

CLB 5 / 6

SURVIVAL ENGLISH
COMMUNITY SERVICES

SAFE HAVEN **EMPLOYMENT** **ENGLISH** **PROGRAM** **SPEAKING**

Asking About Childcare Services



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CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 5 – III

Getting Things Done

Give and respond to informal requests, permission, suggestions, and advice.

- Provides details and gives reasons.
- Uses modals with the appropriate level of politeness.

Profile of Ability

- Adequately fluent for some moderately demanding contexts.
- Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures.

CLB 6 – III

Getting Things Done

Give and respond to informal and somewhat formal suggestions and indirect requests.

- Gives reasons and predicts consequences of not following through.
- Uses modals with the appropriate level of politeness.
- Conveys a developing ability to make indirect requests appropriately.

Profile of Ability

- Reasonably fluent for some moderately demanding contexts;
- Some variety of grammatical structures, with developing control of more complex structures.

CLB 5/6 Features of Communication

- Face-to-face [or] on the phone.
- Informal to somewhat formal.

ASSESSMENT TASK

Call a community centre to inquire about childcare services available for refugee claimants.

INSTRUCTOR NOTES

This task package aims to help refugee claimants build their speaking skills to inquire about community childcare options and focuses on asking polite questions over the phone.

Learning about accessible childcare assists refugee claimant parents in being able to carry out their everyday settlement and survival tasks, seek and maintain employment, and helps them and their children make valuable community connections.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

DISCUSSION & BRAINSTORM

Introducing the Task

Sample Activity 2

TYPES OF CHILD CARE

CLB 5: Provides details and gives reasons; CLB 6: Gives reasons

Sample Activity 3

BUILDING QUESTIONS

CLB 5/6 Profile of ability: Some variety of grammatical structures — NOTE: CLB 6's criterion "developing control of more complex structures" will be addressed in Activity 7

Sample Activity 4

INTONATION FOR QUESTIONS

Adequately [CLB 5] or reasonably [CLB 6] fluent for some moderately demanding contexts

Sample Activity 5

EXAMPLE PHONE INQUIRY

Listening I/IV Skill-Using Task

Sample Activity 6

ASKING FOR INFORMATION POLITELY

Uses modals with the appropriate level of politeness

Sample Activity 7

MAKING INDIRECT REQUESTS

CLB 6 only: Conveys a developing ability to make indirect requests appropriately

Learner Task

Students make a phone call inquiry to a community centre about available childcare services.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** The task package breaks the conversation into small, manageable component parts, and teaches complex speaking skills step-by-step. It provides practice and review in the form of a skill-using task prior to assessment.
- **Suggested:** Remember that Safe Haven Task Packages are not meant to be used as comprehensive lesson or module plans, but rather a set of sample activities addressing the core criteria of a learner task: aim to provide multiple opportunities for practice, feedback and review alongside each sample activity.

Trauma-informed Practices

- **Embedded:** Example dialogue models asking for information kindly and politely. Students are encouraged to build skills for asking questions, using polite, non-threatening language.
- **Suggested:** This task package would not be appropriate for any students who have experienced family separation. Pay careful attention to any signs of emotional triggers and consider adapting the entire task package to focus on general community centre inquiries, rather than specifically about childcare if any students show signs of discomfort.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

Relevant Content

- **Embedded:** Finding out about available childcare services is necessary for working parents to be able to maintain employment and navigate everyday tasks. Being able to ask questions politely over the phone is a useful skill in many contexts.
- **Suggested:** For students who aren't parents and who may not see the relevance of this specific task, emphasize the adaptability of the speaking skills being built: everyone needs to be able to make phone inquiries, whether with childcare centres or other community services, job search support organizations, government agencies, or non-profits.

Community Engagement & Classroom Connections

- **Embedded:** This task package's outline of kinds of childcare services comes from the government of BC and helps introduce parents to some of the different options available to them in the province. Discussion- and dialogue-driven skill-building activities help to strengthen classroom connections and create important interpersonal bonds between students.
- **Suggested:** Encourage students to find out more about the childcare services available in their own local communities; consider an extension activity involving some computer lab research — this may also reinforce digital literacy skills, such as using a search engine and navigating Google Maps.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

Accessibility

- **Embedded:** The task package is meant to introduce students to accessible, low-barrier community childcare services; Activity 4's sample dialogue models polite, inclusive language and helps students see how a crucial life skill which may seem intimidating — i.e. making inquiries over the phone — can be low-pressure, friendly and welcoming.
- **Suggested:** Activity 7 introduces grammatical structures (i.e. indirect questions) that may be challenging for some students. Take it slow. Use lots of examples, and stress that perfect word-for-word production isn't necessary to be able to complete the task effectively (i.e. the criterion is "developing ability to make indirect requests"). This activity's exercise board is meant to make practicing these skills as fun, low-pressure and communicative as possible.

Inclusivity, Diversity & Unity

- **Embedded:** Materials outlining kinds of childcare are inclusive and avoid normative statements about family structure.
- **Suggested:** Invite non-parent students to potentially think about other children in their lives — nieces and nephews, neighbours, friends' children — when discussing the importance of quality childcare. Emphasize, too, the adaptability of the English speaking skills being developed, rather than their immediate application as specifically geared toward inquiring about childcare.



Speaking

CLB 5

Theme	Survival English - Community and Services
Task	Call a community centre to inquire about childcare services available for refugee claimants.
Competency	III - Getting Things Done

Name: _____

Date: _____

	Holistic Your listener can...	Yes (2)	Not Yet (1)
*	Understand your phone call and help you		
	Analytic You can...	Yes (2)	Not Yet (1)
*	Give details and reasons for calling <i>Provides details and gives reasons</i>		
	Use helping verbs (<i>can, could, would, etc.</i>) appropriately <i>Uses modals with the appropriate level of politeness</i>		
*	Speak with adequate fluency <i>Adequately fluent for some moderately demanding contexts</i>		
	Use some variety of question forms and helping verbs <i>Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures</i>		

Total

_____ / 10



Speaking

CLB 5

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet



Speaking

CLB 6

Theme	Survival English - Community and Services
Task	Call a community centre to inquire about childcare services available for refugee claimants.
Competency	III - Getting Things Done

Name: _____

Date: _____

	Holistic Your listener can...	Yes (2)	Not Yet (1)
*	Understand your phone call and help you		
	Analytic You can...	Yes (2)	Not Yet (1)
*	Give details and reasons for calling <i>Gives reasons and predicts consequences of not following through</i>		
	Use helping verbs (<i>can, could, would, etc.</i>) appropriately <i>Uses modals with the appropriate level of politeness</i>		
	Begin to use indirect questions to ask for information politely <i>Conveys a developing ability to make indirect requests appropriately</i>		
*	Speak with adequate fluency <i>Reasonably fluent for some moderately demanding contexts</i>		
	Use some variety of question forms and helping verbs <i>Some variety of grammatical structures, with developing control of more complex structures</i>		

Total

_____ / 12



Speaking

CLB 6

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet

Sample Activity 1: Discuss & Brainstorm (Introducing the task)

Instructions

Discuss the following questions in partners or groups and then share answers as a whole class. For question #1, we will work together to come up with a list.



1. What can parents do with their children while they're at work? Name ~3 different options.
2. What do children learn at preschool or daycare?
 - What kind(s) of skills do they build?
 - What kind(s) of things do they learn about?
3. What are the qualities of a good preschool teacher?
4. Here are some different childcare options. What do you think each of them means? How do you feel about some of these childcare options?
 - After-school care
 - Before-school care
 - One-on-one care
 - Home childcare
 - Licensed (vs. unlicensed) childcare
 - Multi-age childcare
 - Subsidized childcare

Introducing the Task: Brainstorm (continued)

Kinds of Childcare / Childcare Options:

-

-

-

-

-

-

-

NOTE TO TEACHER: after coming up with a short list (including some of the suggestions in discussion question #4), make sure to elicit and go over what each one means.

Sample Activity 2: Types of Child Care

(Provides details and reasons)

Types Of Child Care

There are various types of childcare options available to parents and caregivers. These categories are provided by the Government of BC.

Child Care Centre

(Licensed):

Full-Day Care (0-3 yrs):

Full day program, typically 12 children in a group. One educator for every 4 children.

Full-Day Care (2.5 - School Age):

Full day program, typically 25 children in a group. One educator for every 8 children.

Pre-School (2.5 - School Age):

Part-day program, 4hrs or less, often operating during the school year. 20 children in a group; one educator to every 10 children.

Before and / or After School (5 – 12 yrs):

School age programs serve children who require care outside of school hours. One adult with minimum of 20 hours training per 10 children.

Multi-Age Child Care (0 – 12 yrs):

Serves smaller groups of children, typically 8 children in a group; one educator for each group of 8 children.

Home Child Care

(At Child Care Provider's Home):

Licensed Family Child Care (0-12 yrs):

Offered in the childcare provider's own home; serves a maximum of 7 children from birth to age 12.
Registered License-Not-Required

Family Child Care (0-12 yrs):

Providers are registered with a Child Care Resource and Referral Program and have met a number of provincial standards. Care for 2 children or a sibling group, not related to them by blood or marriage, at any one time.

In-Home Multi-Age Child Care (0-12 yrs):

Offered in the childcare provider's own home; serves a maximum of 8 children from birth to age 12.

Source: these definitions come from Westcoast Child Care Resource Centre

<https://www.wstcoast.org/choosing-child-care>

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Sample Activity 2: Kinds of Child Care (continued)

Helpful Tips For Choosing Child Care

It can be a challenge to find a child care arrangement you feel comfortable with. Here are some ideas that might help you make your choice.

Determine Your Needs

Before looking for child care, think about:

- The hours and days you need care
- Your child's age and experience
- How much you can pay
- If you want child care in or near your home, work, or school

Look For These Qualities

A quality child care program has:

- clean and safe space
- warm and friendly caregivers
- indoor and outdoor play
- healthy food
- many play and learning activities
- a daily routine

Ask Questions

Here are some questions you can ask:

- Is there a space for your child?
- Is the program licensed?
- Is the caregiver registered?
- What is the caregiver's experience and training in child care?
- How much does it cost?

(used with permission from <https://www.wstcoast.org/choosing-child-care>)

Step 1: Start with Your Needs

Fill out the table with your childcare needs and preferences:

<p>Day(s) & Times Needed: _____</p> <p>Number and ages of children: _____</p> <p>Preferred location: _____</p>

Then, discuss with your group:

- What kind(s) of childcare are you looking for?
 - On which day(s)?
 - At what time?
 - For how many children?
 - In which neighbourhood?
- What kind(s) of activities do your children enjoy?
- What qualities do you look for in a daycare teacher?

Sample Activity 3: Building Questions

(Uses some variety of grammatical structures)

Step 2: Ask Questions

When you call a childcare provider for information, you will have to ask some questions. What kind(s) of questions should you ask?

For each consideration below, write a question you can ask when you call.

Location: Where is your childcare centre located? (example)

Age range: _____

Schedule: _____

Licensed? _____

Fees: _____

▪ **Subsidy available?** _____

Activities: _____

Meals: _____

Caregiver experience: _____

Other? _____

Sample Activity 4: Intonation for Questions

(Speaks with adequate [CLB 5] or reasonable [CLB 6] fluency)

Step 3: Practice Pronunciation

Read the following example questions out loud.
Pay attention to the way your tone of voice rises or falls:

Where is your childcare centre located?



Is your childcare centre licensed?



See how your voice changes? Remember:

- Rising (UP) for YES / NO questions
- Falling (DOWN) for WH-questions

Go back to your questions on the previous page:

- Draw an UP arrow at the end of each YES / NO question
- Draw a DOWN arrow at the end of each WH-question

Then, practice asking these questions out loud with a partner.
Repeat and pay close attention to your pronunciation.

Sample Activity 5: Example Phone Inquiry

(Listening I/V Skill-Using Task)

Instructions:

Listen to the conversation (2x). First, listen for a **general** idea and answer the questions:

1. Who are the speakers? _____
2. What is the reason for the phone call? _____

3. What kind of information does the caller ask for? (Key words only; you do not have to copy the questions word-for-word).
 -
 -
 -
 -
 -
 -
 -

Listen again for **specific** information. This time, pay attention to the *answers*.

4. The community centre receptionist gives information about (*circle all that apply*):

- | | |
|-----------------------------------|-----------------------------|
| a. Address | e. Ages of children |
| b. Availability of space | f. Days of the week |
| c. Teachers' style and experience | g. Registration information |
| d. Types of activities | h. Fees |
| | i. Meals: included or not? |

5. **TRUE** or **FALSE** (*circle one*): There is space available in the daycare program.

6. How does the receptionist describe the teachers? Fill in the blanks with the words you hear:

We have a _____ group of _____ daycare teachers and program assistants. Our staff is very _____ and _____.

7. **REQUIRED FOR CLB 6 ONLY:** The woman is going to register:
- a. Online
 - b. In-person
 - c. Over-the-phone
 - d. None of the above. She does not want to register.

ANSWER KEY

Sample Activity 5: Example Phone Inquiry

(Listening I/V Skill-Using Task)

GENERAL INFORMATION (purpose, speakers' roles):

1. Who are the speakers? **A parent and community centre receptionist**
2. What is the reason for the phone call? **The parent wants to register her child for daycare**
3. What kind of information does the caller ask for? Make some notes (key words only; you do not have to copy the whole questions).
 - a. **Is space available?**
 - b. **What ages?**
 - c. **What are the teachers like?**
 - d. **Do you offer meals?**
 - e. **What kinds of activities do you offer?**
 - f. **What about fees? Are there subsidies?**
 - g. **Can I register in-person?**

SPECIFIC DETAILS:

4. The community centre receptionist gives information about (*circle all the apply*):
 - a. ~~Address~~
 - b. Availability of space**
 - c. Teachers' style and experience**
 - d. Types of activities**
 - e. Ages of children**
 - f. ~~Days of the week~~
 - g. Registration information**
 - h. Fees**
 - i. Meals: included or not?**

ANSWER KEY

Sample Activity 5: Example Phone Inquiry

(Listening I/V Skill-Using Task)

5. **TRUE** or FALSE (*circle one*): There is space available in the daycare program.
6. How does she describe the teachers? Fill in the blanks with the words you hear:
*We have a **wonderful** group of **licensed** daycare teachers... Our staff is very **friendly** and **caring**.*
7. The woman is going to register:
 - a. Online
 - b. In-person**
 - c. Over-the-phone
 - d. None of the above. She does not want to register.

LISTENING (SKILL-USING TASK)

Listening 5 & 6 - I/IV (Interacting with Others / Comprehending Information): Child Care Centre Inquiry

Theme	Child Care Centre Inquiry
Task	Listen to a phone inquiry about community child care
Competency	I/IV - Interacting with Others / Comprehending Information

Name: _____

Date: _____

You can...	Yes	Not Yet
Understand the overall purpose (# 2) <i>Understands overall meaning or intent</i>		
Identify who the speakers are (# 1) <i>Identifies the situation and relationship between speakers</i>		
Recognize main ideas (# 3 & 4) <i>Identifies main ideas</i>		
Identify key words (# 6) <i>Identifies key words and phrases</i>		
Understand factual details (# 5) <i>Identifies factual details</i>		
Predict what will happen next (# 7) <i>CLB 6: Predicts what will happen next in a narration</i>		

Learner Reflection: this task was **easy** / **so-so** / **difficult** for me, because...

Sample Activity 6: Asking for Information Politely

(Uses modals with the appropriate level of politeness)

Part 1: Sample Dialogue

Read aloud and practice both roles of the phone conversation between a parent and a community centre receptionist.

Part 2: Modal Verbs

Modals or “helping verbs” like *can*, *could*, *may*, *might*, or *would* can be used to ask for information politely.

- Underline all the modal verbs in this conversation.
- Circle all the questions asked by the parent.

Receptionist: Hello, you've reached Neighbourhood Community Centre. How may I help you?

Parent: Hi. I was wondering if you could give me some information about your childcare programs.

Receptionist: Of course. What would you like to know?

Parent: Could you please tell me if there is any space in your daytime program?

Receptionist: Yes. Right now, we have a few available spots.

Parent: And what ages is your program for?

Receptionist: We have daytime programs for children aged two-and-a-half until school age.

Parent: Thanks. My son is three. May I also ask about your teachers? What are they like? Are they experienced?

Receptionist: We have a wonderful group of licensed daycare teachers and program assistants. Our staff is very friendly and caring, and they're great with kids.

Parent: That's great to hear. Do you happen to know if the program includes meals?

Receptionist: Our daytime program includes lunch and nutritious snacks. Does your son have any food allergies?

Parent: No, he doesn't. I would also like to know what kinds of activities your program offers.

Receptionist: We offer indoor and outdoor activities, like sports, games, arts and crafts, story time and songs. Is there anything else I can help you with?

Parent: Yes. Could I ask about your program fees? Can you offer any subsidies for refugee claimants?

Receptionist: Definitely. Our program is meant to be as affordable and accessible as possible. We have a subsidy application available for refugees and vulnerable newcomers.

Parent: Thank you for all your help. Could I come register in-person? I can come tomorrow morning.

Receptionist: Sounds great. See you then, and have a nice day!

ANSWER KEY

Sample Activity 6 Asking for Information Politely

Receptionist: Hello, you've reached Neighbourhood Community Centre. How may I help you?

Parent: Hi. I was wondering if you could give me some information about your childcare programs.

Receptionist: Of course. What would you like to know?

Parent: Could you please tell me if there is any space in your daytime program?

Receptionist: Yes. Right now, we have a few available spots.

Parent: And what ages is your program for?

Receptionist: We have daytime programs for children aged two-and-a-half until school age.

Parent: Thanks. My son is three. May also ask about your teachers? What are they like? Are they experienced?

Receptionist: We have a wonderful group of licensed daycare teachers and program assistants. Our staff is very friendly and caring, and they're great with kids.

Parent: That's great to hear. Do you happen to know if the program includes meals?

Receptionist: Our daytime program includes lunch and nutritious snacks. Does your son have any food allergies?

Parent: No, he doesn't. I would also like to know what kinds of activities your program offers.

Receptionist: We offer indoor and outdoor activities, like sports, games, arts and crafts, story time and songs. Is there anything else I can help you with?

Parent: Yes. Could I ask about your program fees? Can you offer any subsidies for refugee claimants?

Receptionist: Definitely. Our program is meant to be as affordable and accessible as possible. We have a subsidy application available for refugees and vulnerable newcomers.

Parent: Thank you for all your help. Could I come register in-person? I can come tomorrow morning.

Receptionist: Sounds great. See you then, and have a nice day!

Sample Activity 6: Asking for Information Politely (continued)

Part 3: Build your own dialogue

With a partner, work together to ask and answer your own questions about childcare services.

Receptionist: Hi, and welcome to _____ community centre. How may I help you?

Parent: I was wondering if you could give me some information about your childcare services.

Receptionist: Of course. What would you like to know?

Parent: *(ask ~5 polite questions)*

- 1.
- 2.
- 3.
- 4.
- 5.

Receptionist: *(answer each of these questions)*

Parent: Thank you for all your helpful information.

Receptionist: No problem! Have a nice day, and take care.

Sample Activity 7 (CLB 6): Making indirect requests

(CLB 6: Conveys a developing ability to make indirect requests appropriately)

Teacher's instructions: Please see the following 3 pages. (1) The first page models word order for indirect questions and includes 6 handy rules for building indirect questions. Following this is an exercise board (2): enlarge it to 11x17 (1-2 per table); print and cut out the following page's question cards (3) and place these cards within the dotted lined box on the exercise board. Ask students to:

- Pick a card. Read the question out loud.
- Refer to the grammar page for how to build an indirect question.
- Work together to change your *direct* question into an *indirect* question.
- Practice *answering* each question as well.

NOTE: The grammar point will be somewhat challenging for students; stress that they can use the step-by-step instructions as they become comfortable, and that the activity is meant as low-pressure communicative practice. Make sure to model a few examples together as a class. For example,

Direct: *What time does the childcare centre open?*

→ **Indirect:** *I was wondering what time the childcare centre opens.*

Indirect Questions:

Could you please tell me...

Do you know...

May I ask...

I was wondering...

I'd like to know...

I wanted to ask..

		(can/		
		should/	V... ?	
wh-	S	will/		
		could/	.	
		...)		
if				

Some helpful tips:

1. Start with an introductory phrase (*Could you please tell me...* or *I was wondering...*)
2. Yes / No questions: Use **if** or **whether**; Wh-questions: Use the same question word
3. Put the verb after the subject (word order = like a sentence, not like a question)
4. What's the helping verb? ~~Do or does~~ → get rid of it; can, could, should, would, will → keep it
5. Ask yourself: Is the subject singular (1) or plural (2+)? If singular, add -s to the verb.
6. Question mark or not? It depends on the introductory phrase.

Instructions: Pick a question card. Try to make an indirect version of the same question.
Practice asking and answering indirect questions about child care.

Could you please tell me...

May I ask...

Do you know...

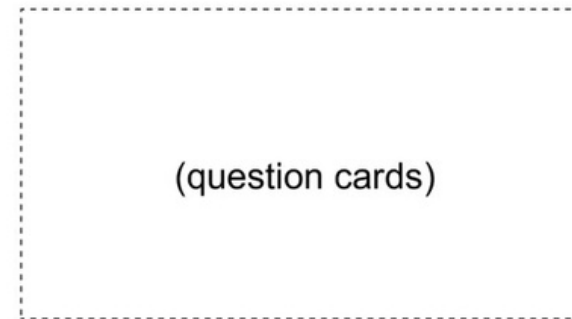
I was wondering...

I'd like to know...

I wanted to ask...

wh-

if



?

.

When does your daycare program run?	Is your program licensed?	Are there subsidies available?
How much does the program cost?	What kinds of activities will the children do?	Does the program include meals?
What are the teachers like?	Do you have space in your daycare program?	Where is the childcare centre located?
Do the children get to play outside?	What age(s) is your program for?	_____? (write your own question)

Speaking III Assessment Handout



CLB 5/6-III. Getting Things Done Asking about Childcare Services

Name: _____

Date: _____

Instructions: You are phoning a community centre for information about their childcare services. Ask your teacher ~5 polite questions; **CLB 6:** Try to include at least 1 indirect question. When you are finished, fill out the self-reflection below:

I can introduce myself and say why I'm calling.	<input type="checkbox"/>
I can ask questions politely.	<input type="checkbox"/>
I can use proper intonation for yes/no (rising) and wh- (falling) questions.	<input type="checkbox"/>
I can use helping verbs, like "can," "could," "would" etc.	<input type="checkbox"/>
I can begin to ask indirect questions (CLB 6 only).	<input type="checkbox"/>

*****Teachers:** complete and attach assessment tool from the beginning of this task package