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Benchmarks

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# Using a Car

A CLB 1L-2L Module with Teaching Materials

## **Classroom-ready Literacy** resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Needs assessment and learning reflection tools
- ✓ Reference list of additional resources

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The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled Using a Car.

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## How to Use the Module Package

This module includes activities for a unit on *Using a Car* for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for needs assessment and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes two-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

#### Some Notes about this Module Package:

- 1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.
- 2. The module is laid out sequentially, but can be adapted and supplemented. The *Additional Instructor Resources* section includes page references to a sample of published resources with activities to support this module.
- 3. Each learner activity/task is identified in the upper right corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios.







Skill-Building Activity

Skill-Using Task

Assessment Task

4. Learner handouts are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.





Speaking

Reading

Writing

 The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.

- 6. Assessment is embedded into all the activities and incorporates a range of assessment strategies, including:
  - In-class contingent assessment: the very informal and spontaneous feedback you give learners while they are doing a task
  - Planned integrated assessment: informal but planned assessment, such as giving descriptive feedback to learners on skill-using activities, focusing on what they are doing well and what they need to do to improve.
  - Formal assessment of learning: assessment that gives learners feedback on task success related to CLB criteria.

For a fuller discussion of assessment strategies, see the current *PBLA Practice Guidelines*<sup>1</sup> (in the Portfolios section, select Feedback and Assessment from the side menu), and *Integrating CLB Assessment*<sup>2</sup> (in Chapter 2, Planning for Assessment).

<sup>&</sup>lt;sup>1</sup> PBLA Practice Guidelines: <u>https://pblapg.language.ca/</u>

<sup>&</sup>lt;sup>2</sup> Integrating CLB Assessment into your ESL Classroom: <u>https://iclba.language.ca/</u>

## Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

## An Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

#### 1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

#### 2. Part: Developing Skills (Skill-building activities)

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

#### 3. Whole: Practising Skills (Skill-using tasks)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

#### 4. Assessment Tasks

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills

## Module Plan

Theme: T	ransportation Top	<b>Dic:</b> Using a Car		
	Listening CLB Level: 1-2	Speaking CLB Level: 1-2	Reading CLB Level: 1L-2L	Writing CLB Level: 1L-2L
Real-World Task Goal(s)	<u>CLB 1-2:</u> Follow very simple instructions regarding parking.	<u>CLB 1-2:</u> Give a very simple description of a car problem and location.	<u>CLB 1L-2L:</u> Follow very simple prompts to pay for gas at the pump.	<u>CLB 1L-2L:</u> Complete very simple sentences about a car problem.
Context/ Background Information	importance of keeping registr	g., needing a permit to park in ation and insurance informatio rocedure for buying gas: payme	n in the car; who to call for assi	stance (e.g., towing company
CLB Competency Area(s) and Statements	<ul> <li>Comprehending Instructions</li> <li>Understand short, simple instructions related to immediate personal needs.</li> <li>CLB 1: Very short (2 to 5 words)</li> <li>CLB 2: Simple imperative sentences</li> </ul>	<ul> <li>Sharing Information</li> <li>Give basic personal information in response to direct questions from a supportive listener.</li> <li>CLB 2: Give a basic description.</li> </ul>	<b>Comprehending Instructions</b> Understand short, simple instructions for common, familiar everyday situations.	<ul> <li>Sharing Information</li> <li>Write a few words to complete a short, guided text or answer simple questions to describe a personal situation.</li> <li>CLB 1: 3 to 5 sentences.</li> <li>CLB 2: 5 to 7 sentences.</li> <li>Reproducing Information</li> <li>Copy numbers, letters, words, short phrases, or sentences from simple lists or very short passages, for personal use or to complete short tasks.</li> </ul>

	Listening	Speaking	Reading	Writing
Language Focus	<ul> <li>Vocabulary for parking/locations: street parking, parkade, row, aisle, handicap parking, family parking, tow-away zone</li> <li>Identifying numbers and letters for parking rows and stalls</li> <li>Identifying positive and negative commands</li> </ul>	<ul> <li>Vocabulary for car problems: dead battery, out of gas, flat tire, locked out, stuck</li> <li>Vocabulary for who can help: friend, roadside assistance, tow truck, police</li> <li>Prepositions of place (<i>in</i> and <i>on</i>)</li> <li>Pronunciation of phone and license numbers using chunking</li> </ul>	<ul> <li>Vocabulary at the gas pump: (pump, receipt, gas grade, nozzle, credit card)</li> <li>Vocabulary for paying for parking: pay station, time</li> <li>Simple present tense verbs/imperatives: pay, insert, enter, lift, take</li> </ul>	<ul> <li>Vocabulary for car problems: dead battery, out of gas, flat tire, locked out, stuck</li> <li>Vocabulary for parking/locations: street parking, parkade, row, aisle, handicap parking, family parking, tow-away zone</li> <li>Punctuation: capitals and periods</li> <li>Spelling key words</li> </ul>
Language and Learning Strategies	• Using strategies to facilitate comprehension: asking for repetition/asking the speaker to slow down	<ul> <li>Speaking slowly and clearly</li> <li>Memorizing common formulaic expressions or phrases</li> <li>Saying multi-digit numbers</li> </ul>	<ul> <li>Using visuals to assist comprehension</li> <li>Reading several times to build comprehension</li> <li>Using a phone app or picture dictionary for unfamiliar words</li> </ul>	<ul> <li>Printing legibly</li> <li>Proof-reading to ensure accuracy</li> <li>Copying accurately</li> <li>Reviewing with more proficient users of English</li> </ul>

## Module Plan, continued

	Listening	Speaking	Reading	Writing
Literacy Skills	<ul> <li>Listening to the initial sounds of words</li> <li>Using clapping to identify syllables in a word</li> <li>Using pictures to support understanding</li> </ul>	<ul> <li>Using kinaesthetic activities, songs, chants, role plays to help build oral vocabulary and expressions</li> <li>Pronouncing words slowly and clearly to aid with spelling and accuracy</li> </ul>	<ul> <li>Decoding letters, words, and numbers. Tracking words and sentences from left to right</li> <li>Using knowledge of sight words to decode simple prompts at the gas pump</li> <li>Recognizing format of instructions; comprehending what action is needed</li> <li>Using initial and final consonant sounds to help recall and discriminate between words</li> <li>CLB 2L:</li> <li>Recognizing format and purpose of instructions</li> <li>Recognizing sequence of instructions</li> </ul>	<ul> <li>Using speaking to assist with writing (recognizing that writing is the same as speech on paper)</li> <li>Forming letters and numbers</li> <li>Copying accurately</li> <li>Identifying where to write and adjust writing to fit the space</li> <li>Using finger spacing</li> </ul>
Assessment Tasks	Demonstrate comprehension of short, simple parking instructions by circling appropriate images.	Describe a simple car problem and location using a scenario card.	Demonstrate comprehension of simple instructions for paying at the pump by numbering appropriate images.	Complete short, simple sentences about a car problem by copying words from a word bank.

## Delivering the Module

#### Module Outline

#### • Whole: Developing Context

Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text *Jing's Car Problem* and focus on pre-reading strategies and whole-text approaches.

• Part: Developing Skills (Skill-Building Activities)

Work on skill-building activities to build literacy skills and strategies for this module. Read *Marta has an Emergency* again and approach specific parts of the text, providing literacy development activities, such as matching words and sequencing the story.

• Whole: Practising Skills (Skill-Using Tasks)

Return to whole language tasks and activities and practise skill-using tasks for the module. Continue with *Jing's Car Problem* and re-read for reading comprehension and fluency development.

• Assessment: (Assessment Tasks) Complete the assessment tasks for the module.

Considerations for ESL for Adult Literacy Learners (ALL)

- Draw on the learners' own driving and roadside problem experiences. Build relevant vocabulary (e.g., parking, types of roadside problems, who can help such as a friend, tow truck, roadside assistance, location of the problem etc.) by first presenting/eliciting it orally, then in writing and through manipulatives.
- Build sight vocabulary by creating card matching activities.
- Create a sight word wall with relevant using a car vocabulary.
- Elicit and record learners' stories/experiences about using a car and roadside or parking problems (using the Language Experience Approach).
- Use group choral reading of co-created stories and have learners identify target words and phrases.
- Use picture/picture, picture/word or word/word matching to practise identifying important information about car problems.
- Practise personal information, such as phone numbers and licence plate numbers with a focus on pausing between numbers by chunking numbers together.
- Encourage learners to create and maintain a word bank of new vocabulary.

## Additional Teacher Resources

The Language Companion	– ESL Literacy:	
Helpful English:	p. 3 Alphabet	
	p. 6 Numbers	
	p. 48 Road Signs	
	p. 52 Transportation Around the City	Language Companion   ESL Literacy
	p. 53 Directions	
		former menore B-B Stapastic Distriction

#### CCLB Literacy Resources: <a href="https://www.language.ca/resourcesexpertise/for-literacy/">https://www.language.ca/resourcesexpertise/for-literacy/</a>

- ESL for Adult Literacy Learners (ALL)
- CLB: ESL for ALL Support Kit

#### Additional Literacy Resources

• A Practical Guide to Teaching ESL Literacy <u>https://globalaccess.bowvalleycollege.ca/tools/practical-guide-teaching-esl-literacy</u>

#### Additional Teaching Materials for Using a Car:

- Keeping Safe <a href="http://www.bestofthereader.ca/Ebooks/Safety-print.pdf">http://www.bestofthereader.ca/Ebooks/Safety-print.pdf</a> (p. 5-7)
- Bow Valley Readers: <u>https://globalaccess.bowvalleycollege.ca/esl-literacy-readers: Level B:</u> Andres Needs Gas; Level D: Andres Speeding Ticket
- Oxford Picture Dictionary 2nd Canadian Edition, Oxford University Press: Adelson-Goldstein & Shapiro. Numbers (p. 16); Basic Transportation (p. 150-151); Traffic Signs (p. 154); Cars and Trucks (p. 156); Parts of a Car (p. 158); Taking a Trip (p. 162-163).
- LINC Classroom Activities (LINC 2), Algonquin College
   <a href="http://www.moresettlement.org/LINC1-4/LINC4/LINC2">http://www.moresettlement.org/LINC1-4/LINC4/LINC 2</a> Classroom Activities.pdf
  - On The Road-I and II (pp. 428- 431)
  - Get Me To The Wedding On Time (pp. 432-436)
  - Be Prepared For Winter (pp. 449-453)
- ESL Library: <u>https://esllibrary.com</u> (Transportation-Word bank, Transportation-Simple Sentences, Cars-Word bank)
- Real World Assessment Task Bank: <u>https://realworldtasks.ca/</u>
  - CLB 2: Home and Neighbourhood Understanding Road Signs

#### Free Online Vocabulary Activities:

- Learning Chocolate: https://www.learningchocolate.com/
  - In the "Transportation" category: car, car basics, driver problems

Using a Car: A CLB 1L-2L Module with Teaching Materials

## **Needs Assessment**

**Teaching Notes:** Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to guide their learning.

It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting needs assessment that require writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

#### Set Up:

- 1. In a class discussion, talk about the kinds of things learners would need English for using a car. Their responses will form your needs assessment activity. Write their responses on the board.
- 2. Arrange learners in pairs. Cut up and distribute a set of strip sentences (on the page that follows). As a class, ask volunteers to describe the pictures. Choral read the sentences. Have learners practise reading the sentences to their partners.
- 3. In pairs, have learners discuss the five options and pick two that are most important to them. Ask them to post their choices on the board. Review the responses with the class and ask everyone to vote by raising their hands for each response.
- 4. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge class interest in each of the topics.
- 5. Give each learner a copy of the *My Needs Assessment* handout. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.
- 6. Help them to file their needs assessment in the correct place in their portfolios.

#### Needs Assessment, continued

8



I need English to follow instructions about parking.

I need English to talk about a car problem and location.

I need English to read about how to pay for gas.



I need English to read about a car problem.



I need English to write about a car problem.

<b>Needs Asses</b>	sment
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Name:	Date:	

## **My Needs Assessment**

I need English to

I need English to

I need English to

## Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

Parking Vocabulary	Gas Station Vocabulary	Verbs
<ul> <li>parking lot</li> <li>parkade</li> <li>pay station</li> <li>park on the street (street parking)</li> <li>row</li> <li>stall</li> <li>handicap parking (parents with young children)</li> <li>tow away zone</li> </ul>	<ul> <li>gas/gasoline/fuel</li> <li>pump</li> <li>slot</li> <li>keypad</li> <li>grade</li> <li>nozzle</li> <li>receipt</li> </ul>	<ul> <li>insert</li> <li>press</li> <li>select</li> <li>take</li> <li>enter</li> <li>park</li> <li>pump</li> <li>need</li> <li>lift</li> </ul>
Car Problems	Who Can Help?	Personal Information
<ul> <li>stuck</li> <li>flat tire</li> <li>dead battery</li> <li>out of gas</li> <li>locked out</li> </ul>	<ul> <li>friend</li> <li>roadside assistance</li> <li>tow truck</li> <li>police</li> </ul>	<ul> <li>first name</li> <li>last name</li> <li>phone number</li> <li>license plate number</li> </ul>

## Vocabulary-building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are possible vocabulary-building activities that can be used with the vocabulary cards in this module.

- 1. Card Matching: Matching pictures with words
- 2. Games:
  - Memory: Print two sets of picture cards (i.e., without words). Instruct learners to place all cards face down on the desk. With a partner, they take turns flipping two cards face up in an attempt to find a pair. If the first learner does not find a matching pair, he/she flips the cards face down and the second learner takes a turn. When they find a pair, they say what is in the picture.
  - Which One is Missing? Using one set of picture cards in a pile, one learner turns his or her back while the other learner removes one card from the pile. The first learner looks through the pile and attempts to guess which card is missing.
  - Go Fish: Arrange the class into pairs. Provide each pair with two sets of picture cards. Instruct pairs to choose one learner (the dealer) to deal three cards to themself and their partner and place the rest of the cards face down in a pile on the table. Learners hold their cards so that their partner cannot see them. Tell learners that the goal of the game is to collect as many matching pairs of cards as they can. Learners take turns asking each other questions. For example, learner A asks "Do you have... a *parkade?*"; if learner B has that card, he/she puts it on the table, and learner A makes a pair face up in front of him or her and says what is in the picture. If learner B does not have the card, learner A draws a card from the pile. Learners continue until all cards are matched and they have named each picture.

#### 3. Sorting Activities:

- Putting picture or word cards into alphabetical order
- Sorting cards into categories (such as parking places/roadside problems)
- Sorting word cards by number of syllables in each word
- Sorting word cards by first vowel sound of each word

\*Note: The vocabulary associated with the picture cards can be printed on the back of the picture if that is useful for learners.

## Learning Reflection: End of Module

**Teaching Notes:** At the end of the module, conduct a learning reflection. Conduct the learning reflection orally before having learners do it in writing. This learning reflection is a chart, which may be an unfamiliar format for literacy learners. Be prepared to support learners as they complete it. Depending how long the class takes to work through the module, it may be helpful to facilitate a reflection at the end of each week.

#### Set Up:

- 1. Elicit from learners the tasks they have done during the module. Write them on the board. Elicit: *understand instructions about parking, speak about a car problem and location, read a story about Jing, read about how to pay for gas/parking, and write about a car problem.*
- 2. Draw or project a large version of the chart on the board. Complete it together as a class.
- 3. Hand out the learning reflections and support learners to complete their own reflections.
- 4. Help learners file their learning reflection in the appropriate section of their portfolio.

Learning	Reflec	tion

Name:	Date:
-------	-------

	l can do this	l need help
l understand instructions about parking.		
l can speak about a car problem.		
l can read a story about Jing.		
l can read about how to pay for gas.		
l can write about a car problem.		

## Whole: Developing Context

Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing

Activating Prior Knowledge	.18
Building Vocabulary: Parking	.19
Building Vocabulary: Car Problems	.24
Reading Text: Jing's Car Problem	.27

#### Skills: Listening, Speaking

**Teaching Notes:** When introducing the module to the class, begin by drawing on learners' knowledge and experience. Ask questions, such as those in the Set Up section below. Brainstorm with the class about learner experiences with roadside car problems.

#### Set Up:

- 1. Engage learners in a class discussion using any or all of the following questions as prompts:
  - Do you know how to drive? Is anyone practising to learn how to drive?
  - Do you or your family members have a vehicle?
  - Do you have a driver's license in Canada? If not, do you plan on getting it?
  - In your country, at what age do people get their license? In Canada?
  - Do you know how to pump gas? How much does gas cost in your country? In Canada?
  - Have you had a car problem? What was it? Who helped?
- 2. Using the Language Experience Approach, draw on learners' stories/experiences about driving a car, pumping gas or roadside car problems. Act as a scribe by recording one of the stories for the class to see.
- 3. Once the story is written on the board, facilitate activities to build understanding and literacy skills. For example:
  - Read the story aloud to the class.
  - Read the story again, pointing to words as you read.
  - Choral read the story aloud together with the class.
  - Echo read by reading a specific line, and having learners repeat it.
  - Highlight target words. For example, key vocabulary, words that start with a target sound, words that belong to a target word family or follow a target pattern, names, and so on.
  - Write target words on a sticky note and ask learners to match their words to the words on the board.
  - Have learners read the story together with a partner.
  - Ask comprehension questions orally.

Skills: Listening, Speaking, Reading

**Teaching Notes:** Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize the words. Introduce new words slowly and incrementally through a variety of different activities. See the *Vocabulary-building Activities* section of this module.

Work on developing vocabulary orally before having learners attempt to read and write the words. Learners can use the vocabulary cards to support their reading and writing activities throughout this module.

Encourage learners to create a word bank (or list) of new words and help them add words to their lists as new vocabulary is presented.

#### Set Up:

#### Part 1: Total Physical Response

- Cut out and distribute a set of Parking Vocabulary/Picture Cards on the next page for each learner. Look at the picture cards together and name the places pictured. Ask learners to repeat. Describe each type of parking in language learners can understand. Note that although the terms "handicap parking" or "disabled parking" are sometimes used, "accessible parking" is a term that is gaining wide usage as a more accurate term. Have learners support one another by sharing local examples of such parking places (e.g., near the school or common landmarks).
- 2. Have learners spread out their picture cards in front of them. Call out different parking places and ask them to point to the correct picture. More advanced learners can also take turns calling out the words. Slowly increase the number of cards as learners become familiar with them.
- 3. Tape the cards in different places in the classroom and instruct learners to move around the room by saying, "Go to the parkade." "Go to the handicap parking spot."
- 4. Look at the word cards together. Have learners sort and categorize the vocabulary cards in a variety of ways, for example:
  - by initial sound
  - in alphabetical order
  - by the number of syllables
- 5. With a partner, learners match the word cards to the picture cards. Circulate and provide support/feedback as needed.

#### Part 2: Find Your Match

6. Once learners are somewhat familiar with the vocabulary, have half the class use their picture cards and the other half, the vocabulary cards. Learners walk around the classroom and ask each other: "Do you have the parking row?" or "Do you have the street parking?" until they find a picture/word match. Post the matched cards on the board.

Extend the activity by mixing up the matches on the board and having learners come to the board one at a time to find a match. Allow learners to help each other.

#### Part 3: Parking Bingo

- 7. Distribute the Bingo Card (on the page that follows the Parking Vocabulary/Picture Cards) to each learner or pair of learners. Also distribute an extra set of the Parking Vocabulary/Picture cards. Have learners cut out the pictures and randomly fill in the blanks by gluing the pictures (and the words, if appropriate) to the Bingo Card. Explain the meaning of the free spaces. Some words/pictures can be used twice to fill in all of the blanks.
- 8. Play bingo by calling out the words/phrases and having learners mark their cards. Learners can work with a partner to support one another.



SB







SB

SB

Skills: Speaking, Writing

**Teaching Notes:** The picture cards on the page that follows identify the most common car problems. Start with the first problem and add as many as is appropriate, based on the level of learners. The situations may be spread out over a number of lessons. However, note that the assessment task requires learners to be able to identify *a flat tire* and *out of gas*.

#### Set Up:

#### Part 1

- 1. Introduce the topic of describing car problems. Distribute a set of the picture cards for Car Problems to each learner or pair of learners. Elicit any descriptions of the pictures from learners. Ask the class if they have ever had any of these car problems. Ask how they handled the situation. Did they call a friend or family member? The police? Roadside assistance?
- 2. Distribute the Car Problems word cards. Go over the vocabulary by saying each word and having learners repeat. If possible, display the words on a screen or write them on the board so that learners become familiar with reading the descriptions as well as hearing them.
- 3. Say each word and have learners hold up the correct card. Then reverse and hold up a picture while learners find the correct word card and say the word(s). Continue to quiz the class as often as necessary.
- 4. Working with a partner, ask learners to shuffle their cards and then try to match the picture with its corresponding word. Learners can check their answers with another pair of learners before you debrief with the class. To reinforce learning, ask learners to place all of the picture cards face down. With their partner, have them take turns drawing a card and saying what the problem is.

#### Additional Practise Suggestion:

Post enlarged copies of the pictures around the room. Call out a sentence describing one of the pictures. Have learners stand up and move to the correct picture.

#### Part 2

- 5. Distribute a set of sentence strips (on the page that follows the Car Problems cards) to each pair of learners. Read each sentence to the class and have learners repeat. Have learners practise saying the sentences various times until they can say them on their own.
- 6. Using the picture cards from Part 1, have learners work with a partner and take turns saying a sentence to describe the problem (e.g., *My car is stuck*.)







#### Skills: Listening, Speaking, Reading

SB

Jing's Car Problem

**Teaching Notes:** The text, *Jing's Car Problem* (in the appendix) is the central text for this module. It provides an opportunity to develop reading skills and strategies, as well as concepts and vocabulary related to this module. Keep in mind that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences.

**Note:** When you print *Jing's Car Problem*, select **print double-sided**, **flip on short edge** on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.

#### Set Up:

- 1. Look at the text as a class. Have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:
  - Who is Jing? (a driver)
  - Where is Jing's car parked? (In a parking lot)
  - What's the problem with the car? (It has a flat tire)
  - Who will Jing call? (roadside assistance operator)
- 2. Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate. Read the text aloud again; allow learners to ask questions if there are unfamiliar words.
- 3. Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:
  - Choral read the text (learners and instructor read aloud together at the same time)
  - Echo read the text (instructor reads a line aloud, then learners repeat it)
  - Have learners read the text in pairs
  - Have learners read the text independently
  - Sit with individual learners and read the text together
- 4. Draw a "Story Train" on the board similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train."



# Part: Developing Skills

# Skill-Building Activities for Listening, Speaking, Reading, and Writing

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#### Skills: Listening, Speaking

**Teaching Notes:** This activity introduces positive and negative commands related to parking. Help learners add new vocabulary from this activity to their word bank by writing words on the board (or projecting onto a screen) and having learners copy them.

#### Set Up:

#### Part 1

- 1. Review the parking vocabulary from the previous vocabulary development activity.
- 2. Inform the class that they will be listening to commands related to parking. Teach the prepositions *in* and *on* by explaining that for this module, *on* is used for streets and *in* for all other places (e.g., *in a parking spot*). Distribute the handout on the page that follows. Read each sentence with the correct preposition. Have learners fill in the blanks.
- 3. Distribute a set of Parking Commands cards (on the page following the handout) to each learner. Explain that some of the commands are positive (something you can do) and some are negative (something you can't do). Read each command and have learners repeat.
- 4. Together, find all the cards that begin with the word "don't". Have learners mark an X on each card representing things you can't do. Next have learners find all the cards that begin with "park" and have them put a ✓ check.
- 5. Ask learners to shuffle the cards. With a partner or on their own, have learners arrange the cards into two columns: one for things you can do and the other for things you can't. Take up the answers as a class. Have learners repeat each command again.
- 6. To reinforce learning, consider playing Simon Says... Call out the parking commands on the cards in random order. Have learners stand up when they hear a positive command or sit down if they hear a negative command.

#### Part 2

- 7. Distribute a copy of the parking map (on the page following the Parking Commands) to each learner. Go over the map with the class and ask learners to point to the streets, the parking rows, the store, etc. Answer any questions they may have about the map.
- 8. Call out various commands related to the map (e.g., Don't park on 5th Avenue; Park in the family parking spot.). Have learners put a check (✓) if they can park there or an (X) if they can't. Alternatively, red and green bingo chips can be used to mark where to park and where not to park (red for no/green for yes). Learners can work with a partner and check their maps with another pair when they are done. Debrief as a class. Repeat as often as needed.





- in the parking lot
- in the parking stall
- in the tow-away zone
- in row B
- in the parkade
- in the handicap parking spot
- in the family parking spot



• on King Street

## Now you practise. Listen to the sentences. Write in or on.

- 1. Jing's car is \_\_\_\_\_ the parking lot.
- 2. Maria parks \_\_\_\_\_ the street.
- 3. Lee's car is \_\_\_\_\_ the handicap parking spot.
- 4. Olga parks \_\_\_\_\_ Main Street.
- 5. Ana's car is \_\_\_\_\_ the parkade.
- 6. Mohamed's car is \_\_\_\_\_ the family parking spot.

## Parking Commands





## Parking Map



SB

Skills: Speaking, Writing

**Teaching Notes:** For this activity, learners will need to refer back to the picture/word cards for Parking and Car Problems. Inform learners about the difference between calling for a tow truck (if the car needs to go to a mechanic) or roadside assistance (for problems like a flat tire, keys locked in the car, etc.).

#### Set Up:

- Write Where is your car? on the board. Say the question out loud. Review the parking vocabulary using the Location Cards on the page that follows. Project the pictures on to a screen, if possible. Review the prepositions in and on. Write the sentence stem My car is... on the board. Go through the pictures again and choral write sentences with the class using the various locations (e.g., My car is in the parkade.) Learners can copy these group-created sentences on the handout that follows the Location Cards.
- 2. Choral read the sentences together and highlight the prepositions in and on. Refer back to the previous handout as needed.
- 3. Arrange learners in pairs. Prepare and distribute a set of the Location Cards to each pair. Go over each card together with the class. Have learners repeat sentences describing the various locations and focus on pronunciation, where needed.
- Have learners turn the parking location picture cards face down. Learner A asks "Where is your car?" Learner B draws a card and answers the question (e.g., My car is in Row M.) CLB 1 learners can answer in a single word but should be encouraged to use the answer stem.

#### Additional Practice Suggestion:

• As a group, create a short, simulated conversation with roadside assistance using the questions *What is the problem?* and *Where is your car?* Review the vocabulary for car problems from the previous activity, as needed. Demonstrate the conversation by holding up a problem picture card and a location picture card. Have learners practise responding to the two questions. Continue with several more examples, if necessary.


Identifying Locations		SB
Name:	Date:	
1. My car is		
2. My car is		
3. My car is		_•
4. My car is		
5. My car is		
6. My car is		

Skills: Speaking

**Teaching Notes:** If possible, have learners record their pronunciation during these activities. Provide time for them to play back the recordings and compare the teacher's pronunciation with their own. Any or all of these pronunciation activities can be used with learners depending on their needs.

- 1. Distribute the first worksheet (*Word Stress*) on the page that follows. Inform learners that words consist of syllables (e.g., *tire* is a one-syllable word; *parking* is a two-syllable word; *handicap* is a three-syllable word). In English, words that are more than one syllable carry stress on one of the syllables (i.e., the sound is louder and longer). Stressing the wrong syllable can cause misunderstandings or confusion. Write sample two- and three-syllable words on the board using words from the module to illustrate (e.g., parking, parkade, avenue, problem, license, battery). Have learners count the number of syllables and say where they think the stress is.
- 2. Using the worksheet, say each word aloud as you clap out the syllable sounds, and have learners highlight the stressed syllable. Then have them repeat the word with the correct stress. Take up the answers and ask the class to repeat. Learners can also practise saying each word with a partner.
- 3. Using the second worksheet, practise saying phone numbers and licence plate numbers by chunking the numbers together and leaving a pause between chunks of numbers. Have learners repeat. Have them practise with a partner.

Answer Key:	
Two syllables:	<u>par</u> king, par <u>kade</u> , <u>break</u> down, <u>prob</u> lem, <u>lic</u> ense, <u>road</u> side
Three+ syllables:	lo <u>ca</u> tion, <u>fam</u> ily, <u>a</u> venue, <u>ba</u> ttery, <u>han</u> dicap, a <u>ssis</u> tance



## Word Stress Instructions: Listen to your teacher.

Clap out the sounds of the syllables. Underline the stressed syllable. Listen again and repeat.

Practise with a partner.

Two syllables	Three or more syllables
par king	lo ca tion
par kade	fa mi ly
break down	a ven ue
pro blem	ba tter y
li cense	han di cap
road side	a ssis tance

SB



Listen to your teacher and repeat.

	ENU 299
Phone numbers	License plate numbers
555 - 253 - 2697	BYCE 025
555 - 771 - 2122	JXCA 841
222 - 794 - 6513	ENU 299
444 - 255 - 2452	DWC 234
666 - 284 - 2271	BRF 121

SB

### Jing's Car Problem: Focussing on Literacy Skills

Skill: Reading

SB

**Teaching Notes:** The purpose of returning to the text *Jing's Car Problem* in this section of the module is to help learners develop individual literacy skills and strategies.

#### Set Up:

 Have learners get out their copies of *Jing's Car Problem*. Read the story aloud to the class. **Printing instructions:** To print *Jing's Car Problem*, select print double-sided, flip on short edge on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.



- 2. Choral or echo read the story together.
- 3. Recreate the "Story Train" on the board, similar to the image below. Help learners retell the story and put key words into the boxes of the "train" in the correct sequence. Retell the story for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train."





- 4. Use the story to focus on specific language and literacy skill-building activities, such as:
  - finding words that begin with target sounds
  - matching vocabulary cards to words in the text
  - circling all of the action words (verbs) in the text
  - finding words begin with a capital letter

SB

**Teaching Notes:** In this activity, learners practise sequencing the story about Jing in the correct order.

- 1. Have learners get out their copies of Jing's Car Problem.
- 2. Read the story aloud to the class.
- 3. Choral or echo read the story together.
- 4. Recreate the "Story Train" on the board. Have learners retell the story to a partner using the key words in the story train.
- 5. Shuffle and hand out the story strips. You can either cut the strips yourself, or ask learners to cut them; cutting accurately is a good literacy skill.
- 6. Ask learners to work in pairs to arrange the strips in the order of the story.
- 7. Have learners retell the story to each other.
- 8. Once learners have sequenced the story correctly, ask them to identify different parts of the story. For example, ask them to:
  - Point to the page where Jing drives a car.
  - Point to the page where Jing parks in a parking lot.
  - Point to the page where Jing has a flat tire.
  - Point to the page where Jing calls for roadside assistance.
  - Point to the page where the operator asks her some questions.
  - Point to the page where roadside assistance comes and fixes her car.





SB

Skills: Reading, Speaking

**Teaching Notes:** Part of this reading activity includes re-telling a story orally using picture cards. It is important not to correct learners' grammar or sentence structure during the re-telling of the story. Focus instead on the content of their stories. The activities below involved using three handouts on the pages that follow: Gas Station Vocabulary Cards, Story Picture Cards, and Maria Buys Gas (strip sentences).

- 1. Distribute a set of *Gas Station Vocabulary Cards* to each learner. Teach the four words by saying them one at a time and having learners repeat. Reinforce learning by saying the four words in random order and having learners hold up the correct card. Learners can also practise saying the words with a partner.
- 2. Inform the class that they will be reading instructions for pumping gas at a gas station. Distribute a set of *Story Picture Cards* to each learner. Read the story *Maria Buys Gas*, pausing after each sentence as learners hold up the picture that corresponds with the sentence.
- 3. Distribute a copy of the story *Maria Buys Gas* to each learner. Have learners fold their copy of the story (lengthwise) so that they are just looking at the pictures. Read the story out loud to the class. Learners point to each picture.
- 4. Choral or echo read the story together while learners are looking at the text. Then ask learners to volunteer to try reading the story out loud. Have learners practise reading the story with a partner.
- 5. Working with a partner, learners put the picture cards in the correct order and number the cards in the correct sequence without looking at the text. (The first two are done for learners.) Circulate and help out where necessary. As pairs finish, have them compare their answers with others. Take up the answers as a class.
- 6. Have learners retell the story in pairs using just their sequenced vocabulary cards to support the retelling.







# Story Picture Cards





SB

**Teaching Notes:** The focus of this activity is on imperative verbs in instructions. Point out that pump (gas pump) is a noun/thing and also a verb/action word (to pump gas).

#### Set Up

- 1. Review the sequence of actions at the gas pump from the previous activity.
- 2. Arrange learners in pairs or small groups. Inform the class that they will be learning the action words (verbs) for getting gas. Distribute a set of seven At the Gas Pump *Picture Cards* (without the sentences) on the following pages and discuss what learners see.
- 3. Hold up/project enlarged versions of the *Sentence Cards*. Read each sentence and point out the action word. Act out or have learners act out the action, if needed. Choral read the sentences together. Ask learners to find the picture that corresponds to the sentence strip you are reading.
- 4. Distribute a set of the *Sentence Cards* to each learner. Read each sentence together and ask learners to point out the action words in each sentence. Have them underline the word on the card. When you have gone through each sentence, learners can copy the imperative verbs into their word banks.
- 5. To reinforce learning, consider any of the following:
  - Act out the sequence. Have learners follow along by picking a picture card and matching to the correct sentence card. Provide assistance as needed.
  - Read out the sentence cards together. Place sentence cards on the wall, read them out one at a time and have learners move to the appropriate sentence card on the wall.
  - Show a YouTube video on how to pump gas. Turn the sound off and have learners put the sentence cards in order based on the actions they see. Use the following link or any other video that demonstrates how to pump gas. (<u>https://www.youtube.com/watch?v=67fvRvZex64</u>).
  - Have learners shuffle the sentences and picture cards. Working with a partner, have them match the pictures to the sentences.
- 6. Have learners shuffle their cards and sentences. With a partner, have them sequence the steps in order. Circulate and give feedback where needed. When they are done, learners can take turns reading the sentences out loud to their partners or other groups.
- 7. Review the key verbs (i.e., insert, enter, press, lift, select, pump, take) as often as needed.

#### Additional Practice Suggestion:

• Remove the first word in the sentences and have learners fill in the blanks with the correct verbs.

Using a Car: A CLB 1L-2L Module with Teaching Materials







Skills: Reading, Writing

SB

**Teaching Notes:** Learners will need the picture/word cards from *Building Vocabulary: Car Problems* to review the vocabulary for this activity.

- 1. Place large pictures of roadside problems around the classroom. Ask, "What is the problem?" Say a problem and have learners stand beside or point to the correct picture and repeat it. Repeat for each problem.
- 2. Distribute the picture/word cards from *Building Vocabulary: Car Problems*. Review the vocabulary by saying a problem and having learners hold up the corresponding picture. If learners need additional practice, they can work with a partner to match the picture cards to the word cards.
- 3. Distribute the activity sheet on the following page. Working independently or with a partner, have learners complete the sentence stems with the correct word from the word bank at the top of the page.
- 4. When they are finished, learners can check their work with others before reviewing as a class. Point out the structure of most of the sentences (e.g., *The car is ..., The car battery is...*).



SB

**Teaching Notes:** This activity uses the same picture prompts for roadside problems as the previous writing skill-building activity, and adds images and activities for learning about who can provide assistance.

- Road side problems usually require help. Post/project the four *Types of Help* pictures on the following page. Under each picture, write the caption *a friend*, a *tow truck*, *roadside assistance*, *the police*. Go over the vocabulary. Inform learners about when you would call a tow truck (e.g., if the car needs to go to a garage for repair) and when you would call roadside assistance (when the problem can be fixed roadside). Also explain when it is appropriate to call the police (in the case of an accident).
- 2. *Matching Activity:* Distribute a set of sentence strips to each learner. Read the sentences together with the class. Distribute a set of the picture cards to each learner. Have learners work in pairs to sort the pictures under one of the three sentence strips. Circulate and give help as needed.
- 3. Distribute the Writing handout (on the page following the Matching activity). Using the first picture, ask the question *Who Can Help?* Elicit responses from the class and write them on the board. Repeat with another picture, if needed. Note that some pictures could have more than one correct answer. Learners continue by completing the sentence stems. Learners can use the word bank at the top of the page to ensure correct spelling. Circulate and provide assistance as needed.
- 4. Have learners review their writing with a partner.
- 5. Debrief as a class by asking for volunteers to write their answers on the board.







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# Roadside assistance can help.

A friend can help.

A tow truck can help.



SB



Skills: Reading, Writing

**Teaching Notes:** Refer back to the prepositions handout (in the activity titled "Listening to Parking Instructions) to remind learners about how the prepositions *in* and *on* are used in the sentences they write (e.g., The car is <u>on</u> 5<sup>th</sup> Street. The car is <u>in</u> the parking lot.).

- 1. Review the word and picture cards from the activity titled *Building Vocabulary: Parking*.
- 2. Distribute the "Where is the Car?" handout on the pages that follow. On the board, write the question *Where is the car*? Describe a location and have learners point to the correct picture on the page. Repeat for each location.
- 3. With a partner, have learners practise saying sentences to describe each location.
- 4. Write the sentence stem *"The car is\_\_\_\_\_."* on the board. Have learners call out the location of the first picture (e.g., in the parkade). Write the sentence on the board. Repeat for a few more sentences. Remind learners that the preposition *on* is used for a street and *in* is used to describe a parking spot (e.g., in the parkade).
- 5. Working with a partner, have learners complete all of the sentences on the handout by copying the words from the word bank provided at the top of each page.
- 6. Take up the answers as a class.





# Whole: Practising Skills

# Skill-Using Tasks for Listening, Speaking, Reading, and Writing

Following Parking Instructions	60
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SU

Competency Area: Comprehending Instructions

**Indicators of Ability:** Identifies words or phrases for positive or negative commands; identifies specific details

**Teaching Notes:** Play the conversations as often as needed for this listening task. There are five dialogues. Use as many as needed depending on the needs and interests of learners.

#### Set Up:

- 1. Inform learners that they will listen to short conversations about parking, and circle the correct parking spot for each conversation on a handout.
- 2. Using word and picture cards from previous skill-building activities, review relevant parking vocabulary: *parking lot/stall/spot, row, handicap stall, tow-away zone, family parking spot, street parking.*
- 3. Distribute the handout. Go over the instructions orally with the class. Note that the word *wheelchair* (Conversation 3) may not be familiar to learners. Explain the word using a picture, if possible.
- 4. Review the strategy of using a ruler or piece of paper to direct focus to one row at a time on the handout. They use a ruler to show only row 1 and circle the correct parking spot. Then they lower the ruler/paper to reveal row 2. This can minimize being distracted by other rows.
- 5. Play each conversation once to familiarize learners with the content. Then play it as many times as needed and have learners circle the correct picture.
- 6. After completing the listening tasks, have learners review their work with a partner. Take up the answers as a class. Give in-the-moment feedback where needed.
- 7. Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

#### **Possible Supports:**

If learners are struggling with the task, go through one conversation together. Choose which picture to circle together.

#### Additional Practice Suggestions:

Consider giving learners the dialogue transcripts for additional speaking practice. After choral reading the conversations multiple times, have them practise with a partner. Conversations can be cut up and worked on one at a time.

#### Answer Key:

1. B 2. A 3. C 4. C 5. B

#### **Transcripts:**

#### **Conversation 1**

- A: Where did you park?
- B: I'm in the parking lot. I'm in row 5.
- A: Oh, okay. I see you.

#### **Conversation 2**

- A: I have my children with me. Where can I park?
- **B:** You can park in the family parking spot.
- A: Okay. Thank you.

#### **Conversation 3**

- A: I am in a wheelchair. Where should I park?
- **B:** You can park in the handicap parking stall.
- A: Okay. Thanks.

#### **Conversation 4**

- A: The parkade is full. Where should I park?
- **B:** Park on the street.
- A: Is parking free?
- B: Yes, it is.

#### **Conversation 5**

- A: Stop. Don't park there. It's a tow away zone.
- B: Oh. Where should I park?
- A: Park on 5<sup>th</sup> Street.
- B: Okay. Thanks

SU



#### Skill: Speaking

SU

#### **Competency Area:** Sharing information

Indicators of Ability: Provides basic personal information; speaks clearly; gives the problem and location

**Teaching Notes:** Consider having learners record their role-plays so that they can listen back and self-assess.

#### Set Up:

- 1. Review parking location vocabulary (parking lot/stall/spot, row, handicap stall, tow-away zone, family parking spot, street parking). Practise the pronunciation with learners. Also review car problem vocabulary from previous activities.
- Review the pronunciation of phone numbers and license plate numbers in chunks (e.g., 555-123-4567). Write random phone and license plate numbers on the board. Say each one while emphasizing the pauses between letters/numbers.
- 3. Inform the class that they will participate in a role play where one learner will be an operator from roadside assistance asking the questions, and the other will be a driver with a car problem. Project or write the operator transcript on the board. Read each question and have learners repeat. Then choral read the questions.
- 4. Distribute the operator transcript on the page that follows, and one of the problem cards. Playing the role of the operator, have the class respond to your questions in unison. Practise again with half of the class asking the questions in unison while the other half responds in unison.
- 5. When learners are ready, arrange the class in pairs to practise the dialogue. Begin with one problem card/dialogue only. Add the other two problem cards as learners are ready. Learners rotate roles, allowing each person to play both roles. Volunteers can present to the class if they wish. Learners can copy the dialogues in their notebooks.

#### Assessment:

- 1. Have a few (or all) pairs of learners demonstrate their dialogue for the class. Have the rest of the class notice if the caller described the problem using the correct words, answered the questions correctly and spoke clearly.
- 2. 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.
- 3. In a class discussion, have learners identify specific issues they feel they need more practice with.





**Student 1 (Operator):** You are the operator. Read the questions. Your partner will answer.

Operator:	What is your phone number?
Caller:	
Operator:	What is the problem?
Caller:	
Operator:	Where is your car?
Caller:	
Operator:	What is your license plate number?
Caller:	



SU



Skills: Reading

**Competency Area:** Comprehending Instructions

Indicators of Ability: Understands the order of instructions

**Teaching Notes:** This activity allows learners to transfer their language skills from paying at the gas pump to paying for parking. The basic vocabulary is the same. Some new words to teach include *pay station* and *time*.

#### Set Up:

- 1. Ask learners if they have ever paid for parking. Inform them that they will read instructions to pay for parking. Point out that the instructions are almost the same as paying for gas.
- 2. Distribute the text on the following page. Go over unfamiliar vocabulary. Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:
  - Choral read the text (learners and instructor read aloud together at the same time)
  - Echo read the text (instructor reads a line aloud, then learners repeat it)
  - Have learners read the text in pairs
  - Have learners read the text independently
  - Sit with individual learners and read the text together
- 3. Distribute a set of cut up sentence strips (on the page following the text). Have learners sequence the steps without looking at the original text. Encourage learners to work on their own, but to ask questions if they need to. When they are done, they can compare and discuss the order of their sentences with a partner.
- 4. Take up the answers as a class.

#### **Possible Support:**

- Allow learners to look at the original text to order the steps, if needed.
- Provide assistance with reading the sentence strips.
- Encourage and remind learners to use the pictures beside each sentence to help them determine the correct sequence.

#### Assessment:

Learners should try their best to complete the task independently without the use of the original text. However, if the text is used to put the sentences in order, this skill-using task should not be used as an artefact for their portfolio. The assessment task can be used instead.







- 1. Manuel pays for parking at the **pay station**.
- 2. He inserts his credit card.
- 3. He enters his PIN.
- 4. He enters his license plate number.
- 5. He enters the time.
- 6. He takes his receipt.







PAID : 6.45 





BANK



1234 4567 8921 5463



SU





Skill: Writing

**Competency Areas:** Sharing Information, Reproducing Information

Indicators of Ability: Chooses correct words to complete the sentences; writes legibly

**Teaching Notes:** This skill-using task is the same as the assessment task; one or the other can be included in learners' portfolios, but not both tasks.

#### Set Up:

1. Inform learners that they will apply the skills they practised in the module: describing a car problem, the location and who can help. Write the following questions on the board: What is the problem? Where is the car? Who can help?

Review what each question means. Review the vocabulary for car problems and locations, as needed. Remind learners about the use of prepositions *on* (for streets) and *in* (for all other locations) used in this module. Review who can help (friend, roadside assistance).

2. Distribute the three-page handout on the pages that follow. Read through the word bank at the top of the page as a class. Read the sentence stems together. Go over the expectations for the task (criteria) as well as the task instructions. Inform learners that not all of the words in the word bank will be used. They need to select the most appropriate word for the picture/situation. Have learners complete the sentences.

#### **Possible Support:**

Consider giving learners just one or two pages of the handout instead of all three. Alternatively, the three could be done over a couple of lessons.

#### Assessment:

Learners should try their best to complete the task independently. Circulate and provide in-themoment feedback and support as needed. Take note of areas that need further practice and provide additional instruction and practice where needed to prepare learners for the assessment task.

Provide class time for learners to review and, if appropriate, implement the action-oriented feedback.


Ν	an	ne:
		10.

Data	•
Date	•

Choose the correct words in the box. Complete the sentences:

- dead
  flat
- parking lot
  parkade
- A friend
   Roadside assistance
- stuck
- Oak Road

SU

The police



- 1. The tire is \_\_\_\_\_\_.
- 2. The car is on \_\_\_\_\_\_.
- 3. \_\_\_\_\_ can help.



- dead
- out of gas
  - parking lot parkade
  - A friend Roadside assistance The police
- stuck
- Oak Road

SU



- 1. The car battery is \_\_\_\_\_\_.
- 2. The car is in the \_\_\_\_\_\_.
- \_\_\_\_\_can help. 3.



- out of gaslocked out
  - Oak Road parkade
- A friend
   Roadside assistance
- stuck
- parking lot

SU

The police





2. The car is in the \_\_\_\_\_\_.

3. \_\_\_\_\_can help.

## Assessment Tasks

## For Listening, Speaking, Reading and Writing

Following Instructions about Parking	
Reporting a Car Problem and Location	78
Reading Instructions to Pay for Gas	83
Writing About a Problem on the Road	86

AT

**Competency Area:** Comprehending Instructions

Criteria: Responds to positive and negative commands

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practise with similar skill-using tasks before having learners attempt the assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

An audio file for this task is provided as a separate file or instructors can read the instructions themselves.

#### Set Up:

- 1. Inform learners that they will listen to simple instructions about parking. They will circle the correct picture based on what they hear.
- 2. Using word and picture cards from previous skill-using activities in this module, review parking regulations and relevant vocabulary (*parking lot/stall/spot, row, handicap stall, tow-away zone, family parking spot, street parking*).
- 3. Distribute the handout; CLB 1L learners receive the first page of the handout; CLB 2L learners receive both pages. Go over the instructions orally with the class.
- 4. The script can be played or read once to familiarize learners with the content, and then as many times as needed for learners to answer the questions.

## **Possible Assessment Supports:**

- Review the strategy of using a ruler or piece of paper to help direct focus to one row at a time. Learners use the ruler/paper to reveal row 1 to circle the answers, then lower it to reveal row 2, and so on.
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

## Feedback:

- To help literacy learners with context, recall, and relevance, provide feedback (answers) immediately upon completion of the assessment task.
- Provide feedback on any error patterns you notice. Point out any relevant strategies for helping them arrive at the correct answer. Consider doing a *think aloud*, in which you (the instructor) model completing a task while voicing what you are thinking while completing it. This instructional strategy allows learners to "see" inside the head of someone who is successfully completing the task.

## Answer Key:

#### Listening Assessment Task

- 1. C
- 2. A
- 3. B
- 4. C
- 5. C
- 6. B
- 7. A

## Transcript:

#### CLB 1 and 2:

- 1. Park in the parkade.
- 2. Park in the handicap stall.
- 3. Park in the family parking stall.
- 4. Park on the street.

## CLB 2:

- 5. This is a tow away zone.
- 6. Don't use handicap parking. Park in stall D.
- 7. Don't park on the street. Park in the parkade.

AT



Name:

Date:

Instructions: Listen. Circle the correct answer.

\_\_\_\_

## Part 1: CLB 1L and CLB 2L







## Part 2 (CLB 2L Only):





AT

#### **Competency Area:** Sharing Information

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task.

#### Set Up:

- 1. Inform learners that this assessment is a one-on-one conversation between the instructor and learner. The instructor plays the role of an operator (see instructor prompts on the page that follows) and learners play the role of a caller in need of roadside assistance.
- 2. Review parking location vocabulary as well as vocabulary for car problems from previous skill-building activities in this module.
- 3. Review chunking of letters and numbers when saying license plate numbers and phone numbers.
- 4. Explain the expectations for the task using the assessment tool. Note that the assessment tool is for instructor use only. Literacy learners will likely not be able to read or understand the criteria as written.
- 5. Give one of the picture prompt cards to the learner you are assessing (*Picture 1* or *Picture 2*). Read the operator questions using the *Instructor Prompts*. Use the assessment tool to check off whether the learner answered each question correctly, and to indicate how well they performed each of the criteria. Note that if the response to the question about location is a parking lot, prompt the learner to provide a more specific location (e.g., the street name).

## Possible Assessment Supports:

- If learners are struggling to read the prompt card, read it out loud to them. Consider using gestures or pointing to the card to help them understand the information required.
- If learners' pronunciation is not clear, ask them to repeat.
- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

## Feedback:

- Provide feedback to each learner immediately after the assessment. Be sure to keep it simple and direct. Focus on what the learner is doing well and areas that can be improved.
- Give feedback orally as literacy learners may not have sufficient skills to read the assessment tool or written comments.

## Speaking Assessment: Instructor Prompts

Instructor Prompts		Learner Responses	
CLB 1 and 2			
1.	What is the problem?		
	As learners respond, ask for clarification, if needed.	Picture 1: A flat tire, the tire is flat, etc. Picture 2: No gas, I ran out of gas, etc.	
2.	What is your phone number?	Learner can respond with their own phone number (e.g., 555-222-2222).	
CL	B 2 only		
3.	What is your licence plate number?		
	As learners respond, ask for clarification, if needed.	Picture 1: BYG 682 Picture 2: SJL 189	
4.	Where is your car?		
	As learners respond, ask for clarification, if needed.		
	Picture 1: What row is it in?	Picture 1: in the parking lot, in Row 7	
	Picture 2: What street is it on?	Picture 2: on Maple Street	



## Picture 1





## Licence Plate Number: BYG 682





## Picture 2



**Maple Street** 



Licence Plate Number: SJL 189

Reporting a Car Problem and Location, continued	AT
Module Topic: Using a Car	CLB 1 🗆
Competency Areas: Sharing Information	CLB 2 🗆
Date:	]

\_\_\_\_

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

**Instructions:** Your car has a problem. Ask for help. Answer the questions.

SPEAKING:	CLB 1L or CLB 2L	Yes	Not Yet
*Overall:	<ul> <li>Answers each question; answers can be understood</li> <li>CLB 1: Uses single words or phrases.</li> <li>CLB 2: Uses phrases and some short sentences.</li> </ul>		
Number conventions:	<ul> <li>CLB 1: States phone number by grouping.</li> <li>CLB2: States phone numbers and license by grouping.</li> </ul>		
Vocabulary:	Uses relevant words to answer the questions.		
Pronunciation:	Says some key words clearly.		
TASK SUCCESS CLB 1L and 2L: YES on 3 out of 4 criteria items, including the starred (*) item			
Doing well:	Next time:		

Competency Area: Comprehending Instructions

Criteria: Recognizes simple imperative verbs and common nouns. Follows instructions.

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently.

## Set Up:

- 1. Learners read the instructions for paying for gas at the pump and write the correct number beside each picture. Note that there is a separate handout for CLB 1L and 2L learners.
- 2. Review gas pump vocabulary and imperatives, if needed.
- 3. Distribute the appropriate assessment handouts to each learner.
- 4. Read the imperative statements out loud, and review the instructions orally. Remind learners not to shout out the answers as this is an assessment of each learner's comprehension.
- 5. Ensure learners understand that they should put the correct number beside each picture.

## **Possible Supports:**

- Learners may need to read the imperative sentences out loud to themselves to try and understand them.
- With another sample, demonstrate how to read instructions and then find the matching picture and copy the number beside it.
- After the assessment, help learners file the assessment task and text in the appropriate section of their PBLA binders.

## Feedback:

Provide learners with feedback on any error patterns you notice. Review the assessment task as a class, in small groups, or individually, and identify not only the correct answer, but also strategies for how the learners can arrive at the correct answer.





Name:

Date:

Instructions: Write the correct number beside each picture.

- **1.** Take the receipt.
- 2. Enter your PIN.

- 3. Insert card
- 4. Select grade









TASK SUCCESS	Your Score
CLB 1L: 3 out of 4	/4



Name:

Date:

Instructions: Write the correct number beside each picture.

- **1.** Take the receipt.
- 2. Enter your PIN.
- 3. Select grade.
- **4.** Pump the gas.

- 5. Insert card.
- 6. Press OK.
- 7. Lift the nozzle.







#### CLB 2L: 5 out of 7 answers correct Your Score: /7

Using a Car: A CLB 1L-2L Module with Teaching Materials





AT

Competency Areas: Sharing Information, Reproducing Information

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using task in this module. Learners should complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task.

## Set Up:

- 1. Review types of roadside problems and who can help using the word and picture cards from this module. Review the questions: *What is the problem? Where is the car? Who can help?* from previous skill-building activities.
- 2. Distribute the appropriate assessment task to learners. Note that CLB 1L learners get the first page of the handout only; CLB 2L learners receive both pages.
- 3. Go over the instructions orally. Inform learners that they will complete simple sentences about a car problem by choosing and copying words from a word bank. Explain the expectations for the task using the criteria in the assessment tool. Note that the assessment tool is intended for instructor use; literacy learners may not be able to read or understand the criteria as written.
- 4. Read through the word bank of car problems at the top of the page as a class. Read the sentence stems together. Remind learners that they have to choose the correct words from the word bank to complete the sentences. Not all the words in the word bank will be used.

## **Possible Supports:**

- If needed, assist learners by indicating where they can find the information they need when they are copying (i.e., in the word bank).
- After the assessment, help learners file the assessment task and tool in the appropriate section of their PBLA binders.

## Feedback:

- Provide feedback to learners orally immediately after the assessment. Be sure to keep it simple and direct. Focus on what learners are doing well and areas where they can improve.
- Provide class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with. Note that it is usually more effective to teach grammar orally, through chants and dialogues, then to give a formal grammar lesson to literacy learners.



\_\_\_\_\_



## CLB 1L and 2L

Name:

Date:

**Instructions:** Look at the picture. Finish the sentences. Use the words in the box to help you.

	t of gas e police	<ul> <li>flat tire</li> </ul>
	With the second secon	
What is the problem?	The car is	
Where is the car?	The car is on	

Who can help? \_\_\_\_\_ can help.



\_\_\_\_\_



## CLB 2L only

Name:

Date:

**Instructions:** Look at the picture. Finish the sentences. Use the words in the box to help you.

out of gas
flat tire
Roadside assistance
The police



What is the problem?	The car is	•
Where is the car?	The car is on	
Who can help?		can help.

Writing about a Problem on the Road	AT
Module Topic: Using a Car	CLB 1L 🗆
Competency Areas: Sharing Information, Reproducing Information	CLB 2L 🗆

Name:

-

Date:

Instructions: Complete simple sentences about a car problem, location and who can help.

WRITING: CLB 1L or 2L		Yes	Not Yet
*Overall: Completes the task by copying words from the word bank to the blanks			
Chooses appropriate words to complete the ser	ntences.		
<ul> <li>Copies words correctly</li> <li>CLB 1L: may make some copying mistakes</li> <li>CLB 2L: may make only occasional copying mistakes</li> </ul>			
Copies words legibly.			
TASK SUCCESS CLB 1L and 2L: YES on 3 out of 4 criteria items, including the starred (*) item			
Doing well:	Next time:		

\_\_\_\_\_

## Jing's Car Problem







Jing drives a car.

Roadside assistance fixes her car.



# Roadside assistance comes.



# She parks in a parking lot.





## Jing's car has a flat tire.

"What is the license plate number?"





"Where is the car?"

She calls for roadside assistance.



The operator asks some questions.



# "What is your phone number?"