

# ENGLISH LANGUAGE LEARNERS

## INSTRUCTOR'S NOTES

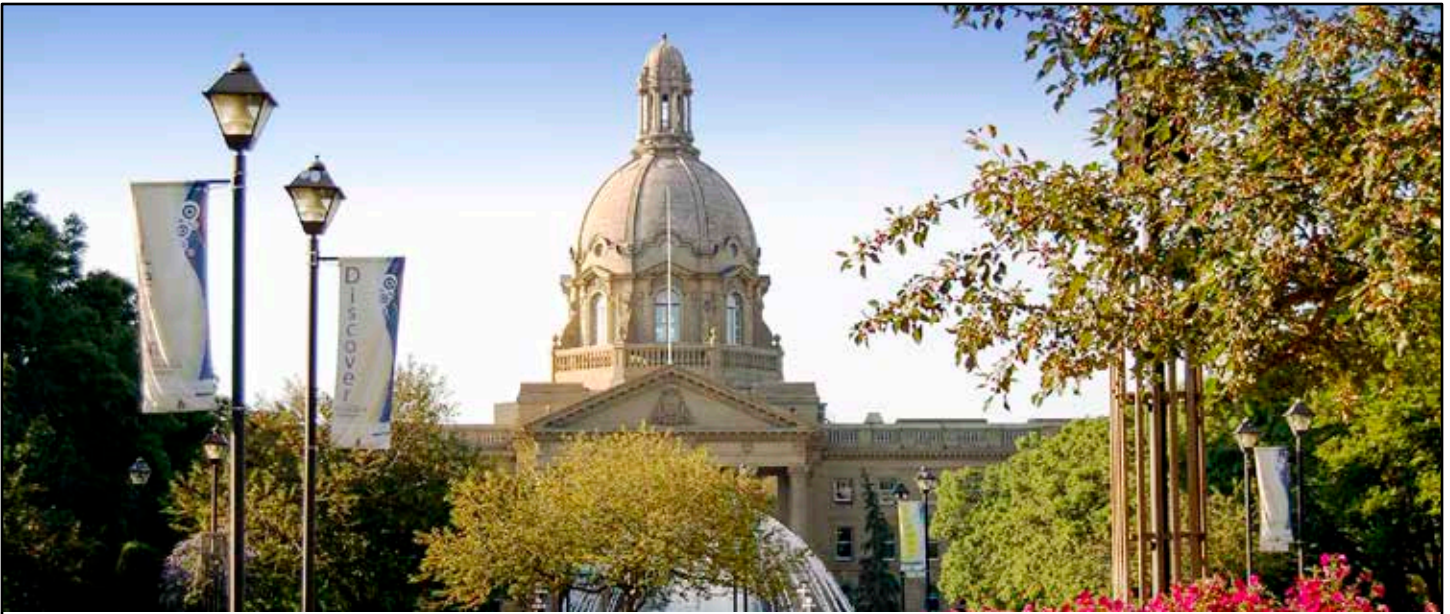
3-4



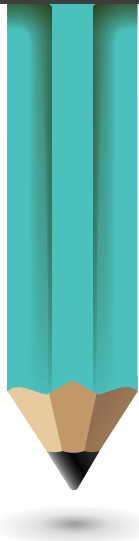
LEGISLATIVE  
ASSEMBLY  
OF ALBERTA

# Contents

<b>The Alberta Legislature Building</b>	<b>1</b>	<b>Political Parties</b>	<b>13</b>
<i>Outcomes</i>		<i>Outcomes</i>	
<b>Government of Canada</b>	<b>3</b>	<b>Alberta's Leaders</b>	<b>14</b>
<i>Outcomes</i>		<i>Outcomes</i>	
<b>How a Bill Becomes Law in Canada</b>	<b>5</b>	<b>Post Activity</b>	<b>15</b>
<i>Outcomes</i>		<i>Task</i>	
		<i>Task</i>	
<b>The Statues in the Rotunda</b>	<b>7</b>	<b>Post Activity</b>	<b>18</b>
<i>Outcomes</i>			
<b>Chamber Doors and the Coat of Arms</b>	<b>9</b>	<b>Post Activity</b>	<b>19</b>
<i>Outcomes</i>		<i>Task</i>	
<b>The Mace</b>	<b>10</b>	<b>Post Activity</b>	<b>20</b>
<i>Outcomes</i>		<i>Task</i>	
		<i>Student Assessment Form</i>	
<b>How Government Representatives Are Elected</b>	<b>11</b>		
<i>Outcomes</i>			



# The Alberta Legislature Building



## Outcomes

This activity provides a very general orientation to the Alberta Legislature Building.

By the end of this activity learners will be able to

- Recognize and use vocabulary to describe different parts of the Alberta Legislature Building
- Demonstrate understanding of a short description of the Alberta Legislature Building

## Procedure

1. Have learners complete the vocabulary match activity either on their own or with a partner. Take up the answers with the class.
2. Inform learners that they will be listening to a text about the Alberta Legislature Building.
3. Read the text below, and have them complete the cloze activity based on what they hear.
4. Take up the answers.
5. As a follow-up to this activity learners could work in pairs or small groups and practise describing enlarged copies of the photos without looking at their notes.



### *The Legislature Grounds*

---

The front of the building includes a **fountain** and a **reflecting pool**. People are encouraged to come here all year-round to enjoy the grounds. In the summer they can swim in the reflecting pool, and in the winter they can come to skate. Visitors can take tours of the inside of the building all year-round.



### *The Second Floor*

---

When you enter the main doors of the Alberta Legislature Building, you will be in the **rotunda**. The rotunda is a large room covered by a dome. In the middle there is a **fountain** surrounded by beautiful plants. The walls and pillars of the rotunda are made of beautiful white marble. There are also flags from different world wars on the walls.

If you look up when standing in the rotunda, you will notice some **palm trees** surrounding the **dome**. These are located in the palm room at the top of the building.



### *The Third Floor*

---

While standing in the rotunda, you will see the **Grand Staircase** directly in front of you. These stairs lead to a set of ornate **doors** on the third floor. The doors open up to the **Legislative Assembly Chamber**, which is where the 87 Members of the Legislative Assembly meet to create, debate and pass laws for the province.



### *The Legislative Assembly Chamber*

---

In the middle of the Chamber there is a **big chair, where the Speaker sits**. The Speaker controls the debate and makes sure everyone follows the rules. The side of the room with the most number of seats is the side where the Members of the government sit. The side with less seats is for the opposition. The **viewing gallery** is where the public can sit and watch our Legislature in session.



# Government of Canada

## Outcomes

This is a jigsaw reading and speaking activity that provides some background information on Canada's system of government.

By the end of this activity learners will be able to

- Demonstrate comprehension of the main ideas in a simple written text relating to levels of government by answering comprehension questions on a worksheet
- Give key details orally to others about the text they read
- Demonstrate comprehension of spoken information from classmates about levels of government by answering questions on a worksheet
- Find the names of key political figures on the Internet

## Procedure

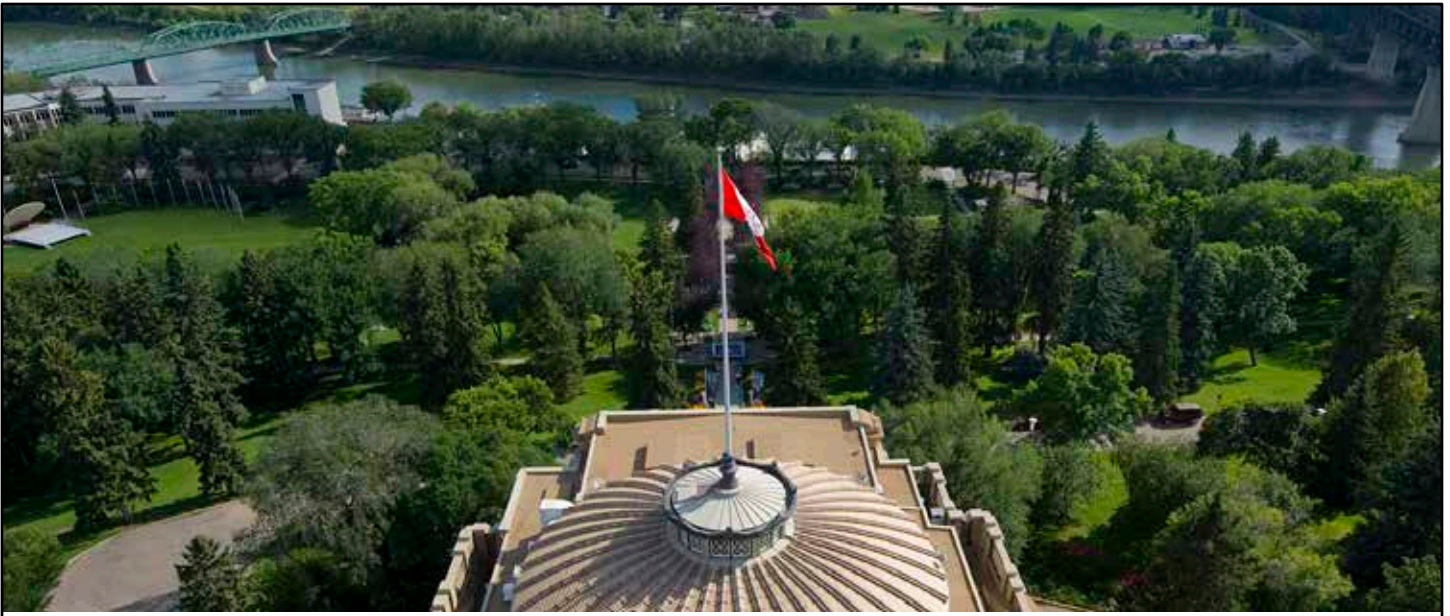
1. Warm-up – Introduce the topic of Canada's system of government by having a class discussion using the following questions:
  - a. Do you know the system of government in your previous country?
  - b. Who is the leader of your previous country? What is his/her title?
  - c. Does your previous country have elections? If so, how often?
2. Arrange learners into three groups, and provide each group with a different reading. Have them read their text individually and answer the worksheet comprehension questions that correspond to their reading. Then have them discuss their text and their answers with the others in their group. Tell them that they will have to retell their stories to another group, which has a different text. Circulate among the groups, and help them with the pronunciation of words in their texts. Ask them to mark the word stress based on what they hear, and have them practise with a partner.

3. Rearrange learners into groups of three so that each learner is working with others who have a different reading. Ask them to retell the information in their texts while the others in the group listen and answer the comprehension questions on the worksheets.

4. Alternatively, you could do these readings as individual texts with all learners rather than as a jigsaw.

5. ***How Many People Can You Name?***

Ask learners to research the individual names of each person on the list. Take up the answers in a class discussion. Alternatively, you could have learners work in their groups of three. Assign two names to each learner, and have them share their answers with each other.



# How a Bill Becomes Law in Canada

## Outcomes

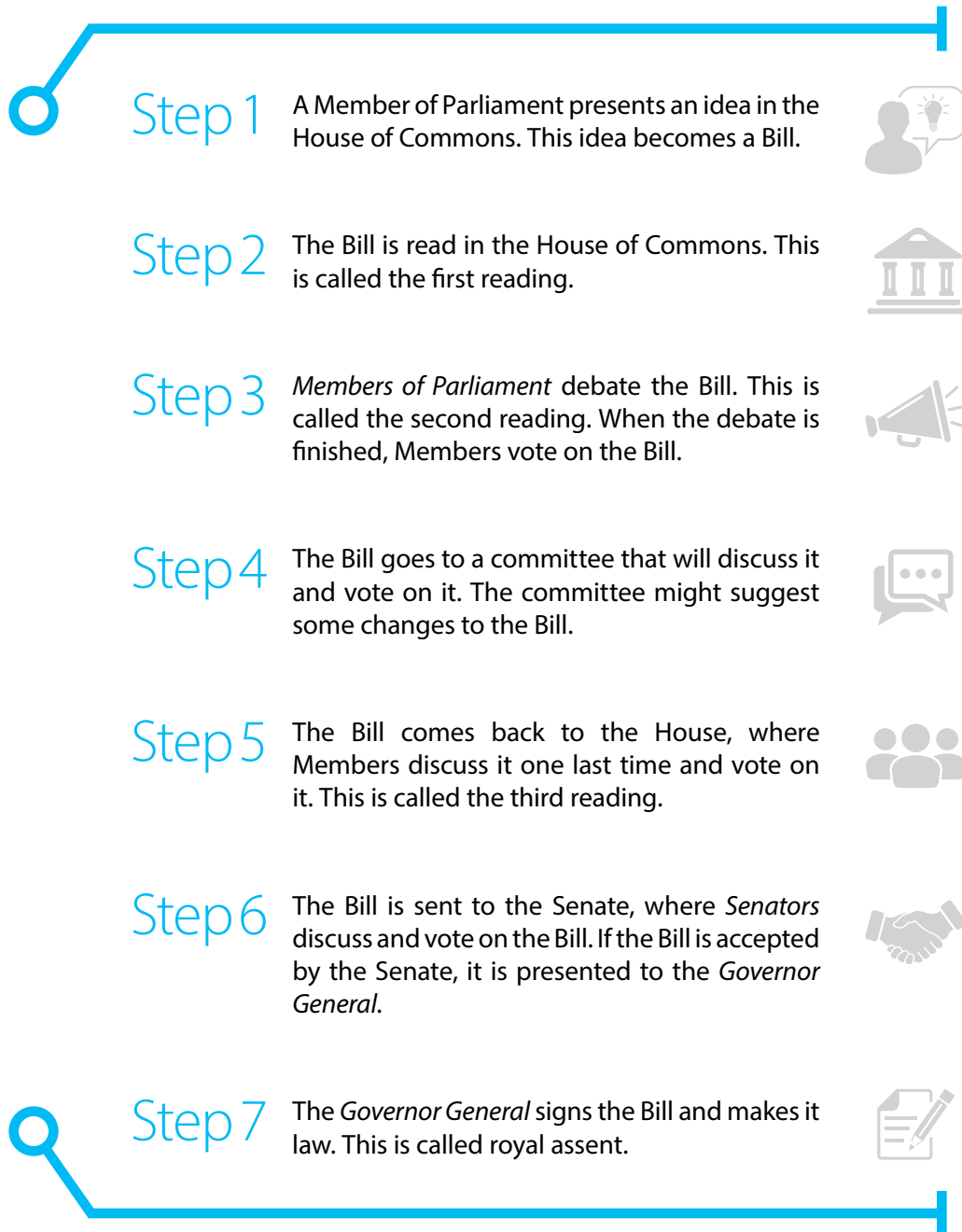
This reading activity provides information about how laws are made in Canada.

By the end of this activity learners will be able to

- Demonstrate understanding of a basic text about how a Bill becomes law in Canada by answering comprehension questions and by ordering the steps in the process
- Use sequence markers to describe a process (e.g., the process of creating laws in Canada)

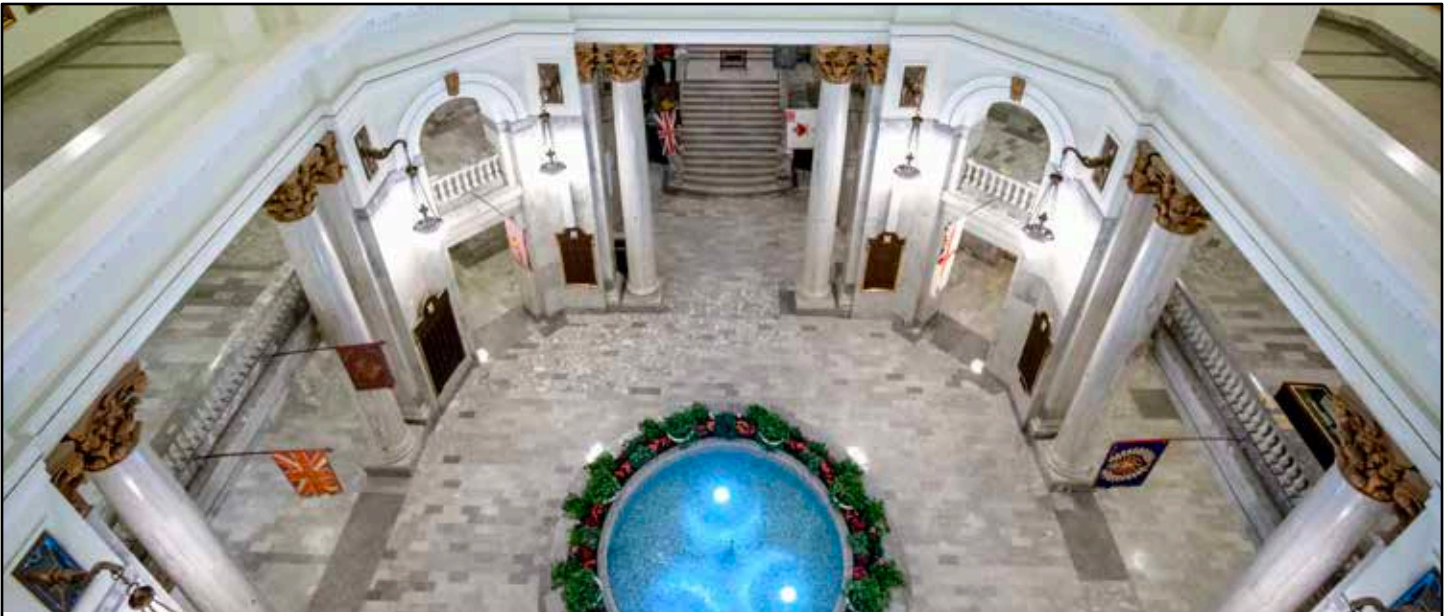
## Procedure

1. Ask learners to read the text about how laws are passed in Canada. Go over any unfamiliar vocabulary. Remind them that laws in Alberta are created in the same way with the exception of the Senate. Provincial/territorial governments do not have a Senate.
2. Discuss the use of sequence markers when describing a process. Ask learners to describe the process using sequence markers. For example: First, a Member of Parliament presents an idea in the House of Commons.
3. Cut out enough sentence strips for half of the class. Have each learner work with a partner to put the sentence strips below in order (without looking at the text), and describe each step using a different sequence marker. They can check their answers using the text.



*Citizenship and Immigration Canada (2009). Discover Canada, Ottawa. P. 29. Adapted with Permission.*





# The Statues in the Rotunda

## Outcomes

This activity provides background information about Chief Crowfoot and Princess Louise Caroline Alberta and is done in pairs.

By the end of this activity learners will be able to

- Demonstrate comprehension of a short written text about either Chief Crowfoot or Louise Caroline Alberta by answering true/false questions
- Present information about their assigned reading text to a partner
- Demonstrate comprehension of spoken information about either Chief Crowfoot or Louise Caroline Alberta by answering true/false questions

## Procedure

1. Inform learners that during the tour of the Legislature Building they will see statues of two people who are famous in the history of Alberta, Chief Crowfoot and Princess Louise Caroline Alberta. This activity will give them some background information about these two people.
2. Go over the vocabulary in the vocabulary match activity. Describe each word, and have learners match the word to the correct definition. Have them practise the pronunciation of each word by modelling the instructor.
3. Divide the class in half. Assign the text about Chief Crowfoot to one half of the class and the text about Princess Louise Caroline Alberta to the other half. Inform learners that they need to read the text carefully and understand it so that they can relate the important details to a partner. Have them read their text and answer the true/false questions that relate to their particular reading. Take up the answers.

4. To reinforce the information, have learners discuss their text with others in their group who have the same text.
5. Assign each learner to a partner with a different text, and ask them to explain what they read to each other. Partners answer the true/false questions for the second reading, and learners check each other's answers.
6. Additional Pronunciation Practice: Discuss the pronunciation of /ed/ endings in simple past tense verbs. Provide the pronunciation rules if this is helpful. Have learners search the texts for examples of verbs ending in /ed/, and insert them in a chart similar to the one below. Ask learners to brainstorm other verbs learned previously and insert them. Learners can practise the pronunciation with a partner.

**/ed/ endings with a final  
'd' sound**

e.g., lived, married,  
named, allowed, signed,  
received, governed,  
organized, proposed and  
used

**/ed/ endings with a final  
't' sound**

e.g., smoked, finished,  
discussed and watched

**/ed/ endings with a final  
'id' sound**

e.g., related, braided,  
elected, appointed, voted  
and represented



# Chamber Doors and the Coat of Arms

## Outcomes

This is a reading activity about the Chamber doors and the Coat of Arms.

By the end of this activity learners will be able to

- Demonstrate comprehension of a short written text by answering comprehension questions
- Use appropriate vocabulary to describe important symbols in Alberta

## Procedure

1. Have learners read the text and discuss the comprehension questions in small groups.
2. They can discuss the symbols in the coat of arms with a partner or in small groups.
3. Have them complete the crossword using the word list. They can help each other with any words they are missing. Take up the answers as a class.



*Alberta Flag*



*The Coat of Arms*



# The Mace

## Outcomes

This reading provides information about the Mace and its role in Assembly procedures.

By the end of this activity learners will be able to

- Demonstrate comprehension of a written text by answering true/false questions
- Present information about traditional symbols in their country and what they mean

## Procedure

1. Have learners read the text about the Mace and answer the comprehension questions.
2. The discussion questions could be done before the reading or after in pairs or small groups. Some additional symbols for Alberta or Canada include the maple leaf, the Canadian and Albertan flags, the Royal Canadian Mounted Police, a crown, a poppy, the loonie, the great horned owl, the Rocky Mountain bighorn sheep as well as the colours blue and gold, representing the Alberta sky and prairies. Have learners share information about important symbols in their previous country.
3. Ask learners to find words or expressions in the text that mean the same as the ones provided in the list. Take up the answers as a class.
4. Model the pronunciation of various words in the text, and have learners practise saying each word.



# How Government Representatives Are Elected

## Outcomes

This is a pair activity that provides information about how provincial and federal government representatives are elected.

By the end of this activity learners will be able to

- Demonstrate comprehension of a short written text about either electing federal government representatives or electing government representatives in Alberta by completing a short cloze exercise and answering true/false questions
- Present information about their assigned reading to a partner

## Procedure

1. Introduce the topic by asking learners if they have ever voted. Ask them to give a simple description of the election process in their country if they can.
2. Distribute the handouts. Give the handouts about federal elections to one half of the class and the handouts about provincial elections to the other half. Have learners read their texts. Discuss any unfamiliar vocabulary in a class discussion. Ask learners to read their text and complete the fill-in-the-blank and the true/false activities (1 and 2).
3. Pronunciation Practice – Model the word stress in the following words: *provincial, federal, independent, constituency, parliament, candidate, minister, election, legislative, Assembly, opposition and geographical*, and have learners practise pronouncing each word prior to reading their text to a partner.

4. Have learners read their text to a partner, who fills in the blanks on the handout. Learners can check each other's work by referring to the original texts.
5. Ask learners to compare their answers for Activities 1 and 2 with their partners. Take up the answers as a class if needed.
6. Alternatively, these could be done as individual reading comprehension activities by all learners in the class with a slightly different procedure. Read (or provide a recording of) the text and have learners fill in the blanks. Ask them to read the completed text on their own and answer the comprehension questions.



# Political Parties

## Outcomes

This reading provides basic information about the major political parties in Canada and Alberta.

By the end of this activity learners will be able to

- Demonstrate comprehension of a short text about political parties in Canada and Alberta by rewriting incorrect information
- Use the Internet to research the names of leaders of the main political leaders in Alberta

## Procedure

1. Introduce the topic by asking learners if they can name some of the political parties in Canada and in Alberta.
2. Have learners read the text. Go over any unfamiliar vocabulary.
3. Ask learners to rewrite the sentences by correcting the information that is inaccurate. Have them check their answers with the text before taking up the answers in a class discussion.
4. Ask learners to search the Internet for the names of the various political figures in the ***How Many People Can You Name*** exercise. Take up the answers in a class discussion.



# Alberta's Leaders

## Outcomes

This text provides information about past and current Premiers and Lieutenant Governors of Alberta as well as other prominent people in the political history of Alberta.

By the end of this activity learners will be able to

- Demonstrate comprehension of a short text about Premiers and Lieutenant Governors of Alberta
- Ask questions about famous politicians, using “who”
- Answer questions in complete sentences

## Procedure

1. Divide the class into two groups: Student A and Student B. Distribute the different handouts. Have learners read the brief description of Premiers and Lieutenant Governors in Alberta. Discuss any unfamiliar vocabulary that arises.
2. Ask learners to complete the true/false questions. Take up the answers in a class discussion.
3. Model the pronunciation of the following names: *Alexander Rutherford, Alison Redford, Louise McKinney, Roberta MacAdams, Helen Hunley, Ralph Steinhauer and Norman Kwong*. Have learners practise.
4. Have each learner work with a partner and read their list of “firsts” while their partner writes the missing name on their handout. Encourage them to spell the name so that their partner writes it correctly.
5. Ask learners to research the names in **How Many People Can You Name?** Take up the answers.
6. Model questions and answers using complete sentences to ask about people. Have learners work with their partner again to practise asking and answering questions about famous people in Canada. They can check their answers using the text.





## Post Activity

### Task

Understand a short descriptive text about the Famous Five.

### Indicators

- Understands factual details, some implied meanings, key words and expressions in the text.
- May need assistance such as repetition, paraphrasing, speech modification or explanation.

### Procedure

1. Inform learners that they will be listening to a text that relates to the Famous Five.
2. Distribute the handout, and allow learners some time to look at the comprehension questions.
3. Play the recording of the text below, and have them answer the comprehension questions. Play the recording a second time so that learners can check their answers.
4. Take up the answers, and have learners mark each other's work.
5. Provide feedback on why any incorrect answers were not answered correctly. Offer strategies for avoiding the same mistakes in the future.
6. Learners can add this assessment to their portfolios.

# Women's Rights in Canada

In the early 1900s women in Canada did not have the same rights as men. For example, they could not own land, they could not get a divorce in the same way as a man and they could not be appointed to the Senate. They were not even considered persons.

The Famous Five are five women from Alberta who worked very hard for women's rights. Together they fought for women to be considered persons under the constitution. They won their case in Canada's highest court in 1929.



***Irene Parlby***



***Nellie McClung***



***Louise McKinney***



***Emily Murphy***



***Henrietta Edwards***

## The Famous Five

Each of the five women helped women's rights in different ways:

- Louise McKinney became the first female MLA, when she was elected in 1917.
- Emily Murphy from Edmonton was the first woman appointed as a court judge.
- Henrietta Edwards started the National Council of Women of Canada.
- Nellie McClung was elected as a Liberal member of the Alberta Legislature in 1921.
- Also, in 1921 Irene Parlby became the first woman in Alberta to serve as a Cabinet Minister.



## Post Activity

### Task

Answer questions about information learned in class and on the tour.

### Indicator

- Learners provide the correct answers to the questions.

### Procedure

1. Inform learners that this is a speaking quiz that involves answering questions about information they learned through the class activities and during the tour.
2. Divide the class and distribute the Student A handout to half of the class and the Student B to the other half. Go over the instructions on the handout.
3. Working with a partner, learners take turns asking and answering each other's questions. They add up the correct answers and return the sheet to their partner.
4. Provide some time for learners to reflect on which answers they answered incorrectly and which readings they plan to review to get the correct answers.
5. Learners can add this to their portfolio if they wish.

# Post Activity

## Task

Give a brief description of what you liked or thought was most interesting about the tour of the Alberta Legislature Building and why.

## Indicators

- Gives description in a coherent narrative in five to seven sentences.
- Speaks in short sentences and some longer compound sentences with clear evidence of connected discourse.
- Fluency is adequate for simple description; speech rate is slow to normal with some pauses or hesitations.
- Vocabulary is adequate for the task.
- Has adequate control over basic grammar structures and tenses.
- Pronunciation difficulties may impede communication.

## Procedure

1. Inform learners that the speaking assessment involves giving a brief description of what they liked the most or thought was most interesting about the tour of the Alberta Legislature Building.
2. Give them a few minutes to prepare what they will say.
3. Provide learners with the speaking/self-assessment handout, and go over the assessment criteria.
4. The assessment can be done in one-on-one interactions between you and each learner, or you could have learners work in small groups describing what they liked to each other while you circulate around the room and assess their speaking ability using the [Student Assessment Form on page 21](#).
5. Complete the handout for each learner, and provide written feedback.



## Post Activity

### Task

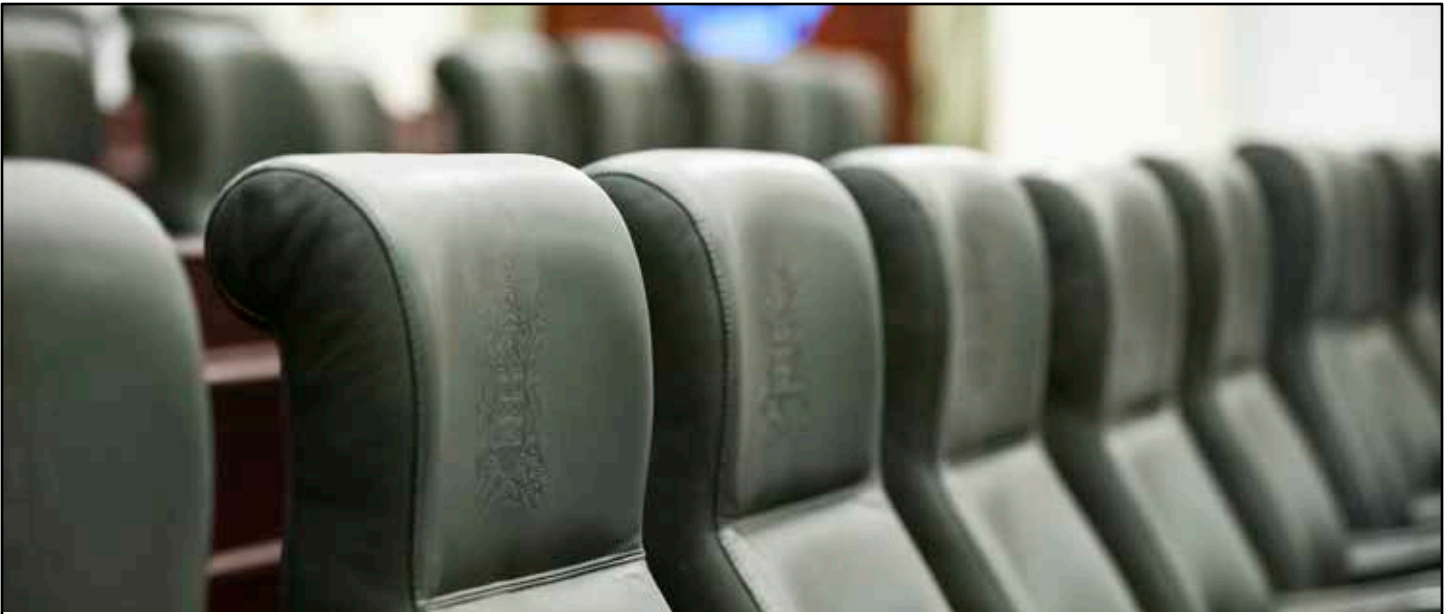
Understand the purpose, main idea, key information and some details in a simple short text (two to three paragraphs) about the Speaker of the House.

### Indicators

- Reads connected discourse.
- Gets the overall meaning of the text.
- Identifies key information, main idea and specific details.

### Procedure

1. Distribute the reading. Give learners a few minutes to go over the comprehension questions. Inform them that only one of the three answers is correct.
2. Have learners read the text and answer the multiple choice questions. Learners then complete the chart.
3. Provide feedback on why any incorrect answers were not answered correctly (e.g., not understanding a particular word or transition in a sentence). Offer strategies for avoiding the same mistakes in the future.



## Post Activity

### Task

Write a short description about the Alberta Legislature Building.

### Indicators

- Uses basic paragraph structure.
- Conveys main ideas and supports them with a few details.
- Follows basic punctuation and capitalization conventions.
- Exhibits developing to adequate control of simple structures.
- Conveys information in mostly single-clause sentences ; may use some co-ordinated clauses with basic tenses.
- Exhibits developing to adequate range of simple, everyday vocabulary.
- Reader can follow the description although difficulty with word order and word forms may sometimes interfere with comprehensibility.

### Procedure

1. Distribute the handout. Go over the instructions, and explain the criteria that will be used to assess their writing.
2. Have learners write their paragraph, and encourage them to review their work before submitting it.
3. Provide verbal or written feedback as appropriate.

# Post Activity

## Student Assessment Form

Name: ..... Date: .....

**Task:** Give a brief description of what you liked most or found the most interesting about the tour of the Alberta Legislature Building.

	Yes	No	Comments
<b>Assessment Criteria:</b> <b>Holistic Assessment:</b> Learner was able to complete the task within the parameters of CLB 3-4 abilities. Listener was able to follow.			
<b>Analytic Criteria:</b> Learner was able to sustain about five to seven short sentences and some longer compound sentences with evidence of connected discourse.			
Learner was able to give a basic description in a coherent narrative.			
Learner displayed adequate control of basic grammar structures and tenses for the task.			
Learner used adequate vocabulary for the task.			

**Legislative Assembly of Alberta - Visitor Services**

*English Language Learners: Instructor's Notes – 3 to 4*

*Updated: September 2024*

Phone: 780.427.7362 • Toll Free: 310.0000 • [visitorinfo@assembly.ab.ca](mailto:visitorinfo@assembly.ab.ca)

