



Automobile Collisions

A CLB 4/5 Module with
Online Assessment Tasks



THE
IMMIGRANT
EDUCATION
SOCIETY

This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-using
Tasks
- ✓ CLB 4 and CLB 5
Assessment Tasks
- ✓ Answer Keys
- ✓ Links to Online
Assessment Tasks
(Google Forms)

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TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#).

	Listening (CLB 4/5)	Speaking (CLB 4/5)	Reading (CLB 4/5)	Writing (CLB 4/5)
Real-World Task Goals	Understanding requests or instructions vis-à-vis providing required documents & information following a collision	Sharing details leading up, during and following the collisions	Understanding information and navigating texts found on government websites on collisions	Filling out a collision report with details pertaining to transpiring events
Context/ Background Information	Students should learn about: <ul style="list-style-type: none"> • The protocols & procedures surrounding civic responsibility following a car accident • Appropriate actions to be taken and actions to be avoided following an accident 			
CLB Competency Areas and Features	<p>Interacting with Others</p> <p>CLB 4: Understand short social exchanges on topics related to everyday, familiar situations of personal needs *Dialogues are up to about 8 turns.</p> <p>CLB 5: Understand the gist & some details in moderately complex, common & predictable, social exchanges *Dialogues may include conversations, interviews and</p>	<p>Sharing Information</p> <p>CLB 4: Give brief descriptions of situations or simple processes *Sustains up to about 5-7 sentences *Gives descriptions in coherent narratives.</p> <p>CLB 5: Give presentations about sequences of events or describe scenes * Presentations range in formality from semi-formal to formal & lasting up to about 5 minutes long</p>	<p>Comprehending Information</p> <p>CLB 4: Access simple standard reference texts *Continuous texts are usually descriptive or narrative & are up to 3 paragraphs long.</p> <p>CLB 5: Access and locate basic information from reference or navigational sources. *continuous texts are moderately complex & up to about 1 page</p>	<p>Sharing Information</p> <p>CLB 4: Write a short paragraph to describe a familiar situation, event, personal experience or future plan. *Writing is about 1 paragraph.</p> <p>CLB 5: Write a paragraph to relate a familiar sequence of events *writing to provide an accurate account of events</p>

	discussions in any media (digital, TV, radio, etc.)			
Language Focus	<p>Pragmatics: Ability to state, in chronological order, the unfolding state of events. Ability to register sarcastic & idiomatic figures of speech.</p> <p>Grammar: past tense (They came out of nowhere!); modals of necessity (must, need, have to), modals of prohibition (can't, mustn't, shouldn't/shouldn't have); advice (should/should have), subordinate adverbial clauses & past continuous (When he collided with me, I was driving inside my lane.); zero conditional (If you pay attention, you don't need to swerve so abruptly).</p> <p>Vocabulary: collision, vehicle, licence, registration, information exchange, damage, etc. (p. 8).</p>			
Language and Learning Strategies	<p>Use prior knowledge about accident protocols to understand context.</p> <p>Listening for rising and falling intonation to register subcontext.</p> <p>Listening for discourse markers such as because, so, if, but</p>	<p>Information affirmation strategies such as: asking for clarification or repetition</p> <p>Register micro-functional discourse markers such as threats or requests, and idiomatic expressions pertaining to topic.</p>	<p>Scanning techniques to locate specific information in the text</p> <p>Skimming techniques to identify key words</p> <p>Recognizing text format: website</p> <p>Using the cursor to follow lines of the text</p>	<p>Pre-writing strategies: Chronology of events Order vocabulary</p> <p>Proofreading & editing strategies</p>
Assessment Task	<p>Students listen to a dialogue between two parties involved in a collision. Students must register the intentions of the speakers and answer comprehension questions.</p>	<p>Students role-play a scenario where they give a statement retelling the events that transpired and lead up to the collision.</p>	<p>Students read a partial text from the Alberta collision website and answer comprehension questions.</p>	<p>Students fill out a collision report.</p> <p>Students give detailed description of accident.</p>

Instructor Resources:

1. Language Companion: Stage One. Reporting Accidents or Injuries. Helpful English: page 34
 - <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion,%20CLB%201-4.pdf>
 2. Language Companion: Stage Two. Driving in Canada. My Canada: page 32
 - <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion%2C%20CLB%205-8.pdf>
 3. Driver's Guide to operation, safety and licencing cars and light trucks
 - <https://open.alberta.ca/dataset/ddca813d-5463-4daa-afc9-093807a1bb6a/resource/e72fcd84-c5e9-4241-b907-4b1ef00dbce7/download/trans-drivers-guide-cars-light-trucks-2021-01.pdf>
 4. Smart Tips: Videos for Newcomers to Alberta
 - <https://how-to.settlementcalgary.com/car-accident/>
- *Includes useful resources, steps to take immediately, a vocabulary list, knowledge check & a PDF of transcript
5. Collision form:
 - <https://open.alberta.ca/dataset/a82c0149-f23a-40b6-af13-b8f32a7b3857/resource/833454a3-4e58-4181-bd2a-da84e33d08dd/download/what-to-do-after-an-auto-collision-summary-and-worksheet.pdf>
 6. Alberta: Automobile Collision & Insurance:
 - <https://www.alberta.ca/automobile-collisions-insurance.aspx#jumplinks-1>
 7. Collision Checklist:
 - <https://www.alberta.ca/automobile-collisions-insurance.aspx>
 8. Alberta Finance & Enterprise-What to do after an auto collision:
 - <https://open.alberta.ca/dataset/a82c0149-f23a-40b6-af13-b8f32a7b3857/resource/833454a3-4e58-4181-bd2a-da84e33d08dd/download/what-to-do-after-an-auto-collision-summary-and-worksheet.pdf>
 9. Randal's ESL Cyber Listening Lab - General Listening Quiz: Car Accidents
 - <https://www.esl-lab.com/difficult/car-accidents/>
- *An accident recording with a discussion section, vocabulary & questions
10. Calgary Police Website-Collisions:
 - <https://www.calgary.ca/cps/traffic/collisions.html>
 11. Mad English TV – Car Part Vocabulary
 - <https://www.youtube.com/watch?v=aazWo7OeJY>
 12. Tony Illustrated English-Illustrated American Idioms:
 - <https://www.youtube.com/watch?v=J3MzqcFQeTQ>
- *Vocabulary and Idiomatic expressions relating to collisions
13. Ellii: Road Signs & symbols (need a subscription)
 - <https://ellii.com/resources/visual-learning/3077-road-signs-signals>
 14. Learning Chocolate-Car:
 - <https://www.learningchocolate.com/content/car-0>
 15. Car accidents- A conversation TV Show Rachel:
 - <https://www.youtube.com/watch?v=-RKNEIMwERo>
 16. Police services website:
 - <https://cdncompanies.com/police/alberta/>

17. Calgary Herald – news articles on local accidents:
 - <https://calgaryherald.com/tag/traffic-accidents/>
18. Pocket Passport: Reporting an Accident (This activity is available; others require sign up)
 - <https://pocketpassport.com/blog/reporting-a-traffic-accident-esl-worksheets-past-tense/>
 - Includes a video, the transcript, vocabulary, activities & grammar focus

Grammar Resources:

1. Past Simple Tense:

- <https://www.allthingsgrammar.com/past-simple.html>
- <https://www.englishpage.com/verbpage/simplepast.html>
- https://www.youtube.com/watch?v=mwh_IWwwN8Y&t=5s

2. Past Continuous Tense:

- <https://www.englishpage.com/verbpage/pastcontinuous.html>
- <https://www.allthingsgrammar.com/past-continuous.html>
- https://www.youtube.com/watch?v=kHNwVK_IB-0
- <https://www.youtube.com/watch?v=Da4urI725-E> (with subordinate clause & ‘when’)
- https://www.youtube.com/watch?v=etvW0FOD_so (with and accent; more appropriate for CLB 5)

3. Subordinate clauses

- <https://www.teach-this.com/grammar-activities-worksheets/adverbial-clauses>
- <https://www.youtube.com/watch?v=ujCuXZ42AYU>
- <https://grammar.collinsdictionary.com/easy-learning/clauses>

4. Modals of necessity, prohibition & advice

- <https://www.allthingsgrammar.com/must-necessity.html>
- <https://www.allthingsgrammar.com/> (for ‘Have to’, ‘Must’, ‘Should’, & ‘Can’)
- <https://www.teach-this.com/parts-of-speech-activities-worksheets/modal-verbs-obligation-prohibition> (*Some activities are free, while some require membership.)
- <https://www.youtube.com/watch?v=POffLs0Uaio>

5. Introduction zero conditionals:

- <https://grammar.collinsdictionary.com/easy-learning/the-to-infinitive>
- <https://www.teach-this.com/grammar-activities-worksheets/zero-conditional>
- <https://www.allthingsgrammar.com/zero-conditional.html>
- <https://www.youtube.com/watch?v=FH3ThwR99LM> (all conditionals)

TIPS FOR GRAMMAR VIDEOS

- Create fillable notes, charts, rules, etc. for students to use to engage with content.
- Have students share individualistic examples with partners or in groups, then have group members explain partners’ examples.

Warm-up Activity

Discussion Questions: Automobile Collisions



1. Do you think of yourself as a good driver? Why? Why not?
2. Have you ever been involved in or witnessed a collision in Canada? If yes, what did you see? Describe what happened.
3. What must you do when you get into a collision in your home country?
4. Identify some of the similarities and differences?
5. What's the difference between a collision and an accident?
6. Read and discuss each of the statements below. Decide if they are true or false.
 - a) When you get into a collision you must immediately call 9-1-1.
 True
 False
 - b) You must stop, get out of your vehicle and talk to the other party involved.
 True
 False
 - c) When the other party puts the blame on you, you tell them that you will pay them for the damage.
 True
 False
 - d) You must call 9-1-1- if you suspect that the other driver is under the influence of alcohol or drugs.
 True
 False
 - e) If someone gets injured, you must leave them where they are and call 9-1-1.
 True
 False
 - f) An auto-body shop can only repair a vehicle with a damage sticker on it.
 True
 False

Answers: 5. a) False (You must access the situation and only report it when the damage is visibly over \$2,000); b) True; c) False (never pay at the scene, wait to report it to your insurance company); d) True; e) True; f) True

Vocabulary

Accident	Demerit points	Injury	Tow truck operator
Car (vehicle) Make	District office	Inspect	Scene
Car (vehicle) Model	Drivable/drivability	Insurance	Severe weather
Car wreckers	Fatality	License	Sideswipe
Case number	Fault	Liability	Signs & signals
Criminal prosecution	File (a report)	Light conditions	Swerving
Collision	Fine	Passengers	Unexpected
Collision report	Give a statement	Registration	VIN (vehicle identification number)
Coverage	Hazard lights	Responsibility	Weave
Damage	Impaired	Road conditions	Witnesses

Vocabulary: Idioms & Expressions

Blind spot	Head on collision	Road rage
Blinker	Hit and run	Reckless driving
Come loose	Maneuver	Sustain injury
Dented	Pile up	Tailgating
Fender bender	Plow into	Whiplash

Resources:

Flashcards on car accidents

- <https://quizlet.com/191492682/car-accidents-flash-cards/>

Mad English TV – Car Part Vocabulary

- <https://www.youtube.com/watch?v=aazWo7OeJJY>

Tony Illustrated English: Illustrated American Idioms (Vocabulary and Idiomatic expressions relating to collisions)

- <https://www.youtube.com/watch?v=J3MzqcFQeTQ>

Ellii: Road Signs & symbols (need a subscription)

- <https://ellii.com/resources/visual-learning/3077-road-signs-signals>

Learning Chocolate: Car Parts

- <https://www.learningchocolate.com/content/car-0>

Grammar

Students should learn and practice:

1. Past simple

- In order to state events that happened or concluded in the past
 - I pulled up to the red lights.
 - We saw him swerving.

2. Past Continuous

- In order to relay actions that lasted for a period of time in the past
 - I was driving at the recommended speed limit.
 - He was making a sharp turn.

3. Subordinate clause

- In order to convey an interrupted action (in conjunction with the simple past tense)
 - As we were pulling up to the lights, the other driver slammed on the breaks.
 - When the light changed, I proceeded forward.

4. Modals of necessity, prohibition & advice

- In order to share the following ideas:
 - What must and mustn't be done at the scene of an accident
 - What precautions should be taken
 - What protocols people have to observe following an accident

5. Zero Conditional (in conjunction with 'if')

- In order to discuss general truths
- In order to make general observations
- In order to show disapproval or criticism
 - If you see the lights turn amber, you must slow down and come to a stop
 - If you notice someone swerving, give them a honk.

* See [Instructor Resources](#) for online sources and activities for grammar skills.

Ideas for Skill-Using Tasks



Listening

Instructors can:

- Use the videos in the Instructor Resources section to create activities & comprehension questions (Use Smart Tips: Videos for Newcomers to Alberta).
- Create and record dialogue conversations. Then create comprehension questions.

Other Competencies:

- Students listen to a conversation between one party and a family member or friend asking for information on how to handle the situation, wherein the other party, gives them instructions on what to do. The students have to put the instructions in the correct order.
- Students listen to dialogue between “involved parties” wherein one party tries to convince the other to pay them on the spot or accept fault for the accident. Then students can answer comprehension questions.
- Students listen to a recording of a 911 phone call where one party communicates to the dispatcher the chain of events then answers comprehension questions.
 - Have students search for online videos pertaining to topic. (Connect this to a speaking and/or writing activity)



Speaking

Instructors can:

- Use scenario cards (see Appendix A) to have students practice giving information from different perspectives, variable severity of damage, number of witnesses and given different temperaments.
- Have students use scenario cards to create role-play dialogues and do presentations in the class.

Other Competencies:

- Students can practice using small-talk strategies to discuss exchanging information following a collision.
- Students can create and role-play dialogues where they are calling a family member or friend to get information on how to handle the situation, or seeking advice.
- Students can practice using scenario cards to give instructions on what to do in different situations.
- Students can practice making requests to others regarding assistance or information gathering by participating in a jigsaw activity. (This could relate to reading & listening activities.) Divide the class into groups. Give each group a snapshot of a text (reading or listening), wherein each group has a different piece of information. Then regroup the class, putting one member from each original group to then verbally convey the information gathered. Afterwards have a class

discussion to check comprehension and exchange thoughts. (This can be extended to a writing activity, where students then practice writing several paragraphs in an email to convey all of the information gathered.)



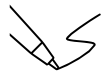
Reading

Instructors can:

- Use the websites listed in the Instructor Resources section to create reading activities with comprehension questions.
- Have students read transcripts to videos listed in the Instructor Resources sections and create various types of questions and activities to check comprehension.

Other Competencies:

- Students can read related blog articles or emails from instructors with details conveying an accident that occurred in the past with varying degree of injury and/or damage
- Here students can practice comprehending instructions by reordering sentences of an instructional text (E.g., Exchanging Information) into the correct sequence of events.
- Students can go to websites to gather information police stations, insurance companies.
- Have students search online news articles pertaining to topic. (Extend this into productive tasks such as speaking and/or writing activities where students share that information with coherency and clarity.)



Writing

Instructors can:

- Provide printouts or digital files of online forms such as the collision report and the collision checklist.
- Have students either write descriptive sentences, in the case of CLB 4, to explain the set of events, or write descriptive paragraphs, in the case of CLB 5, to give a more detailed chronology of said set of events.

Other Competencies:

- Use the scenario cards to share information in an email or text to a friend, or give instructions or advice on what to do following an accident.
- Instructors can create a template for students to gather information from a website.
- Have students watch videos or listen to reports on accidents in Calgary and write descriptive sentences about it.


Traffic Advisory Radio – Radio Station 107.9 provides updates on traffic conditions in Calgary. You might incorporate the station into a grammar activity, where students can use the information in the traffic report to restate facts using target grammar.

Tips for Using Assessment Tasks

1. In this Module Plan, you will find the paper version of the Assessment Tasks only. However, there are links to CLB 4 and CLB 5 Online Assessment Tasks for each skill.
2. For each Google Form assessment, you have a choice of **View** or **Make a Copy**. To use it with your students, choose Make a Copy. Once you do so:
 - You can edit the copy.
 - You can view results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
 - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
 - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
 - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
 - The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
 - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
 - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under 'Requires Sign In' or you will not be able to complete the form for multiple students.
 - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

CLB 4 Assessment Tasks

CLB 4 Listening Assessment

TASK	Following a Collision
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students listen to the audio and answer the questions.
CRITERIA FOR SUCCESS	Students must get 11 out of 16 to achieve CLB 4 on the task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy Audio File: Click HERE to get the Audio. *Note: the audio files are already embedded into the Assessment.

CLB 4 Listening Assessment: Dialogue Transcript

Part A:

(Crash...Drivers A & B get out of their cars.)

Driver A: Oh, my goodness! You just sideswiped me off the road! What in the world were you doing? Were you texting while driving?

Driver B: I am so sorry. Are you alright?

Driver A: I don't know. I am still in shock!

Driver B: I didn't see you! I was changing lanes and you must have been in my blind spot! I had my blinker on! Didn't you see it?

Driver A: No, you did not have your turn signal on! And if you did, it must have been last minute! Look at my passenger's side door? It's completely caved in! I'm calling the police!

Driver B: Okay! But please stay calm. It will be okay!

Driver A: If you hadn't "signalled" too late, I would have been able to give you a honk with my horn or maneuver to the left, or something! You cannot just weave through traffic like that! It's dangerous! And look at your front bumper!! It's barely hanging on!

Driver B: I am sorry. I apologise again. But I was not weaving, I was changing lanes and I did signal!

Driver A: It's too late now. The damage is done! Hang on, I got through!

(Driver A steps away to commence the call)

(Driver A comes back)

Driver A: Okay, the police are on their way. Why don't you grab The Checklist?

Driver B: I'm sorry I don't know what that means. This is my first accident. I am always so cautious. What is "The Checklist"?

Driver A: It's a form most people keep in their glove compartment. It allows you to collect information about the driver, the vehicle and the driver's insurance.

Driver B: Oh! I don't have this checklist. What must I do?

Driver A: Do you have a pen and paper?

Driver B: Yes, I'll go get it.

(Driver B goes and comes back with said items)

Driver A: Wow! Look at this! The damage is definitely going to be over \$2000! Either way, the police are on their way and will be doing a report. You can request the case number from them and give that to your insurance dealer. Oh, look! Here they come!



CLB 4 Listening Assessment: Following a Collision

Name: _____ Date: _____

TASK	Following a Collision
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 12 out of 16 to achieve CLB 4
INSTRUCTIONS	Listen to the audio recording of Dialogue A. Then answer the multiple-choice, True & False and short-answer questions.

Questions:

Driver A is the first person to talk

- Which of the following is true? (1 point)
 - Driver A is the one who collided with Driver B.
 - Driver B is upset with Driver A.
 - Driver B collided with Driver A.
- What happened in this accident? What is the cause? (1 point)
 - One of the drivers was texting while driving.
 - One of the drivers failed to signal before merging into a lane.
 - One of the drivers was weaving through traffic too quickly.
- How was Driver A's vehicle damaged? (1 point)
 - The front bumper was hanging off.
 - The rear bumper was hanging off.
 - The passenger's side of the vehicle was dented and damaged.
 - The driver's side of the vehicle was damaged.
- What damage to the vehicle did Driver B sustain? (1 point)
 - The rear tail pipe was hanging off.
 - The passenger's side of the vehicle was dented in.
 - The front bumper came loose and was hanging down.
- Which of the following is false? Check all that apply. (3 points)
 - Driver A is 100% responsible for the collision.
 - Driver B is 100% responsible for the collision.
 - Driver B is most likely at fault.
 - Driver A sustained the most damage.
 - Driver B is usually very careful while driving.
 - Driver A believes that Driver B had her signal on.

6. What does Driver A ask Driver B to get? (1 point)
- a) She asks her to get the Check List.
 - b) She asks her to get her registration and insurance out of the glove compartment.
 - c) She asks her if she has a pen and paper.

7. Check (☑) True or False based on the information in the audio: (6 points)

- a) Driver B called the police.
 - True
 - False
- b) Driver A was in Driver B's blind spot.
 - True
 - False
- c) People usually keep their Check List in the glove compartment.
 - True
 - False
- d) The damage in this accident will be under \$2000.
 - True
 - False
- e) Driver B has never been in a collision but does know what the Check List is.
 - True
 - False
- f) The Checklist is a way for people to get information about the other driver, their insurance and vehicle.
 - True
 - False

8. What should Driver B give to her insurance company? Write short or long answers.
(2 points)

Did you achieve CLB 4 on this task?

- Not Yet
- Yes

Score: /16

CLB 4 Listening Assessment Answer Key

1. c

2. b

3. c

4. c

5.


- Driver A is 100% responsible for the accident.
- Driver B is 100% responsible for the accident.
- Driver B is most likely at fault.
- Driver A sustained the most damage.
- Driver B is usually very careful while driving.
- Driver A believes that Driver B had her signal on.

6. a

- 7. a) F
- b) T
- c) T
- d) F
- e) F
- f) T

8. She should give them the case number.

CLB 4 Speaking Assessment Task

TASK	Giving a Statement
COMPETENCY	Sharing Information
INSTRUCTIONS	Students will look at the image. They will engage in a mock scenario, wherein each student assumes the role of one of the drivers. The instructor will take on the role of the police officer. The instructor will use the question card below to prompt the students to give answers regarding the scene. The students will answer questions and describe the events that led up to the crash.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on the Analytic Criteria to achieve a CLB 4.
ONLINE ASSESSMENTS 	CLB 4 Google Form Rubric: View Make a copy *Note: the instructor will fill in the rubric after the student completes the assessment.

Question Card

Mam/Sir, are you hurt?

Give me your licence and registration, please.

Now tell me what happened here?




CLB 4 Speaking Task Card: **STUDENT A**

Sharing Information – Giving a Statement (Role Play)

Instructions: Imagine you are the driver of the red vehicle. You are making a right turn when you crash into a van. The police are called. You are now talking to a police officer and giving her your statement. Talk about what happened. Talk about how it happened. Talk about the damage your vehicle sustained.




 CLB 4 Speaking Assessment: Sharing information – Giving a Statement			
Competency: Sharing Information			
Name: _____		Date: _____	
Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 analytic criteria.			
Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary related to topic?	<input type="checkbox"/>	<input type="checkbox"/>	
Give details about the scene?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
Say a minimum of 5 to 7 connected sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 4 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

CLB 4 Speaking Task Card: **STUDENT B**


Sharing Information – Giving a Statement (Role Play)

Instructions: Imagine you are the driver of the van. You have the right of way and suddenly a red Jetta crashes into you. The police are called. You are now talking to a police officer and giving her your statement. Talk about what happened. Talk about how it happened. Talk about the damage your vehicle sustained.



 CLB 4 Speaking Assessment: Sharing information – Giving a Statement			
Competency: Sharing Information			
Name: _____		Date: _____	
Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 analytic criteria.			
Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary and expressions related to topic?	<input type="checkbox"/>	<input type="checkbox"/>	
Give details about the scene?	<input type="checkbox"/>	<input type="checkbox"/>	
Say a minimum of 5 to 7 connected sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly and separated the words?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency and speed?	<input type="checkbox"/>	<input type="checkbox"/>	
Have correct pronunciation and stress?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 4 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

CLB 4 Reading Assessment Task

TASK	Collisions and Information Gathering
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students will read the article from the Alberta Collisions website (https://www.alberta.ca/automobile-collisions-insurance.aspx#jumplinks-0) and answer comprehension questions.
CRITERIA FOR SUCCESS	Students must get 14 out of 20 to achieve CLB 4 on this task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy

Ensure Safety

- Do not move anyone injured in the collision-you may aggravate their injuries.
- Do not stand in between 2 vehicles or behind the vehicle to inspect damage, as your safety could be jeopardized.
- **If your vehicle is drivable**, there are no serious injuries and the area is safe, move your vehicle to the side of the road, out of traffic. Failure to protect your vehicle from more damage after the incident, as far as possible, may limit the compensation given by your insurance company.
 - **But, in cases where there is a serious injury or an impaired driver**, vehicles need to stay where they are so the collision scene can be investigated.
- **If your vehicle is not drivable**, turn on your hazard lights, or use cones, warning triangles or flares. All passengers should get out of the vehicle and walk to a safe place if they are not seriously injured.

Report to the police

Report to the police in these circumstances:

- If anyone is injured
- If any driver does not have documentation such as a driver's license, registration or insurance
- If one or more of the vehicles isn't drivable
- If the total damage to all the vehicles and property appears to be more than **\$2000 (as of January 1, 2011)**, you must go to a police station and file a Collision Report
 - If you fail to do this you will lose demerit points or get a fine
 - Make a note of the file number the police have assigned to your report
- If the driver is incapable of making the report, a passenger should file the report, or the owner of the vehicle upon learning about the collision

Rules for auto body shops and auto wreckers:

- Auto body shops are prohibited from making collision-related repairs of more than **\$2,000 (as of January, 2011)** to any vehicle that does not have a damage sticker
 - The sticker shows that the collision was reported to the police.
- Auto wreckers are prohibited from destroying a vehicle damaged in a collision without a police-issued damage sticker
 - These businesses have to contact the police before doing any work on the vehicle if there is no sticker.



CLB 4 Reading Assessment: Collisions and Information Gathering

Name: _____ Date: _____

TASK	Collisions and Information Gathering
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 14 out of 20 to achieve CLB 4 on this task
INSTRUCTIONS	Read the texts “Ensure Safety” and “Report to the Police” and answer the comprehension questions.

Multiple Choice Questions: Choose the best answers. Circle more than one answer if the question is worth more than 1 point.

1. What is this text about? (1 point)
 - a) It’s about reporting an injury following an automobile collision.
 - b) It’s about the steps that you need to take following a collision.
 - c) It’s about what you must do if your vehicle is not drivable.
2. Under which circumstances can you move your vehicle? (1 point)
 - a) When there is too much traffic, and you must get out of the way for safety
 - b) If you can still drive your vehicle
 - c) If someone is injured
3. What must you never do following a collision? Circle all that apply. (2 points)
 - a) You mustn’t stay inside the car following a collision.
 - b) You mustn’t turn on your hazard lights because it distracts other drivers.
 - c) You must never move your vehicle when someone is injured.
 - d) You must never stand away from the vehicles.
4. When do you need to report a collision? Circle all that apply. (4 points)
 - a) When the damage is under \$2,000
 - b) If anyone is injured
 - c) If a driver is impaired
 - d) If a driver doesn’t have proper documentation
 - e) If a driver isn’t able to give a report
 - f) If the vehicles are drivable
5. Which of the following is true? (1 point)

- a) You don't move an injured person because an investigation must be done by the police when the damage is over \$2,000.
- b) You shouldn't move an injured person because it may cause more injury.
- c) You can stand between the two vehicles involved in the collision to check out the damage to your vehicle.

6. Circle 'Yes' or 'No' after each sentence, based on the information in the text. (6 points)

- a) You must report all collisions to police. **Yes** **No**
- b) You may lose demerit points if you don't report a collision when someone is injured.
Yes **No**
- c) If the damage to the vehicle is over \$2000, you must get a damage sticker from the police.
Yes **No**
- d) An autobody shop can and must repair your vehicle if you do not have a damage sticker.
Yes **No**
- e) Only the driver of the vehicle involved in the collision can file the police report.
Yes **No**
- f) The police issued damage sticker tells the autobody shops and car wreckers that the collision was reported.
Yes **No**

Short Answer: Write short or long answers. Do not copy any part of the text.

- 7. When would a collision scene need to be investigated? (2 points)
- 8. What must you do if your vehicle is not drivable? (1 point)
- 9. What do you do if the damage to both vehicles in the collision is over \$2,000? (1 point)
- 10. What does an autobody shop need before they can repair your car? (1 point)


Score: /20

Did you achieve CLB 4 on this task?
 Not Yet
 Yes

ANSWER KEY CLB 4 Reading Assessment: Collisions and Information Gathering

1. b
2. b
3. a & c
4. b, c, d, & e
5. b
6. a) No; b) Yes; C) Yes; d) No; e) No; f) Yes
7. When there's a serious injury or an impaired driver
8. Turn on your hazard lights.
9. You must report it to the police
10. They need a police-issued damage sticker.

CLB 4 Writing Assessment Task

TASK	Witness Statement
COMPETENCY	Sharing Information
INSTRUCTIONS	Students will write a paragraph describing the scene in the image provided.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on the Analytic Criteria to achieve CLB 4 on this task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy CLB 4 Google Form Rubric: View Make a copy

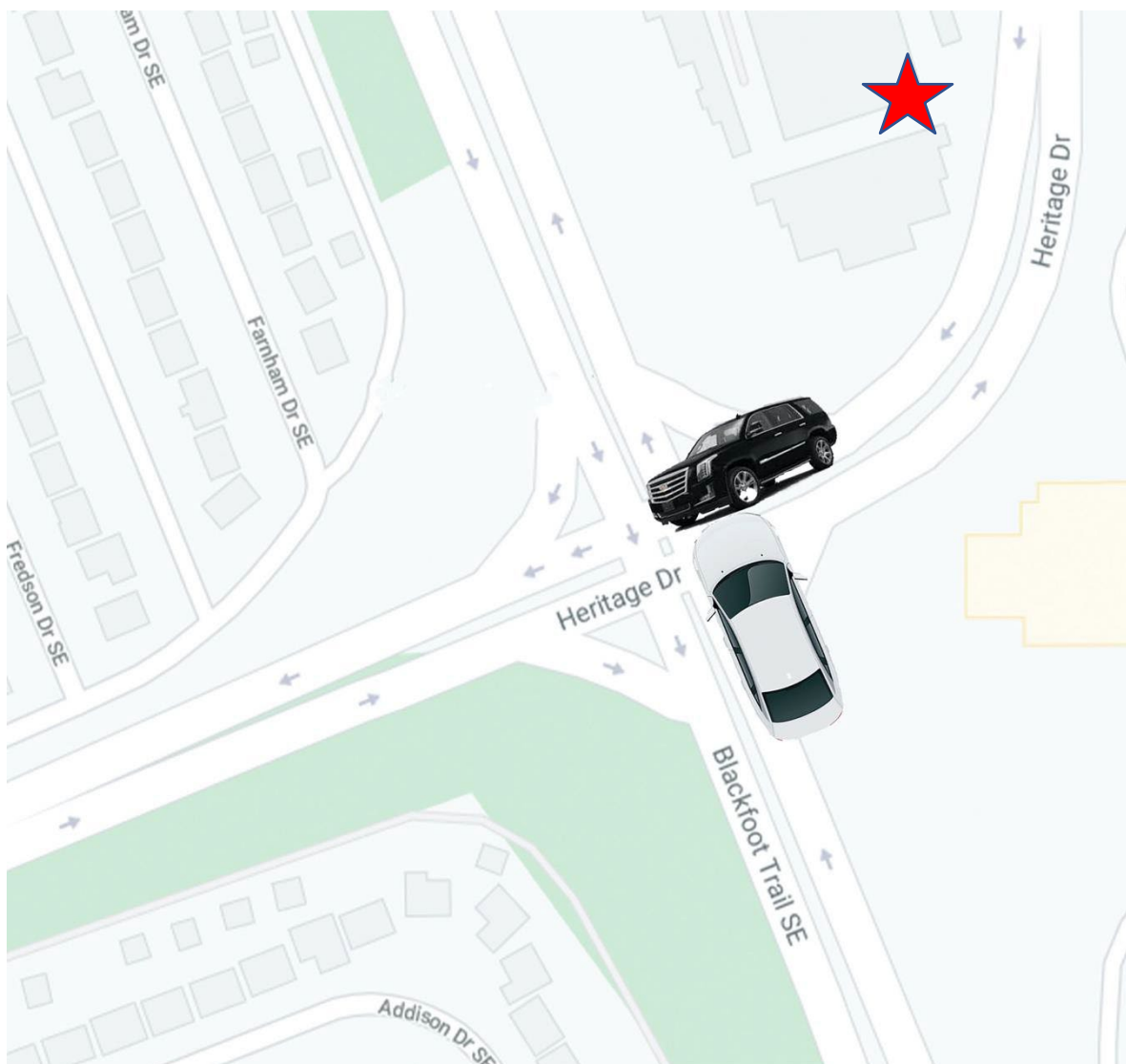


CLB 4 Writing Assessment: Witness Statement

Name: _____ Date: _____


COMPETENCY: Sharing Information

INSTRUCTIONS: Imagine that you just pulled up to a stop at the Heritage Dr. and Blackfoot Trail SE intersection light. You are heading to Deerfoot Meadows for some shopping (at the red star). The light has turned green for people heading North on Blackfoot Trail. The white sedan (car) proceeds forward. The black SUV continues on and fails to stop at the red light. The police arrive and ask you to fill out a witness statement. Use the lines given to describe the situation. Use the past continuous to describe the scene.



CLB 5 Assessment Tasks

CLB 5 Listening Assessment

TASK	Following a Collision
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students listen to the audio and answer the questions.
CRITERIA FOR SUCCESS	Students must get 14 out of 20 to achieve CLB 5 on the task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy Audio File 1: HERE Audio File 2: HERE *Note: the audio files are already embedded into the Assessment.

CLB 5 Listening Assessment: Audio Dialogue Transcript

Part A:

(Crash...Drivers A & B get out of their cars.)

Driver A: Oh, my goodness! You just sideswiped me off the road! What in the world were you doing? Were you texting while driving?

Driver B: I am so sorry. Are you alright?

Driver A: I don't know. I am still in shock!

Driver B: I didn't see you! I was changing lanes and you must have been in my **blind spot**! I had my blinker on! Didn't you see it?

Driver A: No, you did not have your turn signal on! And if you did, it must have been last minute! Look at my passenger's side door? It's completely caved in! I'm calling the police!

Driver B: Okay! But please stay calm. It will be okay!

Driver A: If you hadn't "signalled" too late, I would have been able to give you a honk with my horn or maneuver to the left, or something! You cannot just weave through traffic like that! It's dangerous! And look at your front bumper!! It's barely hanging on!

Driver B: I am sorry. I apologise again. But I was not weaving, I was changing lanes and I did signal!

Driver A: It's too late now. The damage is done! Hang on, I got through!

(Driver A steps away to begin the call)

(Driver A comes back)

Driver A: Okay, the police are on their way. Why don't you grab The Checklist?

Driver B: I'm sorry I don't know what that means. This is my first accident. I am always so cautious. What is "The Checklist"?

Driver A: It's a form most people keep in their glove compartment. It allows you to collect information about the driver, the vehicle and the driver's insurance.

Driver B: Oh! I don't have this checklist. What must I do?

Driver A: Do you have a pen and paper?

Driver B: Yes, I'll go get it.

(Driver B goes and comes back with the items)

Driver A: Wow! Look at this!! The damage is definitely going to be over \$2000! Either way, the police are on their way and will be doing a report. You can request the case number from them and give that to your insurance dealer. Oh, look! Here they come!

Part B:

(The police arrive on the scene and take statements from the drivers.)

Officer: Good afternoon! Who is the driver of the vehicle with damage to the passenger door?

Driver A: That would be me.

Officer: (to Driver A): Ma'am, come to the side here to give your statement.

Driver A: Alright

Officer: Tell me what happened here?

Driver A: Well, I was heading south on MacLeod Trail, when this lady came out of nowhere and crashed right into me. She didn't signal or give any indication that she was going to be merging into the lane I was in.

Officer: How fast were you going at the time?

Driver A: I was going the speed limit, 60 km/hour.

Officer: Were you talking to anyone on the phone or texting?

Driver A: No, I was not.

Officer: Okay! Stay here.

(Officer walks off to confer with colleague.)



CLB 5 Listening Assessment: Following an Accident

Name: _____ Date: _____

TASK	Following a Collision
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 14 out of 20 to achieve CLB 5 on this task
INSTRUCTIONS	Listen to the audio recordings of Dialogues A & B. Then answer the multiple-choice, True & False & short-answer questions.

Dialogue 1 Questions:

Driver A starts talking first.

- Which of the following is not true? (1 point)
 - Driver B is the one who collided with Driver A.
 - Driver A is the one who called the police.
 - Driver A collided with Driver B.
- What happened in this accident? What is the cause? (1 point)
 - One of the drivers was texting while driving.
 - One of the drivers failed to signal before merging into a lane.
 - One of the drivers was weaving through traffic too quickly.
- How was Driver A's vehicle damaged? (1 point)
 - The front bumper was hanging off.
 - The rear bumper was hanging off.
 - The passenger's side of the vehicle was dented and damaged.
 - The driver's side of the vehicle was damaged.
- What damage to the vehicle did Driver B sustain? (1 point)
 - The rear tail pipe was hanging off.
 - The passenger's side of the vehicle was dented in.
 - The front bumper came loose.
- Which of the following is true? Check all that apply. (3 points)
 - Driver A is 100% responsible for the collision.
 - Driver B is 100% responsible for the collision.
 - Driver B is most likely at fault.
 - Driver A sustained the most damage.

- Driver B is usually very careful while driving.
- Driver A believes that Driver B had her signal on.

6. Circle True or False based on the information in the audio: (7 points)

- | | |
|--|--------------------------|
| a) Driver B called the police. | True False |
| b) Driver A was in Driver B's blind spot. | True False |
| c) People usually keep their Check List in the glove compartment. | True False |
| d) The damage in this collision will be under \$2000. | True False |
| e) Driver B has never been in a collision but does know what the Check List is. | True False |
| f) The Checklist is a way for people to get information about the other driver, their insurance and vehicle. | True False |
| g) Driver A must request the damage sticker from the police officer to give to her insurance company. | True False |

Dialogue 2 Questions:

7. What does Driver A tell the police officer? (2 points)
8. Was driver A speeding? (1 point)
9. Was driver A talking to someone or texting? (1 point)
10. Who do you think caused the accident? Why? (2 points)

Score: /20

Did you achieve CLB 5 on this task?
 Not Yet
 Yes

ANSWER KEY CLB 5 Listening Assessment: Following an Accident


Dialogue 1

1. c
2. b
3. c
4. c
5.
 - Driver A is 100% responsible for the accident.
 - Driver B is 100% responsible for the accident.
 - Driver B is most likely at fault.
 - Driver A sustained the most damage.
 - Driver B is usually very careful while driving.
 - Driver A believes that Driver B had her signal on.
6. a) F
- b) T
- c) T
- d) F
- e) F
- f) T
- g) F

Dialogue 2

7. Answer may vary. (She was heading south on MacLeod Trail. Someone crashed into her. She didn't have her signal on. She didn't show that she was merging.)
8. No, she wasn't.
9. No, she wasn't.
10. Answers may vary.

CLB 5 Speaking Assessment Task

TASK	Giving a Statement
COMPETENCY	Sharing Information
INSTRUCTIONS	Students will look at the image. They will engage in a mock scenario, wherein each student assumes the role of one the drivers. The instructor will take on the role of the police officer. The instructor will use the question card below to prompt the students to give answers regarding the scene. The students will answer questions and describe the events that led up to the crash.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on the Analytic Criteria to achieve a CLB 5.
ONLINE ASSESSMENTS 	CLB 5 Google Form Rubric: View Make a copy *Note: the instructor will fill in the rubric after the student completes the assessment.

Question Card

Mam/Sir, are you hurt?

Give me your licence and registration, please.

Now tell me what happened here?




CLB 5 Speaking Task: STUDENT A

Sharing Information – Giving a Statement (Role Play)

Instructions: Imagine you are the driver of the red vehicle. You are making a right turn when you crash into a van. The police are called. You are now talking to a police officer and giving her your statement. Talk about what happened. Talk about how it happened. Talk about the damage your vehicle sustained.



 CLB 5 Speaking Assessment: Sharing information – Giving a Statement			
Competency: Sharing Information			
Name: _____		Date: _____	
Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 analytic criteria.			
Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary & expressions related to topic?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
Pronounce the words correctly?	<input type="checkbox"/>	<input type="checkbox"/>	
Say a minimum of 5 to 7 connected sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Give details to describe the scene?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency and speed?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 5 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

CLB 5 Speaking Task: **STUDENT B**

Sharing Information – Giving a Statement (Role Play)

Instructions: Imagine you are the driver of the van. You have the right of way and suddenly a red Jetta crashes into you. The police are called. You are now talking to a police officer and giving her your statement. Talk about what happened. Talk about how it happened. Talk about the damage your vehicle sustained.



CLB 5 Speaking Assessment: Sharing information – Giving a Statement


Competency: Sharing Information

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 7 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary related to topic?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
Pronounce the words correctly?	<input type="checkbox"/>	<input type="checkbox"/>	
Say a minimum of 5 to 7 connected sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Give details to describe the scene?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency and speed?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 5 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

CLB 5 Reading Assessment Task

TASK	Collisions and Information Gathering
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students will read the article from the Alberta Collisions website (https://www.alberta.ca/automobile-collisions-insurance.aspx#jumplinks-0) and answer comprehension questions.
CRITERIA FOR SUCCESS	Students must get 17 out of 24 to achieve CLB 5 on this task.
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy

Ensure Safety

- Do not move anyone injured in the collision-you may aggravate their injuries.
- Do not stand in between 2 vehicles or behind the vehicle to inspect damage, as your safety could be jeopardized.
- **If your vehicle is drivable**, there are no serious injuries and the area is safe, move your vehicle to the side of the road, out of traffic. Failure to protect your vehicle from more damage after the incident, as far as possible, may limit the compensation given by your insurance company.
 - **But, in cases where there is a serious injury or an impaired driver**, vehicles need to stay where they are so the collision scene can be investigated.
- **If your vehicle is not drivable**, turn on your hazard lights, or use cones, warning triangles or flares. All passengers should get out of the vehicle and walk to a safe place if they are not seriously injured.

Report to the police

Report to the police in these circumstances:

- If anyone is injured
- If any driver does not have documentation such as a driver's license, registration or insurance
- If one or more of the vehicles isn't drivable
- If the total damage to all the vehicles and property appears to be more than **\$2000 (as of January 1, 2011)**, you must go to a police station and file a Collision Report
 - If you fail to do this you will lose demerit points or get a fine
 - Make a note of the file number the police have assigned to your report
- If the driver is incapable of making the report, a passenger should file the report, or the owner of the vehicle upon learning about the collision

Rules for auto body shops and auto wreckers:

- Auto body shops are prohibited from making collision-related repairs of more than **\$2,000 (as of January, 2011)** to any vehicle that does not have a damage sticker
 - The sticker shows that the collision was reported to the police.
- Auto wreckers are prohibited from destroying a vehicle damaged in a collision without a police-issued damage sticker
 - These businesses have to contact the police before doing any work on the vehicle if there is no sticker.

Exchange contact and insurance information

Contact and insurance information should be exchanged with all other parties involved. Collect information about the collision and if possible, take pictures.

The Collision Worksheet Form will help you to remember the types of information you'll need to record at the scene. Keep it in your glove box along with a spare pen.

If the driver of a vehicle is not able to provide the information required, and there is a passenger who is able to do this, the passenger should provide that information.

If someone refuses to provide their information, write their license plate number, vehicle description and driver description before they leave the scene.

After you have exchanged information with all parties involved:

- If your vehicle is not drivable – you must make arrangements for it to be removed from the road. If you do not, a police officer may make those arrangements, and your vehicle will be considered abandoned.
 - If your vehicle is drivable – you can leave the collision scene.
-



CLB 5 Reading Assessment: Collisions and Information Gathering

Name: _____ Date: _____

TASK	Collisions and Information Gathering
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 17 out of 24 to achieve CLB 5 on this task
INSTRUCTIONS	Read the texts “Ensure Safety”, “Report to the Police” and “Exchange Contact and Insurance Information”, then answer the comprehension questions.

Multiple Choice Questions: Choose the best answers. Circle more than one answer if the question is worth more than 1 point.

- What is this text about? (1 point)
 - It’s about reporting an injury following an automobile collision.
 - It’s about the steps that you need to take following a collision.
 - It’s about what you must do if your vehicle is not drivable.

- Under which circumstances can you move your vehicle? (1 point)
 - When there is too much traffic, and you must get out of the way for safety
 - If you can still drive your vehicle
 - If someone is injured

- What must you never do following an accident? Circle all that apply. (3 points)

a) You mustn’t stay inside the car following a collision.	True False
b) you mustn’t turn on your hazard lights because it distracts other drivers.	True False
c) You must never move your vehicle when someone is injured.	True False

- When do you need to report a collision? Circle all that apply. (4 points)
 - When the damage is under \$2,000
 - If anyone is injured
 - If a driver is impaired
 - If a driver doesn’t have proper documentation
 - If a driver isn’t able to give a report
 - If the vehicles are drivable

- Which of the following are not true? (3 points)

- a) You don't move an injured person because an investigation must be done by the police when the damage is over \$2,000. **True False**
- b) You shouldn't move an injured person because it may cause more injury. **True False**
- c) You can stand between the two vehicles involved in the collision to check out the damage to your vehicle. **True False**

6. Circle 'Yes' or 'No' after each sentence, based on the information in the text. (5 points)

- a) You must call the police to report all collisions. **Yes No**
- b) You may lose demerit points if you don't report a collision when someone is injured, but you may not be fined. **Yes No**
- c) An autobody shop can and must repair your vehicle if you do not have a damage sticker. **Yes No**
- d) Only the driver of the vehicle involved in the collision can file the police report. **Yes No**
- e) The police-issued damage sticker tells the autobody shops and car wreckers that the collision was reported. **Yes No**

7. Why should drivers keep a copy of the Collision Worksheet Form in their cars? (1 point)

- a) Because this is required by law
- b) To make it easier to remember all the information they will need to record
- c) Because the information should go on the Collision Report

Short-Answer Questions: Write short or long answers. Do not copy the text.

8. When would a collision scene need to be investigated? (2 points)

9. What must you do if your vehicle is not drivable? (2 points)

10. What do you do if the other driver doesn't want to give you their information? (2 points)

Score: /24


Did you achieve CLB 5 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 5 Reading Assessment: Collisions and Information Gathering

1. b
2. b
3. a) T; b) F; c) T
4. b, c, d, & e
5. a) F; b) T; c) F
6. a) No; b) No; C) No; d) No; e) Yes
7. b
8. When there's a serious injury or an impaired driver
9. Turn on your hazard lights and make arrangements to remove your vehicle.
10. Record their licence plate #, and write a description of the vehicle and driver.

CLB 5 Writing Assessment Task

TASK	Collision Report
COMPETENCY	Sharing Information
INSTRUCTIONS	Students will write 2 paragraphs to describe the scene in the image provided. One paragraph should be written from the perspective of driver A, (the sedan) while the second paragraph should be written from the perspective of driver B (the SUV). Students must use target grammar.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 5 out of 7 on the Analytic Criteria to achieve CLB 5 on this task.
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy CLB 5 Google Form Rubric: View Make a copy

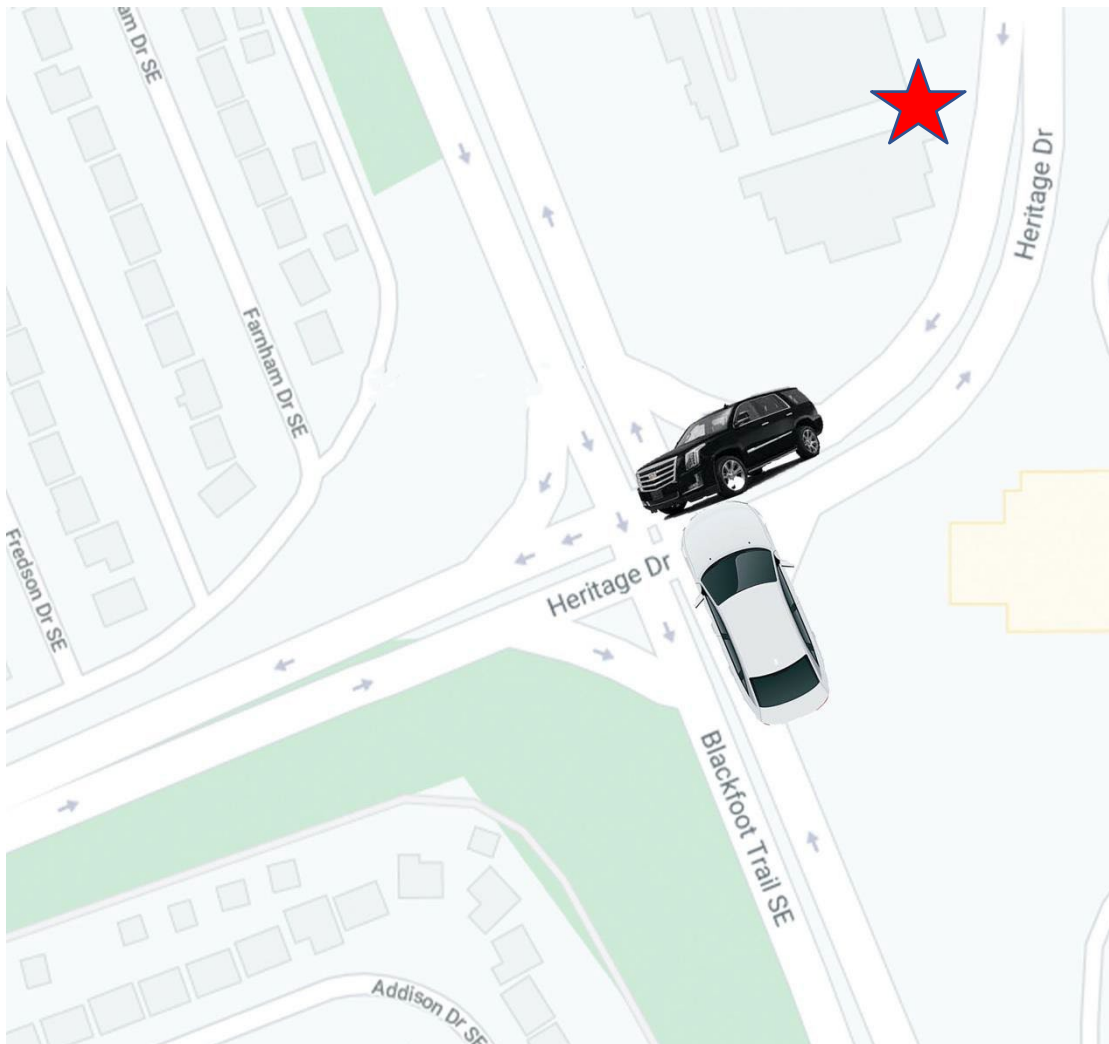


CLB 5 Writing Assessment: Collision Report

Name: _____ Date: _____

COMPETENCY: Sharing Information

INSTRUCTIONS: Imagine that you just pulled up to a stop at the Heritage Dr. and Blackfoot Tr. intersection light. You are heading to Deerfoot Meadows for some shopping (at red star). The light has turned green for people heading West on Blackfoot Tr. The white sedan (car) proceeds forward. The black SUV continues on and fails to stop at the red light. The police arrive and ask you to fill out a collision report. Use the lines given to describe the situation. Use the past continuous and zero conditional to describe the scene from **the point of view of each driver.**





CLB 5 Writing Assessment: Collision Report


Competency: Sharing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) criteria and 5 out of 7 analytic criteria

Did you:	Yes	No	Comments
Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use topic vocabulary & expressions you learned in class?	<input type="checkbox"/>	<input type="checkbox"/>	
Describe the scene correctly?	<input type="checkbox"/>	<input type="checkbox"/>	
Write a paragraph from the perspective of driver of the sedan?	<input type="checkbox"/>	<input type="checkbox"/>	
Write a paragraph from the perspective of driver of the SUV?	<input type="checkbox"/>	<input type="checkbox"/>	
Use the learned grammar correctly?	<input type="checkbox"/>	<input type="checkbox"/>	
Write clear sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct capitalization, punctuation and spelling?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 5 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

Appendix A

<p>Scenario: Fender Bender</p> <p>Situation: Driver A rear ends Driver B</p> <p>Reason: Driver A fails to stop at a stop sign</p> <p>Damage Driver B: Bumper scratched; paint peeling off</p> <p>Damage Driver A: Paint on front bumper is peeling off</p> 	<p>Scenario: Parking Lot</p> <p>Situation: Driver A backs into Driver B</p> <p>Reason: Driver A fails to check rear-view mirror</p> <p>Damage Driver A: Rear bumper (left side)</p> <p>Damage Driver B: Front bumper (left side)</p> 
<p>Scenario: Damage to public property</p> <p>Situation: Witnesses see a driver crashing into pole</p> <p>Reason: The driver is drunk</p> <p>Damage Driver B: Bumper fell off & is in the middle of intersection, hood buckled & lifted; rims separated from tires</p> 	<p>Scenario: Tailgating</p> <p>Situation: Driver A collides into Driver B</p> <p>Reason: Driver A is tailgating (following too closely) when Driver B suddenly stops</p> <p>Damage Driver A: Damage to the hood & front bumper</p> <p>Damage Driver B: Rear bumper dented</p> 

An idea for using Appendix A:

- Instructors can convert this into a jigsaw activity where the class is divided into 4 groups. Each group works on converting the information into descriptive sentences. Then each group presents this information to the class. (Each student should share at least one part of that information) As each group presents, the following chart can be filled out by the other groups (thereby making this both a speaking and listening task):

Scenario	Situation	Reason	Damage Driver A	Damage Driver B

- By the end of the activity, every group member ends up with all of the information.