

## Task-Based Activity: Share your opinion on gun control

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

### Pre self-assessment

I need to improve my skills at writing paragraphs and sharing my opinion:

Yes

No

### New Words

control	ordinary	rifle
decade	registration	shotgun
opposing	required	strong
	restricted	

### Gun Control in Canada Overview

**In Canada** there is two opposing sides to gun control. One side objects to the registration of personal guns and the other side wants strict gun control laws.

Registration of guns in Canada became mandatory in the 1930s. Over the past few decades, laws had become increasingly strong for gun owners. From 1995 until 2012, all guns were required to be registered. As of April 6, 2012, the registration of “non-restricted guns” is no longer required in any province or territory, except for Quebec. Non-restricted guns include ordinary rifles and shotguns.

*Adapted from Wikipedia: [http://en.wikipedia.org/wiki/Gun\\_politics\\_in\\_Canada](http://en.wikipedia.org/wiki/Gun_politics_in_Canada)*

**Part A: Write a short paragraph (3-6 sentences) to explain your opinion on gun control.**

**Part B: After you have completed your paragraph, make a short oral presentation (one minute) to explain your opinion of gun control.**

**Post self-assessment**

I think my skills have improved as a result of completing this activity.

Yes

No

Learner comments:

## Assessment

### Task-Based Activity: Share your opinion on gun control

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

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

Performance Descriptors	Needs Work	Improving	Excellent
<p>B1:</p> <ul style="list-style-type: none"><li>• shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences</li><li>• demonstrates some ability to use tone appropriately</li><li>• speaks or signs clearly in a focused and organized way</li><li>• rephrases to confirm or increase understanding</li><li>• uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)</li></ul> <p>B2:</p> <ul style="list-style-type: none"><li>• writes texts to explain and describe</li><li>• conveys intended meaning on familiar topics for a limited range of purposes and audiences</li><li>• begins to sequence writing with some attention to organizing principles (e.g. time, importance)</li></ul>			

<ul style="list-style-type: none"> <li>• uses limited range of vocabulary and punctuation appropriate to the task</li> <li>• begins to organize writing to communicate effectively</li> </ul>			
<b>The learner needs to work on the following:</b>			
<b>This task was successfully completed      This task needs to be tried again</b>			
<b>Practitioner Comments:</b>			
<b>Learner Comments:</b>			