



# Sample Learner Portfolio

CLB 3



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

294, rue Albert Street, Suite/Pièce 400, Ottawa, Ontario K1P 6E6  
Tel./Tél. 613-230-7729 | Fax/Télé. 613-230-9305  
info@language.ca | www.language.ca

Funded by:

Financé par :



Immigration, Refugees  
and Citizenship Canada

Immigration, Réfugiés  
et Citoyenneté Canada

## **Exemplar Learner Portfolio CLB 3**

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Centre for Canadian Language Benchmarks  
294 Albert Street, Suite 400, Ottawa, Ontario, Canada K1P 6E6  
613-230-7729 | [info@language.ca](mailto:info@language.ca) | [www.language.ca](http://www.language.ca)

## Acknowledgements

The Centre for Canadian Language Benchmarks would like to express appreciation to Immigration Refugees and Citizenship Canada for supporting the development of the Exemplar Learner Portfolio CLB 3 and to the following individuals for their contributions:

### **Project Lead Developers:**

Anne Hajer

Lisa Herrera

### **ESL LINC Learners:**

Special thank you to the learners at ISSofBC that supplied writing samples for this project.

## Introduction to the Portfolio

This **CLB 3** learner portfolio is intended to serve as both an *exemplar* and a *learning tool*.

As an *exemplar*:

The portfolio illustrates PBLA best practices as outlined in the PBLA Practice Guidelines:

- The skill-using and assessment tasks included in the portfolio are aligned to the Canadian Language Benchmarks standard in terms of level appropriateness and the criteria used for assessment. Tasks from the four CLB competency areas have been added.
- All of the assessment tasks provide a clear indication of what constitutes successful performance of the task. Words like “pass” and “fail” are intentionally not used; results indicate what the learner is doing well and should continue, and what they need to improve, with support for improvement, only.
- All of the skill-using tasks include the criteria that are being demonstrated in the task, and have only comments as feedback. No scores are given on skill-using tasks, nor is there an overall indication of successful or unsuccessful performance.
- The instructor feedback on some of the tasks is action-oriented, providing suggestions and strategies for concrete actions learners can take to help them move forward in their learning.
- Some skill-using tasks include peer and/or self-assessment.

Overall, this portfolio is a collection of tasks that have been carefully chosen to illustrate what a PBLA portfolio could look like for a learner at **CLB 3**. There is no expectation that instructors will achieve a similar looking “exemplar” portfolio for learners when they begin assessing with PBLA. Rather, instructors can aim toward particular elements demonstrated in the portfolios as they develop their PBLA practice.

As a *learning tool*:

This exemplar can be used for discussion, learning and calibration with colleagues and Lead Teachers to further professional learning. It is also used as a resource for some of the Professional Learning Sessions offered by the Centre for Canadian Language Benchmarks.

Note that actual LINC learners working toward CLB 3 gave consent and contributed toward this portfolio, in order to more accurately illustrate the CLB levels and learner voices. Their names have been changed on the tasks to ensure anonymity.

## The Appendices

To help instructors fully understand individual assessment and skill-using tasks within the portfolios, appendices with answer keys, transcripts for the reading and listening tasks, and prompts and role-play cards for speaking and writing have been included.

## Further Notes on Some Practices Demonstrated in the Portfolio

As teachers examine this portfolio, they may find elements that differ from what they expect or are used to seeing in their program. While all the practices shown are ideals that can be worked toward, some specific examples of practices are illustrations of what might be included in an individual portfolio, but are not expected for all portfolios, or all of the time.

Below are highlighted some of the elements included in this portfolio that might need explanation and consideration in a program. Classroom teachers are encouraged to discuss any questions or concerns that arise from viewing the practices in this portfolio with their Lead Teacher and Program Administrator.

### ***Number of Artefacts Per Skill Area and Ratio of Assessment Tasks to Skill-Using Tasks***

In this CLB 3 portfolio, there are eight artefacts in Listening, Reading and Writing, and nine artefacts in Speaking. Eight artefacts are included as the minimum requirement for a skill area to be eligible for evaluation. Depending on the pacing of teaching and assessment set by an organization, as well as the schedule for portfolio review and a teacher's own planning and delivery, some skill areas might easily have more than eight artefacts when ready for evaluation.

In this portfolio, each skill area includes from two to four skill-using tasks. Some organizations dictate a ratio of assessment tasks to skill-using tasks, usually with an emphasis on having more assessment tasks in a skill area than skill-using tasks. In fact, there is not a set ratio of assessment tasks to skill-using tasks recommended by the best practices for PBLA. Rather, a teacher needs to ensure they have adequate information from the artefacts to make an evidence-based decision about the benchmark achieved. This means being able to decide if the learner is consistently successful on most of the criteria (70% to 100%) most of the time and are meeting the key expectations for the level. Looking at the criteria during an evaluation that should be included on every skill-using task contributes to that decision.

**In fact, there is not a set ratio of assessment tasks to skill-using tasks recommended by the best practices for PBLA.**

### ***Design of Assessment and Skill-Using Tasks***

Some elements of task design are stylistic or personal choices and some are Best practices for assessment. The following are key Best practices that should be evident in all portfolios.

**Task Instructions** – The goal of assessment is to gauge as much as possible what the learner can do in real life. For this reason, task instructions should be limited to the task itself. Criteria to be demonstrated should not be included in task instructions. Learners who have been working on a task through skill-building and skill-using do not require detailed instructions. Detailed instructions for tasks also do not exist, for the most part, in the real world. For example, in the real world, if a learner needs to write an email to the landlord to notify of a problem, they have to know how to do that on their own. To try to determine what they can do without support, task instructions should be simple and not too directive. For example: Write an email to your landlord to say you have a broken pipe that needs to be fixed. If the learner doesn't know they need to include their name and apartment number, they would not be successful in this task in the real world. Including this direction in the instructions may lead to the learner being successful in the assessment in class, but not outside the class, in real life.

**Connecting Criteria to Comprehension Questions** – For receptive tasks, the criteria for assessment must be clearly connected to comprehension questions or tasks. There are many different ways to make this connection between criteria and questions that check for the criteria. This portfolio illustrates at least two different ways. One way illustrated is writing the criteria at the top of the learner task sheet with the comprehension question numbers in brackets after each criterion. Another way is to write the applicable criterion above the comprehension questions on the task sheet. In tasks in this portfolio using the second method, teachers might notice that, rather than grouping the questions by criteria on the task sheet, questions for one criterion might be separated on the task sheet, with the applicable criterion repeated above them. The reason for this is to follow the sequence of the listening or reading text. For listening tasks in particular, it is easier and more logical for learners to respond to questions in the order that the information is heard in the listening text.

**Indicating Key Criteria** – Key criteria are criteria for a specific task that are critical for communicative success in the real world or to meet the expectations of language complexity for the CLB level. Each task must be analyzed for its key criteria. A criterion that is key in one task may not be key in another. It may be helpful to ask, “If the learner could not demonstrate this criterion, would they successfully get their needs met in the real world?”

**Key criteria are criteria for a specific task that are critical for communicative success in the real world or to meet the expectations of language complexity for the CLB level.**

For speaking and writing tasks, key criteria are those that ensure the main message being conveyed can be understood and acted on by the listener or reader. The speaker or writer also needs to communicate using the expected level of grammatical complexity. For example, a CLB 5 learner who only ever speaks in simple sentences, even if the sentences are always grammatically correct, is not performing at a CLB 5 level; some more complex structures need to be attempted, even if they are mostly incorrect, to demonstrate the expected ability of a beginning Stage II learner.

For listening and reading tasks, key criteria are those that ensure the important features of the text that need to be understood in order to take action are identified or comprehended by the listener or reader. For example, being able to respond with actions is key for demonstrating the ability to comprehend instructions. Unlike productive tasks, however, the demonstration of understanding of increased grammatical complexity is determined only by the choice of texts given to listen to or read.

In this portfolio’s assessment tasks, key criteria are starred (\*) and included in the measure of success. If a score is also included, it is possible for a learner to meet the score needed for success but not the starred or key criteria. This indicates that the learner might have mastered various elements of the language for the task but would not likely be successful in completing the task and getting their needs met in the real world.

### **Feedback on Tasks**

Assessments provide information about current ability only; they are not pass/fail and those words should not be included on an assessment task sheet or tool or used by the teacher to describe results. Rather, when feedback is given by the teacher, it should be limited to one or two items only, and action-oriented: specific to the criteria that are most impeding successful communication or understanding, and providing a strategy or resource to allow the learner to take action to improve on their own. Reiterating errors or telling the learner exactly what to say or write to correct a mistake is not action-oriented feedback and is therefore not demonstrated in this portfolio. Instead, feedback in

this portfolio directs learners toward past lessons or a new resource for learning or practice, or reminds them of a strategy they can apply when attempting a similar task in the future.

To further help the learners take responsibility for their learning, this portfolio also demonstrates providing the learner with motivation to implement the feedback through review or practice using the resource or strategy given. This portfolio also models that the motivation to review or practice should not always rely on the teacher looking at corrections made by a learner. Teachers should instead activate learners as resources for one another by setting up systems and providing time in class for learners to get answers and learn of resources and strategies for success from peers. This Best practice gives learners tools to be more independent while also taking the pressure off the teacher to provide multiple rounds of correction for each learner.

Some teachers might question whether learners will always get correct information when working with peers. It is important to remember that the process of getting and giving input and support from peers contributes toward confidence and greater understanding through having to reflect and explain. Small errors that may be given are unlikely to derail a student; large errors (such as a key mispronunciation or an incorrect grammar point) are likely to be discovered quickly when they are used and lead to further opportunity for learning.

### ***Practices Demonstrated in this Portfolio that May Not be Evident in All Portfolios in a Class***

As noted earlier, all the practices shown in this portfolio are ideals that can be worked toward. However, some specific examples of practices, such as those described below, are illustrations of what might be included in an individual portfolio, but are not expected for all portfolios, or all of the time.

For ***skill-using tasks that are self or peer assessed only***, this portfolio demonstrates the practice of the instructor making a brief comment on the self or peer assessment to indicate general agreement or specific disagreement with what is indicated by the learner or a peer. It is recognized that, depending on the size of the class or the logistics of the assessment being delivered, making such comments might not be possible for all the students in the class during every assessment. Instead, the teacher might focus on a student that is known to have problems in a particular area; on a group of new students who need more attention; on a certain number of students per each assessment; or another strategy. Including a brief comment or checkmark by the teacher provides valuable information about a learner's ability when reviewing skill-using tasks during evaluation but is not always necessary. It should further be noted that in this portfolio, the teacher only checks a criterion statement box where they disagree with self or peer feedback given.

It is recognized that ***feedback on receptive tasks*** is often given orally or on the board to the whole class together. In this portfolio, however, feedback on listening and reading tasks is written on tasks to demonstrate what such feedback might look like if needed. For example, sometimes specific feedback is needed by individual students whose are making different mistakes than their peers. It should be noted that learners should be encouraged to make note of feedback that is given orally or on the board to the whole class if it applies to their mistakes. This practice allows the learners to go back to their artefacts for learning and review.



# Listening

## Skill-Using and Assessment Tasks



## Portfolio Inventory (CLB 3 Listening)

Date	Real World Task		Competency Area
January 19	Understanding an introduction made by a friend	AT	Interacting with Others
February 23	Listening to instructions for sorting waste	AT	Comprehending Instructions
March 23	Listening to a store commercial	AT	Comprehending Information
April 20	Listening to requests at work	SU	Getting Things Done
May 26	Understanding an introduction from a child's teacher	AT	Interacting with Others
June 28	Dealing with a plumbing problem	AT	Getting Things Done
July 20	Listening: following directions	SU	Comprehending Instructions
August 19	Understanding a diagnosis by a doctor	AT	Comprehending Information

# Understanding an Introduction Made by a Friend

AT

**Module Topic:** Socializing with Friends

**CLB Level:** 3

**Competency Area:** Interacting with Others

**Criteria:** Identifies basic openings and closings\* (#1, 7); Identifies level of formality (#2); Identifies relationships\* (#3); Identifies courtesy expressions (#4); Identifies factual details (#5, 6)

**Name:** Kim Lee

**Date:** January 19

**Instructions:** Listen to Sandra on the recording. Imagine you are Tara. Answer the questions.

1. How were you greeted?

a. Oh, hi Tara! ✓

b. Hey Tara!

c. Hello Tara.

d. Oh Tara hi!

2. Did Sandra speak casually (easily and relaxed) or formally (very politely and carefully)?

a. Casually (easily and relaxed)

b. Formally (very politely and carefully) ✗

3. What is the relationship between Sandra and Bob?

a. Sandra and Bob are married.

b. Sandra and Bob are good friends. ✗

c. Sandra and Bob are co-workers.

d. Sandra and Bob just met today.

4. What does Sandra say for the introduction?

a. Bob, meet Tara.

b. Bob, I would like you to meet Tara.

c. Bob, this is Tara. ✓

d. Bob, it's Tara.

5. Where does Sandra work?

a. In a coffee shop

b. In an office ✓

c. In her daughter's school

d. In a store

6. Why is Sandra not working now?

a. She is out with Bob. ✗

b. She is out shopping.

c. She is going to her daughter's school.

d. She is on a coffee break.

7. How did the conversation end?

a. See you later!

b. I had better get back to work.

c. See you very soon. ✓

d. Bye for now!

**Success = 5/7 including \* criteria**

**Your Score:**

**4/7**

*You did well on getting the opening and closing. For the relationships, listen for clues during the introduction. Sandra said she and Bob "work together." Practise introducing people you know. The words you use are the clues to listen for in an introduction.*

# Listening to Instructions for Sorting Waste

AT

**Module Topic:** Caring for the Environment

**CLB Level:** 3

**Competency Area:** Comprehending Instructions

**Criteria:** Gets the gist (#1, 2); Identifies words and phrases for movement and location\* (#6, 7); Identifies connecting words related to time (#3, 4, 5); Identifies factual details\* (#8, 9, 10 – must get 2/3 ✓)

**Name:** Kim Lee

**Date:** February 23

**Instructions:** Listen to the conversation. Answer the questions.

1. What does the mom need help with?  
a. doing the dishes      b. sorting waste      c. putting things away ✗
2. Where do you think the party was?  
a. at the son's home      b. at a restaurant      c. at the mother's home ✓
3. When does the mom say she needs help?  
a. before her son leaves ✓      b. when her son leaves      c. after her son leaves
4. What should Oscar do first?  
a. rinse the glass bottles      b. scrape the plates ✓      c. throw out the gift wrap
5. When should Oscar sort the blue bin items?  
a. after sorting the green bin items ✓      b. after sorting the garbage items      c. before sorting the green bin items
6. Where should Oscar put the food waste?  
a. into the green bin      b. into the blue bin ✗      c. next to the green bin
7. What should Oscar do with the wrapping paper? Circle one word in each column to make a sentence.  
Put it ✓      on ✗      the garbage.  
Throw it      in      the recycling. ✗  
Place it      with      the blue bin.
8. What goes in the blue bin?  
a. bones and napkins      b. gift wrap and food waste      c. pop cans and juice bottles ✓
9. Which item can't be recycled?  
a. juice bottles      b. gift wrap      c. plastic cups ✗
10. Which item will the mom reuse?  
a. the gift wrap      b. the glass bottles      c. the plastic cups ✓

Success = 9/12 including \* criteria

Your Score: **7/12**

*You did well with time words! For location words, you are confusing the “i” and “o” sounds – “into” and “onto”. You can try this short YouTube video to see and hear “into” and “onto”: [\(4:47\) ● On vs ONTO - IN vs INTO - Prepositions - ON and IN versus Onto and Into - British Pronunciation - YouTube](#). Try to listen and repeat just the words “into” and “onto.”*

# Listening to a Store Commercial

AT

Module Topic: Grocery Shopping

CLB Level: 3

Competency Area: Comprehending Information

Name: Kim Lee

Date: March 23

**Instructions:** Listen and answer the questions.

Success	Your score
6 out of 8 Including * criteria	6 / 8

- **Gets the gist\* (must get 1/2 ✓)**

1. What is the listening about?

- a. a big family    b. a grocery store ✓    c. reward points

- **Identifies factual details\* (must get 3/4 ✓)**

2. What is the name of the store?

- a. Special Sales    b. Buy and Save ✓    c. Big Family

- **Identifies key words**

3. What does the commercial say is great about the store?

- a. food ✗    b. prices    c. reward points

4. With sales and reward points, you can get things \_\_\_\_\_.

- a. free    b. cheap ✗    c. on sale

- **Identifies factual details\* (must get 3/4 ✓)**

5. What type of sale is happening this week?

- a. 20% off    b. half off    c. buy one, get one free ✓

6. What can shoppers get with reward points?

- a. free gas ✓    b. money back    c. 50% off food

7. The store cashiers are \_\_\_\_\_.

- a. efficient    b. fast    c. friendly ✓

- **Gets the gist\* (must get 1/2 ✓)**

8. What is ONE reason you would shop at this store. Write 2 or 3 words.

good food great price ✓

**Module Topic:** Employment: Making Requests at Work

**CLB Level:** 3

**Competency Area:** Getting Things Done

**Criteria:** In each conversation: identifies relationships (#1); identifies expressions related to requests/ persuasion (#2, 3); identifies key details (#4, 5, 6)

**Name:** Kim Lee

**Date:** April 20

**Instructions:** Listen to each conversation. Circle the correct answer.

## Conversation 1

1. Who is Tom talking to?

- a. a co-worker    b. a supervisor **X**    c. a friend

*What clues help you know who someone is talking to? Talk about clues with your partner.*

2. Tom says, "Do you have a minute?" What does he mean?

- a. What time is it? **X**    b. Do you have a watch?    c. Do you have time to talk to me?

3. How does Tom introduce the request?

- a. I have a favour to ask you.  
b. Can you do me a big favour? **✓**  
c. Can I ask you something?

*Find a classmate who got #2 correct and ask the meaning.*

4. What is Tom's request?

- a. He wants Mala to switch shifts with him.  
b. He wants Mala to open for him tomorrow.  
c. He wants Mala to close for him tomorrow. **✓**

5. What is Tom's reason for the request?

- a. He needs to pick up his wife. **✓**  
b. He needs to pick up his brother.  
c. He needs to help at the airport.

6. Mala agrees to Tom's request.

- a. True **X**    b. False

**Conversation 2**

1. Who is Sam talking to?
  - a. a co-worker
  - ☒ b. a supervisor
  - c. a friend
  
2. How does Sam get Lucia's attention?
  - a. Is this a good time?
  - b. Do you have a minute?
  - ☒ c. Can I ask you something?
  
3. How does Sam introduce the request?
  - a. Can you help me with something?
  - b. Can I ask you something?
  - ☒ c. I have something I wanted to ask you.
  
4. What is Sam's request?
  - a. He wants a one-week vacation.
  - ☒ b. He wants a two-week vacation.
  - c. He wants a two-month vacation.
  
5. What is Sam's reason for his request?
  - a. He wants to travel to Mexico.
  - b. He wants to travel with a friend.
  - ☒ c. He wants to spend time with his parents.
  
6. What does Lucia say?
  - ☒ a. Yes
  - b. No

# Understanding an Introduction from a Child's Teacher

AT

**Module Topic:** A Child's Education

**CLB Level:** 3

**Competency Area:** Interacting with Others

**Name:** Kim Lee

**Date:** May 26

**Instructions:** You are Marco's parents. Listen to the recording. Then answer the questions.

- **Identifies basic openings**

1. How were you greeted?

- a. Hello! ✓ b. Hi! c. How are you? d. Hey there!

- **Identifies level of formality\***

2. Did the teacher speak casually like a friend or formally like a professional?

- a. Casually like a friend b. Formally like a professional ✓

- **Identifies polite expressions**

3. What polite expressions did you hear?

- a. Nice meeting you.  
b. I'm happy to see you.  
c. It's nice to meet you. ✓  
d. It's great to see you.

- **Identifies factual details\*** (must get 2/3 ✓)

4. What did the teacher suggest you should do? Choose 2.

- a. Read some information.  
b. Look around the classroom. ✓  
c. Wait for a few minutes.  
d. Look at your son's work. ✓  
e. Clean up your son's desk.

5. What should you do after the teacher stops talking?

- a. Get to know your son's class b. Talk to the teacher ✗

Success = 5/6 including \* criteria

5/6

*Talk to your reflection partner  
about question 5.*



# Dealing with a Plumbing Problem

AT

**Module Topic:** Dealing with Household Problems

**CLB Level:** 3

**Competency Area:** Getting Things Done

**Criteria:** Gets the main idea (#1); identifies relationship (#2); identifies details\* (#4, 5, 6, 8 – must get 3/4 ✓); identifies common expressions (#3, 7)

**Name:** Kim Lee

**Date:** June 28

**Instructions:** Ester is having a problem in her apartment. Watch the video. Answer the questions. You will see the video two times.

1. What is Ester's problem?  
a. The kitchen faucet is broken. ☐ b. A pipe is leaking. ☒ c. There is no water. ☐
2. Who is the man that came to Ester's apartment?  
a. Her landlord. ☒ b. Her friend. ☐ c. A plumber. ☐
3. The man says "that's that." What does he mean?  
a. That's the end. ☐ b. That's the problem. ☒ c. That's not a problem. ☐
4. Can the man fix the problem?  
a. Yes ☐ b. No ☒ c. He doesn't know ☐
5. Who is the man going to call?  
a. A plumber ☒ b. A pipe fitter ☐ c. Building maintenance ☐
6. What did the man have to do?  
a. Turn on the main shutoff valve ☐ b. Get his tools ☐ c. Turn off the hot water ☒
7. The man says, "I'm afraid so." What does he mean?  
a. I'm sorry it's true ☐ b. I'm scared of the problem ☒ c. I'm feeling so so ☐
8. When should the problem be fixed?  
a. Tomorrow afternoon ☐ b. Later ☐ c. Tomorrow morning ☒

Success = 6/8 including \* criteria

6/8

*We will do more work in class on understanding the meaning of new words and phrases. Go back to your lesson notes and review the new words we learned. Can you find the answers to #3 and 7?*

# Listening: Following Directions

SU

**Module Topic:** Getting Around the City

**CLB Level:** 3

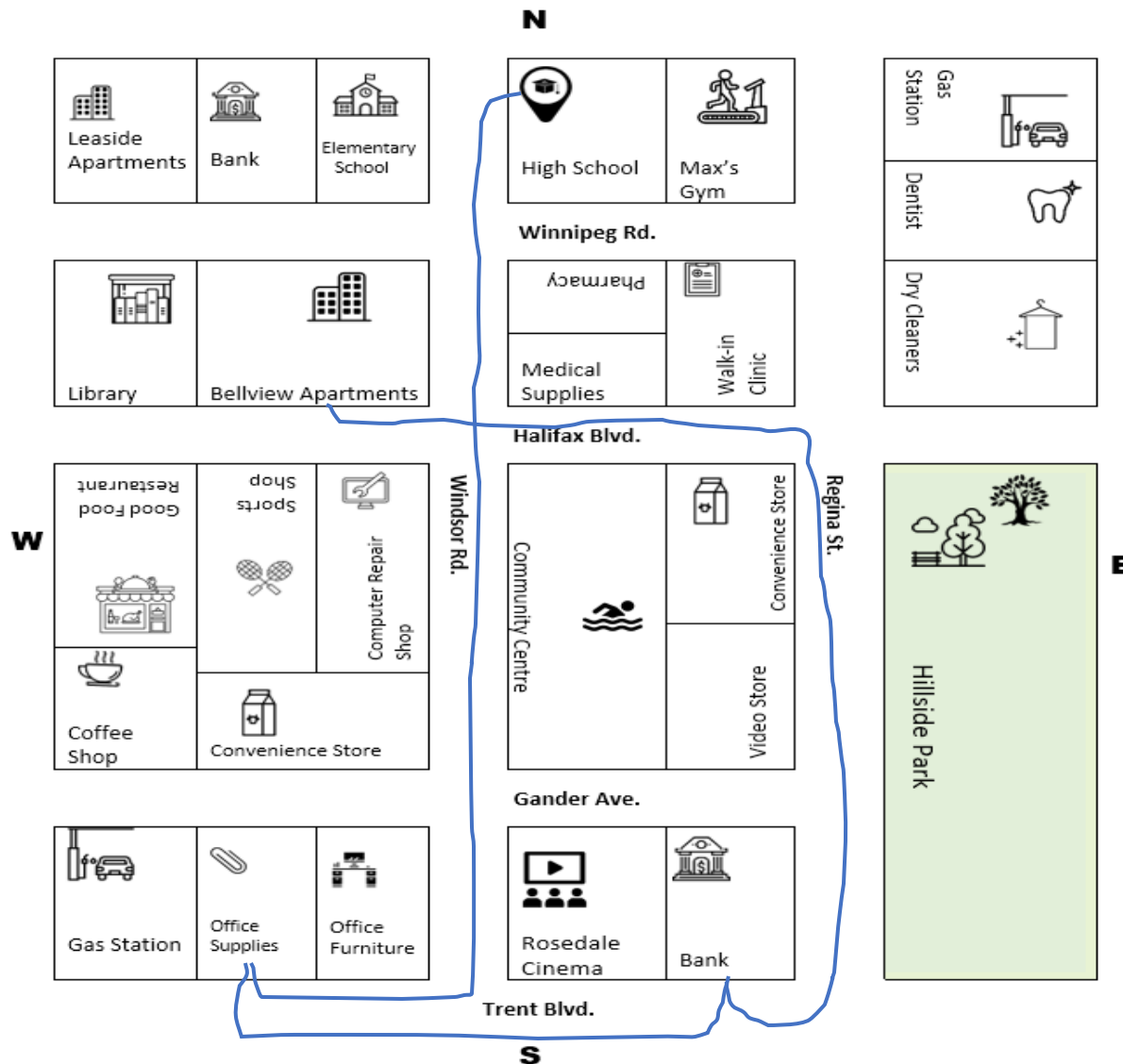
**Competency Area:** Comprehending Instructions

**Criteria:** Identifies words and phrases for movement and location; identifies factual details; responds with actions.

Name: Kim Lee

Date: July 20

**Instructions:** Listen to the directions from your partner. Draw a line on the map to follow along. Answer the questions.



Your partner will ask questions. Write your answers here.

1. a. haf ✓  
b. office supplies ✓
2. a. Est ✓  
b. Bank ✓
3. a. Windsor ✓  
b. Bellview ✓

# Understanding a Diagnosis by a Doctor

AT

**Module Topic:** At the Walk-In Clinic

**CLB Level:** 3

**Competency Area:** Comprehending Information

**Criteria:** Gets the gist (#1); Identifies key words\* (#2, 3, 5 – must get 2/3 ✓); Identifies factual details\* (#4, 6, 7 – must get 2/3 ✓)

**Name:** Kim Lee

**Date:** August 19

**Instructions:** Listen to the recording. Answer the questions.

1. What is the doctor talking about?  
a. Iron supplements      b. Ways to relax      **c. Health tests** ~~✗~~      d. Your health problem
2. What are you low on? iron ✓
3. What will the doctor order? blood test ✓
4. What are 3 signs of iron deficiency? Draw lines to match the words on the left to the words on the right.

sometimes	<del>cold feet</del> ✓
usually	dizzy ✓
always	tired ✓

5. What does the doctor say you need to take?  
a. **An iron supplement** ✓      b. An iron treatment      c. An iron deficiency
6. When should you start taking it?  
a. Next week      b. In a week      c. Tomorrow      **d. Today** ✓
7. How long before you feel better?  
**a. In a week** ✓      b. Tomorrow      c. Today      d. Right away

Success = 7/9 including \* criteria

8/9

*Question 1 is about getting the gist. Remember “gist” is in general. “Tests” are specific. The doctor talked about more than tests. Go back to your lesson on gist. Look at the answers to #1 again. Which answer is more general?*



# Speaking

## Skill-Using and Assessment Tasks

## Portfolio Inventory (CLB 3 Speaking)

Date	Real World Task		Competency Area
January 21	Engaging in small talk conversations	SU	Interacting with Others
February 15	Explaining how to sort waste	AT	Giving Instructions
March 28	Returning a grocery item: role-play	SU	Getting Things Done
April 22	Making requests at work and giving reasons	AT	Getting Things Done
May 19	Parent-teacher role play	AT	Sharing Information
June 21	Updating a friend about an apartment	SU	Interacting with Others
July 14	Asking for days off	O	Getting Things Done
July 27	Getting to the hospital- giving directions	SU	Giving Instructions
August 23	Describing problems to the doctor	AT	Sharing Information

**Module Topic:** Socializing with Friends

**CLB Level:** 3

**Competency Area:** Interacting with Others

**Instructions:** You see your friend on the street. Greet your friend and have a short small talk conversation. Ask your friend some simple questions.

**Name of speaker:** Kim Lee **Date:** January 21

**Peer:** Ahmed Hassan

## Peer Feedback Checklist

### Your classmate:

- Used a good expression to open the conversation.
- Asked the other person a question.
- Answered the other person's questions.
- Ended the conversation using good expressions.
- Spoke clearly. You could understand.

**Yes** ✓

**No** ✓



### Instructor Comments

*You did a great job of answering your friend's questions. You asked how your friend is (which is good) but next time, try asking some other questions to keep the conversation going. For example, ask about their children or their work or anything else that is important to them.*

*For practise, write 2 questions you can ask to keep someone talking.*

**Module Topic:** Caring for the Environment

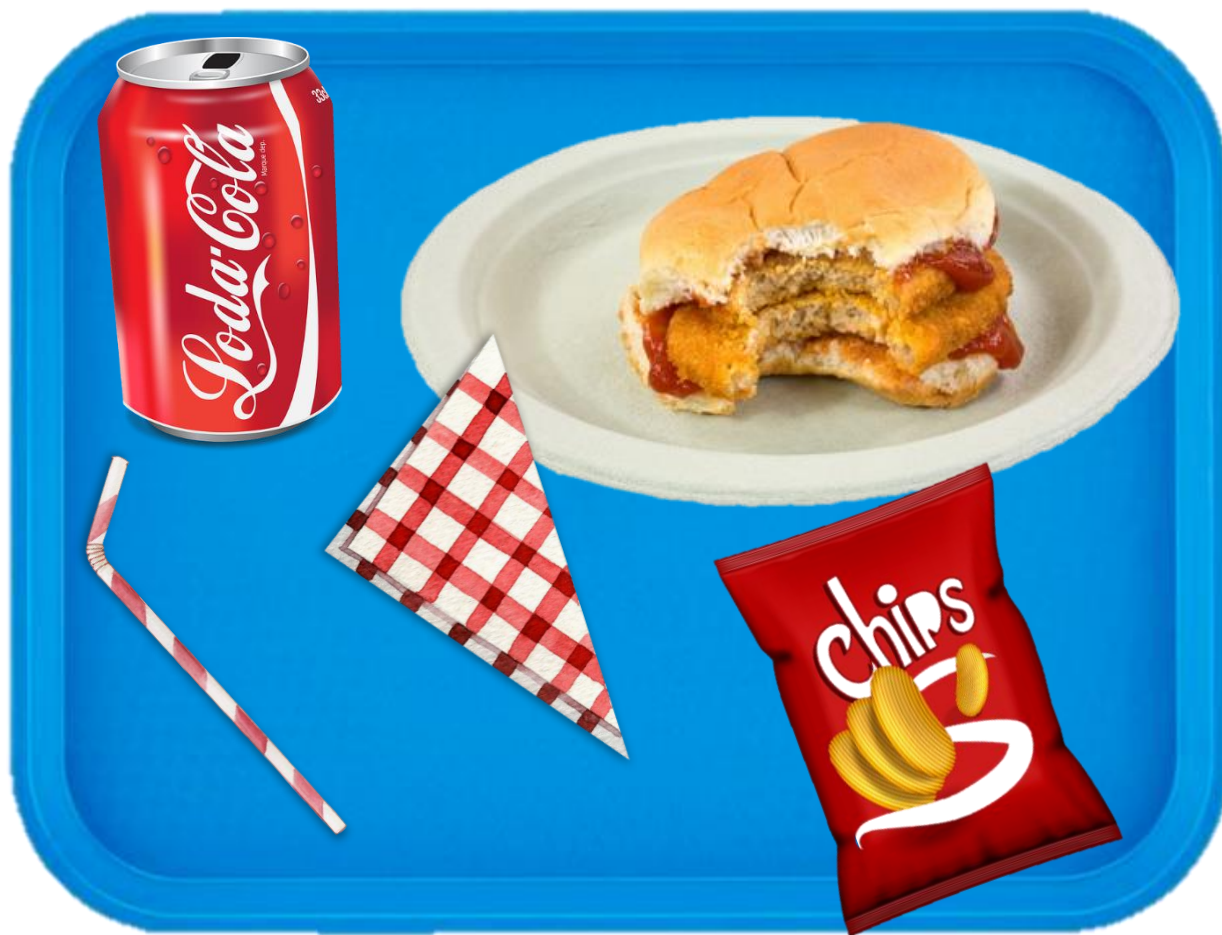
**CLB Level:** 3

**Competency Area:** Giving Instructions

**Name:** Kim Lee

**Date:** February 15

**Instructions:** Look at the picture. Name at least **3-4** items on the tray. Try to say what the items are made from. Give instructions on where to put them.




Module Topic: Caring for the Environment

CLB Level: 3

Competency Area: Giving Instructions

Name: Kim Lee

Date: February 15

SPEAKING:	Meets Expectations	Not Yet
<b>*Overall:</b> Speaks clearly. Listener could understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary:</b> Names 3 to 4 items on the tray (including what some are made from, e.g., Styrofoam, plastic)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>*Instructions:</b> Says where to put each item (green bin, blue bin, garbage/ black bin).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Grammar Focus:</b> Uses action words for instructions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 3 out of 4 criteria including Overall and Instructions. Your score <b>3/4</b>		
<b>Doing well:</b>  <i>You were able to correctly name most of the items on the tray and where to put them. Great job!</i>	<b>Next time:</b>  <i>Remember not to use “you” at the beginning of a sentence with an imperative verb. We say “<u>Put</u> the straw ____.” You can practise giving simple instructions in English to your children! For example, “Put away your clothes. Eat your vegetables.”</i> 	



## Returning a Grocery Item: Role-play

SU

**Module Topic:** Grocery Shopping

**CLB Level:** 3

**Competency Area:** Getting Things Done

**Instructions:** Respond to the Manager's greeting and answer the questions.

### Peer Feedback: Returning an Item to the Grocery Store

**Speaker:** Kim Lee

CLB 3

**Peer:** Maria Perez

**Date:** March 28

**Put a check ✓**



Answers the manager's questions correctly.



Uses a polite expression to ask for the return.

*You sound confident!*



Uses good vocabulary to describe the problem with the grocery item.



Uses simple sentences.

Were the answers clear? Could you understand? Check ✓ one



YES



NEEDS WORK

# Making Requests at Work and Giving Reasons

AT

**Module Topic:** Interacting at Work

**CLB Level:** 3

**Competency Area:** Getting Things Done

**Name:** Kim Lee

**Date:** April 22

**Instructions:** You work in a store. Your teacher is your supervisor. Ask your supervisor if you can leave at 2:00 on Monday. Your child has a doctor's appointment. Remember to include the reason for the request

SPEAKING:		Meets Expectations	Not Yet
*Overall: Request is clear and can be understood.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Uses a polite expression to make a simple request.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gives a reason for the request with some basic details.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Uses short, simple sentences.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pronunciation is adequate.		<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TASK SUCCESS:</b> Meets 4 out of 5 criteria, including starred (*) items. <b>Score 3/5</b>			
<b>Doing well:</b>  <i>You used a polite expression when you asked to leave early and you gave the reason- Well done!</i>		<b>Next time:</b>  <i>Your request was a bit difficult to understand because of the stress you put on some words. Remember from our pronunciation lesson that when a word has 2 or more syllables in English, one syllable is usually stressed more than the other(s). Look at words that have 2 or more syllables in English in your notes from class. Practise saying them with a partner.</i>	

**Module Topic:** A Child's Education

**CLB Level:** 3

**Competency Area:** Sharing Information

**Name:** Kim Lee

**Date:** May 19

**Instructions:** You are meeting your child's teacher. Respond to the teacher's greeting and answer the questions.

Speaking		
*Overall: The information was clear. The listener could understand.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<b>Meets Expectations</b>	<b>Not Yet</b>
Responds politely to greeting and closing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Gives basic information about the child by answering the teacher's questions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
*Tells the teacher what they will do to help the child	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses short sentences correctly to answer the questions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pronunciation is understandable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> 5/6 including starred (*) items.		<b>Your score:</b> 4 ½ /6
<b>Comments:</b> <p>You greeted the teacher using an appropriate expression. You were able to answer most of the teacher's questions and say your plans to help. For next time, remember to use only 1 subject for sentences. Either My child likes or He likes, not My child he likes... Go back to our lesson on simple sentences and review SVO.</p>		

## Updating a Friend about an Apartment

SU

**Module Topic:** Dealing with Household Problems

**CLB Level:** 3

**Competency Area:** Interacting with Others

**Name:** Kim Lee

**Date:** June 21

**Instructions:** You meet your friend when you are out shopping. Tell your friend about your new apartment. Talk about a problem you had.



**Module Topic:** Dealing with Household Problems

**CLB Level:** 3

**Competency Area:** Interacting with Others

**Peer Feedback:** Listen to your classmate update a friend about a new apartment and a problem she had. Give feedback to your classmate.

**Name of speaker:** Kim Lee

**Peer:** Nikolai Bartok

**Date:** June 21

Peer Feedback Checklist	Yes ✓	No ✓
<b>Your classmate:</b>		
• Responded to the greeting and asked about the other person	✓	
• Answered the friend's questions	✓	
• Used simple sentences to describe the problem and what s/he did about it	✓	
• Ended the conversation appropriately	✓	
• Spoke clearly.	✓	
<b>Teacher Comments</b> <i>Continue working on speaking in sentences. Practice subject-verb-object.</i>		

Name Kim Lee Date July 14

### Speaking Task Observation

Task Observed: Asked to have Friday and Monday off school for a family visit

#### SPEAKING III Getting Things Done – Making Requests

- ☒ Yes ☐ No You used appropriate polite words and phrases.
- ☒ Yes ☐ No You spoke in simple sentences and made simple questions.
- ~~☐ Yes ☐ No You repeated yourself to explain when needed.~~
- ☒ Yes ☐ No You used appropriate simple words and expressions.
- ☒ Yes ☐ No You gave some basic details.

Comments: You asked politely and gave a good reason. Enjoy your visit!

# Getting to the Hospital

SU

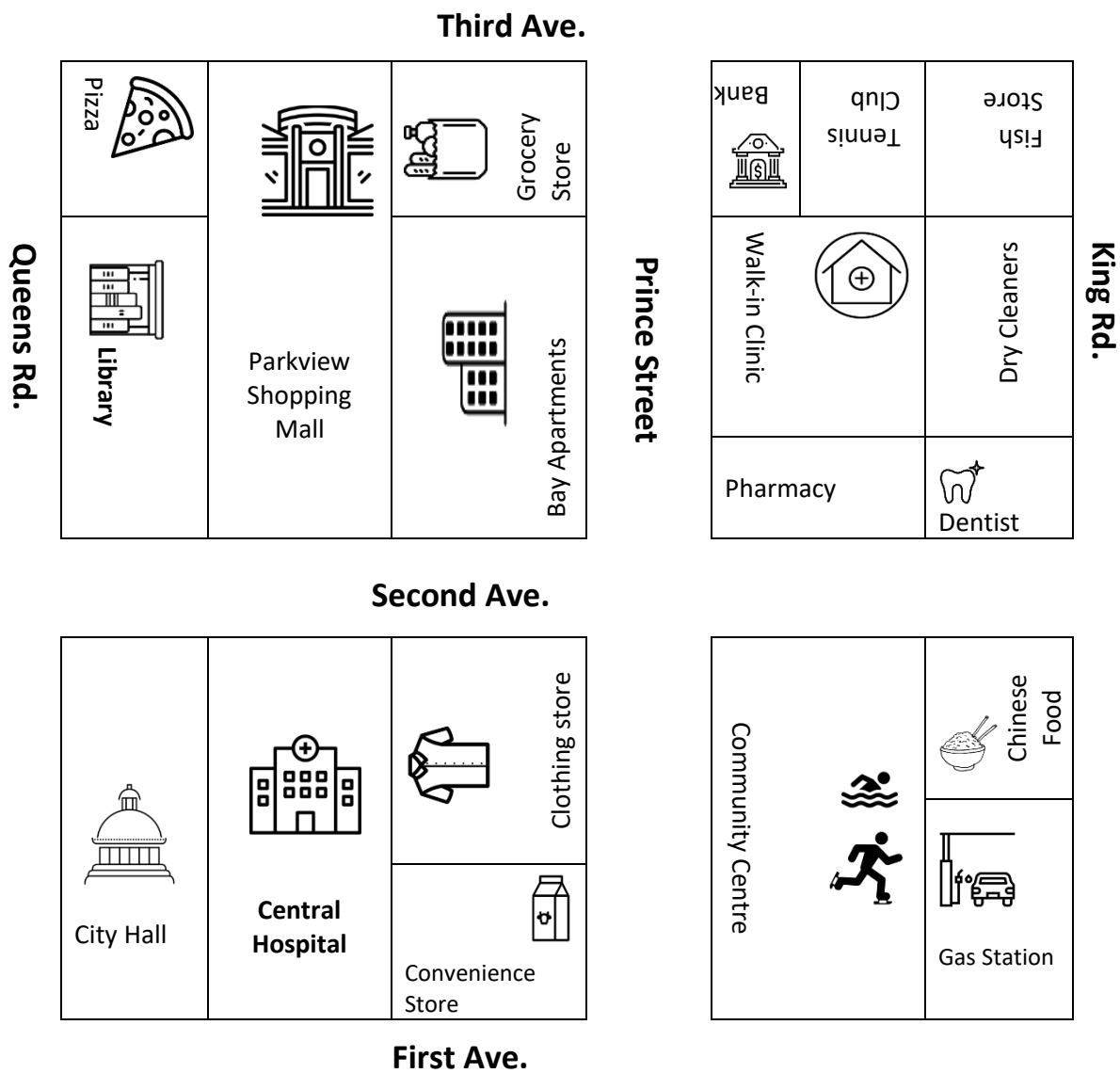
**Module Topic:** Getting Around the City

**CLB Level:** 3

**Competency Area:** Comprehending Instructions

## Instructions:

1. Look at the map. Tell your partner how to get from the library to Central Hospital.
2. Describe the location of Central Hospital.



**Peer Feedback:** Listen to your classmate give directions to Central Hospital and describe its location to. Give feedback to your classmate.

Name of speaker: Kim Lee Date: July 27  
 Peer: Marta Sanchez

### Peer Feedback Checklist

#### Your classmate:

- |  | Yes ✓                               | No ✓                                |
|--|-------------------------------------|-------------------------------------|
| • Used prepositions ( <i>on, next to, beside, between</i> ) to describe locations. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • Used phrases (like <i>go north, south, east, west on...</i> ) for directions.    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • Spoke clearly. You could understand.   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • The directions were clear and easy to follow.                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

#### Instructor Comments

*Please review your notes on using prepositions. For more practice using prepositions, try describing locations of places in the school with a classmate.*



## Describing Problems to the Doctor

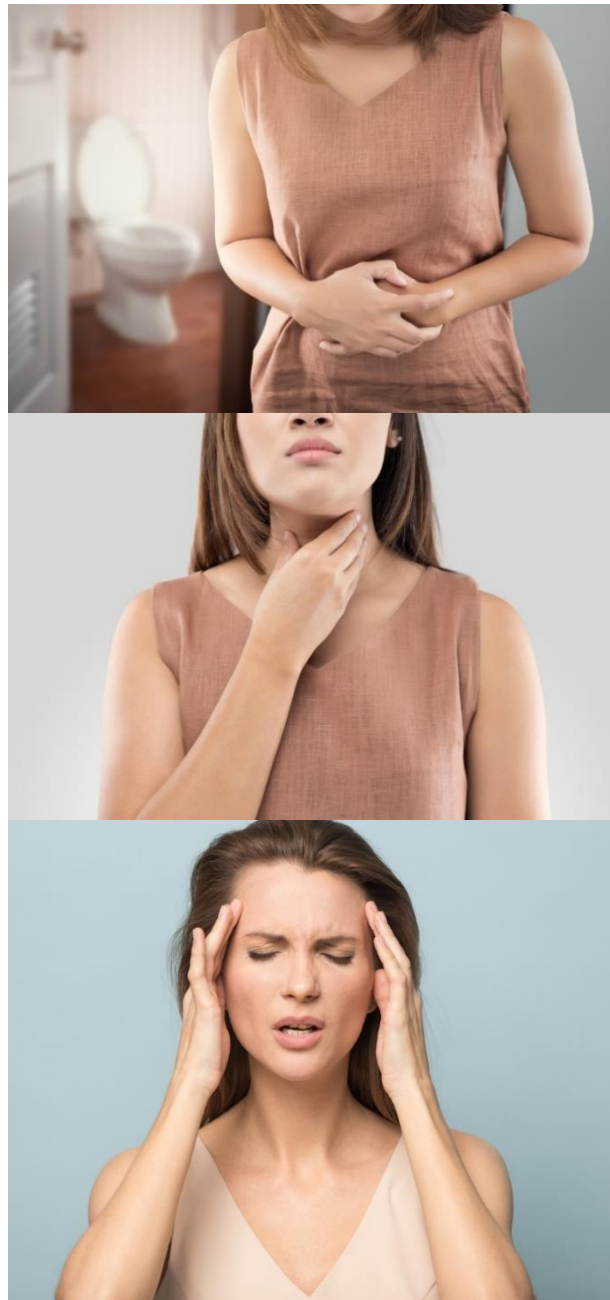
AT

**Module Topic:** At the Walk-in Clinic

**Competency Area:** Sharing Information

**CLB Level:** 3

**Instructions:** Look at the pictures. You will have a conversation with the doctor. Describe your problems and answer the doctor's questions.



Module Topic: At the Walk-in Clinic

CLB Level: 3

Competency Area: Sharing Information

Name: Kim LeeDate: August 23**Speaking Task**Overall: The doctor can understand your answers. ☒ Yes ☐ No

Analytic:

Meets  
Expectations

Not Yet

- | Analytic:   | Meets<br>Expectations               | Not Yet                             |
|---|-------------------------------------|-------------------------------------|
| • Answers simple questions from the doctor.             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • Expresses some feelings.                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • Uses appropriate vocabulary to describe the problems. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • Speaks in short sentences.                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • Pronunciation is understandable.                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

TASK SUCCESS: ☒ in Overall and Answers simple questions, and 4/5 in AnalyticYour score: Overall: ☒ Answers simple questions: ☒ Analytic criteria: **3/5**

*You told the doctor how you were feeling which is great and your pronunciation is getting better.*

*You had some difficulties telling the doctor what the problems are. Remember you can say "I have a headache", or "my head hurts" and not "I have a head hurt".*

*The Learning Chocolate website we looked at in class has some activities that you could practise on your own. (Search: Health Problems and Basic Pains).*



# Reading

## Skill-Using and Assessment Tasks

## Portfolio Inventory (CLB 3 Reading)

Date	Real World Task		Competency Area
January 26	Reading a postcard from a friend	AT	Interacting with Others
February 25	Reading about an event to help the environment	AT	Comprehending Instructions
March 30	Understanding text messages (from a family member about groceries)	AT	Interacting with Others
April 27	Reading a notice at work	AT	Comprehending Instructions
May 27	Reading an email from a child's school	SU	Comprehending Information
June 30	Reading a notice from a landlord	AT	Getting Things Done
July 22	Reading: Getting around Vancouver	AT	Comprehending Information
August 30	Choosing a Walk-in clinic	SU	Getting Things Done

## Reading a Postcard from a Friend

AT

**Module Topic:** Socializing with Friends

**CLB Level:** 3

**Competency Area:** Interacting with Others

**Name:** Kim Lee

**Date:** January 26

**Instructions:** You are Brad. Your friend is on vacation. Read the postcard. Answer the questions.

<p>Dear Brad,</p> <p>I am having a wonderful time on my trip to France. The weather has been fantastic - cool and sunny - and I have seen all the amazing sites.</p> <p>Went to the Eiffel Tower yesterday, and took a boat trip on the Seine River.</p> <p>Today, I am going to visit the Louvre and see the Mona Lisa. Hope she smiles at me!</p> <p>See you soon,</p> <p>Your friend Tom</p>	<p>Mr. Brad Johnson</p> <p>3579 Milky Way Ave.</p> <p>Rockton, AB</p> <p>POSTAL CODE</p>
---	--

- **Gets the gist**

1. What is the postcard about?

a. the weather

b. sites to see

c. a tourist trip

d. yesterday

- **Identifies factual details\* (must get 3/4 ✓)**

2. Who is writing?

a. Johnson

b. Mona Lisa

c. Brad

d. Tom

3. Where is the postcard sent from?

a. France ✓

b. the Eiffel Tower

c. the Seine

d. Rockton

4. Name 2 things your friend did.

Went to the Eiffel Tower yesterday ✓

Took a boat trip on the Seine River ✓

5. Is your friend having fun?

Yes ✓

No

How do you know?

I am having a wonderful time ✓

- **Guesses the meaning of new words**

6. What does "sites" mean in "I have seen all the amazing sites"?

a. seeing

b. places ✓

c. people

d. weather

Success = 6/8 including \* criteria

7/8

*Look at the lesson on getting the gist. Which of the answers are general and which are specific? The gist will be a general answer. Check your answer with a classmate.*

**Module Topic:** Caring for the Environment

**CLB Level:** 3

**Competency Area:** Comprehending Instructions

**Name:** Kim Lee

**Date:** February 25

**Instructions:** Read the notice. Answer the questions.

## Sandy Banks Park

You can help the environment! ✗

Our next tree planting day is **Saturday, June 4, from 9:00 am – 4:00 pm.**

Come to the parking lot. Please dress for the weather.

Bring gloves, a sun hat and a rain jacket. ✓

Bring water and snacks. Wear comfortable, sturdy shoes. ✓

We will teach you to plant a tree!



**- Gets the gist**

1. What is the notice about?

- a. How to pack for the day
- b. How to plant a tree
- c. How to join in tree planting event ✓
- d. How to dress

**- Identifies factual details\* (must get 2/3 ✓)**

2. What day should you go? Saturday ✓

3. What time should you go? 9:00 am ✓

4. Where should you go?

- a. To the environment
- b. To the tree planting
- c. To the trees
- d. To the parking lot ✓

- Recognizes common words and phrases for instructions\*

5. Underline all the instruction words in the notice. There are 4.

- Guesses the meaning of new words

6. What does “sturdy” mean in “comfortable, sturdy shoes”?

a. strong



b. new

c. plain

d. expensive

Success = 7/9 including \* criteria

8/9

*You did well on getting the gist this time! For instruction words, remember to look for the verb at the beginning of a sentence. Find the instruction word you missed.*



# Understanding Text Messages

AT

**Module Topic:** Grocery Shopping


**CLB Level:** 3

**Competency Area:** Interacting with Others

**Name:** Kim Lee

**Date:** March 30

**Instructions:** You get some texts (on the left). Read them and answer the questions.



**Family Chat**

Hey! I'm at the grocery store. Can you check the milk? Do I need to buy more?

Thanks. Also, what's that dessert you want? I can look for it while I'm here.

Can you also check the toilet paper? There's a sale on. Should I get some?

OK. Got it. I'm heading to the cashier. I'll be home in about 20 minutes. Please warm up the oven so it's ready for me.

Yes, we're almost out.

Chocolate chip cookies please.

No, we have enough.

OK

- Identifies factual details\* (must get 3/4 ✓)

1. Who is texting? ✓

- a. A family member b. Your friend  
c. A new person, you don't know d. Your neighbor

2. Where is the person? grocery store ✓

- Gets the gist

3. What are the texts about? ✗

- a. The grocery store b. Asking what to buy  
c. A sale d. Turning on the oven

- Identifies factual details\* (must get 3/4 ✓)

4. What does the person ask you to check for? milk toilet paper ✓ ✓

5. What will the person look for while they are there? desert you want ✓

- Guesses the meaning of words

6. What does "warm up" mean in "Please warm up the oven"?

- a. clean b. cook dinner c. check ✗ d. turn on

4/6

Success = 5/6 including \* criteria

*You are still having problems with getting the gist. Come to my desk and I will give you some exercises for more practice.*

**Module Topic:** Interacting at Work

**CLB Level:** 3

**Competency Area:** Comprehending Instructions

**Name:** Kim Lee

**Date:** April 27

**Instructions:** Read the notice. Answer the questions.



## Procedures for Closing

### Kitchen Staff

- First, turn off the ovens!
- Next, cover all food and put it in the refrigerator.
- Clean and put away all the pots, pans, and dishes.
- Wipe the countertops and all appliances.
- Last, turn off the lights.

You cannot leave until the shift supervisor checks your work.

- **Gets the gist**

1. What kind of business is this?

- a. a store    b. a restaurant ✓    c. a cleaning company

2. Who is this notice for?

- a. Jane    b. Shift supervisors    c. people who work in the kitchen ✓

- **Recognizes common words and phrases for instructions\* (must get 5/7 ✓)**

3. Underline all the instruction words in the notice. There are 7.

- **Identifies sequence signals\* (must get 3/3 ✓)**

4. Circle the words in the notice that tell you *the order* of the instructions. There are 3.

- **Gets the meaning of new words**

5. What does "procedures" mean in "Procedures for Closing"?

- b. rules ✗    b. directions    c. suggestions    d. ideas

Success = 10/13 including \* criteria    **12/13**

*You really studied the instruction and sequence words!*

*Look up the different words in #5. Which is the correct word? Please correct #5 and show me.*

**Module Topic:** A Child's Education

**CLB Level:** 3

**Competency Area:** Comprehending Information

**Criteria:** Gets the gist (#1); identifies who, what, when, where (#2, 3, 4, 5, 6); Identifies other key information (#7, 8); Gets the meaning of words (#9)

**Name:** Kim Lee

**Date:** May 27

**Instructions:** Read the email from a child's school. Answer the questions.



## Email

Dear parents,

Now that winter has arrived, here are some reminders.

First, please make sure your child has proper winter clothing for outside play. On most days the children will be outside for recess, unless it is -20°C or colder.

Also, we do allow children to build snow forts, but for safety reasons, they cannot have a roof. Children are also not allowed to throw snow or ice. Thank you for speaking to your child about these rules.

I am sure that we will have a safe and fun winter.

Sincerely,

Mr. Alomar

Principal

1. What is the email about?

- a. Problems at the school
- b. Things to remember in winter ✓
- c. How to have fun at school

2. Who sent the email? Mr Alomar ✓
3. Where do the children go at recess? outside ✓
4. What do the children need at recess? winter clothing for outside play ✓
5. Write the 2 rules for the children from the email:
   
they cannot have a roof ✓
   
they not allowed to throw snow and ice ✓
6. Who needs to speak to the children about the rules?
  - a. The principal ✗
  - b. teachers
  - c. parents
7. What happens if it is -20°C or colder?
  - a. The children will need to wear extra clothing. ✗
  - b. The children will stay inside at recess.
  - c. The children will go outside.
8. What is the reason snow forts cannot have a roof?
  - a. They are not safe. ✓
  - b. Roofs take too long to build.
  - c. Teachers don't like them.
9. What does "proper" mean in "make sure your child has proper winter clothing"?
  - a. new clothing
  - b. matching clothing
  - c. warm clothing ✓

*Compare your answers with your peer assessment classmate. Talk about the answers you each got right and wrong.*

## Reading a Notice from a Landlord

AT

**Module Topic:** Dealing with Household Problems

**CLB Level:** 3

**Competency Area:** Getting Things Done

**Criteria:** Get main idea\* (#1); identify layout (#2, 3); identify specific information\* (#4, 5); interpret graphics (#6)

**NAME** Kim Lee

**DATE** June 30

**Instructions:** Read a notice from a landlord and answer the questions. Spelling and grammar are not marked.

### NOTICE

Please note that the water will be shut off in the building on:



**Thursday, July 24<sup>th</sup>**  
**from 9:00 a.m. to 3:00 p.m.**

We will be doing maintenance on our water tanks. Please make sure all faucets in your apartment are turned OFF at that time.

If you have any questions, please contact the building management office.

We apologize for any inconvenience.

Building Management  
555-321-8866

1. What is the notice about?

- a. How to contact building managers
- b. Water shut off in the building ✓
- c. New water tanks

2. Where can you find who the notice is from?

- a. At the top of the notice
- b. In the body of the notice
- c. At the bottom of the notice ✓

3. How does the notice show important information? Circle 2 ways.

underlines    **bold** ✓    colour    large words ✗    indented    boxes

4. What do the tenants have to do?

*Please make sure all faucets in your apartment are turned OFF at that time* ✓

5. What number can they call if they have any questions?\*

**555-321-8866** ✓

6. This picture on the notice means

- a. Remember about faucets ✓
- b. Check for dripping water
- c. Call the plumber



Success on this task:	Your score
5 out of 7	<b>6</b> /7
Including * questions	

*Well done! What is the correct answer to #3?*



## Reading: Getting Around the City

AT

**Module Topic:** Getting Around the City

**CLB Level:** 3

**Competency Area:** Comprehending Information

**Criteria:** Identify gist\* (# 1); identify what, when, where (# 2, 3, 4, 5); identify other key information\* (#6, 7, 8, 9 – must get 3/4 ✓); Get the meaning of words (#10, 11)

**Name:** Kim Lee

**Date:** July 22

**Instructions:** Read the text about Getting Around the City. Answer the questions.

1. What is the text about?

- a. Places to see in the City
- b. Transportation in the City ✓
- c. Driving in the City

2. What is there a lot of in the City? traffic ✓

3. When do buses run in the City? 5:00 a.m. until 1:00 a.m. ✓

4. Where are the bike lanes in the City? on roads and parks ✓

5. How long does it take to walk across downtown? 40 minutes ✓

**For questions 6, 7, 8, 9 circle True or False. If False, correct the sentence.**

6. Parking is easy to find in the City. <sup>problem</sup>

T ☒ F ✓

7. There are never new bike lanes in the City. <sup>all the time</sup>

T ☒ F ✓

8. There are many transportation options in the City.

☒ T ✓ F

9. Some transportation also improves your health.

☒ T ✓ F

10. The word "convenient" means \_\_\_\_\_.

- a. fast
- b. cheap
- c. easy ✓

11. The meaning of "frequently" \_\_\_\_\_

- a. very often ✓
- b. very quickly
- c. very freely

**Success = 8/11 including \* questions 11/11**

*Well done! Keep reading every day!*

## Getting Around the City

There is a lot of traffic in the City and finding a parking spot is often a problem. It's best to leave your car at home and use other transportation.



The City has an excellent bus service. Buses come frequently, several times an hour, and run from 5:00 a.m. until 1:00 a.m. The service covers many different routes.



Cycling is a very convenient and fast way to get around the City. More and more people are choosing this form of transportation. The City has many bike lanes on roads and through parks. More bike lanes are created all the time.



The best way to get around the City is on foot. You can walk from one end of downtown to the other in just 40 minutes. Walking is a great way to see the city and improve your health at the same time.

## Choosing a Walk-in Clinic

SU

**Module Topic:** At the Walk-in Clinic

**CLB Level:** 3

**Competency Area:** Getting Things Done

**Criteria:** Identifies layout (#1, 2); Interprets graphics (#3, 4); Finds specific information and key details (#5, 6)

**Name:** Kim Lee

**Date:** August 30

**Instructions:** Read the information about the walk-in clinics. Answer the questions.

1.



### The Health Clinic

Walk-In Clinic and Family Practice

**Monday to Friday 8 - 5**

Female & Male Doctors

Accepting New Family Practice Patients

Located inside Greengrocery Beside Pharmacy 555-234-3123

2.

### Westview Walk-in Clinic

*We provide walk-in care for injuries or illnesses that are not life threatening, such as sprains, minor cuts, minor pain, ear infections, and flu symptoms.*

#### Hours of Operation:

**Monday to Friday: 10:00 am - 8:00 pm**

**Saturday: 10:00 am - 6:00 pm**

**Sunday: 10:00 am - 5:00 pm**

**1204-20<sup>th</sup> Ave. NW**

**Mountview M3V 2W8**

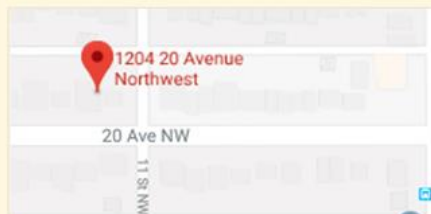
**Just behind the Centennial Auditorium**

**Buses 9, 12, 35**

**Free parking: weekdays after 4:00 pm**

**And weekends**

**Phone (444) 523-0974**



1. Where in the ad can you usually find the type of clinic?

- a. at the top ✓ b. in the body c. at the bottom

2. Where in the ad can you usually find the location of the clinic?

- a. At the top b. In the body c. At the bottom ✓

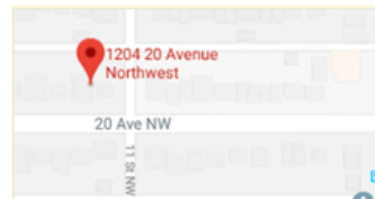
3. What does the red cross mean in the clinic 1 ad?

- a. religion ✗  
b. medical  
c. approved



4. What is this picture in the clinic 2 ad?

- a. Directions to the clinic ✗  
b. An illustration of the location  
c. Where you can park



5. Fill in the details in the table below.

You want:	The Health Clinic	Westview Walk-in Clinic
A clinic that is open on Saturday		✗ ✓
A doctor who speaks Spanish		
A female family doctor	✗ ✓	
A clinic that offers free parking	✗ ✗	✗ ✓
A clinic that is open weekdays at noon	✗ ✓	✗ ✓
A clinic that has an on-site pharmacy	✗ ✓	
A clinic that you can get to on bus #12		✗ ✓
A clinic that is open at 8:30 in the morning	✗ ✓	

6. Which clinic would you choose? Westview Walk-in Clinic  
Circle the reason in the chart that you would choose the clinic.



# Writing

Skill-Using and Assessment Tasks

## Portfolio Inventory (CLB 3 Writing)

Date	Real World Task		Competency Area
January 24	Writing a social media post	AT	Sharing Information
February 16	Writing an invitation to a tree-planting event	SU	Interacting with Others
March 25	Writing a grocery list	SU	Reproducing Information
March 30	Writing a review of a grocery store	SU	Sharing Information
May 20	Copying information from a school calendar	AT	Reproducing Information
June 23	Writing a message to a landlord	AT	Getting Things Done
July 29	Writing an Invitation with directions	AT	Interacting with Others
August 24	Filling out a form at the walk-in clinic	AT	Getting Things Done

## Writing a Social Media Post

AT

**Module Topic:** Socializing with Friends

**Competency Area:** Sharing Information

**CLB Level:** 3

**Name:** Kim Lee

**Date:** January 24

**Instructions:** Look at the picture. Imagine your child is graduating from college or university. Write a short social media post (4 to 5 sentences) describing the picture and how you feel.



### Create post



she is my child. she is graduating. she is 21 years old, her name is anain. today they are very happy in the university party. becaes they are pass the tast.



Add to your post



Post

WRITING: CLB 3 – Writing a Social Media Post		
	Yes	Not Yet
<b>Overall:</b> Post was clear; reader could understand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Describes the picture	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Describes feelings about the event	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shows some control over basic grammar structures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses some simple vocabulary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Some words are spelled correctly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Punctuation and capitalization are mostly correct	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TASK SUCCESS:</b> Yes for “Overall” criterion and 5/6 for other criteria <b>Your score:</b> Overall: Yes <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/> Other criteria: <u>5</u> / 6		
<b>Doing well:</b> <i>You described the picture well and how your daughter is feeling. You used some simple vocabulary in your post. Some words (like name, today, they, very, party) are spelled correctly. Good job!</i>	<b>Next time:</b> <i>Remember to start a sentence with a capital letter and use a capital for names of people. Review your notes on capitalization.</i> <i>End your sentences with a period instead of a comma.</i> <i>There are 2 sentences with incorrect punctuation at the end. Can you find them? Re-write the sentences and show them to me.</i>	



## Writing an Invitation to a Tree-Planting Event

SU

**Module Topic:** Socializing with Friends    **Competency Area:** Interacting with Others    **CLB Level:** 3

**Name:** Kim Lee

**Date:** February 16

**Instructions:** Read the notice. Imagine you want to invite a friend to this event. Write an invitation. Tell your friend about the event, invite them, and close your message appropriately.

### *Sandy Banks Park*

You can help the environment!

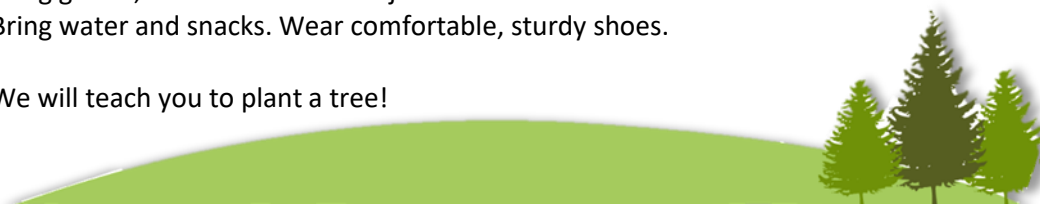
Our next tree planting day is **Saturday, June 4, from 9:00 am – 4:00 pm.**

Come to the parking lot. Please dress for the weather.

Bring gloves, a sun hat and a rain jacket.

Bring water and snacks. Wear comfortable, sturdy shoes.

We will teach you to plant a tree!



New Message

To: tlc@hmail.com

Subject: Planting day.

Hi Helen.

Come with me, to tree planting day, on Saturday, June4, from 9:00am-4:00pm.

Please dress for the wether. Bring gloves, a sun hat, and rain jacket. Bring water and snacks. Wear comfortable sturdy shoes.

Tanks

Kim

SEND

FEEDBACK FORM: Writing an Invitation to a Tree-Planting Event		CLB 3
Name of writer:	Kim Lee	
Date:	February 16	
Check ✓:	<input checked="" type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input checked="" type="checkbox"/> Instructor Assessment	
The message:	Yes	No
Has an opening and closing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Includes the date, time, location of the event	I forget say where we meet	
Date and time are written correctly.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Expressions for the invitation are OK.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Spelling is OK.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capitals and periods are OK.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I understood the invitation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Teacher comments:**

*Be careful of spelling mistakes (weather, comfortable). Use the words in the notice to check. Please review your notes for inviting someone. How can you ask if they have free time to come? Re-write the invitation and show me.*

# Writing a Grocery List

SU

**Module Topic:** Grocery Shopping

**Competency Area:** Reproducing Information

**CLB Level:** 3

**Name:**

*Kim Lee*

**Date:**

*March 25*

**Instructions:** You want to make lasagna for your family. Look at the ingredients for a lasagna recipe below. Write a grocery list of 10 or more items you need buy.

## For the meat sauce:

- 2 teaspoons olive oil
- 1 pound ground beef
- 1/2 medium onion
- 1/2 large red pepper
- 2 cloves garlic
- 1 (28-ounce) can tomato sauce
- 3 ounces tomato paste
- 1 (14 ounce) can crushed tomatoes
- 2 teaspoons oregano
- 1/4 cup fresh basil
- 1 pinch garlic powder
- 1 tablespoon red wine vinegar
- Salt and pepper



## For the lasagna:

- 1 package lasagna noodles
- 15 ounces ricotta cheese
- 1 egg
- 3 cups mozzarella cheese
- 1/2 cup Parmesan cheese
- 1/4 cup fresh parsley

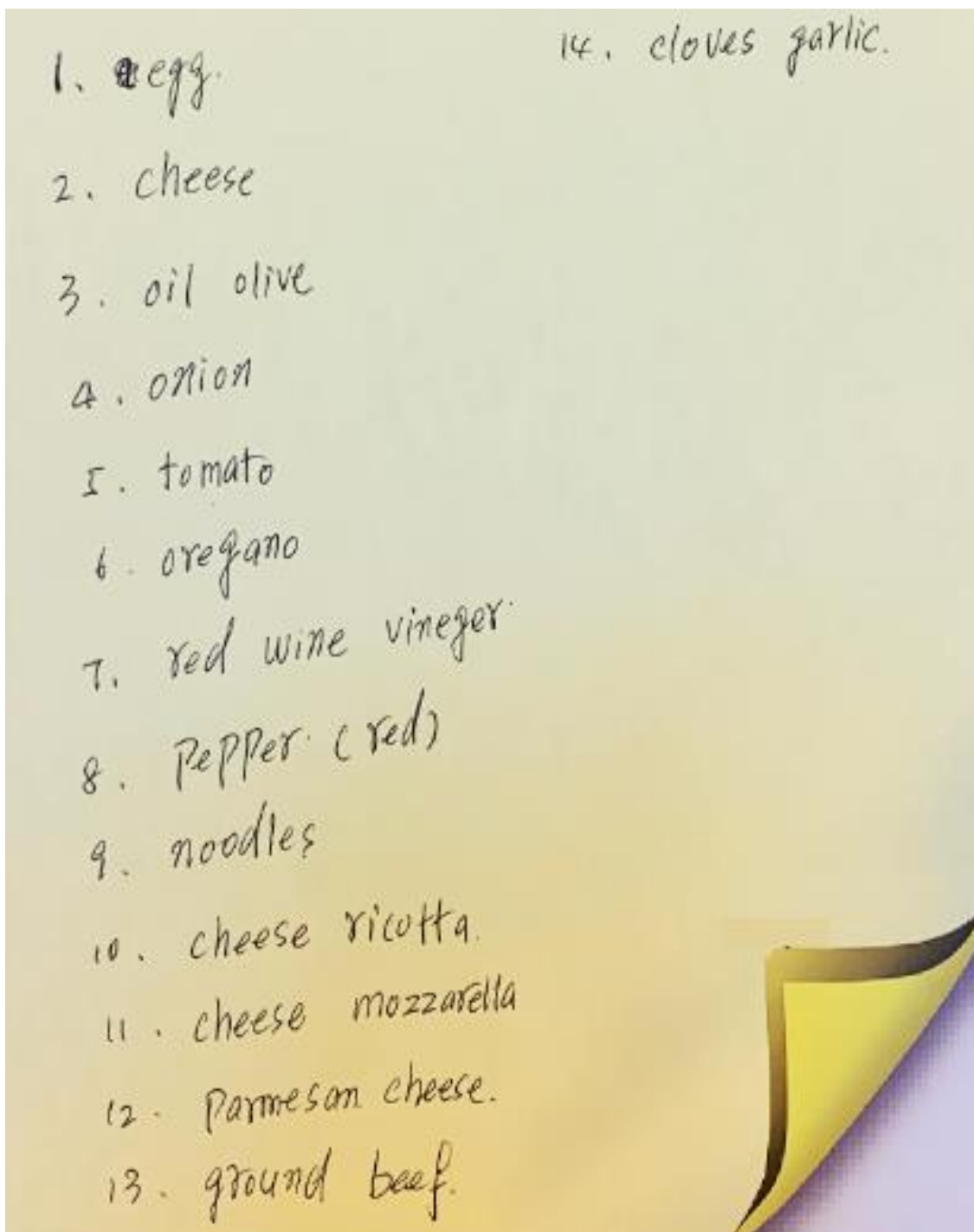
**Module Topic:** Shopping for Groceries  
**Competency Area:** Reproducing Information

**CLB Level:** 3

**Name:** Kim Lee

**Date:** March 25

**Instructions:** You want to make lasagna for your family. Write a grocery list of 10 or more ingredients you need to buy from the list on the previous page.

- 
1. egg.
  2. cheese
  3. oil olive
  4. onion
  5. tomato
  6. oregano
  7. red wine vinegar
  8. Pepper (red)
  9. noodles
  10. cheese ricotta.
  11. cheese mozzarella
  12. parmesan cheese.
  13. ground beef.
  14. cloves garlic.

FEEDBACK FORM: Writing a Grocery List		
Name of writer: <i>Kim Lee</i>	Date: <i>March 25</i>	
Check ✓: <input type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Peer Assessment: Name of peer: <u><i>Abbas Mahmoud</i></u> <input checked="" type="checkbox"/> Instructor Assessment		
The message:	Yes	No
Writing is neat. I could understand it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Copied enough ingredients. No important information is missing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Copied words correctly; only a few mistakes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Your writing is neat and easy to understand. One ingredient you copied is missing important information. What kind of tomato do you need for lasagna? Check the recipe again.*

*Also remember adjectives go before nouns so, not oil olive, cheese ricotta, etc.*

*Please correct your mistakes and show them to your classmate.*

# Writing a Review of a Grocery Store

SU

**Module Topic:** Grocery Shopping

**Competency Area:** Sharing Information

**CLB Level:** 3

**Name:** Kim Lee

**Date:** March 30

**Instructions:** Write a review (about 5 sentences) about a grocery store. Say what you like or don't like about the store (e.g., its location, the service, the prices, and the products they sell).



The store Metro is very good store.

All food all time very fresh and tings, very nice.

I like it's store.

Selse persons perfect.

Module Topic: Grocery Shopping

Competency Area: Sharing Information

CLB Level: 3

**FEEDBACK FORM: Writing a Review of a Grocery Store**Name of writer: Kim Lee Date: March 30Check ✓: ☒ Peer Assessment: Name of peer: Abbas Mahmoud☒ Instructor assessment

The writer	Yes	No	Teacher Comments
Described the store.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Said what they liked or didn't like about the store.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Wrote simple sentences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Used capital letters and periods correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
			<p><i>You described the store and said what you liked about it.</i></p> <p><i>The underlined sentences are missing a verb. Please correct them and show me when you are done.</i></p>

# Copying Information from a School Schedule

AT

**Module Topic:** A Child's Education

**Competency Area:** Reproducing Information

**CLB Level:** 3

**Name:** Kim Lee

**Date:** May 20

**Instructions:** Imagine your child attends Westlea Elementary School. Copy information from the school schedule to the calendar. You can use short forms.



## Westlea School Schedule

May 2	Field trip (Art Gallery)
May 7	School concert 7:00 pm
May 12	Junior soccer practice - 4:00
May 9	Pizza lunch
May 13	Basketball game 4:00
May 19	No school
May 20	Bake sale in the gym 12:00 – 1:00
May 23	Pizza lunch

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Field trip (Art Gallery)	3
4	5	6	7 School concert 7:00 pm	8	9 Pizza lunch.	10
11	12 Junior Soccer practice- 4:00	13 Basketball game 4:00	14	15	16	17
18	19 VICTORIA DAY No school	20 Bake Sale in the gym 12:00 - 1:00	21	22	23 pizza lunch	24
25	26	27	28	29	30	



**Module Topic:** A Child's Education

**Competency Area:** Reproducing Information

**CLB Level:** 3

**Name:** Kim Lee

**Date:** May 20

**Instructions:** Copy information from a school schedule to a personal calendar.

WRITING		Yes 2 pts. each	Not Yet
*Overall: Writing is clear. The reader can understand.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Writes in the correct places on the calendar.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Copies all school events with only a few mistakes.		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Doing well:</b>  <i>You copied everything perfectly on all the correct dates. Well done, Kim!</i>		<b>Next time:</b>  <i>Try making your own calendar of important dates to keep practising!</i>	

TASK SUCCESS	Your score
5/6 on all criteria including Overall and Writes in the correct places	<i>6 / 6</i>

## Writing a Message to a Landlord

AT

**Module Topic:** Dealing with Household Problems

**CLB Level:** 3

**Competency Area:** Getting Things Done

**Name:** Kim Lee

**Date:** June 23

**Instructions:** Your landlord is Mr. Smith. The elevator is not working. Write an email message (with up to 5 sentences) and ask him to fix it.

New Message

To

hrsmith@hmail.com

Subject

elevator not working




Hi ,Mr smith .



my neam is Kim Lee. I live in the 2134 apartment.

yestoday morning the elevator is not working. ,plese todey you come fix it.

thank you

June 23 2022





SEND

## Writing a Message to a Landlord, *continued*

AT

Name: Kim Lee

Date: June 23

WRITING: CLB 3	Yes	Not Yet
* <b>Overall:</b> The reader could understand the message.	✓	
The message is complete. Includes name, apartment number, identifies the problem, and makes a request.	✓	
Language is appropriate for writing to a landlord	✓	
Uses some simple, everyday vocabulary	✓	
Begins sentences with a capital and ends in a period.		✓
Some words are spelled correctly.	✓	
*Uses simple sentences.	✓	
<b>Doing well:</b>  <i>Your message was complete and included all important information. Your subject line clearly said what the problem was.</i>	<b>Next time:</b>  <i>Remember to put a capital letter at the beginning of your sentences and for people's names (Mr. Smith). Review your notes for the expressions we use to make a simple request. Your sentence 'please today you come fix it' is not correct. How can you write this differently?</i>	

### TASK SUCCESS:

Meets 5 out of 7 criteria, including starred (\*) items

Your score **6/7**      Starred items YES ☒ NO

# Writing an Invitation with Directions

AT

**Module Topic:** Giving Locations and Directions

**CLB Level:** 3

**Competency Area:** Interacting with Others

**Name:** Kim Lee

**Date:** July 29

**Instructions:** Write an email message inviting a classmate for lunch at the Java Café. Include the directions to the café.

WRITING: CLB 3	Meets Expectations	Not Yet
* <b>Overall:</b> Conveys the message. The reader could understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Includes name of café, location, date, and time	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses good subject line	<input type="checkbox"/>	<input checked="" type="checkbox"/>
*Describes some feelings about the event	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*Uses appropriate expressions (for greeting, inviting, and closing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has some control of simple sentences	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uses prepositions of location correctly	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TASK SUCCESS:</b>		
Meets expectations for 5/7 criteria including starred (*) items		<b>Your Score</b> <u>5</u> / 7
<b>Doing well:</b>  <i>Your directions were very good. I could follow them to the Café. You also gave the correct location of the Café. Well done!</i>	<b>To improve:</b>  <i>Remember to include a subject line. Think about why you are writing and use that for the subject line.</i>  <i>You are missing some prepositions. Look at the sentences I underlined. Add the missing prepositions. Show them to me tomorrow.</i>	

**Instructions:** Look at the map. Where is the Java Café? Write an email message inviting a classmate for lunch at the Java Café. Include the time and day you would like to meet. Use the map to give the location of the café. (Message is up to 5 short sentences.)



New Message

To

tenyHS@hmail.com

Cc Bcc

Subject

Hi Teny

Can you come Java Café, tomorrow 1:00. We eat lunch.

I geve you diractions that find Java café. You go to Isabella E. straihg.  
Turn left Main street. It is Main street and Victoria Ave.

You will see Java Café. I happy to see you.

Kim

Send

## Filling out a Form at a Walk-in Clinic

AT

Module Topic: At the Walk-in Clinic

Competency Area: Getting Things Done

CLB Level: 3

Name: Kim Lee

Date: August 24

**Instructions:** Complete the form below. Do not use your real personal information. Remember to print clearly.

PERSONAL HISTORY	
INFORMATION	
Patient's Name: <u>Sara chan</u>	Today's Date: <u>Aug 24. 2022.</u> <del>Feb. 20. 19</del>
Date of Birth: <u>Feb. 20. 1982</u>	Marital Status: <u>Married</u> Sex: <u>Female</u>
Address: <u>7143. Main street. Vancouver, BC. V5W 1C8.</u>	
Phone #: <u>604-224-3676</u>	Health Card #: <u>9999 154 287</u>
Emergency Contact Person:	Name: <u>Jack chan.</u>
	Relationship: <u>Husband</u>
	Phone: <u>604-224-3676</u>
ALLERGIES: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If so, please list: _____	
Signature: <u>Sara chan</u>	Date: <u>Aug 24. 2022.</u>

WRITING: CLB 3 – Filling out a Medical Form		
	Yes	Not Yet
<b>*Overall:</b> Form is complete and understandable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>*Most fields are filled in correctly</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Writes date, address, and telephone number in correct format	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Spelling is mostly correct	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Writes clearly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> 4/5 including starred (*) items <span style="float: right;"><b>Your score:</b> <i>5/5</i></span>		
<b>Doing well:</b>  <i>You wrote clearly with good spelling.</i>	<b>Next time:</b>  <i>You said 'yes' to allergies but didn't list them! The medical receptionist would have to ask you. Review the list of allergies from our lesson and add one to the form. Show me when you are done.</i>	

## Appendix: Transcripts and Answer Keys (CLB 3 Listening)

### CLB 3 Listening Tasks:

**Module Topic:** Socializing with Friends

**Competency Area:** Interacting with Others

**Criteria:** Identifies: basic openings and closings\* (#1, 7); level of formality (#2); relationships\* (#3); courtesy expressions (#4); factual details (#5, 6)

#### Transcript:

**Sandra:** Oh, hi Tara! What a nice surprise to see you here!

**Tara:** Great to see you too, Sandra!

**Sandra:** Tara, this is Bob. Bob and I work together in the office building across the street. We have a coffee break right now. Bob, this is Tara. I know Tara from my daughter's school. Her daughter and my daughter are friends. Are you just out shopping?

**Tara:** Yes, just running a few errands!

**Sandra:** Sounds fun. Well, it looks like the break is almost over. Bob and I had better get back to work. See you on the school ground very soon!

#### Answer Key:

1. a\*      2. a      3. c\*      4. c      5. b      6. d      7. c\*

**Module Topic:** Caring for the Environment

**Competency Area:** Comprehending Instructions

**Criteria:** Gets the gist (#1, 2); Identifies words and phrases for movement and location\* (#6, 7); Identifies connecting words related to time (#3, 4, 5); Identifies factual details\* (#8, 9, 10– must get 2/3 ✓)

#### Transcript:

**Oscar:** That was quite the party, Mom.

**Mom:** Yes, it was, but look at this mess! Could you help me clean up before you go?

**Oscar:** Sure, Mom. What do you want me to do?

**Mom:** Well, maybe you could sort all the waste while I do the dishes.

**Oscar:** Sure. Where should I put everything?

**Mom:** You can start by scraping all the food on the plates into the green bin. You can put the napkins in the green bin too.

**Oscar:** Okay. And what about the chicken bones? What do you want me to do with those?

**Mom:** You can put those in the green bin too. When you're finished that, put all the pop cans and juice bottles into the blue bin. Oh, and hand me those plastic cups. I think I'll just wash them. I can use them again at the next party.

**Oscar:** Okay.

**Mom:** Oh, and one last thing. Could you put all the gift wrap in the garbage? I don't think we can recycle that.

**Oscar:** Sure, no problem.

**Mom:** Thanks, sweetie!

#### Answer Key:

1. b      2. c      3. a      4. b      5. a      6. a\*      7. Put it in the garbage\*      8. c\*      9. b\*      10. c\*



## Appendix: Transcripts and Answer Keys (CLB 3 Listening)

<b>Module Topic:</b> Grocery Shopping	<b>Competency Area:</b> Comprehending Information
<b>Criteria:</b> Gets the gist* (#1, 8); identifies factual details* (#2, 5, 6, 7 - must get 3/4 ✓), key words and expressions (#3, 4)	
<b>Transcript:</b> <p>I have a big family that loves to eat. That's why I shop at Buy and Save. They have good food and great prices. Every week they have special sales. This week, when I buy one loaf of bread, I get the second one for free.</p> <p>I also collect reward points for every dollar I spend. I can use my reward points for free gas or free groceries.</p> <p>And at Buy and Save, the cashiers are always friendly and helpful.</p> <p>Good food. Great prices. Friendly service. Buy and Save!</p>	
<b>Answer Key:</b> <p>1. b*      2. B*      3. b      4. a      5. C*      6. A*      7. C*</p> <p>8. Answers will vary, but should reflect information in the listening text. (e.g., <i>good food/prices; special sales, reward points, free gas</i>)*</p>	
<b>Module Topic:</b> Making Requests at Work	<b>Competency Area:</b> Getting Things Done
<b>Criteria:</b> Identifies: relationships (#1); expressions related to requests/persuasion (#2, 3); key details (#4, 5, 6)	
<b>Transcript:</b> <p><i>Conversation 1</i></p> <p><b>Tom:</b> Hi Mala, do you have a minute?</p> <p><b>Mala:</b> Sure Tom. What's up?</p> <p><b>Tom:</b> Can you do me a big a favour? Would you close for me tomorrow night? I need to leave early to pick up my wife from the airport.</p> <p><b>Mala:</b> I'm sorry. I can't. I have an appointment. Maybe Tony could close for you.</p> <p><b>Tom:</b> Okay. No problem. I'll ask him.</p> <p><i>Conversation 2</i></p> <p><b>Sam:</b> Hi Lucia, is this a good time?</p> <p><b>Lucia:</b> Yes Sam, it is. How can I help you?</p> <p><b>Sam:</b> I have something I wanted to ask you.</p> <p><b>Lucia:</b> Of course. What is it?</p> <p><b>Sam:</b> My parents are coming from Mexico in September and I was wondering if I could take two weeks vacation to be with them.</p> <p><b>Lucia:</b> Of course. When are they coming?</p> <p><b>Sam:</b> They'll be here from September 5<sup>th</sup> to the 20<sup>th</sup>.</p> <p><b>Lucia:</b> Okay. I'll let HR know that you will be away during that time.</p> <p><b>Sam:</b> Thanks very much, Lucia. I really appreciate that.</p>	

## Appendix: Transcripts and Answer Keys (CLB 3 Listening)

### Answer Key:

#### Conversation 1

1. a      2. c      3. b      4. c      5. a      6. b

#### Conversation 2

1. b      2. a      3. c      4. b      5. c      6. a

**Module Topic:** A Child's Education

**Competency Area:** Interacting with Others

**Criteria:** Identifies: basic openings (#1); level of formality\* (#2); polite expressions (#3); factual details\* (#4, 5 - must get 2/3 ✓)

### Transcript:

Hello! You must be Marco's parents. It's nice to meet you. My name is Joan Carter. I'm your son's teacher this year. I've already heard a bit about you both. I know you both like to read! That's wonderful! Why don't you look around the classroom for a few minutes. Your son has left some work on his desk for you to look at. Then after we can talk.

### Answer Key:

1. a      2. b \*      3. c      4. b, d\*      5. a\*

**Module Topic:** Dealing with Household Problems

**Competency Area:** Getting Things Done

**Criteria:** Gets the main idea (#1); Identifies: relationship (#2), details\* (#4, 5, 6, 8 – must get 3/4 ✓), common expressions (#3, 7)

### Transcript:

<https://youtu.be/VAKZUmlwKEQ>

**Ester:** Oh, no! Oh, what a mess! Hello. This is Ester Gueverra in Apartment 302. That's right, 302. I just got home and a pipe under my kitchen sink is leaking.

**Manager:** Okay. See you in a minute, then.

**Ester:** Hi! Come on in. It's open.

**Manager:** Hi.

**Ester:** Hi. I'm just mopping up.

**Manager:** Oh, was there a lot of water?

**Ester:** It's not too bad.

**Manager:** Oh, good.

**Ester:** I see you brought your tools. Are you going to fix it yourself?

**Manager:** Well, I'm going to try. Where's the leak?

**Ester:** Under the sink.

**Manager:** Let's have a look. Oh yes, I see it. Let's try this. Nope.

**Ester:** Can I help?

**Manager:** Well, you can hand me those large pliers there.

**Ester:** Here you go.

**Manager:** Thanks. Well, that's that.

**Ester:** So, can you fix it?

## Appendix: Transcripts and Answer Keys (CLB 3 Listening)

**Ester:** Oh.

**Manager:** I'll have to call the plumber.

**Ester:** What's the problem?

**Manager:** There's a leak in the pipe just above the main shut off valve. I had to turn off your hot water.

**Ester:** Turn off the hot water? I won't have any hot water?

**Manager:** I'm afraid so. It's the main shutoff to the whole apartment.

**Ester:** Oh, no!

**Manager:** You'll have to wait for the plumber.

**Ester:** Well, I hope he gets here soon.

**Manager:** Well, I'll make a quick call. It shouldn't be any later than tomorrow morning.

**Ester:** Okay.

**Manager:** Okay, bye-bye.

**Ester:** Bye.

### Answer Key:

1. b    2. a    3. a    4. b\*    5. a\*    6. c\*    7. a    8. c\*

**Module Topic:** Getting Around the City

**Competency Area:** Comprehending Instructions

**Criteria:** Identifies: words and phrases for movement and location; factual details; responds with actions.

### Transcript:

1. From the high school, walk south on Windsor Rd. to Trent Blvd. Go west on Trent Blvd. for half a block. Go into the building between the office furniture store and the gas station.
  - a. How many blocks west did you go?
  - b. Where are you?
2. Leave this place and walk east on Trent Blvd to the building beside the Rosedale Cinema.
  - a. Which direction did you walk?
  - b. Where are you?
3. From there, go north on Regina St. to Halifax Blvd. Go west on Halifax Blvd. past Windsor Rd. You are home.
  - a. Which road did you go past?
  - b. Where do you live?

### Answer Key:

- |                    |            |                        |
|--------------------|------------|------------------------|
| 4. a. half a block | 5. a. east | 6. a. Windsor Rd.      |
| b. Office Supplies | b. bank    | b. Bellview Apartments |

## Appendix: Transcripts and Answer Keys (CLB 3 Listening)

**Module Topic:** At the Walk-in Clinic

**Competency Area:** Comprehending Information

**Criteria:** Gets the gist (#1); Identifies key words\* (#2, 3, 5 – must get 2/3 ✓); Identifies factual details\* (#4, 6, 7 – must get 2/3 ✓)

### Transcript:

**Doctor:** OK, you can relax now. From what you've told me and what I see, you may be low on iron. You always feel tired, your hands and feet are usually cold, and you sometimes feel dizzy. Those are signs of an iron deficiency. I'll order a blood test right away to be sure. But you can start taking an iron supplement today. It may take a week or more before you feel better.

### Answer Key:

- |       |          |                  |  |       |
|-------|----------|------------------|--|-------|
| 1. d  | 2. Iron* | 3. a blood test* | 4. sometimes-dizzy, usually-cold feet, always- tired | 5. a* |
| 6. d* | 7. a*    |                  |  |       |

## Appendix: Task Cards and Prompts (CLB 3 Speaking)

### CLB 3 Speaking Tasks

**Module Topic:** Grocery Shopping

**Competency Area:** Getting things Done

#### Manager Role Card

Manager: Hi. How can I help you?

**Customer:**

Manager: What is the reason for the return?

**Customer:**

Manager: When did you buy it?

**Customer:**

Manager: Okay. Would you like to exchange it or get a refund?

**Customer:**

Manager: Sure. I can help you with that. How did you pay?

**Customer:**

Manager: Can I see your receipt please?

**Customer:**

Manager: Okay. Please insert your card into the machine.

**Customer:**

Manager: Thank you. Your refund is complete.

#### Problem Card

You bought cheese  
yesterday.

You paid with a **credit card**.  
You have the receipt.



## Appendix: Task Cards and Prompts (CLB 3 Speaking)

Module Topic: A Child's Education	Competency Area: Sharing Information
<p data-bbox="164 331 800 363"><b>Instructor Prompts in the Role of the Child's Teacher</b></p> <p data-bbox="164 415 643 447">Hi, I am _____, nice to meet you.</p> <ul data-bbox="164 485 1073 835" style="list-style-type: none"><li>• How does your child feel about school?</li><li>• Which subjects does s/he like the most?</li><li>• What does your child like to do at home? What does s/he read at home?</li><li>• Who does your child play with at home?</li><li>• What is your child interested in?</li><li>• What does your child do for fun?</li><li>• Thank you for coming in. Have a great day.</li></ul>	
Module Topic: At the Walk-in Clinic	Competency Area: Sharing Information
<p data-bbox="164 1010 699 1041"><b>Instructor Prompts in the Role of the Doctor</b></p> <p data-bbox="164 1094 289 1125">Hi,_____.</p> <ul data-bbox="164 1163 1019 1402" style="list-style-type: none"><li>• How are you today?</li><li>• How are you feeling?</li><li>• What seems to be the problem?</li><li>• How long have you had these symptoms?</li><li>• Okay. I will give you a prescription that should make you feel better.</li></ul>	

## Appendix: Answer Keys (CLB 3 Reading)

CLB 3 Reading Tasks	
<b>Module Topic:</b> Socializing with Friends	<b>Competency Area:</b> Interacting with Others
<b>Criteria:</b> Get the gist (#1); Identifies specific details* (#2, 3, 4, 5 – must get 3/4✓); Guesses the meaning of new words (#6)	
<b>Answer Key:</b>	
1. c    2. c*    3. a*    4. Went to the Eiffel Tower; took a boat trip on the Seine*	
5. Yes. <i>I'm having a wonderful time*</i> 6. b	
<b>Module Topic:</b> Caring for the Environment	<b>Competency Area:</b> Comprehending Instructions
<b>Criteria:</b> Gets the gist (#1); Identifies factual details* (#2, 3, 4 – must get 2/3✓); Recognizes common words and phrases for instructions* (#5); Gets the meaning of new words (#6)	
<b>Answer Key:</b>	
1. c    2. Saturday*    3. 9:00 am*    4. d*    5. come, bring, bring, wear*    6. a	
<b>Module Topic:</b> Grocery Shopping	<b>Competency Area:</b> Interacting with Others
<b>Criteria:</b> Gets the gist (#3); Identifies specific details* (#1, 2, 4, 5); Guesses the meaning of words (#6)	
<b>Answer Key:</b>	
1. a*    2. at the grocery*    3. b    4. milk, toilet paper*    5. Dessert*    6. d	
<b>Module Topic:</b> Interacting at Work	<b>Competency Area:</b> Comprehending Instructions
<b>Criteria:</b> Gets the gist (#1, 2); Recognizes common words and phrases for instructions* (#3); Identifies sequence signals* (#4); Guesses the meaning of new words (#5)	
<b>Answer Key:</b>	
1. b    2. c    3. turn off, cover, put, clean, put away, wipe, turn off*	
4. first, next, last *    5. b	
<b>Module Topic:</b> A Child's Education	<b>Competency Area:</b> Comprehending Information
<b>Criteria:</b> Gets the gist (#1); identifies who, what, when, where (#2, 3, 4, 5, 6); Identifies other key information (#7, 8); Gets the meaning of words (#9)	
<b>Answer Key:</b>	
1. b    2. the principal /Mr Alomar    3. outside    4. proper winter clothing	
5. snow forts can't have a roof; children are not allowed to throw snow and ice	
6. c    7. b    8. a    9. c	

## Appendix: Answer Keys (CLB 3 Reading)

**Module Topic:** Dealing with Household Problems

**Competency Area:** Getting Things Done

**Criteria:** Get main idea\* (#1); identify layout (#2, 3); identify specific information\* (#4, 5); interpret graphics (#6)

**Answer Key:**

1. b\*      2. c      3. bold, indented      4. turn off the faucets in their apartments\*
5. 555-321-8866\*      6. a

**Module Topic:** Getting Around the City

**Competency Area:** Comprehending Information

**Criteria:** Identify gist\* (# 1); identify who, what, when, where; (# 2, 3, 4, 5); identify other key information\* (#6, 7, 8, 9 – must get 3/4 ✓); Get the meaning of words (#10, 11)

**Answer Key:**

1. b\*      2. traffic      3. 5:00 am to 1:00 am      4. on roads and through parks
5. 40 minutes      6. F\* - a problem      7. F\* - all the time      8. T\*      9. T\*      10. c
11. a

**Module Topic:** At the Walk-in Clinic

**Competency Area:** Getting Things Done

**Criteria:** Identifies layout (#1, 2); Interprets graphics (#3, 4); Finds specific information and key details (#5, 6)

**Answer Key:**

1. a      2. c      3. b      4. B

Question 5	The Health Clinic	Westview Walk-in Clinic
A clinic that is open on Saturday		x
A doctor who speaks Spanish		
A female family doctor	x	
A clinic that offers free parking		x
A clinic that is open weekdays at noon	x	x
A clinic that has an on-site pharmacy	x	
A clinic that you can get to on Bus #12		x
A clinic that is open at 8:30 in the morning	x	

6. Answers vary. Must circle a reason in the chart.