

Resources for Higher Levels (CLB 5-8): Vancouver Island and Coast



1. Where do you live?
Write the name of your region. _____

2. Where have you visited in BC?

3. Look at the map. Where is Vancouver Island? Circle Vancouver Island.

Vancouver Island and Coast

CLB 5-8

IV Comprehending Information: Access and locate information from online reference sources.

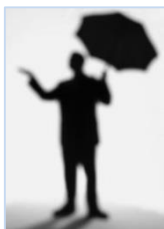
CLB 5-8

IV Sharing Information: Write a paragraph (or 2-3) to provide a description.

Task: Find information about Vancouver Island and write a descriptive paragraph.

Instructions

1. Select one topic to focus. Make sure that all topics are covered by at least one student.



Climate



Economy



Geography



People

2. Find information about your topic. You can use the following websites or use other reference sources. Take notes.
 - Welcome BC <http://www.welcomebc.ca/Live/about-bc/regions/vancouver-island.aspx> or http://www.welcomebc.ca/welcome_bc/media/Media-Gallery/docs/communities/bc_regional_immigration_trends_2010.pdf
 - Hello BC <http://www.hellobc.com/vancouver-island/vancouver-island-facts.aspx>
 - Wikipedia http://en.wikipedia.org/wiki/Vancouver_Island
3. Write a paragraph (or more) about your topic. You can use the words and phrases below to help you. Share your paragraphs with your classmates.

population
indigenous peoples
new immigrants
primary source countries
celebrities
the highest waterfalls
the largest spruce trees

area
three main climate zones
the sunniest place in BC
hours of sunshine
the highest annual rainfall
the average temperature

comparable in size to...
economic zones
the main industries
technology
logging
fishing
tourism

Resources for Higher Levels (CLB 5-8): Vancouver Island and Coast

Sample Assessment Tool (adapt these for your level)

📖 CLB IV Comprehending Information: Access and locate information from online reference sources.	
Name	Date
Criteria	Comments
<input type="checkbox"/> Used more than one resource <input type="checkbox"/> Found enough information to write a detailed paragraph <input type="checkbox"/> Used effective strategies for finding the information (e.g. scanning section titles and images) <input type="checkbox"/> Used a unilingual or online dictionary to clarify some unknown words	

✍️ CLB IV Sharing Information: Write a paragraph (or 2-3) to provide a description.	
Name	Date
Criteria	Comments
<input type="checkbox"/> Fulfilled the task <input type="checkbox"/> Expressed a main idea <input type="checkbox"/> Included supporting details and examples <input type="checkbox"/> Used appropriate connective words (because, and so, etc.) <input type="checkbox"/> Spelling, punctuation and format were mostly correct	

BC People: Portraits of Diversity in BC

🔊 CLB 5-8

IV Comprehending Information: Understand descriptive or narrative monologues or presentations.

🗣️ CLB 5-8

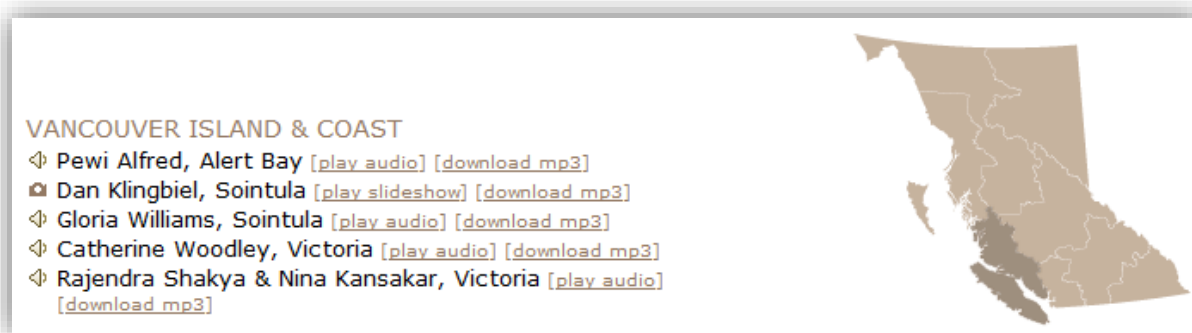
IV Sharing Information: Give presentations.

Task: Listen to a podcast about a person who lives on Vancouver Island and create a similar podcast about my life in BC.

Instructions:

1. Choose one of the 5 Vancouver Island & Coast podcasts from this website:

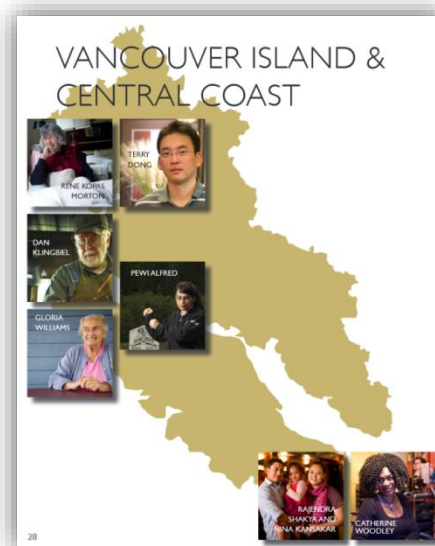
<http://www.bcpeople.ca/index.php?page=podcasts> .



Listen to their story and take some notes.

2. Look for the people and read about them in the book or the pdf file. http://www.sound-check.com/bcpeople/BC_People.pdf (page 31-41).
3. Compare their experience with your immigration experience. Create your own podcast about your experience. You can use your smart phone to record your podcast or use <http://audacity.sourceforge.net/>.

- ✓ Write a script for your podcast
- ✓ Record it once
- ✓ Listen and self-correct
- ✓ Record again
- ✓ Ask the teacher to listen and give you some feedback
- ✓ Do your final recording



Sample Assessment Tool: Self-Assessment Checklist

🗣️CLB IV Sharing Information: Give presentations.	
Name:	Date:
Check all that apply	Comments
<input type="checkbox"/> My presentation had an introduction, development and conclusion.	
<input type="checkbox"/> I used connective words and phrases.	
<input type="checkbox"/> I gave some detailed descriptions.	
My goal for next time I give a presentation or tell a story:	

🗣️CLB IV Sharing Information: Give presentations.	
Name:	Date:
Check all that apply	Comments
<input type="checkbox"/> My presentation had an introduction, development and conclusion.	
<input type="checkbox"/> I used connective words and phrases.	
<input type="checkbox"/> I gave some detailed descriptions.	
My goal for next time I give a presentation or tell a story:	

Action-Oriented Feedback

This can be filled out by the teacher and/or a peer.

👤 CLB IV Sharing Information: Give presentations.	
Name:	Date:
Continue...	Start or do more...
Consider...	Stop or do less...

👤 CLB IV Sharing Information: Give presentations.	
Name:	Date:
Continue...	Start or do more...
Consider...	Stop or do less...

Information for Teachers

Note about the CLB competency statements

Please consult the CLB document

http://www.language.ca/index.cfm?Voir=sections&Id=17355&M=4038&Repertoire_No=213799132 for the features of communication and competency indicators that pertain to the particular level you teach. You can easily adapt the tasks to suit your students. For instance

- a CLB 5 student would write one paragraph to share information; whereas, a CLB 8 student would write 3 to 4 connected paragraphs.
- a CLB 5 student would listen for up to 5 minutes of the podcast and a CLB 8 student would listen for up to 20 minutes
- a CLB 5 student would speak for up to 5 minutes and a CLB 8 student could speak for up to 20 minutes

Note about the Resources

- **The Map of BC:** The map on the first page is from the *British Columbia Newcomers' Guide to Resources and Services* book. It is on the inside of the back cover or on page 125 of the PDF file which can be accessed here: http://www.welcomebc.ca/welcome_bc/media/Media-Gallery/newcomers_guide_en.pdf. This map divides BC into 6 regions but other maps divide BC into 8 regions. (See *BC People Portraits of Diversity* in BC, p. 25) http://www.sound-check.com/bcpeople/BC_People.pdf.
- **BC Peoples Portraits of Diversity in BC:** There is a beautiful book called *BC Peoples Portraits of Diversity in BC* http://www.sound-check.com/bcpeople/BC_People.pdf. This is a big file so it might take a while to download. You may have a hardcopy at your organization because it was distributed to SPOs a couple of years ago. The podcasts can be found at <http://www.bcpeople.ca/index.php?page=podcasts>.
- **Creating Podcasts:** Students can also use <http://audacity.sourceforge.net/> to record their podcasts.

Skill-Building Activities

- **Paragraph Writing:**
<http://web2.uvcs.uvic.ca/courses/elc/sample/beginner/wt/>
<http://iteslj.org/Lessons/Bayne-Writing.html>
- **Giving Presentations**
<https://www.englishclub.com/speaking/presentations-pres.htm>
<http://www.englishisapieceofcake.com/support-files/presentation-lesson-plan.pdf>
for more resources:
http://www.listn.info/site/wp-content/uploads/Resources-for-Higher-Levels_Presentation-Skills.pdf

Extension Activity:

- **Class Project: Portraits of Diversity** - After creating their podcasts, the class could work together to compile their own Portraits of Diversity book. Don't forget to add pictures. The finished product could go up on the school's website, or maybe even submitted to Welcome BC or CIC.