

# Exploring the Region of Durham Through Task-based Learning



## Living in English, **Discovering Durham**

**Module One** – Living in Durham: Welcome to Durham

**Module Two** – Working in Durham: Getting a Job in Durham

**Module Three** – Learning in Durham: Going to School in Durham

**Module Four** – Living in Durham: Getting Health Care in Durham

**Module Five** – Settling in Durham: Eating Out in Durham

**Module Six** – Settling in Durham: Emergency 911 in Durham



# Acknowledgements

This learning tool was designed to help people learn English and learn about Durham Region at the same time. It is a resource for teachers, residents new to Durham region or anyone wanting to learn English.

The sooner new residents become familiar and comfortable in a community, the sooner they become engaged and participate. Language is important and makes that happen faster.

The Durham District School Board, The Province of Ontario, The Region of Durham and the Local Diversity and Immigration Partnership Council worked together to build on the success of [www.durhamimmigration.ca](http://www.durhamimmigration.ca) and bring that information to more people by developing language skills through this learning tool.

## Principle Writers

Danielle Hunter  
Geoff Collins

## Project Supporters

Martyn Beckett – Director of Education, Durham District School Board  
Audrey Andrews – Local Diversity and Immigration Partnership Council, Region of Durham

## Project Consultants

Durham Catholic District School Board Continuing Education  
Durham District School Board Continuing Education

## Project Funder

Province of Ontario Ministry of Citizenship and Immigration – Municipal Immigration Information Online

## Project Designer

Dawn Ramsay-Brown

## Special Thanks to

Veronica Vulic: author of the first portal based learning curriculum

*Making a difference together*



# Introduction

Since the [Durham Immigration Portal](#) was first introduced in 2010, it has become the centrepiece of conversation relating to diversity and immigration in Durham region. With over 80 community partners developing the content, the portal has become a one-stop, community-based web resource designed to welcome, support, attract and retain skilled newcomers, newcomer entrepreneurs, businesses and other new Canadians to the region.

## THE DURHAM IMMIGRATION PORTAL

The [Durham Immigration Portal](#) is divided into six sections: Living, Working, Learning, Doing Business, Settling, Creating Community and About. Each section provides in-depth information on the region, along with community supports and services that are available. The Portal also includes valuable links and highlights important events taking place in the region.

## THE DURHAM IMMIGRATION PORTAL – RESOURCES TO SUPPORT ENGLISH LANGUAGE LEARNING

### 1. Durham Immigration Portal-based Curriculum: English Language Learning Resources

The collaboration that has taken place through the portal content developers has been the catalyst for rich dialogue, continuous improvement and innovative ideas, all with the purpose to best serve current and future community members, as well as those visiting and those considering visiting the region. One such idea was the development of the Durham Immigration Portal-based Curriculum: English Language Learning Resources. This resource is an English language learning tool comprised of activities based on the Portal, developed in accordance with the [Canadian Language Benchmarks](#) (CLB).

### 2. Durham Immigration Portal: Exploring the Region of Durham through Task-based Learning

Most recently, the success of the Portal and the above-mentioned English language tool has led to another innovative project: *Durham Immigration Portal: Exploring the Region of Durham through Task-based Learning*. This resource is a digital English language learning tool based on the [Durham Immigration Portal](#), anchored in language standards of both the CLB and the [Common European Framework of Reference](#) (CEFR).

This resource can be used within a classroom learning environment to supplement the English Language Curriculum within the region of Durham and in other areas where English is studied. This resource can also be used by the independent learner looking to develop English language skills, all the while becoming more familiar with the region of Durham.

This resource strives to:

- Improve English Language skills by using innovative, research-based, best practices in language acquisition
- Accelerate and deepen the settlement and integration of newcomers to the region of Durham
- Promote the region of Durham to future visitors and those considering settling in the region

# DURHAM IMMIGRATION PORTAL: EXPLORING THE REGION OF DURHAM THROUGH TASK-BASED LEARNING

## THE CANADIAN LANGUAGE BENCHMARKS (CLB) AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

This resource incorporates two language frameworks: The [Canadian Language Benchmarks](#) (CLB) and the [Common European Framework of Reference](#) (CEFR).

### Canadian Language Benchmarks (CLB)

The CLB is a Canadian language standard developed over twenty years ago by a ministry of the Canadian Government now called Citizenship and Immigration Canada. Over the years, the CLB has evolved to meet the needs of stakeholders. In 2011, the CLB underwent an extensive field validation, testing its reliability and validity, and from that process revisions were made. This resource is based on the 2012 CLB. The CLB identifies broad standards that are context-free and can therefore be used by language users outside of Canada. The CLB is widely used in Canada with adult ESL learners.

The CLB is based on key elements of the communicative approach to language acquisition, endorsing a situational approach to language learning. The CLB is comprised of 12 benchmarks that form a continuum from basic to advanced. The CLB consists of a series of competency statements that outline what a learner can do at a particular benchmark. Each benchmark is organized into four categories: Listening, Speaking, Reading and Writing. *Durham Immigration Portal: Exploring the Region of Durham through Task-based Learning* can be used with language learners up to Benchmark 6.

### Common European Framework of Reference (CEFR)

Developed by the Council of Europe and published in 2001, the CEFR is a reference tool based on conversations around language standards in Europe that began in 1991. Since 2001, the CEFR has been translated into over 40 languages and is used over 160 countries worldwide. The CEFR is endorsed by the Canadian Council of Ministers of Education and has been used by the Ontario Ministry of Education to inform strategic planning and curriculum development in the areas of French as a Second Language and International Languages.

The CEFR advocates the use of the action-oriented approach. The action-oriented approach sees language users as social agents who use language as a means of interaction in order to accomplish tasks. The CEFR organizes foreign language proficiency into 6 levels (A1, A2, B1, B2, C1 and C2) that range from beginner (A1) to advanced (C2). Each level has a series of can-do statements that relate to the different communicative language activities: Spoken Interaction, Spoken Production, Listening, Writing and Reading. *Durham Immigration Portal: Exploring the Region of Durham through Task-based Learning* can be used with language learners up to the B1 level.

## Learner-centred and Task-based

The validation process of the CLB showed a “strong concurrent validity” (Canadian Centre for Language Benchmarks, 2013) between the 2012 CLB and the CEFR. Among the guiding principles shared by the two frameworks is an emphasis on creating a learning environment that is not only task-based but also learner-centred. ‘Learning by doing’ through engaging in real-life situations that involve a specific purpose to communication is fundamental to both the CLB and the CEFR. This is accomplished through tasks that are authentic and relevant to the learner, where an outcome is achieved. By preparing and completing a task, the learner develops language skills, implements learning strategies and uses critical and creative thinking skills.

In summary, tasks:

- Are purposeful
- Require authentic, spontaneous communication
- Are meaningful to the learner as they are often set in the context of everyday life
- Involve actions
- Require an outcome (e.g., a problem to be solved, a goal to be accomplished)
- Are subject to certain parameters and constraints

In task-based learning, instead of beginning with structures to be acquired, the task is first presented to the learner and then the learner subsequently prepares for the task. During the planning stage, the learner acquires the necessary elements needed to accomplish the task (supported by the classroom teacher should that be the learning environment). Once the learner is fully prepared for the task, the learner is then assessed on his/her ability to complete the task.

## IMPLEMENTING THE TASKS

In this resource, tasks are grouped by module and are linked to a specific section of the [Durham Immigration Portal](#). Each module (e.g., Living) contains three tasks: A task for the CLB 1/2 – CEFR A1 learner; a task for the CLB 3/4 – CEFR A2 learner; and a task for the CLB 5/6 – CEFR B1 learner. All tasks share the same theme but allow for different entry points based on learner readiness. This is ideal for cross-level classes as all students are working on a similar task that is differentiated based on language level. Each task has an oral interaction component and a writing component. By its very nature, the oral interaction component includes speaking and listening. Although not specifically outlined, reading is necessary to research the information needed to complete the task.

Each task is explained on a Student Task Card. As the language can be challenging for the learner, within the classroom context, it is recommended that the Student Task Card be deconstructed with the learner. It is also recommended that the teacher modify the Student Task Card by adding pictures to support reading comprehension.

## Preparing for the Tasks

Once the task has been assigned, the learner gradually acquires the language necessary to complete the task. To help guide the learner in mastering this language, this resource provides suggestions of “possible learning needed to complete each task”. This list is intended to help direct the learning block leading up to the task performance. How these elements are learned will vary depending on the learning environment and are outside the scope of this resource. This resource does, however, make suggestions of activities from the Durham Immigration Portal-based Curriculum: English Language Learning Resources that can help prepare students for the task. The following online resources may also be useful when establishing the learning activities that may support the preparation stage:

Centre for Canadian Language Benchmarks. (2012). [CLB Support Kit](#). Ottawa: Centre for Canadian Language Benchmarks.

Ontario Council of Agencies Serving Immigrants. [Settlement at Work Wiki: ESL and Classroom Activities](#). Web. 6 Feb. 2014.

*\* Please note that the above mentioned site, while funded by Citizenship and Immigration Canada, is not a government site.*

This resource also includes a Student Planning Sheet for each task. Completing the Student Planning Sheet is essential in building the learner’s language skills and confidence to be able to successfully complete the task. Once learner readiness has been determined, the learner can perform the task.

## Performing the Tasks

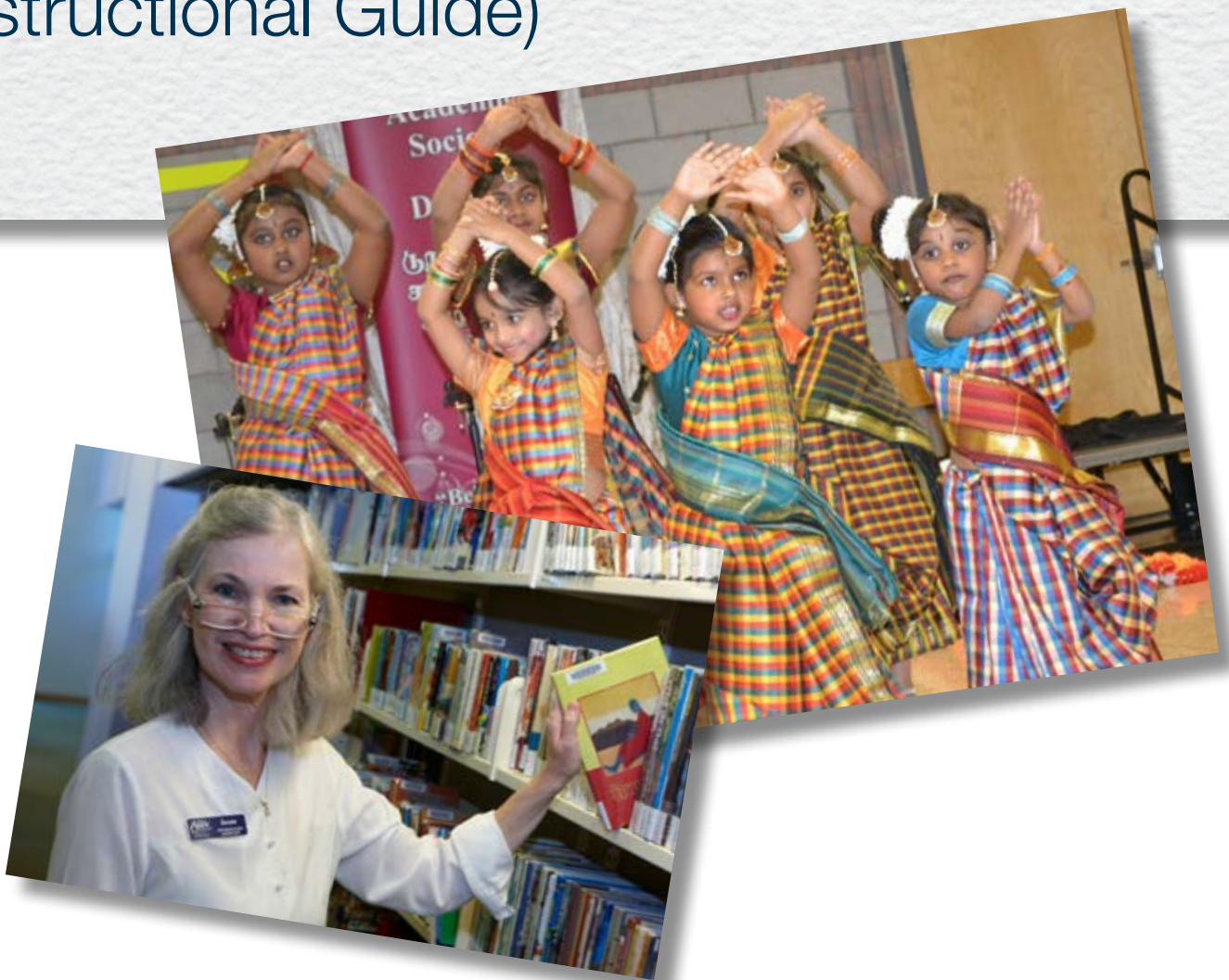
The oral task is performed through a simulated dialogue. The learner and another speaker engage in a spontaneous conversation around the subject matter outlined on the Student Task Card and the Student Planning Sheet. Depending on the learner’s performance, the conversation can be extended by asking other questions related to the task. A written task is also provided for each level. Within a classroom setting, these tasks would be used as assessment of learning opportunities.

# Module One

## Living in Durham:

### Welcome to Durham!

(Instructional Guide)



## Welcome to Durham!: Performance Task 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand individual greetings, introductions and goodwill expressions. (1-2 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings and leave-takings (Hello. How are you?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to basic courtesy formulas and greetings.</p> <p><b>II. Giving Instructions</b> Give short, simple, common, routine instructions to a familiar person.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p> <p><b>IV. Sharing Information</b> Give basic personal information in response to direct questions for a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Introducing yourself (My name is Iqbal.)</li> <li>• Greetings and leave-takings (Hello. How are you? Nice to meet you. Goodbye.)</li> <li>• Giving a date and time (Friday. Five o'clock.)</li> <li>• Giving personal Information (My address is..., my phone number is...)</li> <li>• Imperative sentences (Come at five o'clock.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from very short, simple, common formatted texts.</p> <p><b>IV. Comprehending Information</b> Recognize names, numbers and some basic details in very short simple texts related to everyday situations and immediate needs.</p>	<ul style="list-style-type: none"> <li>• Locating words on a map</li> <li>• Identifying dates</li> <li>• Reading a weather forecast</li> <li>• Identifying headings</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey greetings or other goodwill messages in short, simple standard texts.</p> <p><b>IV. Sharing Information</b> Write a few words to complete a short, guided text. (3-5 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing greetings and leave-takings (Hello. How are you? From, Love,)</li> <li>• Completing guided writing tasks in the form of an e-mail (Come and visit on _____.)</li> </ul>



## Welcome to Durham!: Performance Task 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (2 or 3 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings, leave-takings, goodwill expressions (Hi! How are you doing? Good! It is nice to see you! See you later. Have a great day!)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to courtesy formulas and greetings.</p> <p><b>II. Giving Instructions</b> Give short, simple, common, routine instructions to a familiar person.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to common everyday activities.</p> <p><b>IV. Sharing Information</b> Give expanded basic personal information to a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, goodwill expressions (Hello! Nice to meet you! It is a pleasure to meet you. Have a good weekend! Thank you. You too!)</li> <li>• Imperative (Come to my house at five o'clock, No, not at noon.)</li> <li>• Giving basic personal information (My name is Ali. A-I-i.)</li> <li>• Expressing likes and dislikes (I like the park. My favourite place is lake.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose and some basic details in very simple, short texts relating to everyday, familiar, personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Locating words on a map</li> <li>• Identifying dates</li> <li>• Reading a weather forecast</li> <li>• Identifying headings</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey an expanding range of goodwill messages by means of guided notes.</p> <p><b>IV. Sharing Information</b> Write a few words to complete a short, guided text. (5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing greetings and leave-takings (Hello. How are you? From, Love,)</li> <li>• Completing guided writing tasks in the form of an e-mail (Come and visit on _____.)</li> </ul>

## Welcome to Durham!: Performance Task 1

CLB Competency Statements (A1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</li> <li>• Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</li> <li>• Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations</li> <li>• Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</li> <li>• Can spell his/her address, nationality and other personal details.</li> </ul>	<ul style="list-style-type: none"> <li>• "About Durham Region" p. 15, worksheet p. 25</li> <li>• "Things to do in Durham" p. 16</li> <li>• "Weather: Four Seasons" p. 17</li> </ul>

### TASK

You phone a friend who is coming to Canada. Invite him/her to visit you in Durham. Your friend will ask you these questions:

- What is your address?
- What is your phone number?
- What time can I arrive?
- What is the weather like in Durham?
- What clothes should I wear?

#### Oral Interaction Task

Phone your friend to plan his/her visit to Durham.

#### Writing Task

Send an e-mail to your friend with the information from the phone call.

## Welcome to Durham!: Performance Task 2

CLB 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand simple social exchanges, including styles of greetings, introductions and leave-takings. (5 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions (Hi! Good morning. How are you doing? How's it going? It is a pleasure to meet you. See you later. Have a great day!)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.</p> <p><b>II. Giving Instructions</b> Give simple, common, routine instructions and directions to a familiar person. (2-3 steps)</p> <p><b>III. Getting Things Done</b> Make and respond to an expanding range of simple requests related to everyday activities.</p> <p><b>IV. Sharing Information</b> Ask for and give information about immediate needs and some feelings relating to common everyday activities.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Hi there! Nice to see you again. How have you been?)</li> <li>• Imperative (Wear a warm jacket. Don't forget to bring gloves)</li> <li>• Explaining why activities are enjoyable (Because we both the outdoors. Lake Ontario is beautiful. There is a great show playing)</li> <li>• Describing needs, plans and activities (You will need to bring... The concert is at General Motors Centre. After swimming, we can...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and some details in simple, short texts relating to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Using maps</li> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey short, personal and informal social messages on topics related to familiar everyday situations.</p> <p><b>IV. Sharing Information</b> Write a few sentences to describe a familiar person, object, place, situation or event. (5 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to extend an invitation</li> <li>• Describing plans</li> </ul>

## Welcome to Durham!: Performance Task 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b>                      I. Understand short social exchanges containing introductions, casual small talk and leave-taking. (6 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions, casual small talk (Hi! Good morning. How are you doing? How's it going? It is a pleasure to meet you. See you later. Have a great day! What's up? How have you been lately?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b>                      Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.</p> <p><b>II. Giving Instructions</b>                      Give a set of simple, common, routine instructions and directions to a familiar person. (4-5 steps)</p> <p><b>III. Getting Things Done</b>                      Make and respond to a range of requests and offers.</p> <p><b>IV. Sharing Information</b>                      Ask for and give information about needs and feelings related to common everyday activities.                      Give brief descriptions. (5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, small talk phrases, extending conversations (Hi there! Nice to see you again. How have you been? How is your family? How is work going?)</li> <li>• Imperative (Bring your swimsuit. There is a pool. Don't forget to show up early so we can get good seats.)</li> <li>• Explaining why activities are enjoyable (I think you will love the estate because it is featured in many movies.)</li> <li>• Describing needs, plans and activities (The Oshawa Centre will have everything you need. It has...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b>                      Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b>                      Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Using maps</li> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b>                      Convey short, personal, informal social messages on topics related to familiar everyday situations. (A few sentences or a short paragraph)</p> <p><b>IV. Sharing Information</b>                      Write a short paragraph to describe a familiar situation, event, personal experience or future plan. (One paragraph)</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to extend an invitation</li> <li>• Describing plans</li> </ul>

## Welcome to Durham!: Performance Task 2

CLB Competency Statements (A2)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can use simple everyday polite forms of greeting and address.</li> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</li> <li>• Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> <li>• Can discuss what to do in the evening, at the weekend.</li> <li>• Can give short, basic descriptions of events and activities.</li> <li>• Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.</li> <li>• Can write short, simple notes and messages relating to matters in areas of immediate need.</li> </ul>	<ul style="list-style-type: none"> <li>• “About Durham Region” p. 18, worksheets pp. 31, 32, 33</li> <li>• “Things to do in Durham” p. 19</li> <li>• “Weather: Four Seasons” p. 20, worksheets pp. 37, 38, 39</li> <li>• “Local Arts and Culture” p. 20</li> </ul>

### TASK

A friend is visiting Canada and would like to stay with you in Durham for a weekend. Phone your friend and plan what activities you will do with him/her during the visit. Include the following information in your planning:

- Where you live
- Your phone number
- When your friend will arrive
- What clothes your friend should wear considering the weather
- What activities you will do in Durham (choose at least three)

#### Oral Interaction Task

Phone your friend and give the details of the visit to Durham you have planned, explaining why you think these activities would be of interest to him/her.

#### Writing Task

Send an e-mail to invite a family member to join you and your friend for the weekend. Be sure to explain what you have planned for an exciting weekend in Durham.

## Welcome to Durham!: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand the gist and some details in moderately complex common and predictable social exchanges.</p>	<ul style="list-style-type: none"> <li>• Recognition of the interests, likes, dislikes and preferences of others (I understand that you like to stay indoors, however...)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in basic social conversations for some everyday purposes.</p> <p><b>II. Giving Instructions</b> Give instructions and directions for everyday activities and processes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal requests, permission, suggestions and advice.</p> <p><b>IV. Sharing Information</b> Ask for and give information related to routine activities in one-on-one interactions.</p>	<ul style="list-style-type: none"> <li>• Expressing feelings, preferences, satisfaction and dissatisfaction (I would like to...)</li> <li>• Giving travel directions (When you leave the airport...)</li> <li>• Making suggestions (You really should...)</li> <li>• Confirming details and paraphrasing (Alright, so the plan is to...)</li> <li>• Agreeing and disagreeing appropriately (You make a good point, but...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 1 or 2 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand simple to moderately complex descriptive or narrative texts on familiar topics. Access relevant information from reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Looking at maps, public transportation schedules</li> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (One paragraph)</p> <p><b>IV. Sharing Information</b> Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to extend an invitation</li> <li>• Describing a sequence of events</li> </ul>

## Welcome to Durham!: Performance Task 3

CLB 6

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understanding common social exchanges.</p>	<ul style="list-style-type: none"> <li>• Recognition of the needs of others when making plans (It sounds like you would prefer to...)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in routine social conversations for some everyday purposes.</p> <p><b>II. Giving Instructions</b> Give sequential instructions and directions for everyday activities and processes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal and somewhat formal suggestions and indirect requests.</p> <p><b>IV. Sharing Information</b> Ask for and give information in some detail; expressing opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.</p>	<ul style="list-style-type: none"> <li>• Expressing opinions, preferences, satisfaction and dissatisfaction (In my opinion...)</li> <li>• Giving travel directions (When you leave the airport...)</li> <li>• Making suggestions (Wouldn't it be better to...)</li> <li>• Confirming details and paraphrasing (Alright, so the plan is to...)</li> <li>• Agreeing and disagreeing appropriately (I hear what you are saying, however...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 2 or 3 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand moderately complex descriptive or narrative texts on familiar topics. Access, locate and compare 2 or 3 pieces of information from online reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Looking at maps, public transportation schedules</li> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes. (1-2 paragraphs)</p> <p><b>IV. Sharing Information</b> Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to extend an invitation</li> <li>• Describing a sequence of events</li> </ul>

## Welcome to Durham!: Performance Task 2

### CLB Competency Statements (B1)

- Can briefly give reasons and explanations for opinions, plans and actions.
- Can describe how to do something, giving detailed instructions.
- Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
- Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).
- Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

### Possible Activities from the Durham Immigration Portal-based Curriculum Binder

- “About Durham Region” p. 21, worksheet p. 40
- “Animal Life” p. 21, worksheets pp. 41, 42
- “Things to do in Durham” p. 22, worksheet p. 44
- “Public Transportation” p. 23
- “Weather: Four Seasons” p. 23
- “Local Arts and Culture” p. 23

### TASK

A friend is visiting Canada and would like to stay with you in Durham for a weekend. Your friend doesn't always enjoy new experiences and usually prefers to stay indoors watching television. You are much more active and want to show your friend as much of Durham as possible. Plan what you will do with him/her during the visit. Include the following information in your planning:

- Where you live
- Your phone number
- When your friend will arrive
- How to get your friend from Pearson International Airport to where you live in Durham
- What clothes your friend should wear considering the weather
- What activities you want to do (choose at least four)

#### Oral Interaction Task

Phone your friend and give the details of the visit to Durham you have planned, explaining why you think these activities would be of interest to him/her. You will need to be very persuasive as your friend is tired and would prefer to stay at home.

#### Writing Task

Send an e-mail to invite your sister to join you for the weekend. Be sure to describe exactly what you have planned for an exciting weekend in Durham and why it should not be missed. Your sister is very shy and will need to be persuaded to travel from Toronto to join you for the weekend.



CLB 1/2, CEFR A1



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

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

## Welcome to Durham!

You phone a friend who is coming to Canada.

Invite him/her to visit you in Durham. Your friend will ask you these questions:

- What is your [address](#)?
- What is your phone number?
- What time can I arrive?
- What is the [weather](#) like in Durham?
- What [clothes](#) should I wear?

### Oral Interaction Task

Phone your friend to plan his/her visit to Durham.

### Writing Task

Send an e-mail to your friend with the information from the phone call.

## CLB 1/2, CEFR A1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about Durham:

What I say when I meet someone:

*e.g., Hello!*

What I say when I leave someone:

*e.g., Goodbye!*

What I say when I do not understand:

*e.g., Could you repeat that please?*

### My Personal Information

My address is:

My phone number is:

### Other Information

You can arrive at: *e.g., 5 o'clock*

The weather in Durham is:

*e.g., Very cold, sunny, it is 2 degrees*

You should wear:

*e.g., A sweater, a warm coat, gloves*

CLB 1/2, CEFR A1

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

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

Send an e-mail to your friend with the information from the phone call.

\_\_\_\_\_,

I am happy that you will be visiting me in Durham!

My address is \_\_\_\_\_.

You can arrive at \_\_\_\_\_. Be prepared!

The temperature is \_\_\_\_\_.

It is a good idea to wear \_\_\_\_\_

\_\_\_\_\_. If you need to call me,

my phone number is \_\_\_\_\_.

\_\_\_\_\_,

\_\_\_\_\_

CLB 3/4, CEFR A2



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

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

## Welcome to Durham!

A friend is visiting Canada and would like to stay with you in Durham for a weekend. Phone your friend and plan what activities you will do with him/her during the visit. Include the following information in your planning:

- Where you [live](#)
- Your phone number
- When your friend will arrive
- What clothes your friend should wear considering the [weather](#)
- What [activities](#) you will do in Durham (choose at least three)

### Oral Interaction Task

Phone your friend and give the details of the visit to Durham you have planned, explaining why you think these activities would be of interest to him/her.

### Writing Task

Send an e-mail to invite a family member to join you and your friend for the weekend. Be sure to explain what you have planned for an exciting weekend in Durham.

## CLB 3/4, CEFR A2

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about Durham:

What I say when I do not understand:  
*e.g., Could you repeat that please?*

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

### My Personal Information

My address is:

My phone number is:

### Other Information

You can arrive at: *e.g., 5 o'clock*

The weather in Durham is:  
*e.g., Very cold, sunny, it is 2 degrees*

You should wear:  
*e.g., A sweater, a warm coat, gloves*

Activity #1:

Why?

Activity #2:

Why?

Activity #3:

Why?

CLB 3/4, CEFR A2


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




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

Writing Task

Send an e-mail to invite a family member to join you and your friend for the weekend. Be sure to explain what you have planned for an exciting weekend in Durham. (5-6 sentences).

CLB 3/4, CEFR A2

 **New Message**

 Save to drafts    Check Spelling    Attach file

**TO**

**CC**

**BCC**

From namehere@email.ca

Subject

Select your signature

[Click here to SEND](#)

CLB 5/6, CEFR B1



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

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

## Welcome to Durham!

A friend is visiting Canada and would like to stay with you in Durham for a weekend. Your friend doesn't always enjoy new experiences and usually prefers to stay indoors watching television. You are much more active and want to show your friend as much of Durham as possible. Plan what you will do with him/her during the visit. Include the following information in your planning:

- Where you [live](#)
- Your phone number
- When your friend will arrive
- How to get your friend from [Pearson International Airport](#) to where you [live](#) in Durham
- What clothes your friend should wear considering the [weather](#)
- What activities you want to do (choose at least four)

### Oral Interaction Task

Phone your friend and give the details of the visit to Durham you have planned, explaining why you think these activities would be of interest to him/her. You will need to be very persuasive as your friend is tired and would prefer to stay at home.

### Writing Task

Send an e-mail to invite your sister to join you for the weekend. Be sure to describe exactly what you have planned for an exciting weekend in Durham and why it should not be missed. Your sister is very shy and will need to be persuaded to travel from Toronto to join you for the weekend.

## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about Durham:

What I say when I do not understand:

*e.g., Could you repeat that please?*

What I say when I meet someone:

*e.g., Hello!*

What I say when I leave someone:

*e.g., Goodbye!*

### My Personal Information

My address is:

My phone number is:

### Other Information

You can arrive at: *e.g., 5 o'clock*

The weather in Durham is:

*e.g., Very cold, sunny, it is 2 degrees*

You should wear:

*e.g., A sweater, a warm coat, gloves*

Directions from Pearson International Airport to where I live in Durham:



## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

Activity #1:

Why?

Activity #2:

Why?

Activity #3:

Why?

Activity #4:

Why?

Persuasion words:

*e.g., You really will love...*

CLB 5/6, CEFR B1

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

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

## Writing Task

Send an e-mail to invite your sister to join you for the weekend. Be sure to describe exactly what you have planned for an exciting weekend in Durham and why it should not be missed. Your sister is very shy and will need to be persuaded to travel from Toronto to join you for the weekend. (1 to 2 paragraphs)



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none) ▼

Click here to SEND

# Module Two

## Working in Durham: Getting a Job in Durham (Instructional Guide)



## Getting a Job in Durham: Performance Task 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand individual greetings, introductions and goodwill expressions. (1-2 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings and leave-takings (Hello. How are you?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to basic courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p> <p><b>IV. Sharing Information</b> Give basic personal information in response to direct questions for a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Introducing yourself (My name is Kamal.)</li> <li>• Greetings and leave-takings (Hello. How are you? Nice to meet you. Goodbye.)</li> <li>• Describing your family (I am married. I have three children.)</li> <li>• Giving personal Information (My address is..., my phone number is... I speak Urdu.)</li> <li>• Ask for assistance (Can you help me find a job?)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from very short, simple, common formatted texts.</p> <p><b>IV. Comprehending Information</b> Recognize names, numbers and some basic details in very short simple texts related to everyday situations and immediate needs.</p>	<ul style="list-style-type: none"> <li>• Identifying basic information</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b> Complete very short, simple or simplified forms that require only basic information. (About 5 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form (Name: _____ )</li> </ul>

## Getting a Job in Durham: Performance Task 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (2 or 3 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings, leave-takings, goodwill expressions (Hello! Please come in and sit down. See you next week.)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to common everyday activities.</p> <p><b>IV. Sharing Information</b> Give expanded basic personal information to a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Introducing yourself (My name is Kamal.)</li> <li>• Greetings and leave-takings (Hello. How are you? Nice to meet you. Goodbye.)</li> <li>• Describing your family (I am married. I have three children.)</li> <li>• Giving personal Information (My address is..., my phone number is... I speak Urdu.)</li> <li>• Ask for assistance (Can you help me find a job?)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose and some basic details in very simple, short texts relating to everyday, familiar, personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Identifying basic information</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b> Complete short, simple or simplified forms that require only basic personal identification or familiar information. (Up to 10 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form (Name: _____ )</li> </ul>

## Getting a Job in Durham: Performance Task 1

CEFR Can-do Statements (A1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</li> <li>• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</li> <li>• Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</li> <li>• Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</li> <li>• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</li> <li>• Can spell his/her address, nationality and other personal details.</li> </ul>	<ul style="list-style-type: none"> <li>• “Job Search Help” p. 50, worksheet p. 65</li> <li>• “Overcoming Barriers to Employment” p. 16, worksheet p. 67</li> </ul>

### TASK

You are new to Canada and want to find a job. First, talk to a counsellor from [The Welcome Centre Immigrant Services](#). He/she will ask you these questions:

- What is your name?
- What is your address?
- What is your phone number?
- What language do you speak?
- What is your immigration status?
- Who is in your family?
- How can I help you? (e.g., Settlement, English classes, getting a job, accreditation information)

#### Oral Interaction Task

Speak with the Welcome Centre counsellor and give your personal information.

#### Writing Task

Complete part of the Welcome Centre registration form.

## Getting a Job in Durham: Performance Task 2

CLB 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand simple social exchanges, including styles of greetings, introductions and leave-takings. (5 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions (Hello! Good morning. How are you today? It is a pleasure to meet you. See you next week. Have a great day!)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.</p> <p><b>III. Getting Things Done</b> Make and respond to an expanding range of simple requests related to everyday activities.</p> <p><b>IV. Sharing Information</b> Ask for and give information about immediate needs and some feelings relating to common everyday activities.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Hello! Nice to see you again. How have you been? I wonder when it will stop snowing?)</li> <li>• Requesting information (Where do I go for LINC classes?)</li> <li>• Describing needs (I would like help to find a job. I would like to attend LINC classes.)</li> <li>• Describing feelings (I am very thankful for your help.)</li> </ul>
<p><b>Reading</b></p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and some details in simple, short texts relating to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey short, personal and informal social messages on topics related to familiar everyday situations.</p> <p><b>IV. Sharing Information</b> Write a few sentences to describe a familiar person, object, place, situation or event. (5 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing a thank you card</li> <li>• Describing how you have been helped</li> <li>• Providing information about language classes and how you will gain Canadian work experience</li> </ul>

## Getting a Job in Durham: Performance Task 2

CLB 4

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b>                      I. Understand short social exchanges containing introductions, casual small talk and leave-taking. (6 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions, casual small talk (Hi! Good morning. How are you doing? It is a pleasure to meet you. See you at our next appointment. Have a great day! Thank you for your help.)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b>                      Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.</p> <p><b>III. Getting Things Done</b>                      Make and respond to a range of requests and offers.</p> <p><b>IV. Sharing Information</b>                      Ask for and give information about needs and feelings related to common everyday activities.                      Give brief descriptions. (5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, small talk phrases, extending conversations (Hello! Nice to see you again. Thank you for seeing me so quickly. It is a beautiful day outside.)</li> <li>• Requesting information (Where do I go for LINC classes?)</li> <li>• Describing needs (I would like help to find a job. I would like to attend LINC classes. I would like to work with a mentor through the mentorship program.)</li> <li>• Describing feelings (I am very thankful for your help.)</li> </ul>
<p><b>Reading</b></p> <p><b>IV. Comprehending Information</b>                      Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b>                      Convey short, personal, informal social messages on topics related to familiar everyday situations. (A few sentences or a short paragraph)</p> <p><b>IV. Sharing Information</b>                      Write a short paragraph to describe a familiar situation, event, personal experience or future plan. (One paragraph)</p>	<ul style="list-style-type: none"> <li>• Writing a thank you card</li> <li>• Describing how you have been helped</li> <li>• Providing information about language classes and how you will gain Canadian work experience</li> </ul>



## Getting a Job in Durham: Performance Task 2

CEFR Can-do Statements (A2)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can use simple everyday polite forms of greeting and address.</li> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</li> <li>• Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> <li>• Can give short, basic descriptions of events and activities.</li> <li>• Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.</li> <li>• Can understand short, simple texts containing the highest frequency vocabulary.</li> <li>• Can write short, simple notes and messages relating to matters in areas of immediate need.</li> </ul>	<ul style="list-style-type: none"> <li>• “Overcoming Barriers to Employment” p. 54, worksheet p. 71</li> </ul>

### TASK

You are new to Canada and want to find a job. First, talk to a counsellor from [The Welcome Centre Immigrant Services](#) and share your personal information.

The Welcome Centre counsellor will also talk to you about:

- What [language class](#) interests you to improve your English skills; and
- How you would like to gain [Canadian work experience](#)

#### Oral Interaction Task

Speak with the Welcome Centre counsellor and give your personal information. Discuss language classes that are of interest to you and how you would like to gain Canadian work experience.

#### Writing Task

Send a thank you letter to your Welcome Centre counsellor. Include how he/she helped you and your family, what language class you will attend, and how you will get Canadian work experience.

## Getting a Job in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand the gist and some details in moderately complex common and predictable social exchanges.</p>	<ul style="list-style-type: none"> <li>• Listening to the counsellor’s suggestions</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in basic social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal requests, permission, suggestions and advice.</p> <p><b>IV. Sharing Information</b> Ask for and give information related to routine activities in one-on-one interactions.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, small talk phrases, extending conversations (Hello! Nice to see you again. Thank you for seeing me so quickly. The rain just won’t stop! I appreciate all of your help.)</li> <li>• Requesting information (Where do I go for LINC classes? Where should I go for help finding a job?)</li> <li>• Describing needs (I would like help with my job search. I am eligible to attend LINC classes. I would like to be connected with a mentor through the mentorship program.)</li> <li>• Expressing feelings and preferences (It has been difficult not having Canadian work experience.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 1 or 2 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand simple to moderately complex descriptive or narrative texts on familiar topics. Access relevant information from reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (One paragraph)</p> <p><b>IV. Sharing Information</b> Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.</p>	<ul style="list-style-type: none"> <li>• Writing a thank you card</li> <li>• Describing how you have been helped</li> <li>• Providing information about language classes, how you will gain Canadian work experience, and the services offered by local employment agencies</li> </ul>

## Getting a Job in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understanding common social exchanges.</p>	<ul style="list-style-type: none"> <li>• Listening to the counsellor's suggestions</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in routine social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal and somewhat formal suggestions and indirect requests.</p> <p><b>IV. Sharing Information</b> Ask for and give information in some detail; expressing opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, small talk phrases, extending conversations (Hello! Nice to see you again. Thank you for seeing me so quickly. The rain just won't stop! I appreciate all of your help.)</li> <li>• Requesting information (Where do I go for LINC classes? Where should I go for help finding a job?)</li> <li>• Describing needs (I would like help with my job search. I am eligible to attend LINC classes. I would like to be connected with a mentor through the mentorship program.)</li> <li>• Expressing feelings and preferences (It has been difficult not having Canadian work experience. I don't think that is the best option because...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 2 or 3 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand moderately complex descriptive or narrative texts on familiar topics. Access, locate and compare 2 or 3 pieces of information from online reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes. (1-2 paragraphs)</p> <p><b>IV. Sharing Information</b> Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.</p>	<ul style="list-style-type: none"> <li>• Writing a thank you card</li> <li>• Describing a sequence of events</li> <li>• Describing how you have been helped</li> <li>• Providing information about language classes, how you will gain Canadian work experience, and the services offered by local employment agencies</li> </ul>

## Getting a Job in Durham: Performance Task 3

CEFR Can-do Statements (B1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can give detailed accounts of experiences, describing feelings and reactions.</li> <li>• Can briefly give reasons and explanations for opinions, plans and actions.</li> <li>• Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li> <li>• Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>• Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</li> </ul>	<ul style="list-style-type: none"> <li>• “Career Planning” p. 55, worksheets pp. 73, 79</li> <li>• “Job Search Help” p. 55</li> </ul>

### TASK

You are new to Canada and want to find a job. First, talk to a counsellor from [The Welcome Centre Immigrant Services](#) and share your personal information.

The Welcome Centre counsellor will also talk to you about:

- What [language class](#) interests you to improve your English skills; and
- How you would like to gain [Canadian work experience](#)

Research one of the many local employment agencies that can help you in your job search. Speak to your Welcome Centre counsellor about the great services that you have discovered are offered by that agency.

#### Oral Interaction Task

Speak with the Welcome Centre counsellor and give your personal information. Discuss language classes that are of interest to you and how you would like to gain Canadian work experience. Mention the local employment agency that you would like to visit and which of their services is of interest to you.

#### Writing Task

Send a thank you letter to your Welcome Centre counsellor. Include how he/she helped you and your family, what language class you will attend, and how you will get Canadian work experience. In addition, explain why you are looking forward to visiting a local employment agency.

CLB 1/2, CEFR A1



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

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

## Getting a Job in Durham

You are new to Canada and want to find a job. First, talk to a counsellor from [The Welcome Centre Immigrant Services](#). He/she will ask you these questions:

- What is your name?
- What is your address?
- What is your phone number?
- What language do you speak?
- What is your immigration status?
- Who is in your family?
- How can I help you? (e.g., Settlement, English classes, getting a job, accreditation information)

### Oral Interaction Task

Speak with the Welcome Centre counsellor and give your personal information.

### Writing Task

Complete part of the Welcome Centre registration form.

## CLB 1/2, CEFR A1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

CLB 1/2, CEFR A1

## My Personal Information

My name is:

Immigration Status: *I am...*

My address is:

My family: *I have...*

My phone number is:

I need help to...

I speak:

## CLB 1/2, CEFR A1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

### Complete part of the Welcome Centre registration form.

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone Number (Home): \_\_\_\_\_ Phone Number (Cell): \_\_\_\_\_

Do you have a spouse?  YES  NO Language Spoken: \_\_\_\_\_

Dependants/Family Members:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Immigration Status:

Canadian Citizen

Refugee Claimant

Permanent Resident

Visitor

Minister Permit

Temporary Resident

Other (Please specify): \_\_\_\_\_

CLB 3/4, CEFR A2



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

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

## Getting a Job in Durham

You are new to Canada and want to find a job. First, talk to a counsellor from [The Welcome Centre Immigrant Services](#) and share your personal information.

The Welcome Centre counsellor will also talk to you about:

- What [language class](#) interests you to improve your English skills; and
- How you would like to gain [Canadian work experience](#)

### Oral Interaction Task

Speak with the Welcome Centre counsellor and give your personal information. Discuss language classes that are of interest to you and how you would like to gain Canadian work experience.

### Writing Task

Send a thank you letter to your Welcome Centre counsellor. Include how he/she helped you and your family, what language class you will attend, and how you will get Canadian work experience.



CLB 3/4, CEFR A2

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

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

## Writing Task

Send a thank you letter to your Welcome Centre counsellor. Include how he/she helped you and your family, what language class you will attend, and how you will get Canadian work experience. (5-6 sentences).

*Thank you!*

---

---

---

---

---

---

---

---

---

---

CLB 5/6, CEFR B1



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

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

## Getting a Job in Durham

CLB 5/6, CEFR B1

You are new to Canada and want to find a job. First, talk to a counsellor from [The Welcome Centre Immigrant Services](#) and share your personal information.

The Welcome Centre counsellor will also talk to you about:

- What [language class](#) interests you to improve your English skills; and
- How you would like to gain [Canadian work experience](#)

Research one of the many [local employment agencies](#) that can help you in your job search. Speak to your Welcome Centre counsellor about the great services that you have discovered are offered by that agency.

### Oral Interaction Task

Speak with the Welcome Centre counsellor and give your personal information. Discuss language classes that are of interest to you and how you would like to gain Canadian work experience. Mention the local employment agency that you would like to visit and which of their services is of interest to you.

### Writing Task

Send a thank you letter to your Welcome Centre counsellor. Include how he/she helped you and your family, what language class you will attend, and how you will get Canadian work experience. In addition, explain why you are looking forward to visiting a local employment agency.

## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

CLB 5/6, CEFR B1

## My Personal Information

My name is:

Immigration Status: *I am...*

My address is:

My family: *I have...*

My phone number is:

I need help to...

I speak:

## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

Information about language classes:

Information about getting Canadian work experience:

Name of employment agency:

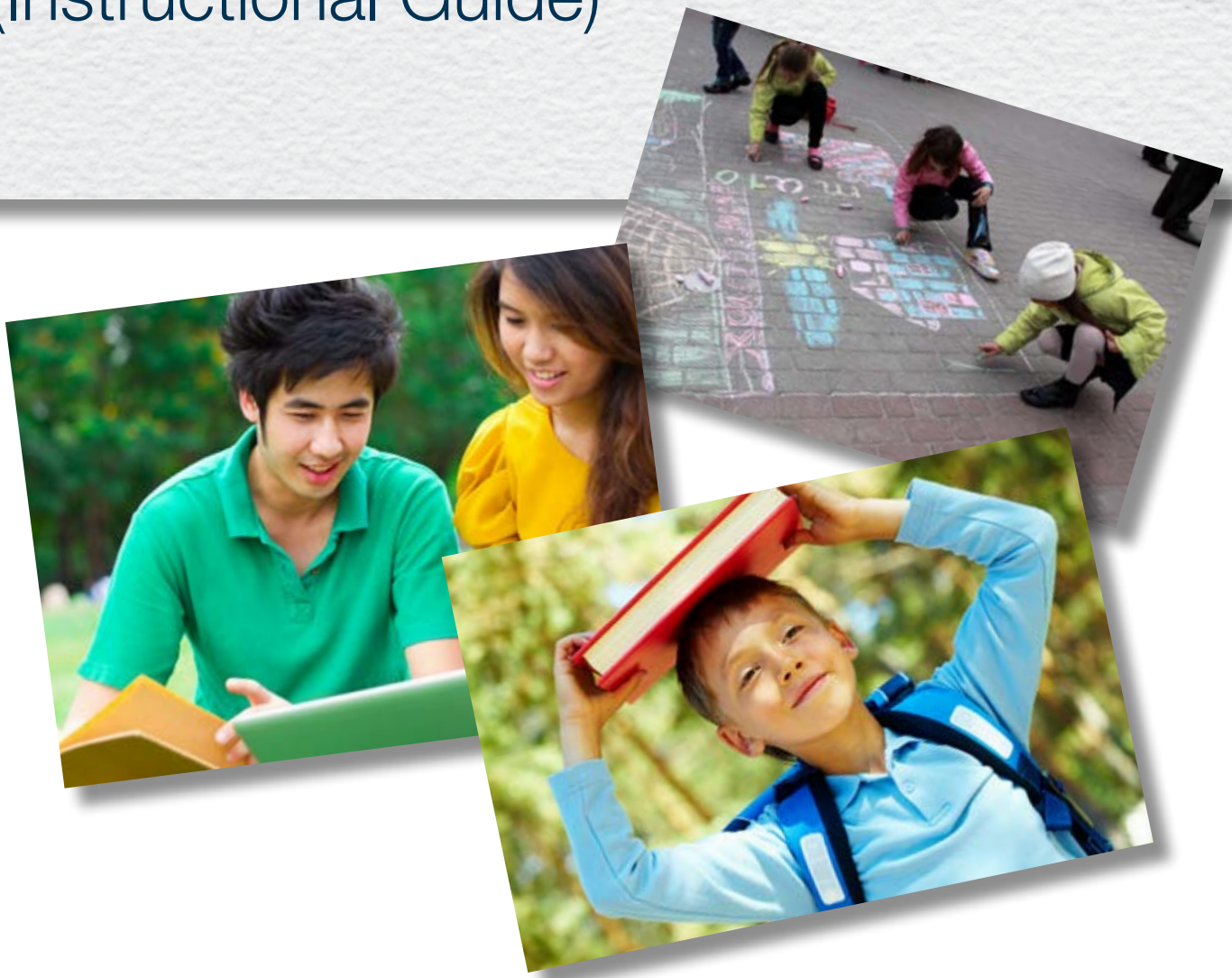
Services offered by the agency and why they are of interest to me:



# Module Three

## Learning in Durham: Going to School in Durham

(Instructional Guide)



## Going to School in Durham: Performance Task 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand individual greetings, introductions and goodwill expressions. (1 or 2 turns)</p> <p><b>IV. Comprehending Information</b> Understand simple information about familiar, concrete topics.</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings and leave-takings (Hello. How can I help you?)</li> <li>• Recognition of words and expressions relating to numbers, time and school (School begins at 8:15, school ends at three thirty).</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to basic courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p> <p><b>IV. Sharing Information</b> Give basic personal information in response to direct questions for a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Introducing yourself (My name is Dagmar Muller.)</li> <li>• Greetings and leave-takings (Hello. Can you help me? Thank you. Goodbye.)</li> <li>• Asking for assistance (Can you help me?)</li> <li>• Uses simple expressions of time (Three o'clock.)</li> <li>• Asking simple questions using memorized stock phrases (What time does...? How can I register?)</li> <li>• Answers simple questions about personal information (My son is 10 years old).</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from very short, simple, common formatted texts.</p> <p><b>IV. Comprehending Information</b> Recognize names, numbers and some basic details in very short simple texts related to everyday situations and immediate needs.</p>	<ul style="list-style-type: none"> <li>• Locating places on a map</li> <li>• Finding a school's phone number</li> <li>• Identifying basic information (e.g., phone numbers, addresses)</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey greetings or other goodwill messages in short, simple standard texts.</p> <p><b>IV. Sharing Information</b> Write a few words to complete a short, guided text. (About 3-5 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing greetings and leave-takings (Hello. How are you? Best wishes!)</li> <li>• Completing guided writing tasks in the form of an e-mail (The school's address is _____)</li> </ul>

## Going to School in Durham: Performance Task 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (2 or 3 turns)</p> <p><b>IV. Comprehending Information</b> Understand very simple information about highly familiar, concrete topics.</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings, leave-takings, goodwill expressions (Good morning! Can I help you? Thank you for calling. Have a great day!)</li> <li>• Recognition of words and expressions relating to numbers, time and school (School begins at 8:15, the bell rings at three thirty)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to common everyday activities.</p> <p><b>IV. Sharing Information</b> Give basic personal information in response to direct questions for a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Introducing yourself and responding to another person's introduction (My name is Dagmar Muller. Nice speaking with you.)</li> <li>• Greetings and leave-takings (Good afternoon. I have some questions. Thank you for your help. Goodbye.)</li> <li>• Asking for assistance (Can you answer some questions for me?)</li> <li>• Asking simple questions using memorized stock phrases (What time does...? How can I register?)</li> <li>• Answers simple questions about personal information (My son is 10 years old. I start work at 9 o'clock)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Locating places on a map</li> <li>• Finding a school's phone number</li> <li>• Identifying basic information (e.g., phone numbers, addresses, name of school secretary)</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey an expanding range of goodwill messages</p> <p><b>IV. Sharing Information</b> Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. (About 5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing greetings and leave-takings (Hi there! I hope you are well. See you soon, All the best!)</li> <li>• Completing guided writing tasks in the form of an e-mail (The school's address is _____)</li> </ul>



## Going to School in Durham: Performance Task 1

### CEFR Can-do Statements (A1)

- Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
- Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.
- Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
- Can spell his/her address, nationality and other personal details.

### Possible Activities from the Durham Immigration Portal-based Curriculum Binder

- "Learning (Home Page)" p. 85
- "Primary and Secondary School" p. 85

### TASK

Use the [Durham Immigration Portal](#) to find a school for your 15 year old son and/or your 10 year old daughter. Phone the school to get some information. Ask the school secretary these questions:

- What is the [school's](#) address?
- What is the name of the principal?
- What time does school start?
- What time does school end?
- How can I register?

#### Oral Interaction Task

Phone the school secretary to get some important information.

#### Writing Task

Your friend also has a child who is the same age. Send an e-mail to your friend with important information about the school.

## Going to School in Durham: Performance Task 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand simple social exchanges, including styles of greetings, introductions and leave-takings. (5 turns)</p> <p><b>IV. Comprehending Information</b> Understand short, simple descriptive communication about a person, object, situation, scene, personal experience or daily routine.</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions (Hi! Good morning. How are you doing? How can I help you? Thanks for calling.)</li> <li>• Identifies factual details given in a phone conversation (To register you will need to..., to support English Language Learners we...)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.</p> <p><b>III. Getting Things Done</b> Make and respond to an expanding range of simple requests related to everyday activities.</p> <p><b>IV. Sharing Information</b> Ask for and give information about immediate needs and some feelings relating to common everyday activities.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good morning! Thank you for taking my call. I wonder if you could help me. I appreciate your help.)</li> <li>• Requesting information (How do I register my child?)</li> <li>• Asking about arrangements (What does the school do to help students who are English Language Learners?)</li> <li>• Expressing feelings (I'm concerned about my son/ daughter...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and some details in simple, short texts relating to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey short, personal and informal social messages on topics related to familiar everyday situations.</p> <p><b>IV. Sharing Information</b> Write a few sentences to describe a familiar person, object, place, situation or event. (5 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to convey key information</li> <li>• Describing programming and services at a school</li> </ul>

## Going to School in Durham: Performance Task 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand short social exchanges containing introductions, casual small talk and leave-taking. (6 turns)</p> <p><b>IV. Comprehending Information</b> Understand short descriptive or narrative communication on topics of personal relevance.</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions, casual small talk (Hi! Good morning. How are you today? How can I help you? Thanks for calling. Have a great day!)</li> <li>• Identifies factual details given in a phone conversation (To register you will need to..., to support English Language Learners we...)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.</p> <p><b>III. Getting Things Done</b> Make and respond to a range of requests and offers.</p> <p><b>IV. Sharing Information</b> Ask for and give information about needs and feelings related to common everyday activities. Give brief descriptions. (5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good morning. Thank you for taking my call. I wonder if you could help me. I really appreciate your help.)</li> <li>• Requesting information (How do I register my child?)</li> <li>• Asking about arrangements (What does the school do to help students who are English Language Learners?)</li> <li>• Expressing feelings (I'm concerned about my son/ daughter...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey short, personal, informal social messages on topics related to familiar everyday situations. (A few sentences or a short paragraph)</p> <p><b>IV. Sharing Information</b> Write a short paragraph to describe a familiar situation, event, personal experience or future plan. (One paragraph)</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to convey key information</li> <li>• Describing programming and services at a school</li> </ul>

## Going to School in Durham: Performance Task 2

CEFR Can-do Statements (A2)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can use simple everyday polite forms of greeting and address.</li> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</li> <li>• Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> <li>• Can deal with practical everyday demands: finding out and passing on straightforward factual information.</li> <li>• Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.</li> <li>• Can write short, simple notes and messages relating to matters in areas of immediate need.</li> </ul>	<ul style="list-style-type: none"> <li>• “Learning” p. 88</li> <li>• “Primary and Secondary School” p. 88</li> </ul>

### TASK

Use the [Durham Immigration Portal](#) to find a school for your 15 year old son and/or your 10 year old daughter. Phone the school secretary to get some general information about the school and then ask to speak to the principal to find out about how the school can help students who do not speak much English. You are worried that school will be difficult for your son/daughter because of this. Make sure that you find out:

- The [school's](#) address
- The name of the principal
- The time the school starts and finishes
- How to register
- Exactly what the school does to help students who are English Language Learners, (Ask about special language classes, how your son/daughter will be evaluated in the various subject areas, report cards, the school's experience with other ELL students, etc.)

#### Oral Interaction Task

Phone the school to get some important information from the secretary and some reassurance from the principal.

#### Writing Task

Send an e-mail to your friend to recommend the school that you have found. Explain what the school can do to help students who are English Language Learners.

## Going to School in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand the gist and some details in moderately complex common and predictable social exchanges.</p> <p><b>IV. Comprehending Information</b> Understand information about familiar or relevant topics.</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions, casual small talk (Hi! Good morning. How are you today? How can I help you? Thanks for calling. Have a great day!)</li> <li>• Identifies factual details given in a phone conversation (To register you will need to..., to support English Language Learners we...)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in basic social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal requests, permission, suggestions and advice.</p> <p><b>IV. Sharing Information</b> Ask for and give information related to routine activities in one-on-one interactions.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good morning. Thank you so much for taking my call. I wonder if you could help me. I really appreciate your help.)</li> <li>• Requesting information (Could you tell me how I register my child? Do you know of any ESL classes for adults?)</li> <li>• Asking about arrangements (What does the school do to help students who are English Language Learners?)</li> <li>• Expressing feelings (I'm concerned about my son/daughter... he/she is very nervous...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 1 or 2 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand simple to moderately complex descriptive or narrative texts on familiar topics. Access relevant information from reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes. (One paragraph)</p> <p><b>IV. Sharing Information</b> Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to convey key information</li> <li>• Describing programming and services at a school</li> </ul>

## Going to School in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p>Listening</p> <p><b>I. Interacting with Others</b> Understanding common social exchanges.</p> <p><b>IV. Comprehending Information</b> Understand information about familiar or relevant topics.</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions, casual small talk (Hi! Good morning. How are you today? How can I help you? I hope that answers your questions. Thanks for calling. Have a great day!)</li> <li>• Identifies factual details given in a phone conversation (To register you will need to..., to support English Language Learners we...)</li> </ul>
<p>Speaking</p> <p><b>I. Interacting with Others</b> Participate in routine social conversations for some everyday purposes.</p> <p><b>II. Giving Instructions</b> Give sequential instructions and directions for everyday activities and processes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal and somewhat formal suggestions and indirect requests.</p> <p><b>IV. Sharing Information</b> Ask for and give information in some detail; expressing opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good morning. Thank you so much for taking my call. I wonder if you could help me. You've been really helpful. I really appreciate your help.)</li> <li>• Requesting information (Could you tell me how I register my child? Do you know of any ESL classes for adults? I wonder if you could tell me about...)</li> <li>• Asking about arrangements (What does the school do to help students who are English Language Learners?)</li> <li>• Expressing feelings (I'm concerned about my son/ daughter... he/she is rather nervous...)</li> </ul>

## Going to School in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p>Reading</p> <p><b>III. Getting Things Done</b> Locate and use 2 or 3 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand moderately complex descriptive or narrative texts on familiar topics. Access, locate and compare 2 or 3 pieces of information from online reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from the portal</li> </ul>
<p>Writing</p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes. (1-2 paragraphs)</p> <p><b>IV. Sharing Information</b> Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.</p>	<ul style="list-style-type: none"> <li>• Writing an e-mail to convey key information</li> <li>• Describing programming and services at a school</li> </ul>

## Going to School in Durham: Performance Task 3

CEFR Can-do Statements (B1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</li> <li>• Can find out and pass on straightforward factual information.</li> <li>• Can explain the main points in an idea or problem with reasonable precision.</li> <li>• Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing).</li> <li>• Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</li> </ul>	<ul style="list-style-type: none"> <li>• “Learning” p. 92</li> <li>• “Primary and Secondary School” p. 92</li> <li>• “English for Adults” p. 93</li> </ul>

### TASK

Use the [Durham Immigration Portal](#) to find a school for your 15 year old son and/or your 10 year old daughter. Phone the school and ask to speak to the principal to find out about how the school can help students who are learning English. Your son/daughter is very nervous about attending school in Canada and you are concerned about how he/she will fit in academically and socially. Ask the principal what the school will be able to do to support your son/daughter.

You would also like to find out about ESL lessons for adults as you and your partner would like to improve your English as well. During your conversation with the principal, make sure that you ask about:

- Exactly what the [school](#) does to help students who are English Language Learners (ELL), (e.g., special language classes, how your son/daughter will be evaluated in the various subject areas, report cards, the school’s experience with other ELL students, what the school will do to make her feel welcome, etc.)
- ESL classes for adults (When? Where? What levels? How to register? etc.)

#### Oral Interaction Task

Phone the school principal to get some important information about how the school supports ELL and what ESL courses are available for adults.

#### Writing Task

Send an e-mail to your friend to recommend the school that you have found for your son/daughter. Explain what they can do to help students who are English Language Learners. Also, try to persuade your friend, who is very nervous about learning English, to join you at ESL classes for adults.



CLB 1/2, CEFR A1



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

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

## Going to School in Durham

Use the [Durham Immigration Portal](#) to find a [school](#) for your 15 year old son and/or your 10 year old daughter. Phone the school to get some information. Ask the school secretary these questions:

- What is the school's address?
- What is the name of the principal?
- What time does school start?
- What time does school end?
- How can I register?

### Oral Interaction Task

Phone the school secretary to get some important information.

### Writing Task

Your friend also has a child who is the same age. Send an e-mail to your friend with important information about the school.

## CLB 1/2, CEFR A1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about schools in Durham:

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

## Other Information

The School's phone number is...

School begins at: *e.g., 8:30*

The School's address is...

School ends at: *e.g., 3 o'clock*

The School's principal is...

To register my child I must...

CLB 1/2, CEFR A1

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

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

Your friend also has a child who is the same age. Send an e-mail to your friend with important information about the school.

\_\_\_\_\_ ,

I have found a great school for our children! It is called

\_\_\_\_\_ .

The address is \_\_\_\_\_ .

The principal's name is \_\_\_\_\_ .

School starts at \_\_\_\_\_ and ends at

\_\_\_\_\_ . To register you must \_\_\_\_\_

\_\_\_\_\_ .

\_\_\_\_\_ ,

\_\_\_\_\_

CLB 3/4, CEFR A2



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

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

## Going to School in Durham

Use the [Durham Immigration Portal](#) to find a [school](#) for your 15 year old son and/or your 10 year old daughter. Phone the school secretary to get some general information about the school and then ask to speak to the principal to find out about how the school can help students who do not speak much English. You are worried that school will be difficult for your son/daughter because of this. Make sure that you find out:

- The school's address
- The name of the principal
- The time the school starts and finishes
- How to register
- Exactly what the school does to help students who are English Language Learners, (Ask about special language classes, how your son/daughter will be evaluated in the various subject areas, report cards, the school's experience with other ELL students, etc.)

### Oral Interaction Task

Phone the school to get some important information from the secretary and some reassurance from the principal.

### Writing Task

Send an e-mail to your friend to recommend the school that you have found. Explain what the school can do to help students who are English Language Learners.

## CLB 3/4, CEFR A2

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about schools in Durham:

What I say when I do not understand:  
*e.g., Could you repeat that please?*

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

## Other Information

The School's phone number is...

School begins at: *e.g., 8:30*

The School's address is...

School ends at: *e.g., 3 o'clock*

The School's principal is...

To register my child I must...

Question about support for  
ELL #1:

Question about support for  
ELL #2:

Question about support for  
ELL #3:

## CLB 3/4, CEFR A2

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

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

### Writing Task

Send an e-mail to your friend to recommend the school that you have found. Explain what the school can do to help students who are English Language Learners. (5-6 sentences).



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none)



Click here to SEND

CLB 5/6, CEFR B1



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

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

## Going to School in Durham

Use the [Durham Immigration Portal](#) to find a [school](#) for your 15 year old son and/or your 10 year old daughter. Phone the school and ask to speak to the principal to find out about how the school can help students who are learning English. Your son/daughter is very nervous about attending school in Canada and you are concerned about how he/she will fit in academically and socially. Ask the principal what the school will be able to do to support your son/daughter.

You would also like to find out about ESL lessons for adults as you and your partner would like to improve your English as well. During your conversation with the principal, make sure that you ask about:

- Exactly what the school does to help students who are English Language Learners (ELL), (e.g., special language classes, how your son/daughter will be evaluated in the various subject areas, report cards, the school's experience with other ELL students, what the school will do to make her feel welcome, etc.)
- ESL classes for adults (When? Where? What levels? How to register? etc.)

### Oral Interaction Task

Phone the school principal to get some important information about how the school supports ELL and what ESL courses are available for adults.

### Writing Task

Send an e-mail to your friend to recommend the school that you have found for your son/daughter. Explain what they can do to help students who are English Language Learners. Also, try to persuade your friend, who is very nervous about learning English, to join you at ESL classes for adults.

## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about schools in Durham:

Name of School:

Phone Number:

Address:

CLB 5/6, CEFR B1

What I need to know  
about how schools support ELL

What I need to know about ESL for Adults



## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

## Planning the email

Information about support for ELL at the school:

- 
- 
- 
- 
- 
- 

Information about support for ESL classes for adults:

- 
- 
- 
- 
- 
- 

Words and expressions of persuasion:

*e.g., I really think you should...*

## CLB 5/6, CEFR B1

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

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

### Writing Task

Send an e-mail to your friend to recommend the school that you have found for your son/daughter. Explain what they can do to help students who are English Language Learners. Also, try to persuade your friend, who is very nervous about learning English, to join you at ESL classes for adults. (1 to 2 paragraphs)



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none)



Click here to SEND

# Module Four

## Living in Durham: Getting Health Care in Durham

(Instructional Guide)



## Getting Health Care in Durham: Performance Task 1

CLB 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand individual greetings, introductions and goodwill expressions. (1-2 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings and leave-takings (Hello. How are you?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to basic courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p> <p><b>IV. Sharing Information</b> Give basic personal information in response to direct questions for a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Introducing yourself (My name is Marina.)</li> <li>• Greetings and leave-takings (Hello. How are you? Nice to meet you. Goodbye.)</li> <li>• Giving personal Information (My address is..., my phone number is... I am a permanent resident.)</li> <li>• Asking for assistance (I need a health card, please.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from very short, simple, common formatted texts.</p> <p><b>IV. Comprehending Information</b> Recognize names, numbers and some basic details in very short simple texts related to everyday situations and immediate needs.</p>	<ul style="list-style-type: none"> <li>• Identifying basic information</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b> Complete very short, simple or simplified forms that require only basic information. (About 5 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form (Name: _____ )</li> </ul>

## Getting Health Care in Durham: Performance Task 1

CLB 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (2 or 3 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings, leave-takings, goodwill expressions (Hello!, Next., How can I help you?, Have a good day.)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to common everyday activities.</p> <p><b>IV. Sharing Information</b> Give expanded basic personal information to a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Introducing yourself (My name is Juan.)</li> <li>• Greetings and leave-takings (Hello. How are you? Thank you. Goodbye.)</li> <li>• Giving personal Information (My address is..., my phone number is... I am a landed immigrant.)</li> <li>• Asking for assistance (I need a health card, please.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose and some basic details in very simple, short texts relating to everyday, familiar, personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Identifying basic information</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b> Complete short, simple or simplified forms that require only basic personal identification or familiar information. (Up to 10 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form (Name: _____ )</li> </ul>

## Getting Health Care in Durham: Performance Task 1

CLB Can-do Statements (A1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</li> <li>• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</li> <li>• Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</li> <li>• Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</li> <li>• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</li> <li>• Can spell his/her address, nationality and other personal details.</li> </ul>	<ul style="list-style-type: none"> <li>• “Health Care” p. 15</li> </ul>

### TASK

You are new to Canada and want [health care](#). First, you need to apply for an OHIP card. Find a Service Ontario Centre near you. Visit the centre and speak to an agent to apply for a card. He/she will ask you these questions:

- What is your name?
- What is your address?
- What is your phone number?
- What is your date of birth?
- What is your immigration status?

#### Oral Interaction Task

Speak with the Service Ontario agent and give your personal information.

#### Writing Task

Complete part of the OHIP application form.

## Getting Health Care in Durham: Performance Task 2

CLB 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand simple social exchanges, including styles of greetings, introductions and leave-takings. (5 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions (Hello! Good morning. How are you today?, How can I help you?, Have a great day!)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.</p> <p><b>III. Getting Things Done</b> Make and respond to an expanding range of simple requests related to everyday activities.</p> <p><b>IV. Sharing Information</b> Ask for and give information about immediate needs and some feelings relating to common everyday activities.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Hello! Is it snowing where you are?, Where is your call centre located?, Thank you for your help.)</li> <li>• Requesting information (I am looking for a family doctor.)</li> <li>• Describing needs (I am looking for a female doctor. My son has diabetes.)</li> <li>• Describing feelings (I am very thankful for your help. I am frustrated that there are not many doctors.)</li> </ul>
<p><b>Reading</b></p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and some details in simple, short texts relating to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey short, personal and informal social messages on topics related to familiar everyday situations.</p> <p><b>IV. Sharing Information</b> Write a few sentences to describe a familiar person, object, place, situation or event. (5 sentences)</p>	<ul style="list-style-type: none"> <li>• Composing an e-mail</li> <li>• Describing how you have been helped</li> <li>• Providing information on how to get a health card and how to find a family doctor</li> </ul>

## Getting Health Care in Durham: Performance Task 2

CLB 4

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b>                      I. Understand short social exchanges containing introductions, casual small talk and leave-taking. (6 turns)</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions (Hello! Good morning. How are you today?, How can I help you?, I visited Durham last year. It is a beautiful place. Have a great day!)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b>                      Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.</p> <p><b>III. Getting Things Done</b>                      Make and respond to a range of requests and offers.</p> <p><b>IV. Sharing Information</b>                      Ask for and give information about needs and feelings related to common everyday activities.                      Give brief descriptions. (5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Hello! Is it snowing where you are?, Where is your call centre located?, Thank you for your help.)</li> <li>• Requesting information (I am looking for a family doctor.)</li> <li>• Describing needs (I am looking for a doctor for myself and my family. My preference is a female doctor. Is there a doctor who specializes in diabetes?)</li> </ul> <p>Describing feelings (I am very thankful for your help. I am upset that the doctor won't take my family because...)</p>
<p><b>Reading</b></p> <p><b>IV. Comprehending Information</b>                      Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b>                      Convey short, personal, informal social messages on topics related to familiar everyday situations. (A few sentences or a short paragraph)</p> <p><b>IV. Sharing Information</b>                      Write a short paragraph to describe a familiar situation, event, personal experience or future plan. (One paragraph)</p>	<ul style="list-style-type: none"> <li>• Composing an e-mail</li> <li>• Describing how you have been helped</li> <li>• Providing information on how to get a health card and how to find a family doctor</li> </ul>



## Getting Health Care in Durham: Performance Task 2

CLB Can-do Statements (A1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can use simple everyday polite forms of greeting and address.</li> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</li> <li>• Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> <li>• Can describe people, places and possessions in simple terms.</li> <li>• Can ask for and provide everyday goods and services.</li> <li>• Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.</li> <li>• Can understand short, simple texts containing the highest frequency vocabulary.</li> <li>• Can write short, simple notes and messages relating to matters in areas of immediate need.</li> </ul>	<ul style="list-style-type: none"> <li>• “Health Care” p. 19, worksheets pp. 34-36</li> </ul>

### TASK

You are new to Canada and want [health care](#). You received your Health Card and want to find a family [doctor](#). Research how Health Care Connect can help you. Call Health Care Connect to speak to an agent and share your personal information.

The Health Care Connect agent will also talk to you about:

- Your medical history
- Your family’s medical history

#### Oral Interaction Task

Speak with the Health Care Connect agent and give your personal information. Discuss your health care needs and the needs of your family.

#### Writing Task

Your friend, who is also a newcomer, wants to know how to apply for an OHIP card and how to find a family doctor. Write an e-mail and explain the procedure. Share the conversation you had with the Health Care Connect agent to help your friend feel more comfortable about calling.

## Getting Health Care in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand the gist and some details in moderately complex common and predictable social exchanges.</p>	<ul style="list-style-type: none"> <li>• Listening/responding to the nurse's questions and suggestions</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in basic social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal requests, permission, suggestions and advice.</p> <p><b>IV. Sharing Information</b> Ask for and give information related to routine activities in one-on-one interactions.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Hello! I hope that you are feeling better than I am, Thank you for your help.)</li> <li>• Requesting information (I am not sure what I should do. Can you suggest...)</li> <li>• Describing needs (I am very sick and think I should see a doctor.)</li> <li>• Describing feelings (My symptoms include...)</li> <li>• Responding to advice (I don't think that is a good idea because...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 1 or 2 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand simple to moderately complex descriptive or narrative texts on familiar topics. Access relevant information from reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (One paragraph)</p> <p><b>IV. Sharing Information</b> Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.</p>	<ul style="list-style-type: none"> <li>• Composing an e-mail</li> <li>• Thanking someone in writing</li> <li>• Describing a situation and explaining how you were helped</li> </ul>

## Getting Health Care in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understanding common social exchanges.</p>	<ul style="list-style-type: none"> <li>• Listening/responding to the nurse's questions and suggestions</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in routine social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal and somewhat formal suggestions and indirect requests.</p> <p><b>IV. Sharing Information</b> Ask for and give information in some detail; expressing opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Hello! I hope that you are feeling better than I am, Thank you for your help. I will go to the hospital.)</li> <li>• Requesting information (I am not sure what I should do. Can you suggest...)</li> <li>• Describing needs (I am very sick and think I should see a doctor.)</li> <li>• Describing feelings (My symptoms include...)</li> <li>• Responding to advice (I don't think that is the best place because...)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 2 or 3 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand moderately complex descriptive or narrative texts on familiar topics. Access, locate and compare 2 or 3 pieces of information from online reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes. (1-2 paragraphs)</p> <p><b>IV. Sharing Information</b> Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.</p>	<ul style="list-style-type: none"> <li>• Composing an e-mail</li> <li>• Thanking someone in writing</li> <li>• Describing a situation and explaining how you were helped</li> </ul>

## Getting Health Care in Durham: Performance Task 3

CLB Can-do Statements (A1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can give detailed accounts of experiences, describing feelings and reactions.</li> <li>• Can briefly give reasons and explanations for opinions, plans and actions.</li> <li>• Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li> <li>• Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>• Can write personal letters describing experiences, feelings and events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>• “Health Care” p. 22, worksheet p. 40</li> </ul>

### TASK

You received your OHIP Card and you now have a family doctor. Over the weekend, you start feeling ill. You remember your friend mentioning that he called [Telehealth Ontario](#) when he was sick. Research the service offered by Telehealth. Call and explain your symptoms. Discuss whether you should make an appointment with your doctor, go to a walk in clinic, or go to a hospital emergency room.

#### Oral Interaction Task

Speak with a Telehealth nurse. Provide your personal information. Explain your symptoms and discuss what health care service would best address your situation.

#### Writing Task

Write an e-mail to your friend thanking him for telling you about Telehealth. Explain why you needed to phone Telehealth and how you were helped by the nurse.

CLB 1/2, CEFR A1



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

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

## Getting Health Care in Durham

You are new to Canada and want [health care](#). First, you need to apply for an OHIP card. Find a Service Ontario Centre near you. Visit the centre and speak to an agent to apply for a card. He/she will ask you these questions:

- What is your name?
- What is your address?
- What is your phone number?
- What is your date of birth?
- What is your immigration status?

### Oral Interaction Task

Speak with the Service Ontario agent and give your personal information.

### Writing Task

Complete part of the OHIP application form.

## CLB 1/2, CEFR A1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I say when I meet someone:

*e.g., Hello!*

What I say when I leave someone:

*e.g., Goodbye!*

What I say when I do not understand:

*e.g., Could you repeat that please?*

Service Ontario Centre near me:

CLB 1/2, CEFR A1

## My personal information

My name is:

My date of birth is:

My address is:

I am a: *e.g., Permanent resident*

My phone number is:

## CLB 1/2, CEFR A1

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

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

### Complete part of the OHIP form

Personal Information			
Last Name:	First Name:	Middle Name:	
_____	_____	_____	
Date of Birth (yyyy/mm/dd):		Sex: M <input type="checkbox"/> F <input type="checkbox"/>	
_____		_____	
Mailing Address			
Street Number and Name, or P.O. Box Number, R.R., General Delivery		Apartment Number:	
_____		_____	
City:	Province:	Postal Code:	Country:
_____	_____	_____	_____
Home Telephone Number:		Work or Other Telephone Number:	
_____		_____	
Citizenship or Immigration Status			
Canadian	First Nations	Permanent Resident	Convention Refugee/ Protected Person
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify):			
_____			

CLB 3/4, CEFR A2



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

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

## Getting Health Care in Durham

You are new to Canada and want [health care](#). You received your Health Card and want to find a family [doctor](#). Research how Health Care Connect can help you. Call Health Care Connect to speak to an agent and share your personal information.

The Health Care Connect agent will also talk to you about:

- Your medical history
- Your family's medical history

### Oral Interaction Task

Speak with the Health Care Connect agent and give your personal information. Discuss your health care needs and the needs of your family.

### Writing Task

Your friend, who is also a newcomer, wants to know how to apply for an OHIP card and how to find a family doctor. Write an e-mail and explain the procedure. Share the conversation you had with the Health Care Connect agent to help your friend feel more comfortable about calling.



# Module Four - Getting Health Care in Durham (Student Planning Sheet)

## CLB 3/4, CEFR A2

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

How Health Care Connect can help me:

CLB 3/4, CEFR A2

## My personal information

My name is:

My phone number is:

My address is:

My date of birth is:

### My medical history

### My family's medical history

## CLB 3/4, CEFR A2

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

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

### Writing Task

Your friend, who is also a newcomer, wants to know how to apply for an OHIP card and how to find a family doctor. Write an e-mail and explain the procedure. Share the conversation you had with the Health Care Connect agent to help your friend feel more comfortable about calling. (5-6 sentences).



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none) ▼

Click here to SEND

CLB 5/6, CEFR B1



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

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

## Getting Health Care in Durham

CLB 5/6, CEFR B1

You received your OHIP Card and you now have a family doctor. Over the weekend, you start feeling ill. You remember your friend mentioning that he called [Telehealth Ontario](#) when he was sick. Research the service offered by Telehealth. Call and explain your symptoms. Discuss whether you should make an appointment with your doctor, go to a walk in clinic, or go to a hospital emergency room.

### Oral Interaction Task

Speak with a Telehealth nurse. Provide your personal information. Explain your symptoms and discuss what health care service would best address your situation.

### Writing Task

Write an e-mail to your friend thanking him for telling you about Telehealth. Explain why you needed to phone Telehealth and how you were helped by the nurse.

## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

How Telehealth can help me:

CLB 5/6, CEFR B1

## My personal information

My name is:

My phone number is:

My address is:

My date of birth is:

## My symptoms

CLB 5/6, CEFR B1

Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

Weighing my options

Making an appointment with my doctor:

PROS

CONS

Going to a walk-in clinic:

PROS

CONS

Going to a hospital emergency room:

PROS

CONS

CLB 5/6, CEFR B1

## CLB 5/6, CEFR B1

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

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

### Writing Task

Write an e-mail to your friend thanking him for telling you about Telehealth. Explain why you needed to phone telehealth and how you were helped by the nurse. (1 to 2 paragraphs)



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none)



Click here to SEND

# Module Five

## Settling in Durham: Eating Out in Durham

(Instructional Guide)



## Eating Out in Durham: Performance Task 1

CLB 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand individual greetings, introductions and goodwill expressions. (1-2 turns)</p> <p><b>III. Getting Things Done</b> Understand expressions used to attract attention and to request assistance in situations of immediate personal need.</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings and leave-takings (Good evening! How are you today? Goodnight!)</li> <li>• Listen and respond to common expressions used in a restaurant (May I help you? Would you like to see the menu?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to basic courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p>	<ul style="list-style-type: none"> <li>• Greetings and leave-takings (Good evening! I'm fine, thanks. How are you? Goodbye!)</li> <li>• Making very simple requests (May I have a glass of water, please?)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from very short, simple, common formatted texts.</p> <p><b>IV. Comprehending Information</b> Recognize names, numbers and some basic details in very short simple texts related to everyday situations and immediate needs.</p>	<ul style="list-style-type: none"> <li>• Determining if a reservation is needed</li> <li>• Locating a restaurant menu on the Internet</li> <li>• Reading a restaurant menu</li> <li>• Identifying headings</li> <li>• Identifying prices</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey greetings or other goodwill messages in short, simple standard texts.</p> <p><b>IV. Sharing Information</b> Write a few words to complete a short, guided text. (3-5 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing greetings, leave-takings and very short, simple social messages.</li> <li>• Completing guided writing task in the form of an e-mail (I'm having dinner at _____.)</li> </ul>



## Eating Out in Durham: Performance Task 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (2 or 3 turns)</p> <p><b>III. Getting Things Done</b> Understand expressions used to make and respond to requests and warnings in situations of immediate personal need.</p>	<ul style="list-style-type: none"> <li>• Recognition of greetings, leave-takings, goodwill expressions (Hi! How are you doing? It's nice to see you! Have a great evening!)</li> <li>• Listen and respond to common expressions used in a restaurant (What can I get for you? Would you like to see the menu?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to common everyday activities.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, goodwill expressions (Good evening! I'm very well, thanks. How are you today? Goodbye!)</li> <li>• Making very simple requests (Could I have the bill, please?)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose and some basic details in very simple, short texts relating to everyday, familiar, personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Determining if a reservation is needed</li> <li>• Locating a restaurant menu on the Internet</li> <li>• Getting basic information from a restaurant menu</li> <li>• Identifying headings</li> <li>• Identifying prices</li> <li>• Finding details on a bill to pay the correct amount</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey an expanding range of goodwill messages by means of guided notes.</p> <p><b>IV. Sharing Information</b> Write a few words to complete a short, guided text. (5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing greetings, leave-takings and short, simple social messages.</li> <li>• Completing guided writing task in the form of an e-mail (I'm having dinner at _____)</li> </ul>

## Eating Out in Durham: Performance Task 1

CLB Can-do Statements (A1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</li> <li>• Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</li> <li>• Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</li> <li>• Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</li> <li>• Can write a short simple postcard/text message.</li> </ul>	<ul style="list-style-type: none"> <li>• "Food" p. 163</li> </ul>

### TASK

[Find a restaurant in Durham](#) for you and your friend. Decide if you need a reservation. Look at the menu and order your meal from the waiter/waitress. The waiter/waitress will ask you these questions:

- Do you have a reservation?
- How are you today?
- Are you ready to order?
- What would you like to drink?
- What would you like to eat?

After your meal, ask the waiter for the bill:

- Could I have the bill, please?

#### Oral Interaction Task

Order dinner at a restaurant.

#### Writing Task

Send a text message to another friend to tell him/her about your meal.

## Eating Out in Durham: Performance Task 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand simple social exchanges, including styles of greetings, introductions and leave-takings. (5 turns)</p> <p><b>III. Getting Things Done</b> Understand expressions used in familiar everyday situations. (such as requests, permission and warnings)</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions (Hi! Good evening. How are you doing? Enjoy your meal!)</li> <li>• Listen and respond to common expressions used in a restaurant (My name's Steve and I'm your waiter for the evening. What can I get for you? Would you like to see the dessert menu?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.</p> <p><b>III. Getting Things Done</b> Make and respond to an expanding range of simple requests related to everyday activities.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good evening! I'm very well, thanks. How are you today? Thank you, that was delicious! Goodbye!)</li> <li>• Uses appropriate polite expressions (May I have some more water? Could I have the bill, please?)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Locating a restaurant menu on the Internet</li> <li>• Getting basic information from a restaurant menu</li> <li>• Identifying headings</li> <li>• Identifying prices</li> <li>• Finding details on a bill (including taxes) to pay the correct amount (including tip)</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey short, personal and informal social messages on topics related to familiar everyday situations.</p> <p><b>IV. Sharing Information</b> Write a few sentences to describe a familiar person, object, place, situation or event. (5 sentences)</p>	<ul style="list-style-type: none"> <li>• Writing greetings, leave-takings and short, simple social messages</li> <li>• Write an email to a friend to describe a restaurant, a meal and the service received</li> </ul>

## Eating Out in Durham: Performance Task 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> I. Understand short social exchanges containing introductions, casual small talk and leave-taking. (6 turns)</p> <p><b>III. Getting Things Done</b> Understand short communication intended to influence or persuade others in familiar, everyday situations.</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions (Hi! Please follow me... Good evening! How are you doing? Enjoy your meal!)</li> <li>• Listen and respond to common expressions used in a restaurant (My name's Steve and I'm going to be your waiter for the evening. What can I get for you? Would you like to see the menu? Are you enjoying your meal?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.</p> <p><b>III. Getting Things Done</b> Make and respond to a range of requests and offers.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good evening! I'm very well, thanks. How are you today? Thank you, that was really delicious! Have a good evening!)</li> <li>• Uses appropriate polite expressions (May I have some more water? Could you tell me where the washrooms are? Could I have the bill, please?)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Locating a restaurant menu on the Internet</li> <li>• Getting basic information from a restaurant menu</li> <li>• Identifying headings</li> <li>• Identifying prices</li> <li>• Finding details on a bill (including taxes) to pay the correct amount (including tip)</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey short, personal, informal social messages on topics related to familiar everyday situations. (A few sentences or a short paragraph)</p> <p><b>IV. Sharing Information</b> Write a short paragraph to describe a familiar situation, event, personal experience or future plan. (One paragraph)</p>	<ul style="list-style-type: none"> <li>• Writing greetings, leave-takings and short social messages</li> <li>• Write an email to a friend to describe a restaurant, a meal and the service received</li> </ul>

## Eating Out in Durham: Performance Task 2

CLB Can-do Statements (A2)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can use simple everyday polite forms of greeting and address.</li> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</li> <li>• Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> <li>• Can give short, basic descriptions of events and activities.</li> <li>• Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.</li> <li>• Can write short, simple notes and messages relating to matters in areas of immediate need.</li> </ul>	<ul style="list-style-type: none"> <li>• “About Durham Region” p. 157</li> </ul>

### TASK

[Find a restaurant in Durham](#) and take a friend there for dinner. Look at the menu and order your meal from the waiter/waitress. You both want a drink, a starter, a main course and a dessert. Unfortunately, you only have \$30.00 each. Don't forget about taxes and a tip! The waiter/waitress will ask you these questions:

- How are you today?
- Are you ready to order?
- What can I get for you?

After your meal, ask the waiter for the bill and make sure that the total cost is less than \$60.00 for you and your friend.

#### Oral Interaction Task

Order dinner at a restaurant on a limited budget.

#### Writing Task

Send an email to another friend to tell him/her about your meal. Describe the restaurant and the service and suggest that one day you eat there together.

## Eating Out in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand the gist and some details in moderately complex common and predictable social exchanges.</p> <p><b>III. Getting Things Done</b> Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations.</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions and small talk phrases (Good evening! Welcome to ...! Please follow me... Have you been here before? Enjoy your meal!)</li> <li>• Listen and respond to common expressions used in a restaurant (My name's Steve and I'm going to be your waiter for the evening. Would you like to see the menu? Allow me to recommend... Might I suggest... Are you enjoying your meal?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in basic social conversations for some everyday purposes and processes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal requests, permission, suggestions and advice.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good evening! I'm very well, thanks. How are you today? What a beautiful restaurant! Thank you, that was really delicious! Have a great evening!)</li> <li>• Uses appropriate polite expressions (What would you recommend? What are your specials today? That's a great idea!)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 1 or 2 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand simple to moderately complex descriptive or narrative texts on familiar topics. Access relevant information from reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Locating and selecting a restaurant on the Internet by reading reviews</li> <li>• Getting basic information from a restaurant menu</li> <li>• Finding details on a bill (including taxes) to pay the correct amount (including tip)</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (One paragraph)</p> <p><b>IV. Sharing Information</b> Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.</p>	<ul style="list-style-type: none"> <li>• Writing greetings, leave-takings and short social messages</li> <li>• Writing an email to a friend to describe a restaurant, a meal and the service received</li> </ul>

## Eating Out in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understanding common social exchanges.</p> <p><b>III. Getting Things Done</b> Understand moderately complex communication intended to influence or persuade (such as suggestions, advice, encouragements and requests) in everyday personally relevant situations.</p>	<ul style="list-style-type: none"> <li>• Recognition of formal and informal greetings, leave-takings, goodwill expressions and small talk phrases (Good evening! Welcome to ...! Please follow me... Have you been here before? Enjoy your meal!)</li> <li>• Listen and respond to common expressions used in a restaurant (My name's Steve and I'm going to be your waiter for the evening. Allow me to recommend... Might I suggest... If I were you, I would...)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in routine social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal and somewhat formal suggestions and indirect requests.</p>	<ul style="list-style-type: none"> <li>• Greetings, leave-takings, and small talk phrases (Good evening! I'm very well, thanks. How are you today? What a beautiful restaurant! Thank you, that was really delicious! Have a great evening!)</li> <li>• Uses appropriate polite expressions (What would you recommend? What are your specials today? That's a great idea! I really appreciate your help.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 2 or 3 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand moderately complex descriptive or narrative texts on familiar topics. Access, locate and compare 2 or 3 pieces of information from online reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Locating and selecting a restaurant on the Internet by reading reviews</li> <li>• Getting basic information from a restaurant menu</li> <li>• Finding details on a bill (including taxes) to pay the correct amount (including tip)</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes. (1-2 paragraphs)</p> <p><b>IV. Sharing Information</b> Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.</p>	<ul style="list-style-type: none"> <li>• Writing greetings, leave-takings and short social messages</li> <li>• Writing an email to a friend to describe a restaurant, a meal and the service received</li> </ul>

## Eating Out in Durham: Performance Task 3

CLB Can-do Statements (B1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</li> <li>• Can explain why something is a problem.</li> <li>• Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.</li> <li>• Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).</li> <li>• Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</li> </ul>	<ul style="list-style-type: none"> <li>• “About Durham Region” p. 171</li> </ul>

### TASK

It's your birthday, and to celebrate you take your best friend, who doesn't speak English, out for dinner. Go to a [restaurant in Durham](#). You both want a drink, a starter, a main course and a dessert. Unfortunately, you only have \$30.00 each, and that will have to include taxes and a tip. When you look at the menu you have a hard time finding something for your friend who is a fussy eater and very indecisive. Ask the waiter/waitress for some recommendations. The waiter/waitress arrives is very helpful and extremely patient. Unfortunately, your friend declines most of the suggestions for a number of different reasons. After much discussion, you are finally able to place your order.

Once you have finished your meal, ask the waiter for the bill. Be sure to compliment him/her on the great food and the wonderful service. Make sure that the total cost for you and your friend is less than \$60.00. Don't forget to include a good tip for the waiter/waitress!

#### Oral Interaction Task

Order dinner at a restaurant on a limited budget and with a very fussy dinner companion.

#### Writing Task

Send an email to another friend to tell him/her about your experience at the restaurant. Describe the difficulties you had ordering, the service you received and the great food you enjoyed. Invite your friend to join you there for dinner another time.



CLB 1/2, CEFR A1



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

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

## Eating Out in Durham

[Find a restaurant in Durham](#) for you and your friend. Decide if you need a reservation.

Look at the menu and order your meal from the waiter/waitress. The waiter/waitress will ask you these questions:

- Do you have a reservation?
- How are you today?
- Are you ready to order?
- What would you like to drink?
- What would you like to eat?

### Oral Interaction Task

Order dinner at a restaurant.

### Writing Task

Send a text message to another friend to tell him/her about your meal.

## CLB 1/2, CEFR A1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about eating out in Durham:

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

### Answering Questions

Do you have a reservation?

How are you today?

Are you ready to order?

### Asking Questions

Asking for something to drink: *e.g., Could I have...*

Asking for something to eat: *e.g., Could I have...*

Asking for the bill: *e.g., Could I have the bill, please?*

CLB 1/2, CEFR A1

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

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

Send a text message to another friend to tell him/her about your meal.

\_\_\_\_\_,

I am having dinner with \_\_\_\_\_

at \_\_\_\_\_ in \_\_\_\_\_!

I ordered \_\_\_\_\_

and \_\_\_\_\_.

It's delicious!

\_\_\_\_\_,

\_\_\_\_\_

CLB 3/4, CEFR A2



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

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

## Eating Out in Durham

[Find a restaurant in Durham](#) and take a friend there for dinner. Look at the menu and order your meal from the waiter/waitress. You both want a drink, a starter, a main course and a dessert. Unfortunately, you only have \$30.00 each. Don't forget about taxes and a tip! The waiter/waitress will ask you these questions:

- How are you today?
- Are you ready to order?
- What can I get for you?

After your meal, ask the waiter for the bill and make sure that the total cost is less than \$60.00 for you and your friend.

### Oral Interaction Task

Order dinner at a restaurant on a limited budget.

### Writing Task

Send an email to another friend to tell him/her about your meal. Describe the restaurant and the service and suggest that one day you eat there together.

## CLB 3/4, CEFR A2

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about eating out in Durham:

What I say when I do not understand:  
*e.g., Could you repeat that please?*

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

## Asking for...

A drink: *e.g. Could I have... May I have...*

A main course: *e.g. Could I have... May I have...*

A starter: *e.g. Could I have... May I have...*

Dessert: *e.g. Could I have... May I have...*

The bill: *e.g. Could I have... May I have...*

Cost for two, including tax and tip:

Describe the meal:

Describe the restaurant:

Describe the service:

CLB 3/4, CEFR A2

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

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

## Writing Task

Send an email to another friend to tell him/her about your meal. Describe the restaurant and the service and suggest that one day you eat there together.



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none) ▼

Click here to SEND

CLB 5/6, CEFR B1



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

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

## Eating Out in Durham

It's your birthday, and to celebrate you take your best friend, who doesn't speak English, out for dinner. Go to a [restaurant in Durham](#). You both want a drink, a starter, a main course and a dessert. Unfortunately, you only have \$30.00 each, and that will have to include taxes and a tip. When you look at the menu you have a hard time finding something for your friend who is a fussy eater and very indecisive. Ask the waiter/waitress for some recommendations. The waiter/waitress arrives is very helpful and extremely patient. Unfortunately, your friend declines most of the suggestions for a number of different reasons. After much discussion, you are finally able to place your order.

Once you have finished your meal, ask the waiter for the bill. Be sure to compliment him/her on the great food and the wonderful service. Make sure that the total cost for you and your friend is less than \$60.00. Don't forget to include a good tip for the waiter/waitress!

### Oral Interaction Task

Order dinner at a restaurant on a limited budget and with a very fussy dinner companion.

### Writing Task

Send an email to another friend to tell him/her about your experience at the restaurant. Describe the difficulties you had ordering, the service you received and the great food you enjoyed. Invite your friend to join you there for dinner another time.

## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I know about eating out in Durham:

What I say when I do not understand:  
*e.g., Could you repeat that please?*

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

### Asking for...

A drink: *e.g. Could I have... May I have...*

A main course: *e.g. Could I have... May I have...*

A starter: *e.g. Could I have... May I have...*

Dessert: *e.g. Could I have... May I have...*

The bill: *e.g. Could I have... May I have...*

Cost for two, including tax and tip:

Possible reasons for declining the waiter's/waitress' recommendations:  
*e.g., Vegetarian, too spicy, too expensive*



## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

Describe the meal:

Describe the restaurant:

Describe the service:

Difficulties when ordering:

Complimentary words and expressions:

*e.g., The service was outstanding!*

## CLB 5/6, CEFR B1

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

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

### Writing Task

Send an email to another friend to tell him/her about your experience at the restaurant. Describe the difficulties you had ordering, the service you received and the great food you enjoyed. Invite your friend to join you there for dinner another time. (1 to 2 paragraphs)



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none) ▼

Click here to SEND

# Module Six

## Settling in Durham: Emergency 911 in Durham

(Instructional Guide)



## Emergency 911 in Durham: Performance Task 1

CLB 1

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand individual greetings, introductions and goodwill expressions. (1-2 turns)</p>	<ul style="list-style-type: none"> <li>• Responding to requests for personal information (Where are you?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to basic courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p> <p><b>IV. Sharing Information</b> Give basic personal information in response to direct questions for a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Using courtesy formulas (Please. Thank you.)</li> <li>• Using greetings and leave-takings (Hello. Goodbye.)</li> <li>• Giving personal information (My name is Debbie.)</li> <li>• Asking for assistance (I need the police!)</li> <li>• Sharing information (I am at Adelaide and Simcoe.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from very short, simple, common formatted texts.</p> <p><b>IV. Comprehending Information</b> Recognize names, numbers and some basic details in very short simple texts related to everyday situations and immediate needs.</p>	<ul style="list-style-type: none"> <li>• Identifying basic information</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b> Complete very short, simple or simplified forms that require only basic information. (About 5 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form (Name: _____ )</li> </ul>

## Emergency 911 in Durham: Performance Task 1

CLB 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (2 or 3 turns)</p>	<ul style="list-style-type: none"> <li>• Responding to requests for personal information (Where are you?)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use and respond to courtesy formulas and greetings.</p> <p><b>III. Getting Things Done</b> Make and respond to simple requests related to common everyday activities.</p> <p><b>IV. Sharing Information</b> Give expanded basic personal information to a supportive listener.</p>	<ul style="list-style-type: none"> <li>• Using courtesy formulas (Please. Thank you.)</li> <li>• Using greetings and leave-takings (Hello. Goodbye.)</li> <li>• Giving personal information (My name is Debbie.)</li> <li>• Asking for assistance (I need the police!)</li> <li>• Sharing information (I am at Adelaide Road and Simcoe Street.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Get information from simple formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand the purpose and some basic details in very simple, short texts relating to everyday, familiar, personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Identifying basic information</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b> Complete very short, simple or simplified forms that require only basic information. (About 5 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form (Name: _____ )</li> </ul>

## Emergency 911 in Durham: Performance Task 1

CLB Can-do Statements (A1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</li> <li>• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> <li>• Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> <li>• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</li> <li>• Can spell his/her address, nationality and other personal details.</li> </ul>	<ul style="list-style-type: none"> <li>• “Local Police Services” p. 164, worksheets pp. 180-181</li> </ul>

### TASK

You are in a serious car accident. Call [911](#) to get help. Be ready to answer these questions:

- Do you require fire, police or ambulance?
- What happened?
- What is your name?
- Is anyone hurt?
- Where are you?

#### Oral Interaction Task

Call 911 and report the accident to the operator.

#### Writing Task

Complete part one of the accident report form.

## Emergency 911 in Durham: Performance Task 2

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand simple social exchanges, including styles of greetings, introductions and leave-takings. (5 turns)</p>	<ul style="list-style-type: none"> <li>• Recognizing formal and informal greetings, leave-takings, goodwill expressions (Hello. I hope you are all alright. Take care.)</li> <li>• Responding to requests for personal information (What is your name? Please show me your ownership.)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.</p> <p><b>III. Getting Things Done</b> Make and respond to an expanding range of simple requests related to everyday activities.</p> <p><b>IV. Sharing Information</b> Ask for and give information about immediate needs and some feelings relating to common everyday activities.</p>	<ul style="list-style-type: none"> <li>• Using courtesy formulas (Please. Thank you so much for your help.)</li> <li>• Using greetings and leave-takings (Hi! Have a good night.)</li> <li>• Sharing information (There were two witnesses.)</li> <li>• Giving a description (I was driving when...)</li> <li>• Describing feelings (I am hurt. My sister can't move her leg.)</li> </ul>
<p><b>Reading</b></p> <p><b>IV. Comprehending Information</b> Understand the purpose, main idea, key information and some details in simple, short texts relating to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b> Complete short, simple forms that require basic personal or familiar information and some responses to simple questions. (About 12-15 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form</li> <li>• Describing what happened</li> </ul>

## Emergency 911 in Durham: Performance Task 2

CLB 4

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b>                      I. Understand short social exchanges containing introductions, casual small talk and leave-taking. (6 turns)</p>	<ul style="list-style-type: none"> <li>• Recognizing formal and informal greetings, leave-takings, goodwill expressions (Hello. I hope your arm isn't broken. Take care.)</li> <li>• Responding to small talk (You drive a nice car. You are handling this well.)</li> <li>• Responding to requests for personal information (What is your name? Please show me your ownership.)</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b>                      Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.</p> <p><b>III. Getting Things Done</b>                      Make and respond to a range of requests and offers.</p> <p><b>IV. Sharing Information</b>                      Ask for and give information about needs and feelings related to common everyday activities.                      Give brief descriptions. (5-7 sentences)</p>	<ul style="list-style-type: none"> <li>• Using courtesy formulas (Please. Thank you so much for your help.)</li> <li>• Using greetings and leave-takings (Are we ever glad to see you! Have a good night.)</li> <li>• Sharing information (There were two witnesses.)</li> <li>• Giving a description (I was driving through the intersection when...)                      Describing feelings (I think I might have cracked my rib. I am having difficulty moving my neck.)</li> </ul>
<p><b>Reading</b></p> <p><b>IV. Comprehending Information</b>                      Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p>	<ul style="list-style-type: none"> <li>• Extracting key information from the portal</li> </ul>
<p><b>Writing</b></p> <p><b>III. Getting Things Done</b>                      Complete short, simple forms that require basic personal or familiar information and some responses to simple questions.                      (About 15-20 personal identification items)</p>	<ul style="list-style-type: none"> <li>• Completing a form</li> <li>• Describing what happened</li> </ul>



## Emergency 911 in Durham: Performance Task 2

CLB Can-do Statements (A2)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can use simple everyday polite forms of greeting and address.</li> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</li> <li>• Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> <li>• Can give short, basic descriptions of events and activities.</li> <li>• Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.</li> <li>• Can understand short, simple texts containing the highest frequency vocabulary.</li> <li>• Can write very short, basic descriptions of events, past activities and personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• “Local Police Services” p. 168, worksheets pp. 187-189</li> </ul>

### TASK

You are in a serious car accident and have called [911](#). When the police officer arrives, give him/her the following information:

- Description of injuries
- Number of people involved
- Description of what happened
- Time of the accident
- Whether there were witnesses
- Your name, address, phone number
- Details of the vehicle insurance and ownership

#### Oral Interaction Task

After an accident, speak with the police officer and answer his/her questions.

#### Writing Task

Complete the accident report form.

## Emergency 911 in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understand the gist and some details in moderately complex common and predictable social exchanges.</p>	<ul style="list-style-type: none"> <li>• Responding to the police officer's questions and interpretation of events</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in basic social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal requests, permission, suggestions and advice.</p> <p><b>IV. Sharing Information</b> Ask for and give information related to routine activities in one-on-one interactions.</p>	<ul style="list-style-type: none"> <li>• Using courtesy formulas (Please. Thank you so much for your help.)</li> <li>• Using greetings and leave-takings (Are we ever glad to see you! Have a good night.)</li> <li>• Sharing information (There were two witnesses.)</li> <li>• Giving a description (I was driving through the intersection when...)</li> <li>• Describing feelings (I think I might have cracked my rib. I am having difficulty moving my neck. My lungs are burning from the airbag deploying.)</li> <li>• Convincing (I had no choice but to go through the yellow light as the roads were slippery.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 1 or 2 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand simple to moderately complex descriptive or narrative texts on familiar topics. Access relevant information from reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes. (One paragraph)</p> <p><b>IV. Sharing Information</b> Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.</p>	<ul style="list-style-type: none"> <li>• Composing an e-mail</li> <li>• Describing the accident</li> <li>• Explaining the conversation with the police officer</li> <li>• Recounting how you convinced the officer of your innocence</li> </ul>

## Emergency 911 in Durham: Performance Task 3

CLB Competency Statements	Possible Learning Needed to Complete the Task (Knowledge and Strategies)
<p><b>Listening</b></p> <p><b>I. Interacting with Others</b> Understanding common social exchanges.</p>	<ul style="list-style-type: none"> <li>• Responding to the police officer's questions and interpretation of events</li> </ul>
<p><b>Speaking</b></p> <p><b>I. Interacting with Others</b> Participate in routine social conversations for some everyday purposes.</p> <p><b>III. Getting Things Done</b> Give and respond to informal and somewhat formal suggestions and indirect requests.</p> <p><b>IV. Sharing Information</b> Ask for and give information in some detail; expressing opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.</p>	<ul style="list-style-type: none"> <li>• Using courtesy formulas (Please. Thank you so much for your help.)</li> <li>• Using greetings and leave-takings (Are we ever glad to see you! Have a good night.)</li> <li>• Sharing information (There were two witnesses.)</li> <li>• Giving a description (I was driving through the intersection when...)</li> <li>• Describing feelings (I think I might have cracked my rib. I am having difficulty moving my neck. My lungs are burning from the airbag deploying.)</li> <li>• Convincing (I had no choice but to go through the yellow light as the roads were slippery.)</li> </ul>
<p><b>Reading</b></p> <p><b>III. Getting Things Done</b> Locate and use 2 or 3 pieces of information from moderately complex formatted texts.</p> <p><b>IV. Comprehending Information</b> Understand moderately complex descriptive or narrative texts on familiar topics. Access, locate and compare 2 or 3 pieces of information from online reference sources (navigational sources).</p>	<ul style="list-style-type: none"> <li>• Extracting relevant information from a website</li> </ul>
<p><b>Writing</b></p> <p><b>I. Interacting with Others</b> Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes. (1-2 paragraphs)</p> <p><b>IV. Sharing Information</b> Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.</p>	<ul style="list-style-type: none"> <li>• Composing an e-mail</li> <li>• Describing the accident</li> <li>• Explaining the conversation with the police officer</li> <li>• Recounting how you convinced the officer of your innocence</li> </ul>

## Emergency 911 in Durham: Performance Task 3

CLB Can-do Statements (B1)	Possible Activities from the Durham Immigration Portal-based Curriculum Binder
<ul style="list-style-type: none"> <li>• Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li> <li>• Can relate details of unpredictable occurrences, e.g. an accident.</li> <li>• Can develop an argument well enough to be followed without difficulty most of the time.</li> <li>• Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>• Can write accounts of experiences, describing feelings and reactions in simple connected text.</li> </ul>	<ul style="list-style-type: none"> <li>• “Local Police Services” p. 172, worksheet p. 195</li> </ul>

### TASK

You are in a serious car accident and have called [911](#). When the police officer arrives, give him/her the following information:

- Description of injuries
- Number of people involved
- Description of what happened
- Time of the accident
- Whether there were witnesses
- Your name, address, phone number
- Details of the vehicle insurance and ownership

After the police officer has interviewed the other driver and the witnesses, he/she is considering laying charges against you. Convince the officer that you are not at fault.

#### Oral Interaction Task

After an accident, speak with the police officer and answer his/her questions. Convince him/her that you were not at fault and should not be charged.

#### Writing Task

Write an e-mail to a family member describing the accident. Explain your conversation with the police officer and how you convinced him/her that you were not at fault. Let your relative know how you are feeling after this upsetting experience.

CLB 1/2, CEFR A1



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

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

## Emergency 911 in Durham

You are in a serious car accident. Call [911](#) to get help. Be ready to answer these questions:

- Do you require fire, police or ambulance?
- What happened?
- What is your name?
- Is anyone hurt?
- Where are you?

### Oral Interaction Task

Call 911 and report the accident to the operator.

### Writing Task

Complete part one of the accident report form.

## CLB 1/2, CEFR A1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

### What I say when I meet someone:

*e.g., Hello!*

### What I say when I leave someone:

*e.g., Goodbye!*

### What I say when I do not understand:

*e.g., Could you repeat that please?*

### I need:

Police

Fire

Ambulance

### My name is:

### What happened?

### Injuries:

*e.g., My sister is hurt.*

### Location:

*e.g., I am at...*

CLB 1/2, CEFR A1

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

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

Complete part one of the accident report form.

## The Accident

Date

Time:

\_\_\_\_\_

Location

\_\_\_\_\_

Weather Conditions (e.g., clear, rain, snow):

\_\_\_\_\_

\_\_\_\_\_

## What Happened

Police Called?:  Yes  No

Anyone Injured?:  Yes  No

If yes:

If yes:

Officer's Name:

Name:

\_\_\_\_\_

\_\_\_\_\_

Badge Number:

Who:

\_\_\_\_\_

\_\_\_\_\_

(e.g., passenger, pedestrian, driver)

Source: "So you've had an accident." Insurance Bureau of Canada, 2011 (Modified)

CLB 3/4, CEFR A2



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

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

## Emergency 911 in Durham

You are in a serious car accident and have called [911](#). When the police officer arrives, give him/her the following information:

- Description of injuries
- Number of people involved
- Description of what happened
- Time of the accident
- Whether there were witnesses
- Your name, address, phone number
- Details of the vehicle insurance and ownership

### Oral Interaction Task

After an accident, speak with the police officer and answer his/her questions.

### Writing Task

Complete the accident report form.



## CLB 3/4, CEFR A2

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

CLB 3/4, CEFR A2

### My Personal Information

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

Address  
\_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_

### Vehicle Information

Make of vehicle: \_\_\_\_\_

Model of vehicle: \_\_\_\_\_

Driver's licence number: \_\_\_\_\_

Insurance Information: \_\_\_\_\_

Time of the accident: \_\_\_\_\_

What happened:  
\_\_\_\_\_  
\_\_\_\_\_

Number of people involved: \_\_\_\_\_

Description of injuries:  
\_\_\_\_\_  
\_\_\_\_\_

Witnesses:  
\_\_\_\_\_  
\_\_\_\_\_

## CLB 3/4, CEFR A2

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

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

Complete the accident report form.

The Accident	
Date	Time:
_____	
Location	
_____	
Road Conditions (e.g., clear, rain, snow):	
_____	
Weather Conditions (e.g., clear, rain, snow):	
_____	
What Happened	
Description of what happened:	
_____	
Police Called?: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes: Officer's Name: _____ Badge Number: _____	Anyone Injured?: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes: Name: _____ Who: _____ (e.g., passenger, pedestrian, driver)
Witness to the accident	Description of injuries:
Name: _____ Contact Information: _____	

Source: "So you've had an accident." Insurance Bureau of Canada, 2011 (Modified)

CLB 5/6, CEFR B1



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

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

## Emergency 911 in Durham

You are in a serious car accident and have called [911](#). When the police officer arrives, give him/her the following information:

- Description of injuries
- Number of people involved
- Description of what happened
- Time of the accident
- Whether there were witnesses
- Your name, address, phone number
- Details of the vehicle insurance and ownership

### Oral Interaction Task

After an accident, speak with the police officer and answer his/her questions. Convince him/her that you were not at fault and should not be charged.

### Writing Task

Write an e-mail to a family member describing the accident. Explain your conversation with the police officer and how you convinced him/her that you were not at fault. Let your relative know how you are feeling after this upsetting experience.

## CLB 5/6, CEFR B1

### Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

What I say when I meet someone:  
*e.g., Hello!*

What I say when I leave someone:  
*e.g., Goodbye!*

What I say when I do not understand:  
*e.g., Could you repeat that please?*

CLB 5/6 CEFR B1

### My Personal Information

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

Address  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_

### Vehicle Information

Make of vehicle: \_\_\_\_\_

Model of vehicle: \_\_\_\_\_

Driver's licence number: \_\_\_\_\_

Insurance Information: \_\_\_\_\_

Time of the accident: \_\_\_\_\_

What happened:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CLB 5/6, CEFR B1

Resources:

Durham Immigration Portal  
[www.durhamimmigration.ca](http://www.durhamimmigration.ca)

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

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

Number of people involved: \_\_\_\_\_

Description of injuries:

Witnesses:

Why you are not at fault and shouldn't be charged:

Words and expressions that are helpful when convincing someone of something:

CLB 5/6 CEFR B1

## CLB 5/6, CEFR B1

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

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

### Writing Task

Write an e-mail to a family member describing the accident. Explain your conversation with the police officer and how you convinced him/her that you were not at fault. Let your relative know how you are feeling after this upsetting experience. (1 to 2 paragraphs)



### New Message



Save to drafts



Check Spelling



Attach file

TO

CC

BCC

From

namehere@email.ca

Subject

Select your signature

(none) ▼

Click here to SEND