

AMSSA[®]

Strengthening Diversity In BC

2022 IRCC BCY Summit: Emerging Minds & Modes

FEBRUARY 2-3, 2022

Sommet d'IRCC de la C.-B. et du Yukon Idées & Modes émergents

LES 2 ET 3 FÉVRIER 2022

Module Planning in
Portfolio-Based Language
Assessment (PBLA)

CONCURRENT SESSION

Planification des modules
dans l'évaluation linguistique
basée sur le portfolio (ELBP)

SÉANCE SIMULTANÉE

TERRITORIAL ACKNOWLEDGEMENT

As a provincial umbrella association, AMSSA acknowledges that BC and the territory of the Yukon is on the unceded homelands of the First Nations who have stewarded this land since time immemorial. We would also like to express and recognize the privilege that we have as settlers on this land. We wish to acknowledge that AMSSA operates on the unceded traditional territories of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwítulh (Tsleil-Waututh) Nations.

RECONNAISSANCE TERRITORIALE

AMSSA, organisme-cadre provincial, reconnaît que la Colombie-Britannique et le territoire du Yukon se trouvent sur les territoires non cédés des Premières nations qui habitent ces terres depuis des temps immémoriaux. Elle admet que ses activités se déroulent sur les territoires traditionnels non cédés des nations xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish) et Səl̓ílwətaʔ/Selilwítulh (Tsleil-Waututh), et est reconnaissante du privilège que nous avons de pouvoir travailler sur ces territoires.

**THANK YOU TO IRCC FOR FUNDING THIS EVENT AND THE
SUPPORT PROVIDED.**

**MERCI À IRCC POUR LE FINANCEMENT DE CET ÉVÉNEMENT
ET LE SOUTIEN APPORTÉ.**

Funded by:

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Immigration, Refugees
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et Citoyenneté Canada

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Centre for
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Centre des niveaux de
compétence linguistique
canadiens

Professional Learning Session

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Module Planning

Planning with the End in Mind

Planification des modules

Planifier en tenant compte du résultat visé

Learning Intents

- Review backward planning as a way to plan modules
- Use real-world task goals as the organizing principle of a module
- Use needs assessments for longer term planning
- Use the elements of the module for creating classroom activities

Objectifs d'apprentissage

- Examiner la planification à rebours afin de planifier les modules
- Utiliser les objectifs des tâches simulant la vie réelle comme principe d'organisation d'un module
- Utiliser l'évaluation des besoins pour la planification à long terme
- Utiliser les éléments du module pour créer des activités en classe



CLB 3-4: Shopping for Groceries / CLB 3-4: Faire l'épicerie

Centre for Canadian Language Benchmarks | Centre des normes de compétence linguistique canadienne

204, rue Victoria Street, Toronto, Ontario, Canada M5T 1A5
Tel: (416) 967-7778 | Fax: (416) 967-7779
www.languagebenchmarks.ca | www.normeslangue.ca

Classroom-ready resources that include:

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

Shopping for Groceries

A CLB 3-4 Module with Teaching Materials

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Classroom-ready resources that include:

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

Ressources prêtes pour la classe qui incluent:

- ✓ Plan du module ajusté pour deux niveaux
- ✓ Tâches d'évaluation à deux niveaux
- ✓ activités de montée en compétences
- ✓ tâches nécessitant des compétences
- ✓ Outils d'établissement d'objectifs et de réflexion de l'apprenant
- ✓ Liste de référence des ressources supplémentaires

Advantages of Module Planning

A module

- provides a blueprint of what needs to be taught and assessed
- supports instructional and assessment reliability through alignment to the CLB
- ensures critical aspects of communication and comprehension are not overlooked
- ensures assessment is an integrated part of the instructional process

Avantages de la planification des modules

Un module

- fournit un plan détaillé de ce qui doit être enseigné et évalué
- appuie la fiabilité de l'enseignement et de l'évaluation par son harmonisation aux NCLC
- ne néglige aucun des aspects essentiels de la communication et de la compréhension
- garantit que les tâches d'évaluation font partie intégrante du processus d'enseignement

Module Plan Format / Format de la planification des modules

Module Plan

Theme: Commercial Services

Topic: Shopping for Groceries

	Listening CLB Level: 3-4	Speaking CLB Level: 3-4	Reading CLB Level: 3-4	Writing CLB Level: 3-4
Real-World Task Goal(s)	Understand information in commercials about grocery stores.	Return an item to a grocery store.	Understand a simple return policy.	Write a positive or negative review about a grocery store or shopping experience.
Context/ Background Information	Small grocery stores versus super stores that offer a large variety of food/non-food items in one place; discount grocery stores associated with large grocery chains; points and reward programs; store return policies (things that can and cannot be returned); online grocery shopping; leaving online reviews for services; company feedback surveys; purposes for advertising			
CLB Competency Area(s) and Statements	Comprehending Information CLB 3/4: Understand short, simple descriptive or narrative communication on topics of personal relevance.	Getting Things Done CLB 3/4: Make and respond to an expanding range of simple requests and offers (such as getting assistance, and asking for, offering, accepting, or rejecting goods and services.). Sharing Information CLB 3/4: Give simple descriptions of personal experiences, situations or simple processes, such as getting goods or services.	Getting Things Done CLB 3/4: Get information from short business or service texts (such as brochures, notices, form letters and flyers).	Sharing Information CLB 3: Write up to 5 sentences to describe a familiar person, object, place, situation or event. CLB 4: Write a short paragraph to describe a familiar situation, event, personal experience or future plan. Getting Things Done CLB 3/4: Write short, simple business service messages.

Thème : Services commerciaux

Sujet : Faire l'épicerie

	Compréhension de l'oral CLB : 3-4	Expression orale CLB : 3-4	Compréhension de l'écrit CLB : 3-4	Expression écrite CLB : 3-4
Objectif(s) des tâches simulant la vie réelle	Comprendre les messages publicitaires sur des magasins d'alimentation.	Retourner un article dans un magasin d'alimentation.	Comprendre une politique de retour simple.	Rédiger un avis positif ou négatif sur un magasin d'alimentation ou une expérience de magasinage.
Contexte/renseignements de base	Petits magasins d'alimentation par rapport aux supermarchés qui offrent une grande variété d'aliments et de produits non alimentaires en un seul endroit; magasins d'alimentation à bas prix associés à de grandes chaînes d'épicerie; programmes de points et de récompenses; politiques de retour des magasins (produits pouvant et ne pouvant pas être retournés); achats de provisions en ligne; publication d'avis en ligne sur les services; sondage de rétroaction des entreprises; fins publicitaires.			
Domaine(s) de compétence et énoncés des CLB	Comprendre l'information CLB 3/4 : Comprendre une communication descriptive ou narrative courte et simple sur des sujets d'intérêt personnel.	Obtenir des résultats CLB 3/4 : Faire des demandes et des offres simples (comme demander de l'aide, et demander, offrir, accepter ou refuser des biens et des services) dans divers domaines, et y répondre. Partager l'information CLB 3/4 : Donner des descriptions simples d'expériences personnelles, de situations ou de processus simples, comme l'obtention de biens et de services.	Obtenir des résultats CLB 3/4 : Obtenir des informations à partir de textes courts sur les entreprises ou les services (comme des brochures, des avis, des lettres types et des circulaires).	Partager l'information CLB 3 : Rédiger jusqu'à 5 phrases pour décrire une personne familière, un objet, un lieu, une situation ou un événement. CLB 4 : Rédiger un court paragraphe pour décrire une situation familière, un événement, une expérience personnelle ou un projet d'avenir. Obtenir des résultats CLB 3/4 : Rédiger des messages simples et courts sur les services commerciaux.

Needs Assessment / Évaluation des besoins

Needs Assessment



Banking

- Opening an Account
- Using an ATM
- Reporting a Lost or Stolen Card



Health

- Calling 911
- Making an appointment
- Talking to the Doctor
- Getting prescriptions



Homes

- Finding a place to live
- Reporting problems to the landlord
- Talking to neighbours



Employment

- Finding a job
- Health and safety
- Interacting with employers and co-workers



Canada

- Canadian government
- Citizenship
- Canadian geography



Shopping

- Shopping for groceries
- Shopping for clothes
- Returning items



Education

- Registering a child
- Talking to the teacher
- Going to college or university



Community Services

- Using a library
- Social services
- Police, fire, ambulance

SHOPPING FOR GROCERIES



Check ✓ 4 tasks that are most important to you:

- Asking for help finding something
- Returning an item
- Reading food labels
- Reading signs in the grocery store
- Finding information in store flyers
- Finding information about stores online
- Finding information on a sales receipt
- Ordering groceries online

Planning for the Longer Term

Learners need to practise the full range of competencies in the CLB in order to meet the requirements for their level.

Recycle competencies in similar tasks across modules.

Competencies and tasks that learners practise should be tracked.

Planification à long terme

Les apprenants doivent mettre en pratique l'ensemble des compétences des NCLC afin de répondre aux exigences de leur niveau.

Remettre en pratique les compétences dans des tâches similaires dans les différents modules.

Il convient de faire le suivi des compétences mises en pratique et des tâches de mise en pratique des compétences effectuées par les apprenants.



Real-world Task Goals / Objectifs des tâches simulant la vie réelle



Real-world Task Goals

Shopping for Groceries (CLB 3-4)

Objectifs des tâches simulant la vie réelle

Faire l'épicerie (CLB 3-4)

The diagram illustrates the structure of the module plan. A green bar at the top is labeled "Module Plan". Below it, a "Theme: Commercial Services" and a "Topic: Shopping for Groceries" are shown. Four blue arrows point downwards from the "Module Plan" bar to the "Theme" and "Topic" labels, and then to the four columns of the table below. The table is organized into three rows: "Real-World Task Goal(s)", "Context/Background", and "Listening", "Speaking", "Reading", and "Writing" (CLB Level: 3-4).

	Listening CLB Level: 3-4	Speaking CLB Level: 3-4	Reading CLB Level: 3-4	Writing CLB Level: 3-4
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Context/Background	Small grocery stores versus super stores that offer a large variety of food/non-food items in one place; discount grocery stores associated with large grocery chains; points and reward programs; store return policies (things that can and cannot be returned); online grocery shopping; leaving online reviews for a company; company feedback surveys for advertising			

Context / Background Information

Shopping for Groceries (CLB 3-4)

Contexte / renseignements de base

Faire l'épicerie (CLB 3-4)

Module Plan				
Theme: Commercial Services		Topic: Shopping for Groceries		
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	Comprehending	Getting Things Done	Getting Things Done	Getting Things Done

CLB Descriptors / Descripteurs des CLB

Module Plan

Theme: Commercial Services

Topic: Shopping for Groceries

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How Many Competencies? / Combien de compétences?

Module Plan


Theme: Commercial Services

Topic: Shopping for Groceries

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Related Assessment Tasks / Tâches d'évaluation connexes



	Knowledge		Use	
Assessment Tasks	Listen to a short, simple commercial about a grocery store and answer comprehension questions.	Role play returning a grocery item.	Read a simple refund policy and answer comprehension questions.	Write a short review about a grocery store.



Language Focus Items

- **Grammatical knowledge:** grammar, vocabulary and pronunciation
- **Functional knowledge:** understanding and using appropriate language for specific purposes (e.g., requests, threats, suggestions, persuasion)
- **Textual knowledge:** connecting words and sentences into cohesive and coherent texts or discourse
- **Socio-linguistic knowledge:** understanding and using language that is appropriate for a given social context (e.g., register, tone, idioms and figurative language)

Champs de compétences linguistiques

- **Connaissances grammaticales :** grammaire, vocabulaire et prononciation
- **Connaissances fonctionnelles :** comprendre et utiliser un langage qui convient à une situation donnée (par exemple, demandes, menaces, suggestions, persuasion)
- **Connaissances textuelles :** relier des mots et des phrases pour former des textes ou des discours cohésifs et cohérents.
- **Connaissances sociolinguistiques :** comprendre et utiliser un langage qui convient à un contexte social donné (notamment, le registre, le ton, les expressions idiomatiques et le langage figuré).

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Task Analysis


- Vocabulary for common grocery items
- Vocabulary for making returns (*refund, exchange, etc.*)
- Adjectives to describe problems
- Expressions for polite requests
- Other expressions of politeness
- Tone and intonation to sound polite

Analyse des tâches

- Vocabulaire des produits d'épicerie courants
- Vocabulaire pour effectuer des retours (remboursement, échange, etc.)
- Adjectifs pour décrire les problèmes
- Formules de politesse
- Autres formules de politesse
- Ton et intonation de politesse

Making a Return, continued SB

Sentence Strips

Dialogue 1: Return with a Receipt 

Hi. How can I help you?	I'd like to return this <u>yogurt</u> , please.
What is the reason for the return?	It has <u>expired</u> .
When did you buy it?	I bought it <u>this morning</u> .
Okay. Would you like a new <u>container of yogurt</u> or would you prefer a refund?	I'd like a <u>refund</u> , please.
Sure. I can help you with that. How did you pay?	I used my <u>debit</u> card.
Can I see your receipt, please?	Yes, here it is.
Okay. Please insert your card into the machine.	Sure.
Thank you. Your refund is complete.	Thanks very much.
You're welcome.	

Language Focus Items / Champs de compétences linguistiques

Module Plan, *continued*

	Listening	Speaking	Reading
Language Focus Items	<ul style="list-style-type: none"> Vocabulary for common grocery items (e.g., bread, chicken, cookies, potatoes) Vocabulary related to the module listening activities Phrases and expressions for sales and discounts (% off, half price, BOGO, discount) Comparative and superlative adjectives Compound sentences (with <i>but, and, so</i>); complex sentences with <i>because</i>; Transitions: <i>that's why, also</i> 	<ul style="list-style-type: none"> Vocabulary for common grocery items Vocabulary for making returns, such as <i>refund, exchange, receipt</i> Adjectives to describe problems with a grocery item such as <i>mouldy, sour, expired, etc.</i> Modals for polite requests Word order in simple and compound sentences to provide details and answer questions 	<ul style="list-style-type: none"> Vocabulary related to return policies, such as <i>refund, receipt, exchange</i> Modals for obligation and lack of obligation (<i>You can get a refund. You must/don't have to have a receipt.</i>) CLB 4: Conditional sentences (<i>You will get a refund if you have a receipt.</i>)
Language and Learning Strategies	<ul style="list-style-type: none"> Listening for persuasive techniques (e.g., repetition, volume and speed to identify key words and expressions) Using context clues to guess meaning of unknown words Using background knowledge 	<ul style="list-style-type: none"> Strategies to ensure understanding <ul style="list-style-type: none"> - CLB 3: Asking someone to repeat - CLB 4: Confirming information) 	<ul style="list-style-type: none"> Scanning to locate specific information Strategies for understanding the meaning of unknown words. Vocabulary and strategies for navigating websites to find information online
Assessment Tasks	Listen to a short, simple commercial about a grocery store and answer comprehension questions.	Role play returning a grocery item.	Read a simple refund policy and answer comprehension questions.

Skill-building Activities

Assessment Task:

Role play returning an item to the grocery store

Classroom Activities:

- Vocabulary-building
- Modals and polite expressions for requests
- Practice dialogue with substitutions

Activités de développement des compétences

Tâche d'évaluation :

Jeu de rôle dans lequel un article est retourné à l'épicerie.

Activités en classe :

- Acquisition de vocabulaire
- Verbes modaux et formules de politesse pour les demandes
- Pratique du dialogue avec des substitutions

Vocabulary Cards

stale/not fresh

broken/cracked

leaking

Making a Return

Teaching Note: In this activity, learners practise role-playing two dialogues for making a return, one with a receipt and one without.

Set Up:

1. As a class, brainstorm expressions learners can use to make a return. Explain that requests like "I want to..." or "I need to..." sound direct, and that using modals (e.g., can I, could I or I would/I'd like to) sound more polite. Write the expressions on the board and have learners take turns repeating each expression by substituting the grocery item using the pictures from the previous activity.
2. As a class, brainstorm possible questions a manager might ask when you make a return. Distribute the sentence strips on the page that follows. Working with a partner, have learners match the manager's questions/comments with the correct responses. Ask learners to practise the dialogue, switching roles so that each learner plays the role of manager and customer.
3. Write the following chart on the board. Have learners practise role-playing the dialogue substituting the bold/underlined information in the sentence strips with information in the chart. Learners can work with the same or a different partner for each dialogue, switching roles so that each learner has a chance to play both roles. Circulate during the role plays and address any pronunciation issues that arise.
4. In a class discussion, talk about what may happen if you don't have a receipt (e.g., no refund, just an exchange or store credit depending on the store policy). Have learners take turns reading Dialogue 2: Return without a Receipt. After several run-throughs, learners try playing the role of the customer without the script.

Item	Problem	Method of Payment
• meat	• expired, bad	• debit
• vegetables	• bad, not fresh	• credit
• cheese	• moldy	• cash

Dialogue 2: Return without a Receipt

Manager: Hi. How can I help you today?

Customer: I would like to return this milk, please.

Manager: What is the reason for the return?

Customer: The milk is sour.

Manager: When did you buy it?

Customer: Two days ago.

Manager: How did you pay for the milk?

Customer: I paid with my debit card.

Manager: Can I see your receipt, please?

Customer: I don't have my receipt anymore.

Manager: I'm sorry. I can't give you a refund without a receipt. But you can get another carton of milk if you like or I can give you a store credit. Which one would you like?

Customer: I would like a store credit.

Manager: Okay. Here is your store credit.

Customer: Thank you.

Discussion

Writing Assessment Task:

Write a short review about a grocery store.

Using the handout, what are some aspects of the task (**language focus items**) that learners may need to practise in order to successfully write a short review?

Discussion

Tâches d'expression écrite:

Rédiger un court avis sur un magasin d'alimentation.

En utilisant le document remis, quels **champs de compétences linguistiques** les apprenants devront-ils pratiquer pour être en mesure de rédiger un court avis?



Discussion

- Vocabulary for grocery products and services
- Positive and negative adjectives
- Sentence structure (word order)
- Structuring the review: giving opinion up front; supporting opinion with a reason

Discussion

- Vocabulaire des produits et des services d'épicerie
- Adjectifs positifs et négatifs
- Syntaxe (ordre des mots)
- Structure de l'avis : donner son opinion dès le départ; étayer son opinion.



Language and Learning Strategies

Strategies learners might need to successfully complete the tasks:

- Strategies for getting the gist or main idea
- Speaking strategies like asking for repetition or clarification to avoid miscommunication
- Skimming a text for the general idea or scanning for specific facts when reading
- Proof-reading and editing their writing

Stratégies linguistiques et d'apprentissage

Les stratégies dont les apprenants pourraient avoir besoin pour accomplir les tâches:

- Stratégies pour comprendre l'essentiel ou l'idée principale
- Stratégies d'expression orale, comme faire répéter ou demander des clarifications pour bien comprendre l'information
- Survol d'un texte pour en dégager l'idée générale ou le parcourir pour obtenir des renseignements précis
- Relecture et correction des écrits

Language and Learning Strategies

- **CLB 3:** asking someone to repeat or slow down
- **CLB 4:** confirming information by repeating back
- enunciating their words clearly
- slowing down to be more easily understood

Stratégies linguistiques et d'apprentissage

- **CLB 3 :** Demander à quelqu'un de répéter ou de parler plus lentement
- **CLB 4 :** Confirmer l'information en la répétant
- Énoncer clairement les mots du locuteur
- Parler plus lentement pour être plus facilement compris



Discussion

Writing Assessment Task:

Write a short review about a grocery store.

Using the handout, what are some **language and learning strategies** related to the task that learners may need to practise?

Discussion

Tâches d'expression écrite:

Rédiger un court avis sur un magasin d'alimentation.

En utilisant le document remis, quelles **stratégies linguistiques et d'apprentissage** liées à la tâche les apprenants devront-ils mettre en pratique?



Discussion

Writing Strategies:

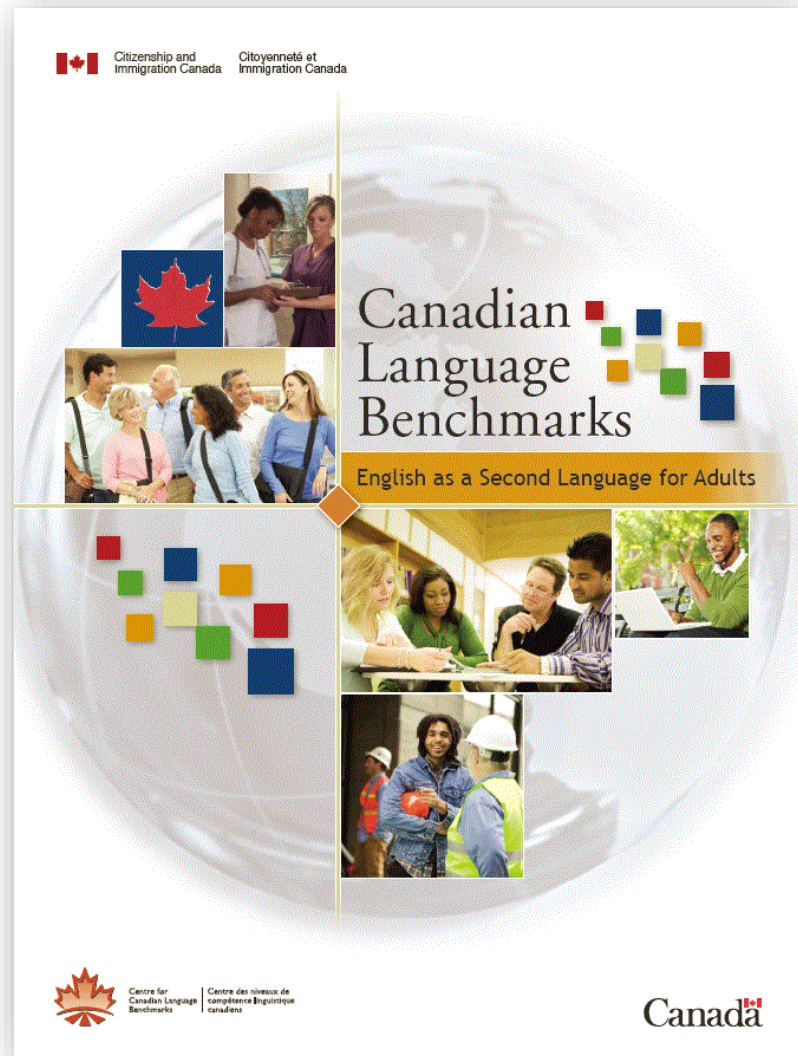
- Proofreading and editing their reviews using a checklist; re-writing a final draft
- Using a dictionary to check spelling

Discussion

Stratégies d'expression écrite :

- Relecture et correction des avis au moyen à l'aide d'une liste de vérification; réécriture de la version finale
- Utilisation d'un dictionnaire pour vérifier l'orthographe





Using the CLB Document

- ✓ Indicators of Ability
- ✓ Strengths and Limitations in the Profile of Ability
- ✓ Knowledge and Strategies for a Stage

Utiliser le document sur les CLB

- ✓ Indicateurs de performance
- ✓ Forces et limites du profil de compétences
- ✓ Connaissances et stratégies pour une étape

Skill-using Tasks/Tâches de mise en pratique des compétences

Understanding a Commercial SU

Competency Area: Comprehending Information
Indicators of Ability: Identifies purpose; identifies the meaning of key words and expressions; identifies some details and implied meanings
Teaching Notes: In this activity, learners watch a short commercial about online grocery shopping. Ensure that learners understand what an 'app' is and what 'download' means before doing the activity.

Set Up:

- Engage learners in a class discussion about online grocery shopping. Ask: Have you ever ordered groceries online? Why/why not? Is it something you think will be common in the future? What are some of the advantages (convenience) and disadvantages (expensive, delivery fees) of online grocery shopping?
- Inform learners that they are going to watch a commercial about online grocery shopping. Before playing the commercial, promote active listening and encourage learners to take notes on what information they expect to hear.
- Distribute the handout on the page that follows and give learners a few minutes to think over the questions.
- Play the video/commercial two times. It is located at this link: <https://vimeo.com/502348453/ce8c511049>. Play it once for learners to watch and answer the questions, and another time to check their answers.

Assessment:

Decide how answers will be given (e.g., discussed in a small group or taken individually). Consider having learners mark their own work and look for any patterns in their answers as they are taken up.

Transcript for Commercial: <https://vimeo.com/502348453/ce8c511049>

This is George. And this is George's dog, Max. George and Max love spending time together. George hates leaving Max even to go to the grocery store. So, George uses an app to buy his groceries online. George chooses chicken, milk, cereal, bananas and cookies. For Max, George buys dog food. George continues to play with Max and collect his order. If you have a busy schedule like George, why not try Shop4Food.com or download our app. Save 20% on your first order.

Answer Key

1. b 2. a 3. a 4. c 5. b 6. c 7. b 8. Answers vary

Shopping for Groceries: A CLB 3-4 Module with Teaching Materials

Returning a Grocery Item: Role-Play SU

Competency Area: Getting Things Done
Indicators of Ability: Opens/closes the conversation; makes a polite request; uses appropriate vocabulary to describe a problem with a grocery item
Teaching Notes: If needed, review the expressions for polite requests and adjectives for describing problems with grocery items. Consider having learners record the role plays so they can listen back for self-assessment.
Note that for the final speaking assessment task, CLB 3 learners role-play a dialogue returning an item with a receipt; CLB 4 learners do not have a receipt. For this skill-using activity, you may want to organize learners according to their CLB levels, with CLB 3 practising Role-play 1 and CLB 4 learners practising Role-play 2.

Set Up:

- Group learners in groups of three. Explain that one learner will play the role of a manager, one learner will play the role of a customer, and the third learner will observe and provide feedback using the peer feedback form.
- Explain the instructions for the role-play and the expectations using the peer feedback form. Ensure that the peer observer is clear about what to do and how to complete the feedback form.
- Distribute the role cards on the next page: one card for the manager, one customer role-play card to each learner (either of the two cards), and three peer feedback forms.
- Learners begin by determining who will play each role for the first role play. The learner playing the role of the customer begins the role play. The learner doing the peer feedback observes and completes the *Peer Feedback Checklist* for the learner playing the role of the customer.
- Once the first role play has been completed (with peer feedback), learners switch roles so that each person has had a chance to play each role.

Assessment:

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

- This activity uses peer feedback. Ensure that time is given for peers to share and review feedback.
- Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

Reading A Return Policy SU

Competency Area: Getting Things Done
Indicators of Ability: Understand key details; make inferences
Teaching Notes: In this activity, learners read a return policy and answer questions. To make this activity more challenging, build on the previous skill building activity of conducting an online search to have learners do an online search for the return policy of a grocery store. Select the return policy you want to use for this task that are tailored to the return policy you are using.

Set Up:

- Print out the following page. Review the instructions together. Review the questions and infer the meaning of unknown words/phrases if needed.
- Distribute the handout and return policy and complete the questions.

Assessment:

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

- Learners correct their own work. They should not erase their mistakes, but correct answers in pen. Explain that this allows them to see their errors and learn from them.
- Work on the task with learners after it is complete. What was easy? What was difficult?

2. a 3. 30 days 4. b 5. Yes 6. b 7. c 8. No 9. a

CLB 3-4 Module with Teaching Materials 40

Writing a Review of a Grocery Store SU

Competency Area: Sharing Information
Indicators of Ability: Provides adequate descriptions; describes likes and dislikes; writes connected sentences; follows spelling and punctuation conventions

Set Up:

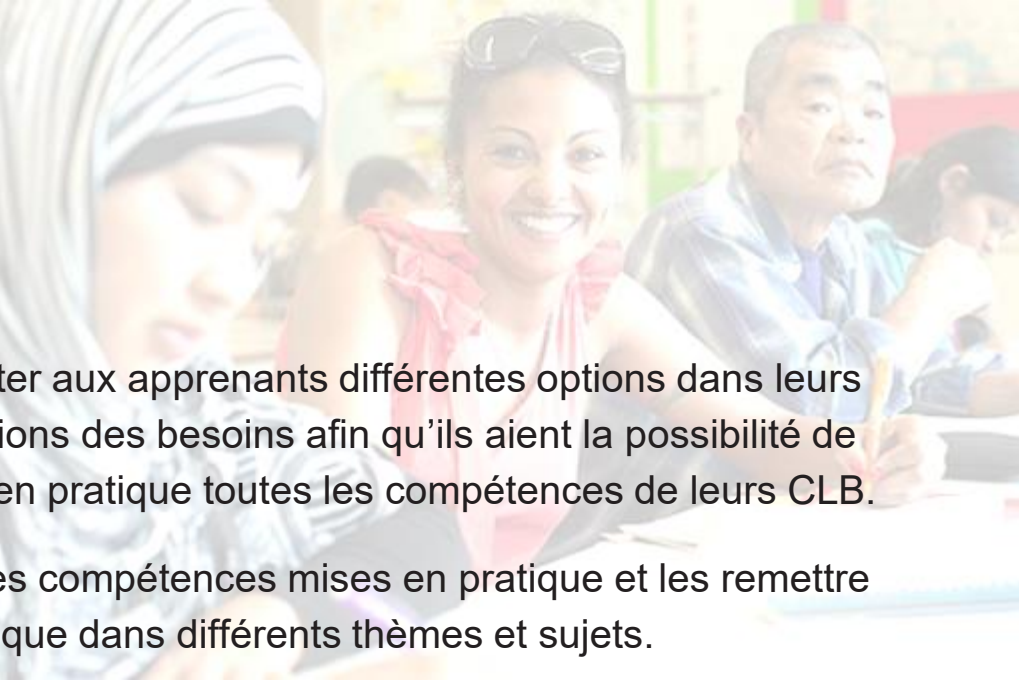
- Review the writing process with learners. Note that since this is a writing task, learners should use the writing process (writing an outline, spelling, capitalization errors; writing the first draft, etc.).
- Give learners a lesson on the writing process (writing an outline, spelling, capitalization errors; writing the first draft, etc.).
- Ensure learners are clear about expectations. Have learners identify the main points they want to include in their review (e.g., service, price, products) and think about one or two specific items to review (e.g., a grocery store). Then they can continue with the writing process (see the Writing Note).
- Learners can use to check their writing before they begin writing.
- Learners can refer to the pictures from the previous activity to help them.

Assessment:

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

- Learners can refer to the pictures from the previous activity to help them.
- Learners can exchange their work with a partner to review. If needed, they could assess their own work by using the checklist.
- Learners can give feedback and make additional notes if needed. Encourage learners to give performance. If additional practice is needed, learners can practice writing reviews.

Key Points / Points clés

- Present learners with a range of options in their needs assessments so that they have opportunities to practise all of the CLB competencies for their levels.
 - Keep track of competencies covered and try to recycle them throughout various themes and topics.
 - Planning with the End in Mind:
 - Think about the RWT goals learners need to master,
 - Plan related assessment tasks,
 - Analyze the tasks to determine the skills/strategies learners will need to successfully complete the task
 - Provide practice (skill-using) tasks
- 
- Présenter aux apprenants différentes options dans leurs évaluations des besoins afin qu'ils aient la possibilité de mettre en pratique toutes les compétences de leurs CLB.
 - Noter les compétences mises en pratique et les remettre en pratique dans différents thèmes et sujets.
 - Planifier en tenant compte du résultat visé :
 - Penser aux objectifs de lecture, d'écriture et de réflexion que les apprenants doivent atteindre
 - Planifier les tâches d'évaluation connexes
 - Analyser les tâches pour déterminer les compétences/stratégies dont les apprenants auront besoin pour les accomplir.
 - Donner des tâches de mise en pratique (des compétences)

For more information, contact the Centre for Canadian Language Benchmarks (CCLB) / Pour plus d'information, contactez le Centre des niveaux de compétence linguistique canadiens (CNCLC)



English Resources
Ressources anglophones

pbla@language.ca

<https://pblapg.language.ca/>

French Resources
Ressources francophones

<https://elbpld.language.ca/>



elbp@nclcenligne.ca

Thank you!
Merci!



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



The background is a solid teal color. In the top-left and bottom-right corners, there are decorative patterns of white dots of varying sizes, arranged in a circular, halftone-like pattern that fades out towards the center.

Thank You
Merci