li> <li>5. c) charge you for snow removal d) make you pay a fine</li> <li>6. b) \$250</li> <li>7. b) to make sidewalks safe</li> </ol>	<b>79-81</b>



## Writing Skill-Building Activities

Activity Name	Answers	Page #s
<b><u>Writing a Note to a Neighbour (Whole)</u></b>	<ol style="list-style-type: none"> <li>1. The note is about a request for a neighbour to shovel the sidewalk because it is full of snow.</li> <li>2. The note is to a neighbour (who has not shovelled the snow from the sidewalk in front of their house).</li> <li>3. The note is from Lan.</li> <li>4. There are different possibilities. Maybe Lan knocked on the door and no one answered or perhaps Lan is leaving for work early and does not want to call or knock at an early time. Lan may also not have a phone number for the neighbour so cannot call. Lan could likely leave the note on the neighbour's front door or in their mailbox.</li> </ol>	<b>82</b>
<b><u>Writing a Note: Sentence Order</u></b>	See the note on the previous page ( <b>p.82</b> ) for the correct order of sentences.	<b>83</b>
<b><u>Writing a Note: Openings</u></b>	<p>The <b>opening</b> is: "Hello neighbour, I hope you are doing well."</p> <p>The <b>closing</b> is: "Thank you"</p>	<b>84</b>



Activity Name	Answers	Page #s
<b><u>Identifying Openings and Closings</u></b>	<ol style="list-style-type: none"> <li>1. Have a great day, (C)</li> <li>2. I hope you are doing well (O)</li> <li>3. Hello neighbour, (O)</li> <li>4. Thank you, (C)</li> <li>5. Kind regards, (C)</li> <li>6. Dear neighbour, (O)</li> <li>7. Many thanks, (C)</li> <li>8. Respectfully, (C)</li> <li>9. Good morning, (O)</li> </ol>	<b>85</b>
<b><u>Using an Opening, Closing, Date, and Name</u></b>	<p>There are several possibilities depending on the mood of the writer:</p> <p><b>Opening:</b> "Dear neighbour", "Good morning", "Hello neighbour".</p> <p><b>Closing:</b> "Thank you", "Kind regards", "Respectfully", "Many thanks", "Have a great day"</p>	<b>86</b>
<b><u>Spelling R-Controlled Vowels</u></b>	<ol style="list-style-type: none"> <li>1. neighbour</li> <li>2. park, car</li> <li>3. turn</li> <li>4. Your, very</li> <li>5. yard</li> <li>6. first</li> <li>7. regards</li> </ol>	<b>87</b>



Activity Name	Answers	Page #s
<b><u>Describing the Problem</u></b>	<ol style="list-style-type: none"> <li>1. Someone was smoking on the balcony.</li> <li>2. The music was very loud last night.</li> <li>3. I saw your dog poop on my glass.</li> <li>4. Your grass is very long.</li> <li>5. Your car is parked in front of my driveway.</li> </ol>	<b>88-89</b>
<b><u>Describing the Problem: Practice</u></b>	<ol style="list-style-type: none"> <li>1. "Your car is parked in front of my driveway" or something similar.</li> <li>2. "The music from your apartment was very loud last night" or something similar.</li> </ol>	<b>90-91</b>
<b><u>Request Sentences: Word Order</u></b>	<ol style="list-style-type: none"> <li>1. "Can you shovel the sidewalk, please?" or "Can you please shovel the sidewalk?"</li> <li>2. "Could you turn the music down, please?" or "Could you please turn the music down?"</li> <li>3. "Can you move your car, please?" or "Could you please move your car?"</li> <li>4. "Could you not smoke on the balcony, please?" or "Could you please not smoke on the balcony?"</li> </ol>	<b>93</b>



Activity Name	Answers	Page #s
<b><u>Request Sentences:</u></b> <b><u>Filling the Gaps</u></b>	<ol style="list-style-type: none"> <li>1. <u>Could</u> you clean up your dog's waste, please?</li> <li>2. Can you turn the <u>music</u> down, please?</li> <li>3. Could you <u>move</u> your car, please?</li> <li>4. Could you cut <u>your</u> grass, please?</li> <li>5. Can you not <u>smoke</u> on the balcony, please?</li> </ol>	<b>94</b>
<b><u>Writing Request Sentences: Practice</u></b>	<p>Below are some possibilities. "Can" and "could" can be used interchangeably.</p> <ol style="list-style-type: none"> <li>1. Could you pick up your dog's waste please?</li> <li>2. Can you not smoke on the balcony please?</li> <li>3. Can you move your car please?</li> <li>4. Could turn down the music please?</li> <li>5. Could you clear the snow from the sidewalk please?</li> </ol>	<b>95-96</b>
<b><u>Writing a Paragraph:</u></b> <b><u>Appropriate Sentences</u></b>	<p>Note #1: <del>I had breakfast this morning.</del></p> <p>Note #2: <del>I don't have a dog.</del></p> <p>Note #3: <del>Tommorrow will be sunny.</del></p>	<b>98-99</b>



Activity Name	Answers	Page #s
<b><u>Using a Checklist Practice</u></b>	1. 4-5 sentences or a short paragraph. <input checked="" type="checkbox"/> 2. the date <input checked="" type="checkbox"/> 3. an opening <input checked="" type="checkbox"/> 4. describe the problem <input checked="" type="checkbox"/> 5. make a request to fix the problem <input checked="" type="checkbox"/> 6. a closing and your name <input checked="" type="checkbox"/>	<b>101</b>
<b><u>Spelling Words and Phrases in a Note</u></b>	1. good morning 2. neighbour 3. fall down 4. could 5. clear the snow 6. sidewalk 7. please 8. kind regards	<b>106</b>
<b><u>Skill-Using Task: Writing a Note to a Neighbour</u></b>	<p><b>Sample Note:</b></p> <p style="text-align: right;">(Date)</p> <p>Dear Jamie,</p> <p>Today I saw your dog poop on my lawn. This is not the first time. Could you clean up your dog's waste please? (I don't want to step in it.) Kind regards,</p> <p>(Name)</p>	<b>107</b>





# Listening Scripts



## Video: A Problem in the Playground (Listening Script)

### Listening Script for A Problem in The Playground (p.25)

(Click [here](#) for the video)

**Donna:** Excuse me, sir. Could you stop smoking in the playground, please?

**John:** Oh, I am not smoking. I am vaping. It's just water vapor, so it's okay.

**Donna:** Vaping is the same as smoking. It goes against the smoking and vaping bylaw. You cannot smoke within 5 meters of a playground, outdoor pool, sports fields like soccer fields or basketball courts, or transit property like a bus stop or a train platform.

**John:** Really? I had no idea! Sorry.

**Donna:** Yes. You can be reported and fined \$250.

**John:** Oh no! I don't want to break the law. I will stop right away.

**Donna:** Thank you. Have a nice day.

**John:** You too. Thanks for letting me know.



# Listening to Requests: Conversation #1

## (Listening Script)

### Listening Script: Conversation #1

(Click [here](#) for the video)

**Police Officer:** Excuse me, sir. Can you show me your transit pass, please?

**Passenger:** Sure....Oh no, I forgot my transit pass at home.

**Police Officer:** I'm sorry, but that's against the Transit Fare Evasion Bylaw.

**Passenger:** Really? I had no idea.

**Police Officer:** Yes, you need a ticket on the train. I'll give you a warning this time, but next time it will be a \$250 fine.

**Passenger:** Oh, thank you, officer. I'll make sure to have it next time.

**Police Officer:** You're welcome. Have a good day.

**Passenger:** You too.



## Listening to Requests (Listening Skill Building)

### Listen Script: Conversation #2

([click here for the video](#))

**Mr. Smith:** Hello, this is the landlords office. How may I help you?

**Eva:** Hi, Mr. Smith. This is Eva from Apartment 204. I'm calling to complain about loud music that's been playing for hours.

**Mr. Smith:** Do you know where the music is coming from?

**Eva:** No, I'm not sure, but I think it might be from apartment 304.

**Mr. Smith:** In that case, can you talk to your neighbor from 304 before calling the police non-emergency line?

**Emma:** Okay, I'll do that. Thank you.

**Mr. Smith:** You're welcome, Eva. I hope it gets resolved soon. Have a good night.

**Eva:** Thank you. It's been a long night. Have a good night Mr. Smith. Bye now.





# Skill-Using Task

## Understanding a Conversation about a Community Problem (Listening Script)



### Skill-Using Task Listening Script

(click [here](#) for the video)

**Emma:** (*knocking on John's door*) Hi, John. Could you turn down the music, please?  
It's really loud, and I'm trying to sleep.

**John:** Oh, hi Emma. I'm sorry, but it's my wife's birthday today, and we are having a party for her

**Emma:** I understand, but it's very late, and I have to get up early for work tomorrow.

**John:** I'm sorry, but we have some friends here. I do not know what to do, Emma.

**Emma:** Could you turn the music down just a little or move the party to another room?

**John:** That's a great idea. We will move to the living room, and I will turn down the music, too. I promise!

**Emma:** Thanks John. I really appreciate it.

**John:** Thanks Emma.







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