

ENGLISH LANGUAGE LEARNERS INSTRUCTOR'S NOTES

5-6



LEGISLATIVE
ASSEMBLY
OF ALBERTA

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Learner's Activity

Pretour Materials

The pretour activities prepare you for the Legislature tour. They include reading and speaking activities that expose you to the vocabulary that you will encounter on the tour and give you a chance to use that vocabulary. They also introduce you to some of the background knowledge you will need to make the tour more relevant.

1. Symbols of the Legislature: Reading and 10 Questions Game
2. Levels of Government: Reading Comprehension
3. The People of the Assembly: Cocktail Party Role-play
4. Quotes from the Famous Five: Pronunciation

Symbols

Reading and 10 Questions Game

The purpose of this game is to give you a chance to talk about the symbols and use some of the vocabulary you were exposed to in the **Symbols of the Legislature on page 2**.

Purpose:

- ⦿ To raise awareness of the vocabulary and expressions related to symbols which students may encounter in the tour and to give an opportunity for students to use that language.

Outcomes:

- ⦿ Students will be able to scan to locate relevant information, use vocabulary and expressions related to symbols in correctly formed yes/no questions.

Notes:

Instructions for the game are on the student worksheet. However, the following are variations on the game:

- ⦿ **Pairs or small groups:** Give each pair/small group a set of the symbol cards in an envelope. One student pulls a symbol card. The other asks yes/no questions to determine what symbol s/he is holding. If s/he guesses within 20 questions, s/he keeps the card. If not, it goes back into the envelope. The next person then takes a turn guessing. The person with the most cards at the end wins.
- ⦿ **Class:** Tape labels to students' backs (or their forehead if they wish, and if not offensive culturally for your group of learners).
- ⦿ **Other variations:** To focus more on reading skills (scanning) and accuracy, allow learners to refer to the reading when asking and answering questions. To make this more challenging and to focus more on speaking and fluency, do NOT allow students to take the readings or the instruction sheet with them. Instead, give them more time to prepare, by practising making yes/no questions from the reading. More than one person can have a particular symbol on his/her back. If a person finishes early, you can put another symbol on their back.

Rough fescue

Wheat

Crown

Lion

Wild rose

Beaver

***Bighorn
sheep***

Bull trout

Bison

***Petrified
wood***

***Great horned
owl***

***Lodgepole
pine***

***St. George's
Cross***

***Provincial
shield***

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pine***

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Cross***

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shield***



Levels of Government

Reading Comprehension

Purpose:

- ⦿ To provide background knowledge about levels of government to prepare learners for the tour, to raise awareness of vocabulary learners may encounter in the tour.

Outcome:

- ⦿ Students will be able to understand a moderately complex descriptive text on a familiar topic, make use of reading strategies such as predicting and reading to confirm/disconfirm predications, identify main ideas and supporting details, find specific detailed information for comparing and contrasting, guess the meaning of unknown terms from the context without a dictionary.

Note for Scanning Question 3:

First Nations, Inuit and Métis are the Indigenous Peoples of Canada.

- ⦿ Inuit are the Indigenous people of the Arctic.
- ⦿ First Nation is a term used to describe Indigenous peoples of Canada who are neither Métis or Inuit.
- ⦿ Métis refers to the cultural group that are descended from mixed European and First Nation heritage.



The People of the Assembly

Role-play

Purpose:

- ⦿ To raise awareness of the vocabulary and expressions related to the people in the Legislature and to give opportunity for students to use that language, to raise awareness of the importance of word stress in pronunciation.

Outcome:

- ⦿ Students will be able to participate in basic social conversations to engage in small talk, ask relevant questions, respond to small talk.

Notes:

- ⦿ You may hand out multiples of any of the following cards EXCEPT the Lieutenant Governor, Speaker, Premier, Leader of the Official Opposition and the Sergeant-at-Arms. Try to ensure that the student who receives the "Sergeant-at-Arms" role card has an electronic device so he/she can pull up images of the "Mace" and "Black Rod."

The People of the Assembly

Role Cards



LIEUTENANT GOVERNOR

- You are the Monarch's representative for the province of Alberta.
- You are only allowed into the Chamber when invited by the Speaker.
- You give final agreement to the passage of a Bill through royal assent.



SPEAKER

- You chair the meetings of the Legislative Assembly.
- You treat all Members of the Assembly equally. You do not take a side on the Bill being debated, and you do not vote (except in the case of a tie).
- You must call on people who wish to speak, and they will always address you as Mr. or Madam Speaker.
- You keep order in the Chamber.



PREMIER

- You are the head of the provincial government in Alberta.
- You are the leader of the party that has the most elected representatives in the Legislative Assembly.
- You pick the Cabinet Ministers and help decide government Bills.
- You respond to questions during Oral Question Period.



LEADER OF THE OFFICIAL OPPOSITION

- You are the leader of the party with the second most elected representatives in the Legislative Assembly.
- You introduce Bills and present alternatives to government policies.
- You question the government during Oral Question Period (you ask the first question).



CLERK

- You assist the Speaker in his/her duties.
- You advise the Speaker in matters relating to House procedure.
- You direct the Daily Routine.
- You read out the names of the Bills that will receive royal assent.



SERGEANT-AT-ARMS

- You are responsible for security inside the Legislative Assembly Chamber and galleries.
 - You carry the Mace* (object that symbolizes the Assembly's authority to pass laws) and lead the Speaker's procession.
 - You carry the Black Rod* (symbol of the Assembly's independence from the crown) and escort the Lieutenant Governor into the Legislative Assembly Chamber.
- *If possible, search Google images for Alberta+Mace and Alberta+Black Rod.*



MEMBER OF THE MEDIA

- You pay attention to the proceedings.
- You may record the session.
- You interview members after the sitting is over.
- You report back to the public on the happenings of the day.



PAGE

- You assist the Speaker, Sergeant-at-Arms, Clerk and Members so that they do not need to leave their desks during the debate.
- You assist Members by delivering messages.
- You open the doors whenever the Sergeant-at-Arms escorts people to and from the Legislative Assembly.
- You cover the Mace before the Lieutenant Governor enters the Chamber.



CABINET MINISTER

- You are an MLA who has been appointed by the Premier to head a government department.
- You present government Bills to the Legislative Assembly.
- You debate and present arguments supporting government Bills.
- You vote for government Bills.
- You answer questions during Oral Question Period.



PRIVATE GOVERNMENT MEMBER

- You are a government MLA without a cabinet position.
- You debate and usually support government Bills.
- You usually vote for government Bills.



OPPOSITION MEMBER

- You are an opposition MLA.
- You present alternatives to government policies.
- You debate and may present arguments opposing government Bills.
- You may vote against government Bills.



OPPOSITION MEMBER

- You are an opposition MLA.
- You present alternatives to government policies.
- You debate and may present arguments opposing government Bills.
- You may vote against government Bills.



Quotes from the Famous Five

Pronunciation

Purpose:

- ⦿ To raise curiosity and familiarize learners with the Famous Five in preparation for the tour, to raise awareness about priorities and strategies for improving pronunciation.

Outcome:

- ⦿ Students will be able to produce intelligible and communicatively effective pronunciation.

Notes:

- ⦿ Tell students they will learn more about the Famous Five on the Legislature tour and in a reading they will do after the tour.



Learner's Activities

Post-tour Materials

The post-tour materials include speaking, writing and reading tasks that encourage learners to make use of the ideas and language they gained through the Legislature tour.



Famous Five Persons Case

Reading Comprehension

Outcomes:

Students will be able to understand moderately complex descriptive or narrative texts on familiar topics; identify main ideas, factual details; sometimes be able to guess the meaning of unknown terms and phrases from the context; identify organization of text; interpret sequence of events.



Introducing a Speaker

Speaking Tasks

Outcomes:

- ⦿ Students will be able to present details about a speaker in a way that makes others want to listen to that speaker. Students will show some awareness of appropriate eye contact, body language, volume and rate of speech.

Speaker Introductions Rubric

Name Date	Rating				Comments
Overall Effectiveness Effectively introduced a speaker	4	3	2	1	
Analytic Criteria					
Briefly introduced self and speaker	4	3	2	1	
Gave interesting details about speaker	4	3	2	1	
Ended with an effective conclusion	4	3	2	1	
Engaged audience (vocal expression, eye contact, gestures, facial expression)	4	3	2	1	
Speech rate was slow to normal with some pauses	4	3	2	1	
Good control of simple grammatical structures and some use of complex structures	4	3	2	1	
Although pronunciation and vocabulary choices may show limited communication, overall task was accomplished.	4	3	2	1	
4 = achieved easily, 3 = achieved, 2 = difficulty achieving, 1 = not yet achieved	Total Score:				



Choosing a Speaker

Committee Meeting Discussion

Outcomes:

- ⦿ Students will express and support opinions in small group meetings, agree and disagree appropriately, ask for and give information in some detail, summarize information to confirm understanding.

Committee Meeting Discussion Rubric (to evaluate a group of six)

	Name	Name	Name	Name	Name	Name
Appropriately expresses opinions						
Supports opinions with details and evidence						
Responds to others by expressing reservation, agreement or disagreement						
Summarizes information to confirm understanding						
Reasonably fluent speech (slow to normal speed with some hesitations)						
Uses a variety of grammar structures and vocabulary; while errors may impede some communication, task is accomplished.						
Total Score						
4=achieved easily, 3=achieved, 2=difficulty achieving, 1=not yet achieved						



The Role of the People in Governing Alberta

Writing a Paragraph

Outcomes:

Students will write a paragraph with a main idea and supporting details, on a topic that has become familiar through pretour activities and the Legislature tour, provide accurate description, use appropriate connective words and phrases.

Notes for Gathering ideas:

In groups students should brainstorm for symbols, objects, traditions, aspects of the building, et cetera, that emphasize the role of the people in governing Alberta. You may wish to elicit ideas from the groups and put them on the whiteboard. You may wish to help them group their ideas into categories.

Following is a list of some of the ideas that students may come up with:

1. Architectural style is Greek and Roman influenced...early democracies.
.....
2. The building is open almost every day of the year, open to all Albertans to visit.
.....
3. The tradition that the Lieutenant Governor (Monarch's representative) cannot enter the Chamber unless invited (the Lieutenant Governor is appointed rather than elected.) The Sergeant-at-Arms has to knock with the Black Rod to ask if the Lieutenant Governor can enter. The Chamber is on the opposite side of the building from the office of the Lieutenant Governor. (All of this indicates the the voice of the people in electing representatives is more important than the monarch.)
.....
4. A Premier is a leader of the political party that has the most seats/most MLAs elected.
.....

5. The Mace (which represents Parliament...the idea that the people have the power, not the monarch).
6. In the Chamber the public is allowed to come watch whenever there is a session. There are TV cameras on the walls, meaning the people can watch on TV or online. There is a media gallery in the back (i.e., the media must be allowed to cover government proceedings and tell the people what is happening.)
7. There are 87 ridings representing all of Alberta.
8. The fact that children had a part in choosing the symbols of Alberta.
9. The inclusion of symbols representing the people, their land and their industry not just the monarchy. (e.g., beaver)
10. The inclusion of symbols/displays related to people who had not been allowed to vote in the past and now are: Indigenous symbols (Chief Crowfoot), the inclusion of the Famous Five display; shows the importance of women being allowed to vote.

For a more guided writing (perhaps for CLB 5 learners) you could give students the following topic sentence to support:

The Alberta Legislature and the traditions that take place in that building emphasize the role of the people in governing Alberta.

Writing a Paragraph Rubric

Name	Rating				Comments
Date					
Overall Effectiveness Wrote a basic paragraph with details from the tour that emphasize the role of the people in governing Alberta.	4	3	2	1	
Analytic Criteria					
Includes a clearly expressed topic sentence	4	3	2	1	
Includes two to three different supporting ideas	4	3	2	1	
Uses sufficient supporting details and explanations	4	3	2	1	
Uses appropriate transitional words and phrases	4	3	2	1	
Good control of simple structures	4	3	2	1	
Attempts (sometimes successfully) to use some complex structures	4	3	2	1	
Adequate control of spelling, punctuation and format	4	3	2	1	
Uses vocabulary and language from the pretour activities and the Legislature tour.	4	3	2	1	
4=achieved easily, 3=achieved, 2=difficulty achieving, 1=not yet achieved	Total Score:				

Legislative Assembly of Alberta - Visitor Services

English Language Learners: Instructor's Notes – 5 to 6

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