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# Using a Car

A CLB 1-2 Module with  
Teaching Materials

## Classroom-ready resources that include:

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

Funded by:

Financé par :



Immigration, Refugees  
and Citizenship Canada

Immigration, Réfugiés  
et Citoyenneté Canada

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## How to Use the Module Package

This module includes activities for a unit on Using a Car for CLB levels 1 and 2. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

### Some Notes about this Module Package

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



*Skill-building Activity*



*Skill-using Task*



*Assessment Task*

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies and in new contexts<sup>1</sup>”.
3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 1 and CLB 2 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 1 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 2. You might adjust the expectations and expect learners at CLB 2 to demonstrate greater mastery than learners at CLB 1 on the same activity.

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<sup>1</sup> Integrating CLB Assessment into your ESL Classroom, 2017 <https://iclba.language.ca/>

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress.
7. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

### Some Notes about Assessment within a PBLA Context

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current PBLA Practice Guidelines<sup>2</sup> (In the Portfolios section, select Feedback and Assessment from the side menu), and Integrating CLB Assessment into your ESL Classroom<sup>3</sup> (in Chapter 2, Planning for Assessment).

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<sup>2</sup> PBLA Practice Guidelines: <https://pblapg.language.ca/>

<sup>3</sup> Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

## Module Plan

**Theme:** Transportation    **Topic:** Using a Car

	<b>Listening</b> CLB Level: 1-2	<b>Speaking</b> CLB Level: 1-2	<b>Reading</b> CLB Level: 1-2	<b>Writing</b> CLB Level: 1-2
<b>Real-World Task Goal(s)</b>	Follow very simple instructions regarding parking.	Give a very simple description of location and problem to roadside assistance.	Follow very simple prompts to pay for gas at the pump.	Write very simple sentences about a car problem.
<b>Context/ Background Information</b>	Simple parking regulations (e.g., needing a permit to park in an accessible spot); situations requiring roadside assistance; importance of keeping registration and insurance information in the car; who to call for assistance (e.g., towing company to take the car; or a friend); procedure for buying gas: payment (at the pump or inside); self-serve vs. full serve			
<b>CLB Competency Area(s) and Statements</b>	<b>Comprehending Instructions</b> Understand short, simple instructions related to immediate personal needs. CLB 1: very short (2 to 5 words) CLB 2: simple imperative sentences	<b>Sharing Information</b> Give basic personal information in response to direct questions from a supportive listener. CLB 2: give a basic description.	<b>Comprehending Instructions</b> Understand short, simple instructions for common, familiar everyday situations.	<b>Sharing Information</b> Write a few words to complete a short, guided text or answer simple questions to describe a personal situation CLB 1: 3 to 5 sentences. CLB 2: 5 to 7 sentences.

## Module Plan, *continued*

	Listening	Speaking	Reading	Writing
<b>Language Focus Items</b>	Vocabulary related to paying for parking (hours, cost, insert \$, etc.); buying gas at a self-service station (parts of the gas pump, instructions for buying); describing breakdown/problem and location of car (specific location – 5 <sup>th</sup> St and relative location – in front of the store)			
	<ul style="list-style-type: none"> <li>Identifying numbers</li> <li>Positive and negative imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Wh- questions</li> <li>Prepositions of place</li> <li>Pronunciation of numbers and location</li> <li>Verb to be, simple present</li> <li>Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Positive and negative imperatives</li> <li>Simple sequence markers</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure for simple sentences</li> <li>Simple warnings or recommendations</li> <li>Punctuation: capitals and periods</li> <li>Spelling key words</li> </ul>
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>Strategies to facilitate comprehension: asking for repetition/clarification; asking the listener to slow down</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to avoid miscommunication: speaking slowly and clearly, repeating, confirming understanding by spelling</li> <li>Saying multi-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Identifying key words to assist comprehension</li> <li>Using visuals to assist comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Proof-reading and editing messages using a simple checklist</li> <li>Strategies for memorizing vocabulary</li> </ul>
<b>Assessment Tasks</b>	Demonstrate comprehension of 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 circling appropriate images.	Answer questions about a car problem by completing very simple sentences.

## ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

### General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about using a car (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.



## Additional Teacher Resources

### The Language Companion Stage 1:

<i>My Canada</i>	<i>p. 31 Services for Emergencies</i>
<i>Where I Live</i>	<i>p. 6 Transportation</i>
<i>Helpful English</i>	<i>p. 13 Giving Directions – To describe location</i>
	<i>p. 14 Describing Transportation</i>
	<i>p. 39 Additional Resources –Alphabet/ Numbers</i>



- *Oxford Picture Dictionary 2nd Canadian Edition*, Oxford University Press: Jayme Adelson-Goldstein, Norma Shapiro: p. 16 Numbers; p. 150 – 151 Basic Transportation; p. 154 Traffic Signs; p. 156 Cars and Trucks; p. 158 Parts of a Car; p. 162-163 Taking a Trip.
- *Oxford Picture Dictionary – Beginning and High Beginning Workbook, Canadian Edition*, Oxford University Press: Marjorie Fuchs - p. 16 Numbers; p 150 – 151 Basic Transportation; p. 154 Traffic Signs; p. 156 Cars and Trucks; p. 158 Parts of a Car; p.162-163 Taking a Trip.
- *LINC Classroom Activities (LINC 1)*, Algonquin College: Iris Anderson, pp. 416-419, The Big Event; pp. 420- 423, My First Train Trip in Canada; pp. 424-426, How Do You Come To School?
- *LINC Classroom Activities (LINC 2)*, Algonquin College: Iris Anderson, pp. 425-427, On The Road-I; pp. 428- 431, On The Road –II; pp. 432-436, Get Me To The Wedding On Time; pp. 449-453, Be Prepared For Winter.
- *LINC 1 E-Activities* - <http://learnit2teach.ca/linc1/> Travel and Transportation
- *LINC 2 E-Activities* - <http://learnit2teach.ca/linc2/> Travel and Transportation
- *ESL Library* - <https://esllibrary.com> – Transportation-Word bank, Transportation-Simple Sentences, Cars-Word bank.
- *Janis's ESL Home Page* - <http://issbc.org/janis-esl/subtopictransportation.html>
- *The Real World Task Bank* - <https://realworldtasks.ca/> - CLB 2, Home and Neighbourhood – Understanding Road Signs

## Introducing the Module to the Class

There are various ways to introduce the module to learners. The following are two examples.

### Warm-up Questions

1. Post each one of the discussion questions below in different areas around the classroom. Assign small groups to each area to discuss the question as best they can. After a given time limit, each group moves to the next question. The groups circulate around the room until they have discussed each question. Alternatively, the questions can be done in a large group discussion.
  - Do you know how to drive?
  - Do you have your driver's licence in Canada? If not, do you plan on getting your driver's licence?
  - In your country, what age do people get their licence? In Canada?
  - Do you know how to pump gas? How much does gas cost in your country? In Canada?
  - Have you had a roadside car problem? What was it? Who helped?
2. Review some of their answers with the whole class by alternating through each question, having volunteers share their answers. Depending on the learners in your class, they may not have adequate vocabulary to fully answer these questions.
3. Consider following up with the alternative warm up activities.

### Using the Language Companion - Warm-Up Activities

After the discussion, follow up with a look at the Stage 1 Language Companion. Distribute the handout titled *Language Companion Search: Transportation*.

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 2 learners can be paired with CLB 1 learners, and as they finish, they can check their work with other classmates.

## Introducing the Module to the Class, *continued*

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### Answer Key: Language Companion Search

Question	Answer
Go to <b>Where I Live</b> . On which page do you find <i>Transportation</i> ?	Page 6
The easiest way to travel across Canada is _____.	airplane
You can also travel by _____.	Train and Bus
What is another way to travel?	Car
Go to <b>Helpful English</b> . On which page do you find <i>Describing Transportation</i> ?	Page 14
Write the 8 types of transportation you see.	Streetcar, bus, taxi, walk, bike, car, scooter, subway

## Introducing the Module to the Class, *continued*

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### Language Companion Search: Transportation

**Instructions:** Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
Go to <b>Where I Live</b> . On which page do you find <i>Transportation</i> ?	
The easiest way to travel across Canada is _____.	
You can also travel by _____.	
What is another way to travel?	
Go to <b>Helpful English</b> . On which page do you find <i>Describing Transportation</i> ?	
Write the 8 types of transportation you see.	

## Goal Setting: Using a Car

**Teaching Notes:** Complete the goal setting activity after introducing the module to the class.

### Set up

1. Below is a list of the language skills that learners can develop in this module. Post a simple list in learner-friendly language that learners can use for their goal-setting.
  - Vocabulary to describe parking locations and roadside problems
  - Understanding parking commands
  - Answering personal information questions such as: name, spelling of name, phone number and licence plate
  - Using pronunciation strategies to say numbers and letters clearly
  - Using clarification strategies such as: *Pardon Me? Sorry? Repeat please. Slower please.*
  - Reading the sequence of steps at a gas pump and at a pay parking machine
  - Writing simple sentences about parking problems
2. Ask learners to think about which skills they want to focus on and improve. At this level, consider asking them to limit their goals to one or two. Distribute the goal-setting handout and go over the instructions for completing it. Discuss the items in the list and have learners copy their goals.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

## Goal Setting: Using a Car, *continued*

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

Date: \_\_\_\_\_

### Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

### End of module review:

Date: \_\_\_\_\_

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps:		

## Vocabulary: A Teacher Resource

The master list below includes words that appear frequently in this module. For skill-building activities, select the words that will be the most useful for the learners in your class and the activities they are practising.

Parking	Gas Station
<p>parking lot</p> <p>parkade</p> <p>pay station</p> <p>receipt</p> <p>park on the street (street parking)</p> <p>parking stall/spot</p> <p>row</p> <p>accessible parking spot/stall</p> <p>family parking spot/stall</p> <p>tow-away zone</p> <p><u>Verb:</u> park</p>	<p>pump number      <u>Verbs</u></p> <p>gas amount      insert</p> <p>gas/gasoline/fuel      press</p> <p>pump      select</p> <p>slot      pump/pumping</p> <p>keypad      take</p> <p>button      lift</p> <p>grade</p> <p>nozzle</p> <p>receipt</p> <p>credit card</p>
Car Problems	Personal Information
<p>stuck      friend</p> <p>overheated      roadside assistance</p> <p>flat tire      tow truck</p> <p>dead battery      police</p> <p>out of gas      ambulance</p> <p>locked out      location</p> <p>(keys locked in car)      problem</p> <p><u>Verb:</u> need</p>	<p>first name</p> <p>last name</p> <p>phone number</p> <p>licence plate number</p>

## Vocabulary-Building Activities

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It is important to use a variety of activities to help strengthen and build vocabulary. This will help learners to learn and retain new words from this module. The following are possible vocabulary-building activities to try with learners.

- **Word Banks:** Encourage learners to keep a list of new words they learn at the front of their Language Companion so that they can refer to it often. Instruct learners to add new words to the list as they progress through the module.
- **Scrambled Letters:** Use a short list of words that students have recently learned and write a scrambled version of each word on the board (e.g., dkaprae, for parkade). Have learners work with a partner to unscramble the letters. You can set a time limit, or facilitate the activity as a contest where the first pair of learners to decipher the word wins, to help motivate the class.
- **Matching pictures to words:** In groups, have learners match the picture cards to the correct words. When they are done, have them compare their combinations with another group. Encourage learners to ask their classmates for the meanings of unknown words. Then, have learners write out the new words on their master vocabulary list.
- **Sorting:** Either individually, in pairs, or in small groups, have learners put the picture or vocabulary cards into alphabetical order or sorting cards into different categories such as the number of syllables in each word.
- **Memory Game:** Print out two sets of picture cards for each group. Instruct learners to place all cards face down. With partners, learners take turns flipping two cards to find a match. When a pair is found, they must say what the picture is.



## Learning Reflection: End of Module

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

Date: \_\_\_\_\_

Think about the skills you practised in this module.

Put a check in the column that describes what you can do.

	Yes!	Need More Practice.	No!
I can use the vocabulary in this module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand simple parking instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about very simple car problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can say personal information clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pronounce numbers and letters clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read very simple steps to pump gas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write about a simple car problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Let's Talk!

- What is the most useful thing you learned in this module?
- Which activity was the most difficult for you?
- How can you practise this skill more?



# Listening

## Skill-Building and Skill-Using Activities

Developing Vocabulary .....	16
Listening to Parking Instructions .....	20
Following Parking Instructions .....	23

**Teaching Notes:** It is a good idea to introduce new words slowly and incrementally, since learners at these levels have had little exposure to the vocabulary needed for the listening activities.

### Set Up






#### Part 1

1. Organize learners into pairs. Cut up and distribute a set of the Parking Vocabulary/Picture Cards on pages 17 and 18 to each pair. Go over each picture with the class by saying the word and having learners repeat. Quiz the class by holding up a card and asking for the correct vocabulary word. Inform learners that stall/spot mean the same thing.
2. Go over each of the word cards. If possible, display the words on a screen so that learners become familiar with reading the descriptions as well as hearing them. Have learners match the descriptions with the pictures. Continue until all the word and picture cards are matched. Have learners repeat the words while holding up the corresponding picture. Continue to quiz the class as needed.
3. Working with a partner, have learners shuffle all of their cards and then try to match the picture with its corresponding word(s). Learners can check their answers with another pair of learners before debriefing as a class.
4. 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 it is.

#### Part 2

5. Distribute the Bingo card on page 19 to each learner. Have learners fill in the blanks with the words from the word cards in Part 1. Some words can be used twice to fill in all of the blanks. Play bingo by calling out the words/phrases and having learners mark their cards.

Parking Vocabulary/Picture Cards

Word Cards	Picture Cards
<b>parking lot</b>	
<b>parkade</b>	
<b>parking row</b>	
<b>parking stall/spot</b>	
<b>street parking</b> (parking on the street)	

<p><b>accessible parking spot</b></p>	
<p><b>tow-away zone</b></p>	
<p><b>family parking spot</b></p>	

B	I	N	G	O
Free Space				Free Space
		Free Space		
Free Space				Free Space

**Teaching Notes:** Prior to this activity, learners should review the prepositions *in, on, beside* and affirmative and negative commands.

### Set Up

#### Part 1

1. Review the vocabulary from the previous activity as needed. Inform the class that they will be listening to commands related to parking. Cut up and distribute a set of the Parking Commands cards on the following page to each learner. Say each command, explain the meaning, and have learners repeat.
2. Explain that some of the commands are positive (something you can do) and some are negative (something you can't do). With a partner or on their own, have learners arrange the cards into two columns: one positive and the other negative. Take up the answers as a class. Have learners repeat each command again.
3. 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

4. Distribute a copy of the parking map on page 22 to each learner. Go over the map with the class and ask learners to point to the streets, the parking rows, the grocery store, etc. Answer any questions they may have about the map.
5. Call out various commands related to the map (e.g., *Don't park on 5th Avenue.*). Have learners put a check (✓) if they can park there or an (X) if they can't. Learners can work with a partner and check their maps with another pair when they are done. Debrief as a class.
6. Write the question: *Where should I park?* on the board. Call out some commands and have learners point to the location on their maps. Repeat as often as needed.

### Additional Practice Suggestion

- Create additional command cards if learners need more practice.

Parking Commands



Park on 5 <sup>th</sup> Avenue.	Don't park in the accessible parking stall.
Park in the parking lot.	Don't park in the tow-away zone.
Park in row B.	Don't park in the family parking stall.
Park in stall 3.	Don't park on Oak Street



## Listening to Parking Instructions, *continued*

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### Parking Map



**Competency Area:** Comprehending Instructions

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

**Teaching Note:** Play the conversations as often as needed for this listening practice activity. There are five dialogues. Use as many as needed depending on the needs and interests of the learners in the class.

### Set Up

1. Inform learners that they will be listening to five short conversations about parking and answering a multiple-choice question about each one. Review vocabulary from the previous skill-building activities as needed.
2. Distribute the handout with the multiple-choice questions. Allow 2-3 minutes for learners to read it and ask for clarification on any of the questions. Note that the word *wheelchair* may not be familiar to learners. Explain the word using a picture if possible.
3. Play the audio as many times as needed and have learners respond to the questions.
4. After completing the listening tasks, have learners review their work or pairing them with a partner if it would be helpful. Take up the answers as a class. Give in the moment feedback where needed.
5. Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

### Answer Key:

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

### Transcript

#### Conversation 1

**A:** Where can I park?

**B:** Park in the parking lot. Park in row 5.

**A:** Oh, okay.

#### 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 accessible parking stall.

**A:** Okay. Thanks.

#### Conversation 4

**A:** Where should I park?

**B:** Park on the street.

#### 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

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

Date: \_\_\_\_\_

☐ CLB 1

☐ CLB 2

**Conversation 1**

Where can I park?

- a. The parkade, row 5.
- b. The Row 5, stall 16.
- c. The parking lot, Row 5.

**Conversation 2**

Where can I park?

- a. In the family parking stall.
- b. On the street.
- c. In the parking lot.

**Conversation 3**

Where can I park?

- a. In the parkade.
- b. In the accessible parking stall.
- c. In the family parking stall.

**Conversation 4**

Where can I park?

- a. In the parking lot.
- b. In the parkade.
- c. On the street.

**Conversation 5**

Where can I park?

- a. On 5<sup>th</sup> Street.
- b. In a tow-away zone.
- c. In the parkade.



# Speaking

## Skill-Building and Skill-Using Activities

Describing Car Problems .....	27
Describing Locations .....	30
Getting Roadside Assistance: Role-Play .....	32

**Teaching Notes:** The picture cards identify the most common of problems. Select any or all of the pictures depending on the needs and abilities of the learners in the class. 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 Car Problems: Word and Picture Cards on the page that follows to each learner or pairs of learners. Ask the class if they have ever had car problems in the past and have them select any pictures that represent the problems they experienced. Ask them how they handled the situation. Did they call a friend or family member? The police? A company that offers roadside assistance?
2. Go over the vocabulary on each card by saying the word and having learners repeat. Focus particular attention on the pronunciation of multi-syllable words such as *overheated*, *battery*. 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. Have learners match the words with the pictures. Continue until all the word and picture cards are matched. Have learners repeat the words while holding up the corresponding picture. Continue to quiz the class as needed.
3. Working with their partner, ask learners to shuffle all of their cards and then try to match the picture with its corresponding word(s). Learners can check their answers with another pair of learners before debriefing as a 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.

### Part 2

4. Cut up and distribute a set of the Sentence Cards to each pair of learners. Have learners match the sentences with the word and picture cards. Take up the answers as a class.
5. Say each sentence and have learners repeat. Have learners practise saying the sentences various times until they can say them on their own.
6. Ask each pair of learners place the picture cards face down on the table. Learners take turns drawing a card and saying a sentence to describe the problem (e.g., *My car is overheated.*)

## Additional Practice 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.

## Describing Car Problems, *continued*

SB

### Car Problems: Word and Picture Cards



<b>overheated</b>	
<b>dead battery</b>	
<b>out of gas</b>	
<b>flat tire</b>	
<b>locked out</b>	 
<b>stuck</b>	

Sentence Cards



My car is <u>overheated</u> .	My car <u>battery</u> is <u>dead</u>
My car is <u>out of gas</u> .	My <u>tire</u> is <u>flat</u> .
I am <u>locked out</u> of my car.	My car is <u>stuck</u> .



**Teaching Notes:** For this activity, learners will need to refer back to the Parking Vocabulary/ Picture Cards from the Listening skill-building activity as well as the Car Problem picture cards from the previous Speaking activity. 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

1. Write *Where is your car?* on the board. Review the parking vocabulary using the Parking Vocabulary/Picture Cards from the previous activity. 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.*). Have learners practise saying the sentences.
2. Review the sentences and underline the prepositions – in and on. Explain the difference.
3. Arrange learners in pairs. Distribute a set of the Location Cards on the following page to each pair of learners. Go over each card together with the class. Have learners repeat sentences describing the various locations and correct any issues with pronunciation.
4. 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 Suggestions

- Have learners practise 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 problem picture card and a location picture card. Have learners practise responding to the two questions. Continue with several more examples if necessary.
- Arrange learners in pairs. Ask them to create two piles of picture cards (face down): one for car problems and practice the other for parking locations. Learners take turns drawing a card from each pile and asking/answering questions about the problem and car location. When all of the cards have been used, learners can switch partners and continue to practise if needed.

## Location Cards



**Competency Area:** Sharing information

**Indicators of Ability:** Provides basic personal information; speaks clearly; gives the problem and location (CLB 2)

**Teaching Notes:** Consider having learners record their role-plays so that they can listen back and self-assess. NOTE: This SU task is the same as the AT; one or the other can be included in learners' portfolios, but not both tasks.

### Set Up

1. Write personal information questions (name and phone number) on the board. Ask individual learners to read the questions for the class. Ask for volunteers to answer the questions. Have learners practise saying phone number in chunks (e.g., 555-123-4567).
2. Write random licence plate numbers on the board. Say each one while emphasizing the pause between the first 3 letters and the last 3 numbers. Have learners repeat.
3. Inform the class that they will participate in a role play responding to the questions from roadside assistance. Organize the class into groups of three, with the following roles in each group:
  - Student 1 will play the role of the roadside assistance operator and read the questions in the script on the following page. Together with learners, practise reading and asking the questions.
  - Student 2 will be the caller and will answer the questions using one of the Caller Cards.
  - Student 3 will act as an observer and complete the peer feedback form.

**\*\*Learners rotate roles, allowing each learner to play each role.**
4. Distribute one copy of the Operator script per group and give each learner a Caller Card and a Peer Feedback form. Go over the task instructions with the class.

### Assessment

Choose the approach that best suits the needs of learners, for example:

- Peer feedback and self-assessment: Explain the criteria on the feedback form (p. 35) to ensure that learners understand the expectations. Provide enough time for peers to share and review feedback or for learners to self-assess by completing the form.
- Circulate and make observations during the interviews. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

### Roadside Assistance Operator Script

**Student 1:** You get a call from someone with car problems. Read the questions. Your partner will answer.

**RA:** What is your name?

**Caller:**

**Operator:** What is your phone number?

**Caller:**

**Operator:** What is the problem?

**Caller:**

**Operator:** Where is your car?

**Caller:**

**Operator:** What is your licence plate number?

**Caller:**

## Caller Cards



Licence Plate: DEF 678

Location:



Problem:



Licence Plate: CDE 125

Location:



Problem:



Licence Plate: PML 394

Location:



Problem:



## Getting Roadside Assistance: Role-Play, *continued*

PEER FEEDBACK: Getting Roadside Assistance			
Speaker: _____		Date: _____	
Peer: _____			
The speaker:	Yes	No	Comments
Gave name correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Gave phone number correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Said problem correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Said location correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Said licence number correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	



PEER FEEDBACK: Getting Roadside Assistance			
Speaker: _____		Date: _____	
Peer: _____			
The speaker:	Yes	No	Comments
Gave name correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Gave phone number correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Said problem correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Said location correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Said licence number correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	



# Reading

## Skill-Building and Skill-Using Activities

Developing Vocabulary: At the Gas Pump .....	37
Imperatives: At the Gas Pump.....	39
Reading: At the Gas Station.....	41
Paying for Parking Instructions.....	43

**Teaching Notes:** Learners may be interested in knowing that there are different types of fuel (diesel, gas/gasoline) and grades (regular, premium). Another thing of note is that some gas stations offer tap or payment using a mobile device and a PIN is often not needed when using a credit card.

### Set Up

1. Introduce the topic by asking learners if they have ever used a gas pump. If possible, project a photo of a gas station or look at a picture dictionary with gas station pictures so the topic is clear to learners.
2. Distribute the Gas Pump Vocabulary handout on the next page. As a class, go over the pronunciation for each word.
3. Arrange learners in pairs (or groups of 3). If possible, put at least one learner in a group (or as a partner) who drives or has pumped gas before.
4. Ask learners to help each other draw lines from the new words to the correct parts of the gas pump. Encourage learners to use a pencil so that they can erase any mistakes.
5. Circulate and help out where necessary.
6. As groups finish, have them compare their answers with others. You may choose to go over the answers as a class.

### Additional Practice Suggestions

- Call out parts of the pump and have the class points to the correct item.
- Consider using some of the vocabulary building activities found at the front of this module package for further practice with the new words that are introduced in this and subsequent reading activities.





## Gas Pump Vocabulary

Instructions: Draw a line to match the word to the picture.

Pump number

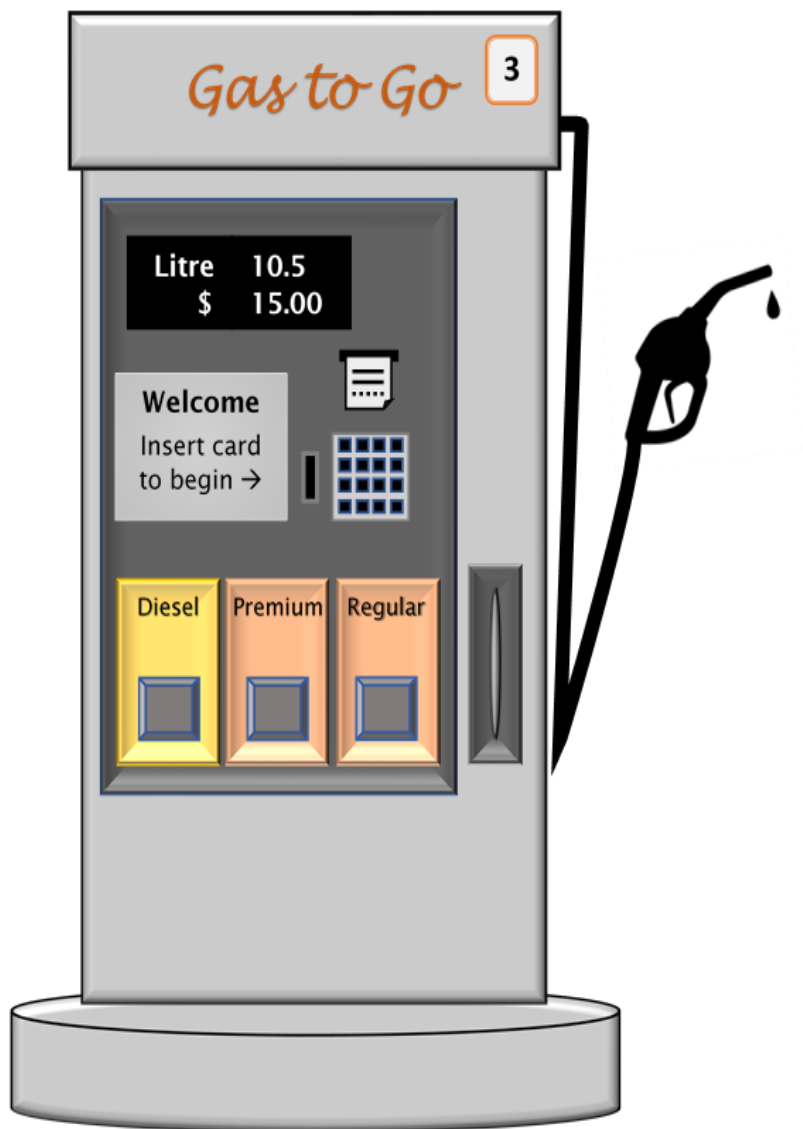
Receipt

Gas grade

Keypad

Gas Nozzle

Credit card slot



**Teaching Notes:** Depending on the needs of learners, a mini-lesson on sequencing may be helpful for this task.




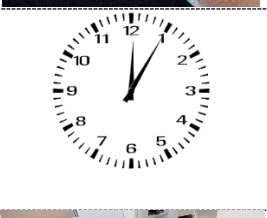



Point out that pump (gas pump) is a noun and also a verb (to pump gas).

### Set Up

1. Arrange learners in pairs or small groups. Distribute a set of picture cards and sentence strips on the following page to each pair or group of learners. Inform the class that the focus of this activity is on the words (verbs) that describe the actions for getting gas.
2. There are numerous ways to introduce this activity to the class. Consider any of the following:
  - a. Act out the sequence. Have learners follow along by picking the correct picture and matching to the correct sentence strip. Provide assistance as needed.
  - b. Draw or project a gas pump on the board so that learners can follow the procedure. Depending on the abilities of the learners in the class, consider asking one learner to volunteer and show the class how to put gas in a car.
  - c. Show a YouTube video on how to pump gas. Turn the sound off and have learners put the sentence strips in order based on the actions they see. The following link can be used or any other available video that demonstrates how to pump gas.  
(<https://www.youtube.com/watch?v=67fvRvZex64>).
3. Have learners shuffle their cards, separating the pictures from the sentences. With a partner or small group, have learners 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 groups.
4. Review key verbs: insert, enter, press, wait, select, pump, take

### Additional Practice Suggestions

- In pairs, have one person read the sentences and one person act out the directions.
- Consider removing the underlined words in the sentences and having learners fill in the blanks with the correct verbs.

✂		<b><u>Insert</u> your credit card.</b>
		<b><u>Enter</u> your pin.</b>
		<b><u>Press</u> OK.</b>
		<b><u>Wait</u>.</b>
		<b><u>Select</u> the gas grade.</b>
		<b><u>Pump</u> the gas</b>
		<b><u>Take</u> the receipt.</b>

**Teaching Notes:** If possible, project a photo of a gas station or have learners look at a picture dictionary with gas station pictures to introduce the topic.

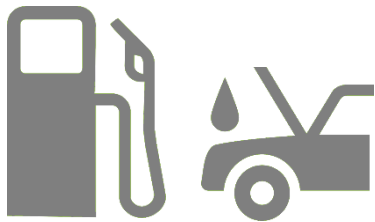
### Set Up

1. Ask learners if they have ever pumped gas. Inform them that they will be reading a short story about someone going to a gas station. Distribute the handout on the page that follows. Read the story, pausing after each sentence and have learners point to the correct picture.
2. Write the words in bold on the board. Review the meaning and pronunciation of each word. Encourage learners to add these words to their word banks as they are key vocabulary items for the reading activities.
3. Have learners practise reading the paragraph with a partner.
4. When learners are ready, have them complete the activity by numbering the correct picture, working with a partner if appropriate.
5. Circulate and help out where necessary. As groups finish, have them compare their answers with others. You may choose to go over the answers as a class.

### Additional Practice Suggestion

- Have learners fold the handout in half so only the pictures or text are visible. Working with a partner, have learners re-tell the instructions using the pictures as a prompt. Partner checks the text for accuracy or to provide support. Alternatively, one learner could read the text while their partner points to the correct picture.

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



Maria drives a lot. She goes to the **gas station** every week. She **pays** at the **gas pump** with a **credit card**. She **selects** regular gas. She lifts the **nozzle** and **pumps** the gas herself. She always **takes** her **receipt**.

**Instructions:** Number the pictures in the correct order.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Competency Area:** Comprehending Instructions

**Indicators of Ability:** Understand the order of instructions

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

### Set Up

1. Distribute the reading on the page that follows to each learner in the class. Depending on the needs of your learners consider reading the paragraph and clarifying any new words.
2. Inform learners that they will be arranging the steps for paying for parking in the proper sequence.
3. Consider completing this as an independent task, however allow learners to ask questions if they have any before and during the task.
4. Have learners read the story and number the steps in the instructions. Have learners note the competency and title at the top of the page if using it as a portfolio entry.
5. Give learners as much time as they need to complete the task.

### Assessment

1. Go over the answers as a whole class, while having learners self-mark with a blue pen so that they can easily review their errors when studying.
2. For more error practice, group learners of different strengths and have them compare their work. Explain that this is a good approach because it allows them to see their errors and note any patterns in their comprehension.
3. An extension activity would be to have learners copy out the steps in the correct order if they had significant errors.

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

Date: \_\_\_\_\_

☐ CLB 1

☐ CLB 2

Instructions: Read the story. Number the statements in the correct order.



Manuel drives to work. He parks in a parking lot. He pays for parking with a credit card. He inserts his credit card at the pay station. He enters his pin and presses OK. He enters his licence plate number. He takes the receipt.

	Presses OK
	Enters his licence plate number
	Inserts his credit card to pay
	Takes the receipt
	Enters his pin.



# Writing

## Skill-Building and Skill-Using Activities

Writing About Car Problems.....	46
Roadside Problems- Who Can help? .....	48
Writing About Car Locations .....	51
Writing About Roadside Problems .....	53



**Teaching Notes:** This activity helps learners write about roadside problems that they may see or experience and is an extension of the speaking activities. Learners will need the picture vocabulary cards from the speaking activity *Describing Car Problems* for review. They will also use the cards to copy vocabulary correctly.

### Set Up

1. Write “What is the problem?” on the board. Review the vocabulary by having learners spread out their car problem picture cards. Say the problem and have learners point to the correct picture and repeat it. Repeat for each problem. If additional practice is needed, learners can work with a partner to review the names of the common roadside problems.
2. Distribute the activity sheet on the following page. Working independently or with a partner have learners complete the sentence stems with the correct word. Learners can use the vocabulary cards for spelling.
3. When finished, have learners check their work with others or review as a class. Point out (or ask if they notice) the structure of the sentences (e.g., *The car is ...*, *The car battery is...*) – except for *locked out*.

## Writing About Car Problems, *continued*

SB

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

Date: \_\_\_\_\_



The car is \_\_\_\_\_.



The car is \_\_\_\_\_.



The car battery is \_\_\_\_\_.



The car tire is \_\_\_\_\_.



I am \_\_\_\_\_.



The car is \_\_\_\_\_.

**Teaching Notes:** This activity uses the same picture prompts for roadside problems as the previous writing SB activity.

### Set Up

1. Road side problems usually require help. Post/project the five pictures of help on the following page on to the board. Under each one, write the caption *A friend, a tow truck, roadside assistance, the police, an ambulance*. Go over the vocabulary and point out the definite and indefinite articles to learners. Explain when you would call a tow truck (if the car needs to go to a garage) 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) and when someone might need an ambulance. Have learners cut a piece of paper into 5 strips. On each strip have learners copy one of the words.
2. Using the pictures from the previous activity, *Writing About Car Problems*, have learners sort the pictures under one of the four correct labels.
3. Write *Do they need help?* and *Who can help?* on the board.
4. In their notebooks, have learners write the question *Who can help?* at the top of the page. With the first picture, repeat the question, but this time, write the answer on the board. Repeat with another picture if needed. Learners will continue by writing a “caption” for each picture using the sentence stems. Learners can use their vocabulary cards to ensure spelling is correct. Circulate and provide assistance as needed.
5. Have learners review their writing with a partner.
6. Debrief as a class by designating certain learners to write their answers on the board.

Type of help



**roadside assistance**



**the police**



**a friend**



**an ambulance**



**tow truck**

## Roadside Problems: Who Can Help? *continued*

SB

Instructions: Write the correct word in the space.

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

Date: \_\_\_\_\_



\_\_\_\_\_ can help.



\_\_\_\_\_ can help.



\_\_\_\_\_ can help.



\_\_\_\_\_ can help.



\_\_\_\_\_ can help.



\_\_\_\_\_ can help.

**Teaching Notes:** In this activity, learners describe in writing the locations in the Speaking skill-building activity. Point out to learners how the prepositions *in* and *on* are used in the sentences they write (e.g., The car is on 5<sup>th</sup> Street. The car is in the parking lot.)

### Set Up

1. Distribute the handout on the page that follows. 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.
2. With a partner, have learners practise saying sentences to describe each location.
3. Write the sentence stem “*The car is \_\_\_\_\_*” on the board. Have learners call out the location of one of the pictures (e.g., the parkade). Write the sentence on the board. Repeat for a few more sentences. Have learners notice that the preposition *on* is used for a street and *in* is used to a parking spot, parkade, etc.
4. Have learners complete the handout by writing sentences for the remaining pictures. Consider providing learners with a word bank for difficult words like *parkade*, *parking lot*, etc. Circulate and assist as needed.
5. Debrief as a class by requesting volunteers to write their sentences on the board.

## Writing About Car Locations, *continued*

SB

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

Date: \_\_\_\_\_

**Where is the car?**

parkade

accessible parking stall

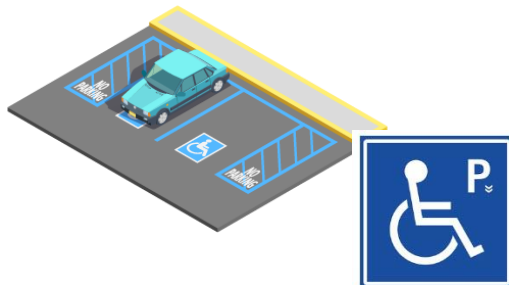
stall 5



The car is \_\_\_\_\_



The car is \_\_\_\_\_



**Competency Area:** Sharing Information

**Indicators of Ability:** Uses language to describe a situation, includes all relevant information

**Teaching Notes:** Depending on the needs of learners, consider reviewing the vocabulary and sentence structure for describing roadside problems learned in the prior tasks. **NOTE:** 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. Remind learners that they are applying the skills they have practised - describing car problems, location and help. Once you've reactivated that prior knowledge, inform learners that they will be working on putting all of this information together
2. Go over the expectations for the task (criteria) as well as the task instructions.

### Assessment

1. Learners should try their best to complete the task independently. When they have completed the writing activity, they can review their work with a partner for peer feedback. If some learners are struggling consider letting them use their notes.  
**Remember:** CLB 1 allows single word answers, CLB 2 phrases and initial ability to use simple sentences. Please don't expect perfect simple sentences.
2. Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons. If additional practice is required, repeat this task using different picture scenarios.



## Writing About Roadside Problems, *continued*

SU

**Instructions:** Answer the questions for each picture by completing the sentence.

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

1. What is the problem?
2. Where is the car?
3. Who can help?



Oak Road

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



1. The car battery \_\_\_\_\_
2. The car \_\_\_\_\_
3. \_\_\_\_\_ can help.



1. He \_\_\_\_\_
2. The \_\_\_\_\_
3. \_\_\_\_\_ can help.

## Writing About Roadside Problems, *continued*

FEEDBACK FORM: Writing About Roadside Problems			SU
Name of writer: _____		Date: _____	
Check ✓:		<input type="checkbox"/> Self-Assessment	
		<input type="checkbox"/> Peer Feedback: Name of peer: _____	
		<input type="checkbox"/> Instructor Feedback	
The writer	Yes	No	Comments
Uses new words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	
Writes clearly.	<input type="checkbox"/>	<input type="checkbox"/>	
Uses punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing About Roadside Problems			SU
Name of writer: _____		Date: _____	
Check ✓:		<input type="checkbox"/> Self-Assessment	
		<input type="checkbox"/> Peer Feedback: Name of peer: _____	
		<input type="checkbox"/> Instructor Feedback	
The writer	Yes	No	Comments
Uses new words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	
Writes clearly.	<input type="checkbox"/>	<input type="checkbox"/>	
Uses punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	



# Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks .....	57
Following Instructions About Parking .....	59
Reporting a Car Problem and Location .....	61
Reading Instructions to Pay for Gas .....	65
Writing About a Problem on the Road .....	67

Each assessment task is the culmination of the SB activities and SU tasks in the module. Learners should complete them independently. The tasks and texts are in colour but it is not necessary to print in colour.

### Set Up

Review the task instructions and criteria for success when introducing the task to learners

- *Listening:* Learners listen to simple instructions about parking and circle the correct picture. Note that CLB 1 learners get the first page of the handout only; CLB 2 learners receive both pages. The script can be played or read twice during the assessment.
- *Speaking:* Learners participate in a simulated call to roadside assistance. They answer simple questions from the instructor playing the role of the operator. (See the Instructor Prompts.) Provide the learner with one of the two scenario cards and have them answer the questions using the script provided. If the response to the question about location is a parking lot, prompt the learner to provide a more specific location as practised in the skill-building and skill-using activities in the module. Some suggestions are given.

Note that if the learner responds incorrectly, it may indicate a listening not a speaking problem. Consider using gestures or pointing to the card to help the learner understand the information required. If the learner indicates they need clarification, note this in the “Doing Well” section of the tool. If they do not indicate a need for clarification but should have, indicate this in the “Next Time” section.

- *Reading:* Learners read the instructions for paying for gas at the pump and write the number beside the correct picture. Both texts have a picture that is not used to improve reliability by reducing guessing or the domino effect. Remind learners that one picture is not used. Note: CLB 1 and 2 learners receive *separate* reading texts
- *Writing:* Learners use the scenario photo and question prompts to write a simple message describing a traffic problem. Note that CLB 1 learners get the first page of the handout only; CLB 2 learners receive both pages.

### Feedback

- *Productive Tasks:*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing 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.

Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (yes/not yet) beside each criterion, or write “not sure” if appropriate.

- *Receptive Tasks:*

When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer

### Transcript: Listening Assessment

#### CLB 1 and 2:

1. Park in the parkade.
2. Park in the accessible 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 the accessible parking spot. Park in stall D.
7. **Don't** park on the street. Park in the parkade.

### Answer Key:

#### Listening Assessment Task

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

#### Reading Task

##### CLB 1

- a. 3
- b. 4
- c. 1
- d. 2
- e. Not used

##### CLB 2

- a. 5
- b. 3
- c. 7
- d. 2
- e. Not used
- f. 6
- g. 1
- h. 4

# Following Instructions About Parking

AT

**Module Topic:** Using a Car | **Competency Area:** Comprehending Instructions

**CLB 1** ☐

**Criteria:** Responds to positive and negative commands

**CLB 2** ☐

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Listen to the instructions. Circle the correct picture.

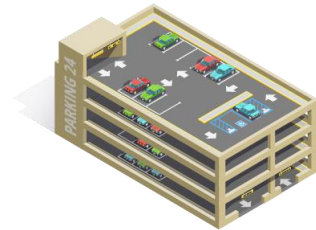
## Part 1: CLB 1 and 2

**A**

**B**

**C**

1.



2.



3.



4.












**TASK SUCCESS**

**Your Score**

**CLB 1** 3 out of 4 in Part 1.

**/4**

## Part 2: CLB 2 only

	A	B	C
5.			
6.			
7.			

TASK SUCCESS		Your Score
CLB 2	3 out of 4 in Part 1 and	/4
	2 out of 3 in Part 2.	/3

## Reporting a Car Problem and Location

AT

**Module Topic:** Using a Car

**Competency Area:** Sharing Information

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

SPEAKING: Circle <b>CLB 1</b> or <b>CLB 2</b>		Yes	Not Yet
<b>*Overall:</b>	Answers can be understood CLB 1: Uses single words or phrases. CLB 2: Uses phrases and some short sentences.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Number convention</b>	CLB 1: States phone number by grouping	<input type="checkbox"/>	<input type="checkbox"/>
	CLB 2: States phone numbers and licence by grouping	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary:</b>	Uses good words to answer the questions	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pronunciation:</b>	Says some key words clearly.	<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> <b>CLB 1</b> and <b>2: 3/4</b> must be yes and <b>*Overall</b> must be yes.			
Doing well:		Next time:	



<p><b>Speaking Assessment: INSTRUCTOR PROMPTS</b></p> <p>It is reasonable to ask for clarification when needed</p>
<p><b>CLB 1 and 2</b></p>
<p><b>1. What is the problem?</b></p> <p>Scenario 1: A flat tire; The tire is flat, etc.  Scenario 2: No gas, I ran out of gas, etc.</p> <p><b>2. What is your phone number?</b></p> <p>Learner's own phone number (e.g.: 555-222-2222)</p>
<p><b>CLB 2 only</b></p>
<p><b>3. What is your licence plate number?</b></p> <p>Scenario 1: <i>BYG 682</i>  Scenario 2: <i>SJL 189</i></p> <p><b>4. Where is your car?</b></p> <p>Scenario 1: What row is it in? (<u>Row 7</u>)  Scenario 2: What street is it on? (<u>Maple Street</u>)</p>

### Speaking Scenario 1



**Licence Plate Number: BYG 682**

## Speaking Scenario 2



**Licence Plate Number: SJL 189**

# Reading Instructions to Pay for Gas - CLB 1

AT

**Module Topic:** Using a Car

**Competency Area:** Comprehending Instructions

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

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Write the correct number beside each picture. One picture does not have a number.

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

3. Insert card.
4. Select the gas grade.

a. \_\_\_\_\_



d. \_\_\_\_\_



b. \_\_\_\_\_



e. \_\_\_\_\_



c. \_\_\_\_\_



**TASK SUCCESS**

**Your Score**

CLB 1: 3 out of 4

/4

**Module Topic:** Using a Car | **Competency Area:** Comprehending Instructions  
**Criteria:** Recognizes simple imperative verbs and common nouns. Follows instructions.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Write the correct number beside each picture. One picture does not have a number.

- |                         |                 |                    |
|-------------------------|-----------------|--------------------|
| 1. Take the receipt.    | 4. Pump the gas | 7. Lift the nozzle |
| 2. Enter your PIN.      | 5. Insert card  |                    |
| 3. Select the gas grade | 6. Press OK     |                    |

a. \_\_\_\_\_



e. \_\_\_\_\_



b. \_\_\_\_\_



f. \_\_\_\_\_



c. \_\_\_\_\_



g. \_\_\_\_\_



d. \_\_\_\_\_



h. \_\_\_\_\_



**TASK SUCCESS**

**Your Score**

CLB 2     5 out of 7

/7



## Writing About a Problem on the Road

AT

**Module Topic:** Using a Car

**Competency Area:** Sharing Information

CLB 1 ☐

CLB 2 ☐

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Look at the picture. Write sentences. Use the questions to help you.

**CLB 1 and 2:**



What is the problem? The car \_\_\_\_\_

Where is the car? The car \_\_\_\_\_

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

CLB 2:



**Simon Road**

What is the problem? \_\_\_\_\_

Where is the car? \_\_\_\_\_

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

**Module Topic:** Driving a Car

**Competency Area:** Sharing Information

Name \_\_\_\_\_ Date \_\_\_\_\_

WRITING: Circle <b>CLB 1</b> or <b>CLB 2</b>		Yes	Not Yet
<b>*Overall:</b> Sentences can be understood.		<input type="checkbox"/>	<input type="checkbox"/>
Uses good words to answer the questions. CLB 1 uses single words and some phrases. CLB 2 uses words, phrases and attempts simple sentences		<input type="checkbox"/>	<input type="checkbox"/>
Spelling of words taught in module is understandable.		<input type="checkbox"/>	<input type="checkbox"/>
Writing is legible.		<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> CLB 1&2: <b>3/4 Yes</b> including (*) item		Your score ____/4	
<b>You did well:</b>          		<b>Next time:</b>          	