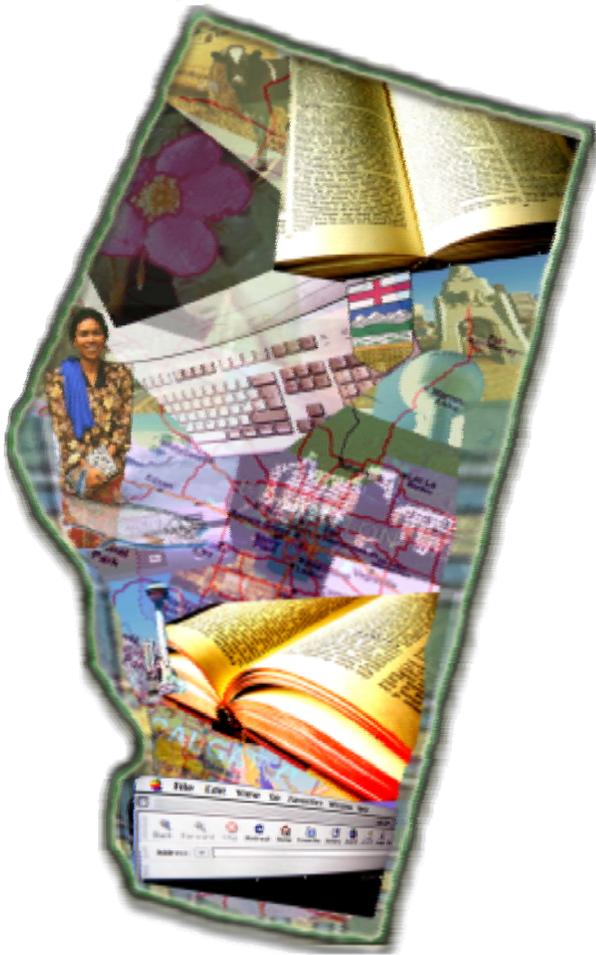


***ESL
RESOURCE
PACKAGE for
ALBERTA
COMMUNITIES***



ESL RESOURCE PACKAGE for ALBERTA COMMUNITIES

Developed May 2003
Revised May 2006
By Lorene Anderson
and Dawn Seabrook de Vargas
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Table of Contents

Introduction	1
Purpose	1
Audience	2
Principles of Good Practice	2
Adult Learning Principles	4
Learning Styles	5
Cultural Diversity	7
Canadian Language Benchmarks (CLB).....	9
Overview	11
Assessment.....	12
Learner Audience.....	15
Learner Profiles.....	18
Scope and Sequence.....	27
Guidelines for Using This Curriculum.....	30
Level 1.....	31
Level 2.....	36
Level 3.....	41
Level 4.....	46
Level 5.....	49
Level 6.....	55
Level 7.....	59
Level 8.....	66
Developing Unit and Lesson Plans	72
Planning for Literacy Instruction.....	79
Choosing Resources.....	80
Instructional Strategies and Activities.....	82
Useful Contacts	112

Introduction

Purpose

Welcome to the exciting challenging, and rewarding job of teaching English as a second language (ESL). We have prepared this resource package as a guide and support for you in your teaching. If you are new to teaching English as a second language and ESL literacy, this resource will help you plan and deliver effective training. If you already have experience, this resource will enhance your teaching.

You can use this guide to help you:

- understand what is necessary in ESL programs and classrooms
- assess your learners
- decide what to teach and plan your lessons
- find materials and ideas

We have referenced this resource to the national standard for ESL instruction – the Canadian Language Benchmarks. The Canadian Language Benchmarks (CLB) document describes how a person uses the English language to complete a set of tasks. The tasks cover four strands of language usage - speaking, listening, reading, and writing. The CLB gives communicative competencies and performance tasks along a continuum of 12 levels – from absolute beginner to highly competent English performance. Since the standards are national, this means that the skills a learner demonstrates in Two Hills, Alberta are the same as those a learner demonstrates in Halifax, Nova Scotia.

The goals of this resource package are to:

- *Provide a curriculum*
 - that helps learners develop a base for effective interaction in the community and workplace.
 - that can be used for full-time or part-time programming.
 - that is correlated to the Canadian Language Benchmarks.
- *Support effective instruction of English as a second language with information about*
 - principles of good practice.
 - lesson planning.
 - effective instructional techniques.
 - assessment strategies.
- *Identify resources that are appropriate for community ESL programs.*

Audience

This package is designed to help communities outside of the large urban centres provide effective English as a second language (ESL) instruction to immigrants living here. Each community offers programs geared to community needs and is delivered by instructors and volunteer tutors with a wide range of training and experience. These people may include teachers with experience in the K-12 system, instructors who usually deliver classes such as craft or fitness courses, or volunteers who do not have a teaching background. While communities have qualified people delivering their general programs, they may not have instructors available who have training and background in teaching English as a second language (TESL).

Through this package we want to provide a foundation for instructors and volunteer tutors to work with learners of English as a second language. The package provides background and information about the extensive field of ESL. People in the community who agree to deliver instruction to immigrant learners can use this Resource Package to assist them in assessing the language skills of second language learners, in planning instruction to meet their needs, and in selecting appropriate resources.

Principles of Good Practice

The instruction we provide to learners in our programs can occur in a variety of different formats. We frequently teach in a classroom setting with a group of several learners. Learners in such a class may be at different levels of competence in their use of English. Sometimes we deliver language training at a workplace to employees who need to improve their language skills. Learners in this setting will be adults with a range of work and life experience and skills. Often a volunteer tutor delivers language instruction in a one-on-one arrangement at times suitable to both learner and tutor. Learners come into each instructional setting with varying needs, motivation and circumstances.

Much of the English as a second language training that we deliver to adult learners is funded through government programs. Some learners may have to pay a registration fee. In some cases an employer pays an instructor to deliver on-site language training. Regardless of who pays, we are accountable for the way in which we teach and for the results that we achieve. If we follow principles of good practice, we will be able to provide the best possible training, responsive to the needs of learners.

What is good practice? Good practice applies not only to consistently providing good content in our teaching; it also applies to the way we deliver training or instruction. It is important to ensure that learners receive relevant instruction that engages them in their learning and results in growth of knowledge and increased options for a good life. Good practice respects the unique talents and diverse ways of learning of each learner. Following good practice will encourage learners to perform well and to work to the best of their capabilities.

Whether we teach adults who speak English as their first language or who are learning English as a second language, we should consider these statements of good practice in our teaching:

- *Involve learners in the planning and implementation of programs.*

The learners should have a voice in the subject matter and teaching approaches. They should also commit to participating in all aspects of the program.

- *Assessment is an important part of planning instruction.*

Conduct a needs assessment to look at learners' needs and interests in order to design effective training and to monitor their progress. Use a process that develops self-confidence, raises levels of awareness about learning, and maintains confidentiality.

- *Apply principles of adult learning to all instruction and planning.*

Adults have needs and requirements that differ from those of children. They have different motivating factors and different barriers to overcome.

- *Ensure that the program content and its delivery are relevant.*

The curriculum content should set goals and objectives that reflect the needs of people who are learning a new language. The content and delivery should increase the learners' ability to transfer learning to all aspects of their lives – at home, at school, in the community, and at work.

- *Make sure the learning environment facilitates learning.*

Instructors and tutors should be competent and qualified and focused on meeting learner needs. Resources should be up-to-date and relevant to the learners' interests and the program's goals. Facilities should be appropriate for the program and conducive to learning.

- *Evaluate the program.*

Decide how to measure success before the program begins and then evaluate on an ongoing basis. For ESL learners, use the Canadian Language Benchmarks as the measuring rod for learner achievement. Recognize the learners for achieving the learning objectives.

Adult Learning Principles

This resource package is designed for instructors and tutor to use with adult learners of English as a second language. Adults learn in a different way than children learn and have special needs and requirements. The learning teaching process is a dynamic one that requires the involvement of both learners and instructors. Working with adults is a partnership. The approach for facilitating successful learning experiences with adults should be learner-centred and based on sound principles of adult learning.

What are some of the conditions that will encourage adult learning? Effective adult learning requires an environment that will stimulate growth. This means you must build a climate of trust. Work with the learners to clarify their and your expectations. Most ESL learners come with a strong motivation to learn to speak, read and/or write English. Sometimes, however, you will need to motivate and encourage your learners as they hit plateaus in their language acquisition or as the reality of adapting to their new culture dampens their enthusiasm.

Consider the following in planning your instruction.

- *Understand the learner*

Adult learners bring with them to the classroom years of experience and a wealth of information that come from work-related activities, relationships within community, family responsibilities, and previous education. Assess the needs and interest of learners to determine what they already know, what they need or want to know, and their goals. Since adults want to be in control of their lives and be responsible for the decisions they make, they should participate in deciding what they will learn and how they will learn it. Be ready to provide learning opportunities to address needs and interests that emerge during the instruction.

- *Provide a supportive and challenging learning climate*

Adults learn best in an environment that is inviting, encourages risk-taking, and is non-judgmental and non-threatening. Cultivate an atmosphere that fosters self-esteem and acceptance of individual and cultural differences. Adult learners from other cultures may come with a preconceived idea of how learning happens in a classroom setting. Be sensitive to their ideas and be respectful in introducing new strategies.

Learners should be treated as equals in experience and knowledge and encouraged to voice their opinions freely in class. Help them see the value of what they bring to their learning by drawing out the experience and knowledge that is relevant to the lesson content. Help them to recognize how learning is enhanced when learners share, learn from each other, and build on each other's experiences and resources.

It is important to facilitate learning rather than to supply learners with all the answers. Provide for interaction among learners and be clear in giving instructions. In planning lessons make the work difficult enough to challenge participants but not so difficult that they become frustrated. Encourage them to take risks and help them to recognize that making mistakes will lead to learning.

- *Understand the learning process*

Provide clear objectives for adult learners. Adults are goal-oriented and want to know how the class will help them reach their goals. Ensure that they know why they are learning something. They want immediacy of learning, hands-on experience, and they want to see how the new knowledge will apply to their work or personal lives. Sequence the content in small steps from simple to complex, and reinforce the learning. Adults learn in different ways so provide learning activities that address different learning styles. Provide adult learners with the opportunity to reflect on their learning.

Learning Styles

Learning styles are simply different approaches to learning. They are a combination of how people perceive and how they process. Every person has a preferred learning style. Most people learn using a combination of styles but one is usually more dominant. Knowing and understanding our learning style helps us to learn more effectively.

As instructors and tutors we also have a preferred learning style. It is a reflection of our personality and our culture and may be a result of the way we were educated. We tend to want to teach to our preferred style of learning. In designing instructional activities, we must consider the different styles of learning that learners employ and provide a variety of learning activities.

Three ways people like to learn are:

- *Learn through seeing*

Visual learners rely on body language and facial expression to understand the content of a lesson. They like pictures, diagrams, videos, hand-outs, maps, and colour.

- *Learn through listening*

Auditory learners depend on tone of voice, pitch, speed of delivery, and the music of the language to understand the content. They like lectures and discussions, and making speeches or presentations.

- *Learn through doing*

Tactile (kinesthetic) learners learn best by moving around, touching, and doing. They like action, manipulating things and activities such as role play where they can use their bodies.

Research shows that no matter what your learning style, the more senses you use in your learning, the more you will learn. Studies shown that people who:

- **hear** – retain about 20 per cent of the content
- **see** – retain about 30 per cent
- **see and hear** – retain about 50 per cent
- **see, hear, and have a chance to talk about it** – retain about 70 per cent
- **see, hear, talk about it, and demonstrate or do it** – retain about 90 per cent

The people you are teaching do not all learn in the same way. Consider their different cultures, different levels of education, different age groups, and different learning styles. Use a variety of techniques and activities to deliver the content. Activities that partner or group learners together provide opportunities for shared experiences and peer tutoring. Role plays, conversation matrixes, and tandem activities allow learners to move from using their language skills in a controlled environment to one that more closely represents natural conversation.

Cultural Diversity

In most English as a second language classes, there will be learners from more than one country. They will display cultural, religious, political, and personal patterns that they have followed since childhood. They will have expectations that are different from ours. Sometimes their expectations will impact how the class moves ahead and how they react to their classmates and their instructor.

Every one of us goes through a period of adjustment when there are big changes in our lives. Immigrants may go through several phases (very broadly defined here) in their period of cultural adjustment. In the beginning they experience the “honeymoon phase”. Then they may go through a period where everything is awful. They experience a gamut of emotions – loss of identity, culture shock, denial, and anger. They may move into a phase of “we” and “they” – a time of comparison and contrast. Gradually they accept the change. Where the immigrant learners are in that adjustment period we will have a direct relationship to their success in learning English.

Canada follows a philosophy of multi-culturalism. In order to respect other cultures and the right of individuals, we must focus on developing strategies for effective communication. People have different styles of communication as well as different ways of using language. There may be times when the message we receive is not the one intended by the speaker. There can be many reasons for this. Within our own culture, messages are often incorrectly communicated because of tone of voice or choice of words. This can be amplified for someone who does not have a good grasp of English. Delivery styles also impact the meaning of a communication. For instance in some cultures it is essential for the listener to make eye contact with the speaker. In other cultures, this is a sign of disrespect. When a person follows the customs of the home culture in communicating in the new language and culture, it may lead to awkward situations, misunderstandings, and even bad feelings.

We need to check our own assumptions when we think we are encountering differences. Communication goes both ways. We must open the channels for effective communication. We shouldn't let things get in the way of making sure the message arrives as intended. This means that we need to apply strategies for cross checking. It is important that we be aware of ourselves – our way of communicating, our own assumptions – not just those of other people. We can't approach communication from a position of superiority, just awareness and sensitivity.

What strategies should we use in handling incidents arising from cultural diversity? We all have the skills to be successful in intercultural situations; they are, in fact, interpersonal skills. There are times when learners will unintentionally perform unacceptable or even offensive behaviours. We must address these issues for both the good of the learner and the class. Successful solutions to managing differences come not because of knowledge but because of certain attitudes. Some of these attitudes include:

Inquiry
Flexibility

Empathy
Creativity

Risk-taking
Self-understanding

Cultural diversity may have an impact on how we plan our lessons. Activities must reflect respect for the learner while at the same time bringing awareness to learners about their new Canadian culture. Educational methods in particular are points where cultural expectations differ. Some questions to consider in planning activities are:

- Modes of address – How do you address each other?
- Gender issues – Can you mix genders in group work?
- Martial issues – Should you separate a husband and wife so he doesn't always answer for her?
- Religious considerations – Can you discuss the body in a health unit? Should you introduce a topic such as pornography for discussion? How do religious beliefs such as not owning a television affect homework assignments?

Canadians value independence and our instructional strategies reflect this. The teacher doesn't know everything. Other cultures may be accustomed to a teacher directed classroom where the teacher is the primary resource. It is important to teach Canadian expectations of behaviour in the classroom and community. Introduce new learning methods slowly, but introduce them! Try different things to get people to experience the new culture.

It is also important to teach learners how to communicate and interact across cultures. Many learners come from countries that are pretty homogenous in their make up. Coming to a country like Canada, that has people from so many different countries, may require a shift in attitudes. Lead the learners into practising strategies for positive interactions.

Some online resources for cultural diversity include the following:

Culture: Canada's Cultural Gateway
www.culture.ca

Alberta Human Rights and Citizenship Commission.
www.albertahumanrights.ab.ca

Intercultural and Community Development Resources (ICDR) Online Bookstore for Intercultural Resources.
www.ICDR.com

Cultural Profiles Project by Citizenship and Immigration Canada
www.cp-pc.ca

Alberta Association of Immigrant Serving Agencies
www.aaisa.ca

Canadian Language Benchmarks (CLB)

Each community in Alberta is different and has different needs. This is why it is so important that the community ESL programs adhere to a national “yardstick” like the Canadian Language Benchmarks. The CLB is “the national standard used in Canada for describing, measuring and recognizing the second language proficiency of adult immigrants and prospective immigrants for living and working in Canada”. Using this standard will give your community program a basis for comparison with other learners and programs across Canada.

The CLB describe a person’s ability to use the English language in the four skill areas of reading, writing, speaking and listening. They use real life language tasks to measure competency from basic English skills at Benchmark 1 to proficiency at Benchmark 12.

The standards are described in the document *The Canadian Language Benchmarks 2000: English as a Second Language for Adults*. All ESL programs and instructors should have a copy. While the Canadian Language Benchmarks is **not** a curriculum it is a framework around which you build your own curriculum and adapt it to the needs of your learners and your community. By using the Benchmarks as criteria for your program, you and your learners can be assured that:

- your program will be comprehensive and will cover all language strands.
- your learners can move to other parts of Canada and fit into other programs.
- you will have access to a national framework of reference for learning, teaching, programming, and assessing adult English as a second language.

The Centre for Canadian Language Benchmarks also offers a literacy standard for ESL learners who have few or no literacy skills in their first language or who are literate in a non-Roman alphabet. This standard, *CLB 2000: ESL for Literacy Learners*, describes reading writing and numeracy skills in a sequence and is valuable for designing instruction for learners who need help learning to read and write in English. ESL Literacy Benchmarks are designed to be used with the listening and speaking benchmarks in *The Canadian Language Benchmarks 2000: English as a Second Language for Adults*.

If you have access to the Internet you can log onto Centre for Canadian Language Benchmarks at www.language.ca. You can obtain CLB publications, and an on-line newsletter “Inside Language” at this website. The website is continually being updated and new resources are constantly being developed and made available.

If you don't have access to the Internet you can contact the CLB Centre at

Centre for Canadian Language Benchmarks

200 Elgin Street, Suite 703

Ottawa, Ontario K2P 1L5

Telephone: (613) 230-7729

Fax: (613) 230-9305

The Canadian Language Benchmarks 2000: English as a Second Language for Adults is free within Canada. There is a small charge for other publications.

Curriculum

Overview

This curriculum is referenced to the Canadian Language Benchmarks. The Canadian Language Benchmarks are written in a sequential manner for progressive language skill development. This curriculum is designed for eight levels and addresses the first eight language benchmarks. The competencies at each level correspond to the Canadian Language Benchmark competencies. Individuals will progress through this curriculum at very different rates depending upon their individual circumstances. Some of the factors influencing their rate or progress will be:

- their age
- their health
- their prior academic experience
- their level of literacy in their own language
- their motivation
- the support they receive from their family

Learners who complete this curriculum will have a good foundation for using English to function in everyday life. They will have the competencies to enable them to move ahead in their employment and to participate in and benefit from further training. They will have the skills to be active members of the community.

The curriculum includes:

- **Competencies**

These are language tasks at each level in which the learner will develop proficiency. The competencies are related to the Canadian Language Benchmark document.

- **Topics**

The suggested topics will help set the scene for the learners to develop their skills. These topics have been chosen because they relate to the competencies that learners must acquire as well as to settlement and workplace issues. By introducing grammar structures and vocabulary through topics, learners see practical life applications for English and have a better chance of using and remembering the new information. Through the topics, learners will gain necessary knowledge about their community and the Canadian way of life as well as practical applications of English.

- **Grammar**

Grammar refers to the systems, rules or underlying principles that describe the structure of language (eg. word order in sentences, grammatical markers such as plurals, verb tenses, pronouns, etc.). While the benchmarks supply the competencies for learners to practice their communication skills and the topics supply the vocabulary, the learners also need to have a foundation in grammar in order to communicate effectively. The recommended grammar provides the structure learners must use to communicate effectively. Grammar, vocabulary, and language functions are the vehicle for developing the competencies. The Scope and Sequence chart that has been provided shows how the grammar expands across the eight levels.

- **Suggested Activities**

It is important to use a variety of activities to give learners lots of practice in using the new language skills they are acquiring. The suggested activities are techniques that have been used successfully in working with second language learners. They reflect different learning styles and apply to all four strands of speaking, listening, reading and writing. This is just a starting point. You will, no doubt, find many other activities and resources that suit your teaching style and the learners' needs. Some teaching techniques are described in the section on lesson planning that follows the curriculum outline.

- **Suggested Resources**

Instructors want materials and resources that are current, flexible and easy to use, relevant, appropriate for the learners, and related to the CLB. The resources listed are chosen because they relate to either the suggested topics or the grammar. The list of suggested resources is not exhaustive. There are other resources listed in the last section of this package – Contacts and Resources.

Assessment

The word “assessment” often strikes terror into the hearts of instructors and learners alike. And yet it is an integral part of learning/teaching and is the basis for all instruction. Both instructors and learners should be involved in the assessment process.

It is important to assess to find out

- what the learners know
- what the learners can do, and how well they can do it
- when to move on to new materials and skills
- how learners go about the task of doing their work
- how learners feel about their work
- if the teaching strategies are effective

Assessments should be conducted throughout the teaching/learning cycle for the following purposes:

- Diagnostic – tells us what the learner needs to learn
- Formative – tells us how well the learner is doing as work progresses
- Summative – tells us how well the learner did at the end of a unit/task

Even though assessment has different aims and therefore, different formats and strategies it is important that it always be meaningful and referenced to the ESL program. For instance the **ERPAC Initial Placement Tool**, in the Teaching Aids section of this curriculum, allows learners to be placed at a level according to their knowledge of grammar. It is also essential that some ESL assessment takes place that is referenced to the Canadian Language Benchmarks. There are several assessment resources available to help with this. They are:

- On Target: A Resource Book Referenced to the Canadian Language Benchmarks, Volumes 1 and 2
- The Canadian Language Benchmarks “Can Do” Checklists
- Integrating CLB Assessment into your ESL Classroom
- Summative Assessment Manual – SAM, Volumes 1 and 2

Some questions that instructors and coordinators will want to keep in mind when developing assessment practices that are effective for their programs are:

- What are the purposes for assessment? Will assessment information be useful for diagnosis, for placement, for tracking achievement, or for testing for mastery?
- Who will use the information found in the assessment? Will it be the learners, the instructors, the coordinators or the funders?
- How should the program keep records of assessment?
- What are the best means of assessing?

Here are some types and samples of informal assessment strategies.

Day to Day Observation

Try to get in the habit of writing notes about observed learner performance on a regular basis. These should be dated and written in specific language. “Abi did good work today.” does not give you the same information as “Abi was able to role play a telephone call to set up a doctor’s appointment. He needs to practice his pronunciation of Thursday and thirteenth”.

Homework assignments

These should be directly related to the course of study. Remember homework does not always have to follow a typical format. If you have been teaching punctuation,

homework might be a worksheet where the learner must fill in the correct punctuation. If the work has been about telephone skills, perhaps the homework will involve making a phone call to gather information about opening times and prices of a local recreational facility and reporting back to the class. If the work has been on shopping, food, or numeracy skills, the homework could consist of using the local grocery flyer to develop a shopping list within a certain budget. Because using the English language involves more than just reading and writing, your homework assignments should also be aimed at getting your learners out into the world and practising their skills.

Checklists

Checklists can be used to keep track of mastery of any number of competencies. The instructor or the learner can keep them. Checklists can be made as a class list or for individuals. See the sample checklists in the Learner Profile section and the Teaching Aids section. If possible it's a good idea to leave a bit of room for notes on the checklist. These are good for a quick reference and can also be used for learners to know expectations and check their own progress. The checklists in the example are for very specific tasks. The Canadian Language Benchmarks "Can Do" Checklists available at www.language.ca are a great way for instructors and learners to keep track of the competencies learners have mastered.

Writing samples

When collecting writing samples for assessment, be sure to alternate between collecting first drafts and final edited versions of an assignment. This enables you to evaluate the learner's ability to edit and revise. When you are making a writing sample, you must have clearly pre-established guidelines. For instance, on one sample you may be looking for spelling and punctuation; on another you may be concentrating on the expression of ideas with appropriate vocabulary. If you plan to mark and make comments on the writing samples have the learners double-space their work. Also, try to note on the work what the learners have done correctly. If the learners want their work back and you want to keep a sample for their portfolio, just photocopy the marked assignment.

Peer evaluation

Peer evaluation allows learners to assess the work of their fellow learners as well as their own. Participating in peer evaluation is valuable for both the evaluator and the person being evaluated. Learners who practice peer evaluation tend to improve their own performance as they give honest feedback to their peers.

The conditions that will make this process work are that every learner in the group must fully understand the expectations, the 'rules' and format for such evaluation. Everyone should participate in laying out the criteria they will use in assessing each other. Everyone should understand the vocabulary and the process for giving feedback. This type of activity is as meaningful for the evaluators as it is for the person being evaluated.

Peer Evaluation can be used with a wide variety of activities such as displays, written work, dialogues, and projects. The competencies being evaluated must be aligned with

the activity. The important thing to remember is that everyone must be fully aware of the expectations.

Learner portfolios

Learner portfolios focus on progress rather than on mastery. They should include a selection of the learner's work collected over time. Be sure to date the material when you collect it. These samples can include written work such as letters or stories, worksheets, audiotapes of reading, journals, and self-assessments. Learner portfolios offer an excellent opportunity for review and for learners to monitor their own improvement. Pizza boxes are good containers for learner portfolios.

Self assessment dialogue journals

These are simply journals that the learners write in every day or two. This can take the place of a dialogue between the learner and the instructor. In it the learner can ask specific questions about course content, problems s/he is having with learning the language, or ask for clarification or direction for self-study. Long-term and short-term goals could be good topics for self-introspection. The learner should also be encouraged to write about his/her success in learning. The instructor can respond in the journal or respond in person if need be. This is an excellent vehicle to develop a deeper understanding of your learner's needs and concerns.

Quizzes and tests

Quizzes and tests can be used effectively to show growth and to check for mastery. A pre-test can be given before a unit of study or at the beginning of a session; the same test can later be used as a post-test. This has the double purpose of showing the learners what they have accomplished and showing the instructor what needs to be reviewed. Quizzes can be given frequently to check things like spelling, vocabulary, and content. With lower level learners it is a good idea to establish a standard format for the quizzes. This ensures that the quizzes will accurately assess what they are meant to assess. If the learner does poorly because s/he couldn't follow direction, the results won't be valid. However, with more advanced learners it is beneficial to expose them to a variety of types of tests, i.e., multiple choice, short answer, following directions, writing a paragraph.

Learner Audience

The learners who come into your class represent a variety of cultural and educational backgrounds. They possess a broad range of skill levels and life experiences. They come with a diversity of training needs and varying degrees of urgency in their need to acquire English language skills.

ESL learners

Learners can face many hindrances to effective learning. They have immigrated to Canada for different reasons. Some chose to come and are enthusiastic about learning their new language. Others had to flee from their homes and are worried about family and friends still in their home country going through terrible difficulties. Personal responsibilities and the concerns and pressure of jobs can be barriers to learning. Part-time learners may arrive at class tired from the stresses and activities of the day, and must mentally gear themselves to improve their language skills.

Some learners who come into your class will not have any English skills. Some will be proficient in one strand of language usage such as reading but will be weak in another. Some may be quite fluent and need only to pass the Test of English as a Foreign Language (TOEFL) test to go on to college or other training. You may have learners in your classes who return to the classroom reluctantly because of circumstances beyond their control. You may have learners who have been out of the classroom for several years and have lost their “learning” skills. Some learners may lack confidence in their ability to learn well. All in all, people will come into the program with widely differing knowledge, skills, and attitudes.

Literacy learners

Sometimes learners in ESL programs have weak literacy skills or none at all. Some learners have not had any formal education. They do not have the “learning strategies” associated with formal education. Others have had limited schooling, perhaps interrupted because of political or financial issues. Consequently they have few, if any, literacy skills in their first language.

Many people with literacy deficiencies are very adept at hiding them. Here are some flags that may alert you to a learner with a literacy problem in your classroom.

- Prefers to do assignments at home
- Claims that s/he can't read the assignment because s/he has left glasses at home (repeatedly)
- Works very slowly
- Copies from other people
- Makes very slow or erratic progress
- Makes excuses to not read aloud in class
- Doesn't like to work in groups if reading is involved
- May have a particular friend that s/he relies on in class

An excellent resource for ESL Literacy Learners is **CLB 2000: ESL for Literacy Learners** available at www.language.ca. The Literacy Alberta website www.literacyalberta.ca and the National Adult Literacy Database website www.nald.ca also provide very useful information and resources.

Workplace learners

Employment is generally the goal of ESL learners. You will likely have learners who want to improve their language skills so that they can compete in the job market. They may want to get into certificate programs such as Health Care Aide or may want to enter an apprenticeship program and need a specific level of language competence in order to get in. Some learners may already have entry-level employment but are unable to move up the ladder because of inadequate English skills.

Many workplaces employ immigrant workers and reflect a range of language competence among their workers. Immigrants bring a variety of educational background and experience to the workplace. Most take some formal ESL training when they first arrive in Canada; however, many immigrants enter straight into the workforce upon their arrival in Canada and never take any formal language training. They pick up bits and pieces of the language for work on the job and there will likely be “gaps” in their language knowledge and performance. How well they learn the language depends on many factors such as attitude of co-workers and motivation to learn. They will benefit from instruction that focuses on improving communication skills for the workplace.

Learner Profiles

(These reflect Canadian Language Benchmarks)

The following profiles give a general description of a learner at each level of the Canadian Language Benchmarks. They give a global description for each of eight benchmarks of what a learner can do in the four language strands of speaking, listening, reading and writing. You can determine a rough level for learners according to their ability to carry out the tasks described in the profiles. Copy these pages and use them as a checklist to determine where your learners fit into your program.

Level 1 Profile

A learner at Level 1

- Speaks and understands a very limited number of words and phrases, or may not speak any English at all.
 - Relies heavily on gestures and the first language to give and receive information.
 - May be able to read some simple sight words.
 - May have strategies in place for decoding new words.
 - May be able to copy or write their basic personal information.
-

Level 2 Profile

A learner at Level 2

- Can communicate in a limited way. Conversation will be in response to questions from someone else.
 - Has little sense of grammar and tense and has a limited vocabulary.
 - Still depends on gestures and may have long pauses in his/her speech.
 - Asks and responds to simple personal questions and simple commands or directions.
 - Needs frequent assistance to express himself/herself and to understand.
 - Can read short, familiar text.
 - Can find specific information in a simple formatted text.
 - Can write a few phrases and sentences about a familiar topic.
 - Can copy short texts.
 - Can fill out forms with a simple format with eight to twelve items.
-

Level 3 Profile

A learner at Level 3

- Can interact, with some difficulty, in short informal conversations where the content is predictable. Pronunciation may impede the communication.
 - Asks and responds to familiar questions.
 - Demonstrates some control of basic grammar, e.g. uses basic time expressions, correct past tense with common verbs only.
 - Still has a limited vocabulary.
 - May require repetition and communication to be slower to understand.
 - Can follow instructions, commands, and requests in a familiar context.
 - Can read a simple paragraph in a familiar, predictable context.
 - Can find specific details in clear language text.
 - Can carry out simple, familiar writing tasks about everyday needs and experience.
 - Can write simple sentences.
 - Can fill out simple forms that include more than fifteen items.
-

Level 4 Profile

A learner at Level 4

- Shows some fluency in short conversations about familiar topics.
 - Can describe situations, places.
 - Demonstrates control of basic grammar.
 - Has adequate vocabulary for everyday interactions.
 - Can express needs, wants, and plans by using language functions appropriately.
 - Can follow formal and informal conversations at a slower to normal rate of speech.
 - May require occasional repetition.
 - Can understand many common everyday instructions and directions related to the immediate context.
 - Can follow very simple, short predictable phone messages.
 - Can read simple text of two to three paragraphs in a mostly familiar context.
 - Can read a set of simple instructions.
 - Can read classified ads and promotional materials accompanied by pictures.
 - Can find and compare one or more specific pieces of information in a larger text.
 - Reads English for information, to learn the language, and to develop reading skills.
 - Can effectively convey simple ideas and information, simple descriptions, and narratives about highly familiar topics.
 - Can fill out simple application forms with up to twenty items.
 - Can take slow dictation with frequent repetitions.
 - Can copy information from dictionaries, encyclopedias, and manuals.
-

Level 5 Profile

A learner at Level 5

- Can communicate with some effort in routine situations about familiar topics.
 - Can use simple, and some complex, grammatical structures although frequent grammar and pronunciation errors may impede communication.
 - May avoid topics with unfamiliar vocabulary.
 - Is able to use a range of common everyday vocabulary, and a limited number of idioms.
 - Can get the gist of formal conversations, audio tapes, and radio broadcasts on topics that are relevant, when s/he is briefed for focused listening.
 - Can understand a range of common vocabulary and a very limited number of idioms.
 - Can understand simple exchanges.
 - Often requests repetition.
 - Can follow simple, short predictable phone messages but has limited ability to understand unstructured conversations on the phone.
 - Can understand the purpose, main ideas, and can find specific details in authentic two-three paragraph texts and other documents such as charts and schedules.
 - Often requires rereading and clarification.
 - Can begin to use a concise English dictionary.
 - Can use context clues to determine meaning of vocabulary and idioms.
 - Can write a simple paragraph that conveys an idea, opinion, feeling or experience.
 - Can fill out extended forms of twenty or more items.
 - Can complete a short routine report.
 - Can use correct grammatical structure, spelling, and punctuation to compose moderately complex writings, such as a personal letter or an invitation.
 - Can take simple dictation with occasional repetition.
-

Level 6 Profile

A learner at Level 6

- Can communicate in non-routine situations, with some confidence, on a familiar topic.
 - Can use a variety of grammatical structures, although grammar and pronunciation errors are frequent.
 - Can provide detail in communicating facts and ideas.
 - Can understand and use a range of vocabulary, some common phrases, and a few idioms with reasonable fluency.
 - Can follow the main idea and identify key words and important details in formal conversation, audiotapes, and radio broadcasts when adequately briefed.
 - Can understand concepts in discourse and instructions when the setting and context are familiar.
 - May still request repetition.
 - Can follow simple short predictable phone calls.
 - Can understand the purpose, main ideas, and can find specific details in authentic one page text.
 - Can locate three to five pieces of specific information in text and documents for analysis, comparison, and contrast.
 - Can get new information about familiar topics from factual text, where the language is mostly concrete and literal, but may also be abstract and technical.
 - Uses a concise English dictionary regularly.
 - Can write one or two paragraph letters or compositions.
 - Can fill out detailed forms with explanatory comments.
 - Can take simple notes from short oral presentation or reference material.
 - Has a good command of simple grammatical structures. Some sentences may sound awkward.
-

Level 7 Profile

A learner at Level 7

- Can communicate comfortably in most common daily situations, and in formal and informal conversations.
 - Can use a variety of sentence structures including compound and complex. May have frequent grammar and pronunciation errors, but they rarely impede communication.
 - Can speak for five to ten minutes on familiar concrete topics, using description, comparison or analysis.
 - Can use an expanded inventory of concrete and common idiomatic language.
 - Can follow main ideas, key words, and important details in authentic one or two page text on a familiar topic within a relevant context.
 - Can speak with reasonable fluency, making frequent self corrections. May require slower speech, repetitions, and rewording.
 - Can follow predictable phone messages on familiar matters.
 - Can get information from a variety of texts that can be concrete, abstract, conceptual or technical. This may require low-level inference.
 - Can locate and integrate, or compare and contrast, two or three specific pieces of information in visually complex texts such as tables, calendars, course schedules, phone directories, cookbooks, or across paragraphs or sections of text.
 - Uses an English dictionary to confirm meaning.
 - Can write personal letters and simple routine business letters.
 - Can fill out moderately complex documents.
 - Can take notes from clear recorded phone messages and oral presentations.
 - Can demonstrate satisfactory control over complex structures, spelling, and mechanics when writing. May follow first language writing patterns.
-

Level 8 Profile

A learner at Level 8

- Can communicate effectively in most daily practical and social situations, and in familiar routine work situations. Can respond appropriately to the formality level of the situation and can determine mood, attitudes, and feelings.
 - Can use a variety of sentence structures and an expanded inventory of concrete, idiomatic, and conceptual language.
 - May have some grammar and pronunciation errors but they rarely impede communication.
 - Can speak on familiar topics at both concrete and abstract levels for ten to fifteen minutes, giving descriptions, opinions, and explanations.
 - Can use an expanded inventory of concrete, idiomatic, and conceptual language.
 - Can follow main ideas, key words, and important details in authentic two or three page text on a familiar topic, in a partially predictable context.
 - Can speak reasonably fluently but may have difficulty following rapid, colloquial/idiomatic or regionally accented speech between native speakers.
 - Can follow clear and coherent phone message on unfamiliar matters.
 - Can get information from text on abstract, conceptual or technical topics, containing facts, attitude, and opinions. May require inference to identify the writer's bias and the purpose of the text.
 - Can locate and integrate several specific pieces of information in visually complex text.
 - Uses an English dictionary to choose precise vocabulary.
 - Can write routine business letters and personal and formal social messages.
 - Can extract key information and relevant detail from a page-long text and write and outline a one-paragraph summary.
 - Can fill out complex formatted documents.
 - Can write down simple instructions, based on clear oral communication.
 - Can demonstrate good control over common sentence patterns, coordination and subordination, and spelling and mechanics.
-

Scope and Sequence

Themes/Topics

Remember that these are just suggestions for topics. Your community may have other needs and interests that you will want to develop.

Level 1	Level 2
<ul style="list-style-type: none">• Personal Identification• Time• Family	<ul style="list-style-type: none">• Personal Information and Introductions• Weather and Seasons• Finding Your Way Around• Transportation• Shopping (Food, Clothing)
Level 3	Level 4
<ul style="list-style-type: none">• Housing• Body and Health• Money Matters• Employment and Workplace	<ul style="list-style-type: none">• Employment/Workplace• Recreation and Entertainment• Social Customs
Level 5	Level 6
<ul style="list-style-type: none">• Canada's Outdoors• Recreation, Sports, Entertainment• Lifestyle• Health• Education System in Canada	<ul style="list-style-type: none">• Media• Consumerism• Travel• Current Events
Level 7	Level 8
<ul style="list-style-type: none">• Consumerism• Education• Career Planning• Community• Cultural Diversity	<ul style="list-style-type: none">• Giving Presentations• Accessing Information• Study Skills• Learning Styles

Grammar Levels 1–8

Level 1	Level 2	Level 3	Level 4
Verbs To be To have Simple present Affirmative Negative Interrogative Contractions	Verbs Simple past Simple future Present continuous Imperative High frequency 2 word verbs Usage of like, want	Verbs Irregular past tense Present perfect Present continuous Gerunds	Verbs Past continuous Past perfect Present perfect continuous Reported/indirect speech
Modals Auxiliary “can”/can’t	Modals Can/have to	Modals Could, would, should, must, have to, might	Modals Would rather, had better Able to, prefer
Pronouns Subject (I, you, he, she, it, we, they)	Pronouns Object (me, you, him, her, it, us, them)	Pronouns Reflexive (myself)	Pronouns Indefinite (one, someone, everyone)
Nouns Singular/plural	Nouns Count/non-count How much/how many	Nouns Count/non-count nouns	Nouns Used as adjectives
Non-referential subjects There is/there are Affirmative/irregular	Non-referential subjects This is That is These are Those are	Non-referential subjects (past) There was/there were	
	Articles a/an/the/some		
Adjectives possessive (my, your...) descriptive	Adjectives descriptive comparatives/(er /irregular)	Adjectives expressions of quantity (some, any, no, a little, a few) comparative (more/less)	Adjectives nouns/verbs used as adjectives comparatives and superlatives (less/fewer/fewest) expressions of quantity (no/none)
	Conjunctions and, but, or		Paired Conjunctions either...or neither...nor not...only but also, both... and
Questions yes/no information: who, what, where when	Questions yes/no choice information: who, what where, when	Questions tag questions	Questions review and practice all
	Prepositions of location of method	Prepositions of time	
	Adverbs place time	Adverbs sequencing frequency	Adverbs conjunctive (also, however, therefore, both)
Sentence patterns Affirmative, negative, interrogative Subject –verb agreement	Sentence Patterns Subject – verb agreement		Sentence Patterns Ellipsis – so do I, I do too Neither _____ I I _____ either
Punctuation Capitalization, periods, question marks	Punctuation Period, (abbreviation), comma, exclamation mark, apostrophe	Punctuation Quotation marks	Punctuation Review and practice all

Level 5	Level 6	Level 7	Level 8
Verbs past perfect continuous present continuous for future plans gerunds as subjects verbs followed by gerund or infinitive	Verbs future perfect future perfect continuous passive voice reported/indirect speech (sequence of tenses) verbs use in conditionals	Verbs Passive and Active voices Reported/indirect speech (sequence of tenses) Review all verb tenses	Verbs Passive and active voices Reported/indirect speech (sequence of tenses) Review all verb tenses
Modals Perfect (should have, must have, might have...)	Modals review all passive (must have been)	Modals review all passive, past passive, progressive	Modals review all
Pronouns Relative who, whom, that, whose, which, where	One word negatives no, none, no one		
Nouns Collective agreement with verbs	Noun clauses	Noun clauses In complex sentences with whether or if followed by infinitives	Noun clauses In complex sentences with whether or if followed by infinitives
Adjectives other comparison methods (as ___as ...)	Adjective clauses	Adjective clauses in complex sentences	Adjective clauses in complex sentences
		Conjunctions correlative, paired, subordinating	Conjunctions correlative, paired, subordinating
Prepositions with Nouns Adjectives Verbs	Prepositions with Associated adjectives, verbs, nouns	Prepositions with Associated adjectives, verbs, nouns	Prepositions with Associated adjectives, verbs, nouns
Adverb conjunctive (however) subjective (because)	Adverb clauses/condition/ opposition/ purpose/reason/time/cause and effect	Adverb clauses in complex sentences Alternate conditional forms	Adverb clauses in complex sentences Review all conditionals
Sentence patterns conditional – present real	Sentence patterns conditional present real conditional present unreal	Sentence patterns compound sentences complex sentences punctuation in adjective clauses	Sentence patterns compound sentences complex sentences conditionals

Note : We haven't correlated grammar structures with suggested resources because community programs may not have the same resources. However, there is a list of suggested resources for each level.

Guidelines for Using This Curriculum

We have set out this curriculum in eight levels referenced to the Canadian Language Benchmarks. The truth of the matter is ESL classes rarely fall into such neat and tidy categories. They are frequently made up of several levels of learners, like the old one room schoolhouse. Furthermore, individuals may fall into different benchmark levels within the four strands of speaking, listening, reading, and writing. For example, a learner may listen at a benchmark 4, speak at a benchmark 2, and have very limited reading/writing skills, or vice versa. This will influence your planning and expectations.

The first step in planning instruction is to find out what skills the learners already have and where their interests lie. For instance in assessing the learner(s) you can use the assessment tool provided in this resource to give a grammar placement or you can use the Canadian Language Benchmarks Can Do Checklists to identify the competencies they have. Topics should be chosen in a collaborative process with input from both instructor and learner(s).

Use this curriculum, which is built on the Canadian Language Benchmarks, to plot a course for the learner. It includes competencies, grammar, literacy, and suggestions for themes, activities and resources. Select the competencies that the learner needs to acquire, decide what grammar supports the learning and what context or theme you will use to set the stage for acquiring the appropriate language. For example, the learner will develop the competency 'to express ability or inability'. To do this the learner will have to be able to use personal pronouns as well as the modals 'can' and 'can't'. Set the instruction in the context of personal identification and the learner should be able to describe what they can do – I can speak Spanish. I can't speak English. When you are dealing with reading and writing competencies you can refer to the literacy competencies in your planning. Work with the suggested activities and resources to plan how the learner will practice the skills you will teach – i.e. a role play and a work sheet. Please refer to the section on Developing Unit and Lesson Plans for additional information.

Level 1

Level 1 is a time of learning classroom routines and establishing basic patterns for interaction. By the time learners get to your classroom they will likely have acquired one or two competencies from each strand. You will have to assess your learners to identify gaps and design your instruction to address them.

Competencies

These are the competencies learners will practise in Level 1:

- Use and respond to greetings and leave-takings, and other basic courtesy formulas
- Indicate problems and recognize when others indicate problems in communication
- Give brief basic everyday instructions and follow simple oral instructions
- Ask for assistance and respond to requests for assistance
- Provide basic information about themselves
- Express ability or inability
- Follow short one-sentence written instructions
- Get information from simple, short forms, maps, common signs and symbols, and basic text
- Convey greetings by completing a standard greeting card
- Copy information (numbers, words, phrases, short sentences)
- Fill out simple short forms

Grammar

Note – at this level the verbs “to be” and “to have” must be introduced for the learners to provide personal information. They will have to understand the questions they are asked. They may not be able to use the verbs correctly at this level but should have an understanding of their meaning.

1. Verb “to be” present tense *I am Canadian.*

2. Verb “to have” present tense

Affirmative

I have four children

Negative

I do not have children

Interrogative

Do you have children?

Contractions

I don't have children.

3. Simple verbs present tense

Affirmative

I live in Alberta.

Negative

I don't live in Alberta

Interrogative

Do you live in Alberta?

- | | | |
|---|--|--|
| 4. Modal auxiliary | “can/can’t” | I can speak English. |
| 5. Adjectives | possessive | Your, his, her, our, their
My name is _____. |
| | descriptive | Colour, size.
My hair is brown . The hat is big . |
| 6. Subject pronouns | | I, you, he, she, it, we, they |
| 7. There is/there are | affirmative
negative | There is a car. There are two dogs.
There isn’t a car on the street. There aren’t apples on the tree. |
| 8. Questions | yes/no
information seeking
who, what, where, when | Are you married?
Where do you live? |
| 9. Common nouns | singular/plural | |
| 10. Sentence Patterns: | affirmative, negative, interrogative | |
| 11. Subject-Verb agreement | I walk, you walk, s/he walks , we walk, they walk | |
| 12. Capitalization, periods, question marks | | |

Literacy

Mechanics of printing

- Left-right, top-down direction
- Holding a pencil
- Positioning on a page, positioning on lines and spaces, spaces between words, sentences
- Copying from board, model, or I.D. card

Alphabet

- Visual discrimination of different symbols, letters
- Names of letters
- Recite in correct order
- Matching upper and lower case letters
- Printing upper and lower case letters
- Different fonts

Numeracy

- Names for numbers
- Symbols for numbers
- Counting
- Words for
 - Operational words and signs (add or plus +, subtract or take away -, equals or totals =)
 - Time – simple fractions (1/2 past), format 10:30, a quarter after,
 - Temperature – Celsius (c), degrees
 - Measurement – kg, g, tsp, tbsp, cup, spoon, cm, m
 - Money – identify coins, recognize and read money signs \$, ¢, read prices

Reading

- Sight vocabulary – common words, personal information, reading, and writing from memory
- Phonics – sound letter correspondence, initial consonant sounds, final consonant sounds, short vowels, three letter words with short vowels in medial position (cat, pen)
- Punctuation – capital letters, period, and question mark
- Identify real-life survival symbols – STOP, Hospital
- Common abbreviations – Mr., Mrs., Dr.

Themes

Basic Information

- Alphabet – upper and lower case, left to right progression, recite
- Numbers – cardinal and ordinal
- Printing skills – left to right progression, top to bottom progression, copying, filling in blanks

Personal Identification

- Name – first name/surname, spelling
- Address – including postal code, oral and written
- Phone number
- Country of origin
- First language
- Sex
- Colours – eye, hair
- Simple application/personal information forms

Time

- Numbers – ordinal and cardinal, numbers and words
- Days of week and abbreviations
- Months and abbreviations
- Calendar
- Birth date, birthday, age
- Telling time – digital, analog
- Concepts of past, present, and future

Family

- Members of family – father, mother, daughter, son, children, parents
- Description of members of family – age, appearance, occupation, length of time in Canada

Suggested Activities

Note: If there is a * beside the activity look for the explanation or a sample in Instructional Strategies.

- Bingo (alphabet, number, colour)
- Flash cards (alphabet, months, numbers)
- Role play (introducing oneself or a friend, correcting someone politely about the pronunciation of your name, asking someone for help)
- Letter and word discrimination exercises
- Write down dictated letters, numbers
- Filling in forms
- Fill in the blank worksheets
- Address an envelope
- Conversation Matrix*
- Line up in alphabetical order, birthday order, size
- Copy information from I.D. document onto a form
- Copy appointments onto a personal calendar
- Draw a family tree
- TPR (Total Physical Response)*
- Following directions

Suggested Resources

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- CLB 2000: ESL for Literacy Learners
- The New Oxford Picture Dictionary
- LINC Classroom Activities Book 1
- On Target: A Resource Book of Stage One Assessment Tasks
- Real-life materials and authentic text – clocks, calendars, forms
- Alphabet cards
- Flashcards

Level 2

In Level 2 learners acquire a massive amount of vocabulary. They learn the nouns to identify everyday objects but can only manipulate them within very limited grammar structures. For example, the sentence *I like _____* could apply to *cheese, Canada, snow, or the colour red.*

Competencies

These are the competencies a learner will practise in Level 2:

- Use and respond appropriately to common social formulas such as greetings and introductions
- Recognize and indicate communication problems in a number of ways
- Give and follow a number of short common daily instructions, positive and negative commands
- Express and respond to a simple request and warning
- Comprehend requests for personal detail and respond appropriately
- Give a basic description
- Follow one- to four-step, one-sentence, common everyday written instructions
- Read and understand very basic common forms, maps, sign, labels and schedules
- Get information from very basic short text
- Identify main idea of simple short text
- Write goodwill messages (cards, social notes)
- Copy information
- Fill out simple forms
- Answer simple questions in writing

Grammar

1. Verbs
 - a) Simple past using regular verbs and high frequency irregulars: I **walked** home. I **went** home.
 - b) Simple future: I **will walk** home.
 - c) Present continuous for future action: I **am walking** home for lunch.
 - d) Imperatives: Stop. Come here.
 - e) High frequency verbs: **Pick up** the oranges, please.
 - f) Usage of like/want
 - I like swimming. I like to watch T.V.
 - I want to buy shoes.
2. Articles (a/an, the, some)
 - A house, an orange, the house, some apples.
3. Pronouns-objective

- Me, you, him, her, it, us, them
They sent the letter to **me**.
4. Count/non-count: *how much/how many ... some/any*
 - How much sugar do you want?
 - How many apples do you need?
 - I need some fruit.
 - I don't need any bread.
 5. Non-referential subjects. (this is/that is/these are/those are)
 6. Adjectives
 - descriptive (colours, size)
 - comparative (faster, bigger)
 - irregular (best, worse)
 - some, any
 7. Comparatives: *er* and irregular
 - Canada is colder than my country.
 - More than/less than, too much
 8. Conjunctions (and, but, or)
 - I have a son and a daughter.
 - I like oranges but I don't like apples.
 9. Questions
 - Yes/no
 - Choice: Do you like apples or oranges?
 - Information
 10. Prepositions
 - Of location: near, in, on, beside, in front of, etc.
 - Of method: by car, by bus, by hand, on foot
 11. Adverbs
 - Place: here, there
 - Time: now, yesterday, tomorrow, today
 12. Sentence Patterns
 - Subject verb agreement
 13. Punctuation: comma, exclamation mark, apostrophe in contractions, period in abbreviations.

bLiteracy

Mechanics

- Copy: dates, money time
- Take sentence dictation
- Punctuation, period, comma, question mark, exclamation mark, apostrophe in contractions
- Period with abbreviations (St., Ave., Tues., Sept.)
- Capitals for proper names and beginning sentences
- Where to find and position needed information (address on envelope)

Reading

- **Phonics**
 - initial and consonant blends (*br, dr, fl, gl, sm, sp, st, ng, nk*)
 - initial and final consonant digraphs (*sh, ch, th, tch*)
 - final consonant combinations (*ff, ss, ck*)
 - Two syllable words with short vowel sounds (rabbit)
 - Words with long vowel sounds with silent *e* (game)
 - Final suffixes (*tion, sion, station*)
- Sight vocabulary: high frequency words in and out of context
- Word families: teach, teacher, teaching
- Compound words: backpack, grandfather

Numeracy

- Cardinal numbers – 1,2,3....
- Ordinal numbers – first, second, third....
- Place value – ones, tens, hundreds
- Symbols

Themes

Personal Information and Introductions

- Introductions
- High frequency abbreviations: (Mr., Mrs.)
- Personal appearance (size, colour, age)
- Interests and hobbies

Weather and Seasons

- Weather descriptions (hot, cold, wind/windy, rain/rainy, snow/snowy, ice/icy)
- Comparisons
- Temperatures - Celsius

Finding Your Way Around

- Directions (north, south, east, west) (left, right, straight ahead, backward, sideways)
- High frequency abbreviations (St., Ave., AB)
- Names of buildings (shopping mall, church, apartment building, maps)
- Rooms of the house (kitchen, backroom)

Transportation

Types of vehicles (cars, trucks, bicycles)

Shopping

- Money (dollars, cents, adding, subtracting, prices, sales, GST)
- Food (names, grocery stores, packaging, weights, sizes, best before date)
- Clothing (names, size, cost, colours, seasonal)

Suggested Activities

Note: If there is an * beside the activity look for the explanation or a sample in the Instructional Strategies

- Find someone who...*
- Concentration – matching pictures to words
- Role play – shopping, directions, making changes
- Fill out forms
- Look in shopping flyers and make grocery list within a budget
- Label map of the community
- Practice situational dialogues*
- Bingo – food, clothing
- Chain game* – I am going shopping and I'm going to buy _____.
- Listen to weather report
- Keep a weather chart
- Information gap*
- Word searches, scrambled words
- Word dictation
- Twenty questions using food and clothing
- Fill in a schedule of daily chores

- Designation blindfolded –learners find a destination while blindfolded by following partner’s instructions
- Find key phone numbers in the phone book (police, ambulance, fire, hospital)
- Charades (interests and hobbies)
- TPR (Total Physical Response)*

Suggested Resources

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- CLB 2000: ESL for Literacy Learners
- The New Oxford Picture Dictionary
- LINC Classroom Activities Book 1 and 2
- On Target: A Resource Book of Stage One Assessment Tasks
- Real-life materials and authentic texts – shopping flyers, phone books, maps, floor plans, sales slips, catalogues

Level 3

This is the level where there is an increased focus on grammatical structure, especially the correct use of verb tense.

Competencies

These are the competencies a learner will practise in Level 3:

- Use appropriate verbal and non-verbal communication in common social interactions.
- Indicate problems in communication and ask for repetition and explanation
- Give and follow short 1-4 clause oral directions relating to movement and position in space, and to weights, measure, amounts, and sizes
- Use and recognize expressions for permission, warning, assistance
- Express orally or in writing descriptions about people, objects, situations, routines, and feelings
- Express immediate and future needs, wants, and plans
- Get information from and convey information in short personal notes
- Follow 1–5 step common everyday written instructions
- Get the gist and key information from simple one- to two-paragraph texts and from oral descriptions and stories
- Use standard reference texts such as dictionaries, maps, and diagrams
- Fill out simple forms
- Copy short texts from dictionaries, directories, instructions

Grammar

1. Verbs
 - a) Simple past—irregular
Go-went, come-came, eat-ate, sit-sat
 - b) Present perfect
I have been in Canada since 1999.
 - c) Present continuous
I am cleaning the house.
 - d) Gerunds as objects
I like swimming.
2. Modal auxiliaries
 - Have to
I have to go shopping.
 - Should
I should do my homework.
 - Must
I must phone my brother.
 - Might
I might go to the movie tonight

3. Pronouns - reflexive
Myself, yourself, himself, oneself, itself, ourselves, themselves
4. Prepositions of time
 - Before, after, during
The team practised before/after the game.
5. Intensifiers
too, very, enough, quite
6. Adverbs
 - frequency
 - never, rarely, sometimes, often, always
 - Sequencing
 - first, next, then, after that, finally
7. Comparative Adjectives (more, less)
 - This house is more expensive.
 - He is older than I am.
8. Punctuation
Quotation marks
9. Tag questions

Literacy

Mechanics

- Understands basic word order of English (subject-verb-object)
- Understand concept of a paragraph
- Alphabetical order used in indexes and directories
- Punctuation including quotation marks
- Where to write required information
- Copy relevant and important words from informational text
- Copy from blackboard
- Checkmarks, circles, and Xs as instructed.
- Understanding of purpose and layout of various form
- Understands that signatures are usually in cursive writing

Reading, Writing, and Spelling

- High frequency words in and out of context
- Main idea of text and specific information

- Long and short vowel sounds (cap, cape)
- “r” controlled vowels in single syllable words (ar, or, ir, ur, er)
- vowel blends (ee, ea)
- multi-syllabic words (computer, weather, mirror)
- sight words and invented spelling

Numeracy

- Count by _____
- Find key words and figure out how to do simple word problems
- Symbols and vocabulary for $+$ $-$ \times \div
- Vocabulary for words related to time and temperature

Themes

Canada

- Geography, provinces, capitals, leaders
- National anthem

Housing

- Types of residences (single family, apartment, duplex, condominium, townhouse)
- Landlord and tenant
- Common household problems (naming, reporting, solutions, repair workers)
- Household tools and equipment
- Expenses (utilities, taxes, rent, repairs)
- Household tasks (outdoor, indoor)
- Classified ads (rental, sale, furnishings, second hand)

Body and Health

- Body parts
- Ailments, sicknesses, and diseases
- Medical services, nurse, doctor, dentist, optometrist, hospital, clinic, ambulance, public health nurse, appointments
- Medication, pills, capsules, tablets, liquids, spray, creams, lotions, bottles, jars childproof lids, temperature
- Feelings
- Alberta Health Insurance
- Daily hygiene
- Healthy living, nutrition, recreation
- Forms

- Emergency phone calls
- Calling in sick to school or work
- Abbreviations (Dr., Rx, AHC card, AIDS, SARS)

Money matters

- Canadian currency
- Banking (withdraw, deposit, cheque, loan, mortgage, forms)

Employment/workplace

- Occupations
- Employment words (employer, employee, co-worker, pay cheque, benefits, shift, locker room, resume)
- Workplace safety (clothing, signs, WHMIS)
- Work concepts (punctuality, minimum wage, union, overtime, vacation pay, sick days, benefits, orientation)
- Job sources (newspapers, Internet, word-of-mouth)

Suggested Activities

Note: If there is an * beside the activity look for the explanation or sample in Instructional Strategies.

- Filling out forms—doctor’s office, rental applications, change of address, bank forms, job application
- Labelling diagrams—body parts, rooms of a house, map of Canada
- Role play—making an appointment, visiting the doctor or dentist, calling emergency number and ask for assistance, explaining a problem to a repair worker, job interview
- Guest speaker—public health nurse, banker, employment safety person
- Information gap*
- Filling in the blanks
- Spelling bee
- Matching, provinces with capital cities
- Interviews
- Reading the thermometer
- Dialogue
- Comparisons (houses, rents, expenses)
- Write a note about a child’s absence from school because of illness
- Follow recipe to make Rice Krispie squares
- Rewrite a paragraph changing it from present tense into past tense
- Write a short description about your room or house
- Describe daily routine
- Charades for different occupations
- Make a safety poster

- *Cloze Procedure, e.g., listen to national anthem

Suggested Resources

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- CLB 2000: ESL for Literacy Learners
- The New Oxford Picture Dictionary
- LINC Classroom Activities Book 2 and 3
- On Target: A Resource Book of Stage One Assessment Tasks
- Understanding and Using English Grammar/Azar
- Living in Alberta: an ESL workbook for newcomers
- Real-life materials and authentic text—bank slips, medication containers, and labels, utility bills, change of address forms, pay stubs, employment advertisements

Level 4

At Level 4 the learners are increasing and perfecting their knowledge and use of verb tenses.

Competencies

These are the competencies a learner will practise in Level 4:

- Open, develop, and close communication in common social interactions
- Answer the phone, understand and leave short messages
- Give and follow sets of sequential everyday instructions and directions
- Give and respond to persuasive oral communication such as, warnings, accepting and rejecting goods, service, or help
- Relate and understand factual details in a narrative, a report or a news item
- Express preference, satisfaction, or dissatisfaction
- Get and give information in short personal or business notes, letters, and e-mail messages
- Follow 1–6 step common everyday written instructions
- Find information in short, reference and formatted text, such as forms, tables, graphs, schedules, directories, dictionaries, maps, and brochures
- Get the gist and key information and details of simple two- to three-paragraph texts
- Copy short text to record or learn information or to complete tasks
- Fill out simple forms
- Write a short text about a personal experience or situation or about future plans

Grammar

1. Verbs

- Past continuous
- Past perfect
- Present perfect continuous
- Indirect/reported speech
- Reported/Indirect

2. Modals: able to, would rather, prefer, had better

past tense: *can—could, might—might have—used to, should—should have, have to—had to*

3. Nouns and verbs used as adjectives

- This is an English class.
- We bought a new swimming suit.

4. Expressions of quantity

No/none—*I have no money left. None of the children ate dinner.*

5. Comparatives and Superlative
 - Less/fewer, least/fewest
6. Paired conjunctions
 - Either....or, neither.....nor, not only.....but also, both....and
7. Intensifiers
 - Extremely, fairly, occasionally
8. Connectors
 - Also, however, therefore, both, and
9. Sentence patterns
 - So do I, I do too
 - Neither _____ I.
 - I _____ either.

Literacy

Reading and Writing Skills

- Use sight words, phonic skills, and context clues
- Locate specific information
- Read and understand simple prose and poetry, children’s stories
- Understands different pronunciations of the English spelling system
 - Sounds of *ed* and *es*
 - Hard and soft *c* and *g*
 - Diphthongs *au*, *al*, *all*, *au*, *ou*,
 - “*Ight*” words
 - vowel digraphs *ai*, *ay*, *ei*, *eigh*
 - *ee*, *ea*, *ey*, *ie*
 - *igh*, *y*, *i*, (long *i* sound)
 - *oa*, *ow*, *o* (long *o* sound)
 - *ui*, *oo*, *ou*, *ew* (as in “blew”)
- Knows where to write or find information on forms, schedules, directories
- Understands N/A if not applicable

Writing

- Take simple dictation of sentences relating to themes
- Understand and fill out personal data information forms, bank slips
- Write short letters and notes, a simple set of instructions, a simple message

Numeracy

- Correct pronunciation of years, important dates, phone numbers, addresses, S.I.N. numbers
- Understand numbers seen in newspapers (1,500,000 or 1.5 million)
- Use language to describe
 - patterning and grouping
 - math concepts
 - what codes mean (learner #23456)
 - a graphed city map
- Understand and use
 - Coordinates A—9
 - Intersect
 - Per cent %

Themes

Community Support and Safety

- Police, R.C.M.P.
- Fire
- Community organizations

Employment/Workplace

- Occupational goals
- Classified ads
- Organizational charts
- Application forms
- Workplace expectations, punctuality, appearance, speaking English on the job
- Marketable skills, transferable skills, previous experience, and training
- Workplace vocabulary, quality control, policies, procedures, rules, and regulations, performance appraisal

Recreation and Entertainment

- Clubs
- Sports, sports equipment
- Recreational facilities in the community, teams and individual sports available in the community, registration
- Hobbies
- Regulations, fishing, hunting, biking
- Restaurants, dining out, reservations

Social Customs

- Family celebrations, birthdays, weddings, anniversaries, housewarming, birth, national celebrations, cultural celebrations
- Divorces
- Superstitions
- Foods, turkey dinner for Christmas,
- Social interactions, invitations, gifts, apologies,
- Funerals
- Dating, engagement
- Informal get-togethers
- Music
- Traditions
- Small talk

Suggested Activities

Note: If there is an * beside the activity look for the explanation or sample in Instructional Strategies.

- Make an organizational chart of a typical workplace, their school, their community
- Real-life materials and authentic text—fill out actual workplace application forms, look through the classified ads for jobs,
- Pickle Jar *—workplace problems, social situations
- Write short-term and long-term goals
- Split exchange*—workplace, social
- Write a letter, thank you, invitation; write a job memo for company BBQ
- Role plays—invitation by phone, rejecting a solicitor’s phone call
- Listen to music from different cultures
- Have a potluck dinner, different cultures bring in traditional food
- The cocktail party*- give everyone a different character to play
- Describe or demonstrate their hobby
- Map of the community—mark recreational facilities, use coordinates to find locations
- Plan a camping trip—mark on map of Alberta, plan food, equipment, location, travel, costs report to class
- Charades, favourite sports
- Information gap*

Suggested Resources

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- LINC Classroom Activities Book 3 and 4
- On Target: A Resource Book of Stage One Assessment Tasks

- CLB 2000: ESL for Literacy Learners
- Living in Alberta: an ESL workbook for newcomers
- Understanding and Using English Grammar/Azar
- Dictionary—Try to get learners to use English dictionaries at Level 4 and above.
- Real-life materials and authentic text -
- Career Development Centre
- Speakers from the community

Level 5

At this level the focus shifts to a strong skill-based curriculum. Content must still be meaningful but it is a vehicle for the learner to practise their skills. At this level the learner should be using their skills to aid their own acquisition of culture and language. These skills will also prepare them for further training.

Competencies

These are the competencies a learner will practise in Level 5:

- Express and respond to small talk, invitations, compliments, and congratulations
- Manage conversation by taking turns, showing interest, indicating non-comprehension using appropriate non-verbal communication
- Answer the phone, leave and take short messages
- Give and follow an extended set of sequential simple instructions and directions about routines
- Give and understand simple informal advice and suggestions
- Identify factual details and some inferred meanings in dialogues, simple advice, suggestions, and advertising
- Participate in small group discussions
- Identify factual details and some inferred meanings in written text containing suggestions, compliments, preferences, advice, suggestions, and advertising
- Relate a story, sequence of events, or a description using past present and future tenses
- Follow common authentic written instructions of seven to ten steps
- Get the gist and facts and inferences from descriptive and narrative two- to three-paragraph texts
- Access and locate information through tables of content, indexes, and glossaries, computer software, maps, diagrams, and graphs
- Write personal or business messages using appropriate language, structure, and content
- Create a list of 7–10 points from a page of text
- Fill out forms
- Write a paragraph to narrate, describe, or explain

Grammar

1. Verbs
 - a) Past perfect continuous
 - b) Present continuous for future plans
 - c) Gerunds as subjects
Swimming is good for you.
 - d) Verbs followed by gerund or infinitive
I like to swim. I like swimming. I enjoy swimming.
2. Modals
Would have, could have, should have

3. 1st conditional/present real
If the weather is nice, she walks to work.
4. Relative Pronouns
who, whom, whose, which, that, where
5. Collective nouns and agreement with verbs
A team of horses pulled the wagon.
6. Prepositions
 - with nouns
in the rain, in a magazine, on the bus, at home
7. Adjectives
 - With allied prepositions
Angry about, amazed at, amused by, easy for, absent from
8. Verbs
 - With allied prepositions
Argue about, apologize for, subtract from, arrive in
9. Adverb Clauses
I saw the movie before I left for Calgary.

Literacy

Reading

- Ability to predict, use context clues, understand general idea, compare facts
- Read and understand language used in editorials, complaints, simple narrative, biographical prose, short poems, children's stories
- Understand prefixes such as *re, un, dis, anti*
- Diphthongs such as *oi, oy, ow, ou, au, all*
- Consonant digraphs *wr, kn*

Writing

- Can convey main idea using a topic sentence and supporting sentences
- Can record from a presentation or tape two or three key words
- Can reproduce information sequentially with accurate key points
- Can spell a larger number of familiar words correctly
- Can write down everyday live or recorded phone messages
- Can write an invitation note requiring minimum information or a brief report on a relevant topic with a beginning, middle, and an end

Numeracy

- Use language to solve a problem in collaborative and whole class groups
- Understand operations, uses of percentages and ratios, fractions and ratios, weather thermometers, body thermometers, meat and candy thermometers
- Understand measurement words related to speed limits, odometer, gas gauge, air pressure

Themes

Employment/Workplace

- Mission statements
- Cover letters and resumes
- Interview skills
- Issues around shift work, sleep deprivation, family interaction, social impact, nutrition
- Benefits

Canada's Outdoors

- Winter safety—wind chill, winter recreation, road reports, winterizing your car
- Regions of Canada—prairies, mountains, coastal, Canadian Shield
- Safety regulations—biking, avalanche territory, snowmobiling
- Distance

Health/Lifestyle

- Stress—identifying, coping with
- Healthy eating—Canada's food guide, food labels,
- Shift work
- Sleep
- Chronic illnesses
- Terminal illnesses
- Organ donation, cultural issues
- Buying on credit, buy now/pay later, financial stress, impulse buying, over budget

Education System in Canada

- Kindergarten to Grade 12, public schools, private, charter, Catholic, school expenses, cyber school, home schooling, schools in the community
- Post secondary, colleges, technical institutes, apprenticeships, university
- Continuing education
- Workplace training
- International Qualifications Assessment Service (IQS)

- Distance learning, on-line learning, Internet learning
- Part-time, full-time

Suggested Activities

Note: If there is an * beside the activity look for the explanation or sample in Instructional Strategies.

- Role play—mock job interviews
- Write resume
- Comparison—distances in Canada/the learner’s country, weather in Canada and the learner’s country
- Photo story
- Research courses, prerequisites, costs, expectations, times, locations, make comparisons
- Make a taped presentation
- Debate
- Jigsaw Exercise*—choosing a name for a school
- Comparison—education system
- Read daily weather forecast in the newspaper, on TV, and on the Internet
- Plan driving trip across Canada, plan route, calculate mileage, cost of gas, number of days it would take. Make a chart to compare flying to bussing. Get information from brochures, Internet, or phone calls

Suggested Resources

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- LINC Classroom Activities Book 4
- On Target: A Resource Book of Stage Two Assessment Tasks
- CLB 2000: ESL for Literacy Learners
- Understanding and Using English Grammar/Azar
- www.nextsteps.org
- Dictionary—Try to get learners to use English dictionaries at this level and above
- Real-life materials and authentic text -Newspaper articles, Travel brochures
- Guest speakers—public health, school teachers, continuing education, human resources personnel

Level 6

At this level the learners should have a grasp on acceptable socio-linguistic skills, as well as language skills. They should be able to accurately judge context and audience, and adapt to an appropriate register and style. The learner needs lots of practise in a wide variety of situations, in all strands of the language.

Competencies

These are the competencies a learner will practise in Level 6:

- Carry out a short formal conversation such as introducing someone, making arrangements, and expressing/responding to apologies, regrets, and excuses
- Manage a conversation by clarifying, interrupting appropriately, adding supportive comments, and deflecting questions, and using appropriate non-verbal behaviour
- Take phone messages with 3–5 details
- Give or follow a set of instructions of up to ten steps, oral or written, not presented in a point form sequence
- Make and understand suggestions, predictions, requests, and reasons
- Present information orally or in writing, that relates sequence of events, details, reasons, and comparisons or describing a simple process
- Ask for and provide information in an interview related to daily activities
- Participate in small group interaction about familiar topics and issues
- Identify factual details and some inferred meanings in moderately complex personal and business text
- Get information from diagrams, flow charts, time lines, and schedules
- Access 2–3 pieces of information from a CD-ROM reference source
- Convey a clear formal message, personal or business, using appropriate language, content, and format
- Take notes from a presentation or text
- Fill out moderately complex forms
- Relate in writing a sequence of events, story, description, or comparison

Grammar

1. Verbs

- a) Future perfect
In two days, I will have been in Canada for three years.
- b) Future perfect continuous
By the end of this course, I will have been studying English for two years.
- c) Second conditional/present unreal
I would come to visit you, if I had a car.
- d) Third conditional/past unreal
If I had studied harder, I would have passed the exam.
+ hope/wish
- e) Passive voice
The boy was bitten by the dog.

- f) Reported speech/sequence of tense changes
He said, "I saw her yesterday." He said that he had seen her yesterday.
2. Modals
Would rather, had better, be supposed to
I would rather be fishing. I had better finish my work. I am supposed to be working.
3. One word negatives
(no, none, no one)
4. Noun clauses
What he said was interesting.
5. Adjective Clauses
The car, which was red, belonged to Young-Hee.
6. Adverb clauses
- Cause and effect (because, since)
He went to bed because he was sleepy.
 - Condition (if, unless)
If it rains the streets get wet.
 - Opposition (even though)
Even though it was cold I still went swimming.
 - Purpose (so that)
I turned off the radio so that I could speak on the telephone.
 - Time (after, before)
After she graduates, she will get a job.

Literacy

Canadian Language Benchmarks 2000: ESL for Literacy Learners does not go beyond Level 5. Level Six is a time to refine and perfect the previously introduced skills. Review the skills they have already learned and give the learners opportunities to improve their reading speed, practise their reading comprehension strategies, and develop their writing skills.

Themes

Please refer to the section on unit planning.

Media

- Types of—print, audio, visual
- Influence of media
- Use of media
- Comparing different media
- Jobs in the industry
- Intellectual property
- Pornography and other controversial topics
- Junk mail

Consumerism

- Advertising
- Goods and service problems, making a complaint
- Telephone solicitation
- Household products
- Bargaining, bartering, second hand, thrift stores, garage sales
- Junk mail
- Catalogues, e-bay
- Customer surveys
- Warranties
- Customer service

Travel

- Planning, reservations
- Accommodations
- Itineraries
- Brochures
- Time tables, schedules
- Travel insurance
- Tours, cruises
- Countries
- Health issues, vaccinations, travel sickness
- Local, national, international

Current Events

- Immigration policies
- Aboriginal Peoples and issues
- Military

Legalities

- Wills
- Block Watch, crime, breaking and entering, drugs
- Landlord and tenants
- Insurance
- Police
- Bribery
- Benefits package with employment
- Workplace rights

Suggested Activities

Note: If there is an * beside the activity look for the explanation or sample in Instructional Strategies.

- Comparison of events through two types of media
- Make travel plans
- Presentations
- Guest speaker
- Design a travel brochure
- Map reading
- Mock interviews
- Visit a local museum, art gallery
- Plan a garage sale—from collecting and pricing goods to getting a license

Suggested Resources

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- On Target: A Resource Book of Stage Two Assessment Tasks
- Living in Alberta: an ESL workbook for newcomers
- Understanding and Using English Grammar/Azar
- Real-life materials and authentic text—newspapers, magazines, radio broadcasts, travel brochures, advertising
- Dictionary—Try to get learners to use English dictionaries at this level and above.

Level 7

At this level the learners are able to function adequately in a real-world environment, as opposed to just the ESL classroom. They are comfortable with familiar topics, situations, and audiences but are acquiring the skills to deal effectively with new challenges. They need lots of opportunity to refine verbal and non-verbal communication skills for a variety of purposes. Interactions (written and verbal) at this level are more complex and need an expanded knowledge of how to convey the subtleties necessary for accurate communication.

Competencies

These are the competencies a learner will practise in Level 7:

- Make formal introductions to a large familiar group
- Manage and maintain a conversation
- Take and relay phone messages with five to seven details
- Give and receive clear instructions and directions related to technical and non-technical tasks
- Give and respond to requests, reminders, recommendations, advice, orders, pleas, warnings, and suggestions
- Make a presentation involving reporting, telling a story, describing or comparing
- Interact one-on-one and in small groups about personal needs, routine activities, opinions, and feelings. Express or ask about possibility and probability
- Communicate through e-mail messages and letters to express appreciation, complaint, hope, satisfaction, and dissatisfaction
- Follow a set of 10–13 step written instructions on everyday procedures.
- Convey and locate three or four pieces of routine information from a variety of moderately complex business messages/forms
- Demonstrate comprehension of one- or two-page moderately complex information text, tables, graphs, diagrams, and flow charts
- Write two or three paragraphs to narrate an event or provide a description
- Reproduce information from oral and written sources. Take notes in point form from an oral presentation or recorded message (seven to ten details) or write an outline or a summary of a longer text.
- Locate three or four pieces of information in on-line electronic or print reference sources.

Grammar

At this level, learners should be able to function in a real-world environment—in work, social, and personal situations. The work they do at this level will expand their vocabulary greatly, from concrete to abstract, conceptual, and technical. They should be

able to use it to express and gather information, facts and opinions, write letters and informational text, make presentations, and read for information and enjoyment.

By Level 7 learners should have a solid enough grasp of grammar points to begin refining their use. This is an opportunity for the instructor to identify and address gaps in learners' grammatical knowledge. The use of grammar is changing from something learners **need** to learn to something they **use** to learn and express themselves. For example, while modal auxiliaries have been taught in several other levels, now the learner is expected to use them to demonstrate attitudes or moods, and the differing strengths of these attitudes.

1. Verbs

Review all verb tenses

Simple Present He speaks slowly.	Simple Past He spoke slowly.	Simple Future He will speak at the meeting.
Present Progressive He is speaking.	Past Progressive He was speaking....	Future Progressive He will be speaking...
Present Perfect He has spoken.	Past Perfect He had spoken....	Future Perfect He will have spoken...
Present Perfect Progressive He has been speaking.	Past Perfect Progressive He had been speaking.	Future Perfect Progressive He will have been speaking...

Learners should be able to use and understand these verb tenses correctly as time frame shifts occur in oral and written discourse. There may or may not be explicit markers to signal time shifts, but the need for a time shift will be evident in the context of the passage.

Passive voice and/or active voice used to indicate mood, for appropriate audience

2. Modals

- Can, could, had better, may, might, must, ought to, shall, should, will, would
- Could have, should have, would have

Use to indicate politeness, necessity, advisability, permission, possibility, expectations, suggestions, and degrees of certainty.

- Progressive form: She wasn't at home yesterday. She might have been visiting her mother.
- Passive form: Children should be taught proper manners.
- Past passive form: The bill should have been paid last month.

3. Conditional Sentences

True in present/future (Real) *If I have enough time, I exercise every day.*

Untrue in the present/future (Unreal) *If I had enough time, I would exercise more often.*

Untrue in the past (Past unreal) *If I had had enough time I would have exercised more often.*

4. Complex sentences

a) Adjective clauses, punctuation of adjective clauses

- Subject pronouns, who, that, which
- Object pronouns who(m), which, that
- Whose
- Where
- When

b) Adverb clauses

Use of subordinating conjunctions

- Time: after before, when, while, by the time, so long as
- Cause and effect: because, now that, in order that
- Opposition: even though, whereas, while
- Condition: if, unless, whether or not

c) Noun clause

- Beginning with **whether** or **if**
 - I don't know whether she will come.
 - I don't know if she will come.
- Followed by Infinitives
 - I don't know what to do.

5. Compound sentences

Combining independent clauses with conjunctions

- correlative or paired: both...and, not only... but also, either... or, neither...nor
- coordinating: and, but, or, nor

6. Subordinating conjunctions

Time	Cause and Effect	Opposition	Condition
After	because	although	if
Before	since	though	unless
When	now that	even though	only if
While	as	whereas	whether or not

Since	in order that	while	even if
Until	So		in case (that)

7. Reported speech

Formal sequence of tenses (e.g. to eat)

Quoted Speech	Reported Speech
Eat	ate
am eating	was eating
have eaten	had eaten
Ate	had eaten
Will eat	would eat
am going to eat	was going to eat

Literacy

Learners at this level are developing effective strategies for conveying, collecting, and interpreting various types of text. They need to expand upon, develop, and refine their usage of all types of written material. These are the skills they need to work on:

- Communicate in writing through notes, formal and informal letters, e-mails
- Read for detail, inferred meanings, main idea
- Read to identify the writer's purpose, intent, and attitude
- Distinguish fact from fiction, fact from opinion
- Understand varying linguistic and stylistic means of expression
- Locate information in CD-ROM, print, complex directories, graphs
- Locate three or four pieces of specific information in extensive and visually complex directories
- Take notes from a presentation or written information
- Understand concrete and abstract, conceptual, and technical language
- Use punctuation correctly for this more complex level
- Fill in forms

Themes

The following are some suggestions for themes at this level. Some of these topics have been introduced at earlier levels but they can be studied in greater depth now. The topics themselves are not as important as the opportunity they give the learners to develop their skills. The focus should be on developing the learners' skills for research, presentation,

and interaction in a variety of situations. At this level learners should be using as much authentic material as possible, for example, newspaper and magazine articles, real workplace documents, real course material, brochures, and pamphlets.

Consumerism

- Budgeting
- Catalogue and Internet shopping
- Advertising
- Consumer services (Better Business Bureau)
- Buyer Beware

Education

- Higher education
- Requirements for admission
- Course calendars
- Comparing costs
- Career path
- School system
- Personal budgets for education
- Educational customs—parent/teacher interviews, volunteering

Career Planning

- Aptitude tests
- Career research
- Web searches
- Job centres
- Resume writing
- Transferable skills
- Interview skills
- Prior learning
- Qualifications

Community

- Volunteering
- Charity/non-profit organizations
- Sports in the community

Cultural Diversity

- Culture shock
- Acculturation

Suggested Activities

- Compare prices using various reference materials, i.e., Internet, newspapers. Record information in a chart or graph form.
- Research pros and cons of leasing a car versus buying a car. Present findings to classmates.
- Catalogue shopping, fill out order form, phone a store to ask if something is in stock and to check on price.
- Write and present a book report.
- Search on-line for educational institutions. Compare course guides or calendars from educational institutions, course duration, price, and location. Find information about requirements for admission. Display information in table format on paper or on computer.
- Write letter of application for admission to a program.
- Listen to guest speakers from colleges, career planning, community people, and local businesses. Learners prepare questions ahead of time, take notes, and summarize information from presentation. Write formal letter of thank you to presenter.
- Research, compare, and contrast specific careers and occupations for working conditions, training, wages, and job opportunities.
- Search various medias for careers, i.e., on-line, newspapers, employment centres.
- Write a resume
- Role play a job interview. (Could also tape the interview.)
- Gather information from different sources about a topic. Make oral presentations of 5–10 minutes to classmates.
- Prepare a 2–3 minute sales pitch. Record it on a cassette. Present to small group or class. Have them evaluate it.
- Take notes from oral presentations.
- Prepare an opinion survey to administer to classmates on a class topic.
- Use a thesaurus.
- Read article in newspaper. Summarize and report to class.
- Use newspaper, radio, and television to track topical issue over a few days.

Suggested Resources

Note: Use authentic materials whenever possible

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- Brochures
- Newspapers
- Workplace documents
 - Application forms
 - Orientation manuals
 - Accident forms
 - WCB forms
 - Payroll forms

- Magazines
- Flyers
- Catalogues
- Calendars
- Application forms for loans, credit cards, courses
- Dictionary
- Thesaurus

Level 8

Learners at this level can communicate effectively with reasonable fluency in most daily practical and social situations, and in familiar routine work situations.

Note: Proficiency at this level can be used as an entrance requirement for courses in educational institutions such as Southern Alberta Institute of Technology.

Competencies

These are the competencies a learner will practise in Level 8:

- Make or respond to a formal introduction or toast to a large unfamiliar audience
- Express and respond to welcomes, farewells, toasts, congratulations, sympathy, and condolences
- Use a variety of strategies to manage conversation, check for comprehension in person and on the telephone
- Reproduce, in writing or orally, instructions about an established process or procedure that the learner has experienced, viewed, or heard
- Identify and evaluate problems and recommend possible solutions or changes
- Research a topic. Make an organized presentation using visual support
- Convey a personal message or obtain factual details and inferred meanings in social correspondence containing opinions, complaints, expressions of sympathy
- Identify the main idea in extended oral presentations and facts, opinions and attitudes in conversations about abstract ideas on a familiar topic
- Participate in a debate or discussion; express opinions, oppose or support a stand
- Produce written business communications such as memos, work log entries, forms, and reports in pre-set formats
- Identify the necessary information in complex documents such as rules, regulations, and policies
- Locate and integrate three or four pieces of information contained in moderately complex formatted texts
- Write three or four paragraphs to narrate an event, or provide a description or explanation
- Demonstrate comprehension of factual details and inferred meaning, and draw conclusions from a variety of written material, not necessarily given in sequential order
- Express orally or in writing the information obtained from charts, graphs, flow charts, and diagrams
- Access/locate several pieces of information in on-line electronic reference sources

Grammar

As in Level 7, learners at Level 8 will already have been exposed to the different grammatical structures but they may have gaps in their knowledge. Since a learner at this level may well be using their English to further their education or training in a Canadian English institution they should be able to use grammar correctly or at least self-correct as they are using it.

1. Verbs

Review all verb tenses

Simple Present He speaks slowly.	Simple Past He spoke slowly.	Simple Future He will speak at the meeting.
Present Progressive He is speaking.	Past Progressive He was speaking....	Future Progressive He will be speaking...
Present Perfect He has spoken.	Past Perfect He had spoken....	Future Perfect He will have spoken...
Present Perfect Progressive He has been speaking.	Past Perfect Progressive He had been speaking.	Future Perfect Progressive He will have been speaking...

Learners should be able to use and understand these verb tenses correctly as time-frame shifts occur in oral and written discourse. There may or may not be explicit markers to signal time shifts, but the need for a time shift will be evident in the context of the passage.

Passive voice and/or active voice used to indicate mood, for appropriate audience

2. Modals

- can, could, had better, may, might, must, ought to, shall, should, will, would
- could have, should have, would have

Use to indicate politeness, necessity, advisability, permission, possibility, expectations, suggestions, and degrees of certainty.

- Progressive form: She wasn't at home yesterday. She might have been visiting her mother.
- Passive form: Children should be taught proper manners.
- Past passive form: The bill should have been paid last month.

3. Conditional sentences

True in present/future	<i>If I have enough time, I exercise every day.</i>
Untrue in the present/future	<i>If I had enough time, I would exercise more often.</i>
Untrue in the past	<i>If I had had enough time I would have exercised more often.</i>

4. Complex sentences

a) Adjective clauses, punctuation of adjective clauses

- Subject pronouns: who, that, which
- Object pronouns: who(m), which, that
- Whose
- Where
- When

b) Adverb clauses

- Use of subordinating conjunctions
- Time: after before, when, while, by the time, so long as
- Cause and effect: because, now that, in order that
- Opposition: even though, whereas, while
- Condition: *if, unless, whether or not*

c) Noun clauses

- Beginning with **whether** or **if**
 - I don't know whether she will come.
 - I don't know if she will come.
- Followed by Infinitives
 - I don't know what to do.

5. Compound sentences

Combining independent clauses with conjunctions

- correlative or paired: both...and, not only... but also, either... or, neither...nor
- coordinating: and, but, or, nor

6. Subordinating conjunctions

Time	Cause and Effect	Opposition	Condition
After	because	although	if
Before	since	though	unless
When	now that	even though	only if
While	as	whereas	whether or not
Since	in order that	while	even if
Until	so		in case (that)

7. Reported speech

Formal sequence of tenses (e.g. to eat)

Quoted speech	Reported Speech
Eat	ate
am eating	was eating
have eaten	had eaten
Ate	had eaten
Will eat	would eat
am going to eat	was going to eat

Literacy

Learners at this level are developing effective strategies for using all types of text. These are the skills they need to work on and refine:

- Write memos and reports
- Present text as a coherent connected whole, with main ideas and accurate supporting details. Use an introduction, development, conclusion, and paragraph structure
- Demonstrate control over common sentence patterns, spelling, and mechanics in writing
- Fill out complex formatted documents
- Write routine business letters, personal, and formal social messages
- Read popular newspaper and magazine articles and popular easy fiction as well as academic and business materials
- Use unilingual dictionary for precision vocabulary building

Themes

Many learners at this level may be preparing for further education or may be in jobs with high levels of responsibilities. Therefore the themes that are selected here prepare learners to meet increased requirements and expectations successfully. They concentrate on developing study and presentation skills. The choice of topics to use in developing these skills can be determined by the learners' needs and interests.

Giving Presentations

- Guidelines for successful presentations
- Use of visuals, presentation aids
- Toastmasters

Accessing information

- Different resources
- How to
- Research
- Organizing and recording information

Study Skills

- Note-taking conventions
- Time management/goal setting
- Self-motivation
- Organization

Learning Styles

- Visual, auditory, tactile/kinesthetic
- Questionnaires

Suggested Activities

- Learners give oral directions on how to do something
- Research a topic, prepare and deliver a presentation to the class
- Listen to guest speakers on various topics—health, financial matters, and employment. Ask questions, take notes, write up impressions of the presentation
- Hold a class meeting on a topic that needs to be discussed. Review meeting protocol. Have a class secretary take notes. Make copies of the notes for everyone
- Attend a city council meeting. Take notes. Follow up with a discussion
- Research and debate advantages and disadvantages of various topics—having a credit card, health care, life insurance. Use standard debate protocol
- Tell a story using proper sequencing and development
- Research a topic and present or display information to rest of class. Use a variety of resources for the research, e.g., library, Internet, books, newspapers, interviews
- Listen to a radio talk show. Report back to class on the main idea with some supporting details
- Write a class newspaper complete with letter to the editor, advice columns, articles on local happenings, and advertisements
- Complete questionnaire on learning styles. Make a graph or chart of class results. Discuss how learning styles affect language learning. Develop learning activities that are appropriate for each learning style. Display in a chart format
- Deliver presentations about hobbies, crafts, etc. Support the presentation with visuals and props

- Research, prepare, and present an itinerary plus cost for a group trip
- Examine local workplace issues by following information on the radio and in the newspaper. Discuss, analyze, and write a short paper giving own opinion on what the problem is and what should be done to solve it
- Write a business letter, or a resume and cover letter
- Fill out forms such as insurance forms, income tax

Suggested Resources

Note: Use authentic materials whenever possible.

- CLB 2000: English as a Second Language for Adults
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
- Brochures
- Newspapers
- Magazine articles
- Information from Internet sources, i.e., Canadian Health Network
- Minutes from city council meetings
- Instruction manuals
- Workplace documents
 - Application forms
 - Orientation manuals
 - Accident forms
 - WCB forms
 - Payroll forms
 - Health and safety information
- Magazines
- Novels
- Letters to the editor
- Dictionary
- Thesaurus

Developing Unit and Lesson Plans

Your job as an instructor is to determine a starting point for your learners and to move them along a learning path. As you assess your learners you will no doubt find individuals at one benchmark level in speaking and listening and at a lower or higher level in reading or writing. Within a class there will always be learners with varying levels of language competence.

Some of the learners in your class may be very educated in their home country and have a set of well-developed learning strategies. Others may have a very limited education. With these learners you may have to spend time helping them learn how to learn in a classroom setting. For example they will need to learn: how to copy, organizational skills, note-taking skills, questioning skills, reading strategies, test taking-skills, and checking for understanding. Some may speak English very well but won't be able to read or write. Others may have learned written English before coming to Canada but can't understand what people say to them.

You may have learners who insist that the only way to learn English is by studying grammar. Others will want to learn just idioms and expressions. Consequently, unit and lesson planning will be the key to providing learning that meets everyone's needs and desires.

Unit Planning

What is a unit plan? A unit plan is a framework of what you will teach over a term, which could be a period of a week or even a couple months. It is a plan that will help you to systematically cover the competencies the learners require to develop their English language skills.

The first step in developing a unit plan is to look at the needs and interests of your learners. Think about what the learners should accomplish by the end of the term. Next look at the competencies listed in this curriculum. Choose the competencies that apply to the learners in your class. Since this package follows the Canadian Language Benchmarks, the competency areas (social interaction, instructions, suasion, and information) are common throughout the Benchmarks. This means, for example, within a multi-level class that you can teach the language for social interaction or instructions to two or three levels at the same time.

Next, decide what topics you want to cover during the term and what language and grammar structures you will teach. Think about how the skills will build upon each other. What activities will you use to allow the learners to practise the language skills you are teaching? Look at the resources you have on hand to support your instruction. Finally decide how you will evaluate to see if learners have accomplished what you intended. Use the Unit Planning Grid provided in the Teaching Aids section of this package to help you organize your planning.

A good way of planning for instruction, especially at lower levels, is to use the thematic approach. The thematic approach puts language learning into meaningful contexts and situations. It takes a theme or topic related to the learners' needs and interests and

develops a teaching unit of several related lessons. This approach allows for a range of activities and is a good approach for a multi-level class.

The thematic approach also provides a relevant setting for addressing cross-cultural issues. The best way to get at underlying attitudes is to have open discussions around themes. For example topics such as divorce, blended families, family democracy or hierarchy, or the meaning of nuclear family can effectively be handled in a unit on families. Linking discussions with themes may provide opportunity to examine different attitudes.

To use the thematic approach, first choose a topic with your learners that relates to their needs. As you plan, think about all the information learners must know about the topic. Brainstorm as many things as possible. Then look at the structures, vocabulary, and functions that we use in interactions related to the topic. Next, group this into a unit plan appropriate for your learner's needs. It should detail the topics and content, the competencies, the activities that will be the stage for learning, and the resources you intend to use. Your daily lesson plan will grow out of the unit plan.

Let us work through an example.

Example of Developing a Unit Plan

(Using the theme 'Food')

What do the learners need to know related to this topic? Brainstorm.

<i>names of foods</i>	<i>where to buy</i>	<i>quantities</i>	<i>meals</i>	<i>like/dislikes</i>
<i>meal planning</i>	<i>location of items in store</i>	<i>food labels</i>	<i>recipes</i>	
<i>food allergies</i>	<i>asking for help</i>	<i>safe food handling</i>	<i>cooking food</i>	
<i>working with food (cut, slice, mix)</i>	<i>nutrition</i>	<i>going to a restaurant</i>		
<i>food equipment and utensils</i>	<i>food quality (fresh)</i>	<i>shopping for food</i>		

What vocabulary will learners need to acquire?

- Names of food
- Names of meals
- Action words for working with food: slice, chop, peel
- Words for social interaction: please, thank you, excuse me
- Words for quantity and measurement

What language functions or competencies (refer to the learner profiles or Canadian Language Benchmarks) will they need to be able to use?

- Asking for help or assistance
- Expressing likes and dislikes
- Inquiring about price
- Indicating a price difference
- Expressing want or desire

- Getting someone's attention
- Making a polite request
- Asking for repetition
- Asking for explanation of something not understood
- Asking for the bill
- Indicating a mistake
- Asking about ingredients or what something is made of
- Expressing gratitude
- Inviting someone to go for coffee or a meal
- Expressing satisfaction or appreciation
- Giving a compliment
- Complaining about the quality or taste of something
- Asking directions or the location of an item
- Refusing something

What reading will they need to handle?

- Reading flyers
- Store signs
- Reading a menu
- Reading a receipt
- Following a recipe
- Reading ingredients
- Reading nutritional facts

What grammar do they need to learn to be able to talk about this topic?

- Nouns
 - count/non count
 - singular/plural
- Adjectives
 - description (appearance, taste, smell)
 - comparison
- Verbs
 - present continuous tense: *I am eating my supper.*
 - simple present/daily routines: *I eat breakfast at 6:00 a.m.*
 - simple past tense: *I ate my lunch*
- Adverbs
 - frequency
 - qualifiers: too, very, enough
- Questions
 - Do you like _____?
 - What is your favourite fruit, vegetable, food, meal?
 - Do you have any _____?
 - How much is the _____?

What resources do I have and does any of their content relate to this topic?

- pictures of food, plastic food, real fruit/vegetables
- flyers
- menus
- magazine articles
- food labels
- student and teacher text books

The next step is to break down the unit into a series of lessons. Create a time schedule for the unit that outlines how the lessons within the unit could flow. Think about how the instruction will progress from basic to more complex information and skills. For example, at a lower level, learners may start with naming foods, matching pictures with the name, and asking each other questions about what they like and dislike. The next lesson might include a shopping role-play. Higher levels may discuss nutrition and how poor nutrition affects us. The class may go on to reading labels, recipes, and articles related to the topic.

Lesson Planning

The next step in planning for ESL instruction is to plan individual lessons. There are a few things to keep in mind when designing the lesson.

1. Language Strands

Learners need to develop skills in four strands of language usage: speaking, listening, reading, and writing. It is important to include instruction and practice using all four learning strands. Sometimes one lesson will have a speaking/listening focus while another lesson may focus on reading or writing.

2. Multi-Level classes

Most classes will have learners with a range of language levels. It can be challenging to plan instruction so that everyone can benefit and it certainly requires more work in planning. You should consider these things in planning for multi-level instruction.

First you need to consider the content and the tasks that the learners must do. You can plan tasks at different levels of language skill development based on the same competency. The tasks can be at an introductory level, a structured practice level, and an independent level. A beginner will start out new tasks at an introductory level, go on to working with less instructor involvement, and finally move on to independent activities at that level. This is true for higher-level learners as well. While one group works on independent activities, you can spend instructional time with another group. For example, you can have a beginner group working with flash cards at the practice level while you are introducing a grammar structure to advanced learners. In planning you will need to have materials such as flash cards, documents, and guided activities that learners can work on with a minimum of instruction. Your expectation of each learner's performance should be based on his/her relative level or benchmark.

Next, you decide how you will have the class interact so that everyone learns and enjoys learning. You may bring the full group together for some instruction. You can plan learning tasks so that learners who are more or less at the same level work together on one activity. For example, you can have some beginners working on a “fill in the blank” assignment while more advanced language users write a description. Or you can pair an advanced learner with a beginner to work through a dialogue. In this way, the beginner can learn from a peer.

Use a mixture of activities that

- apply to the needs of the learner
- move people around the classroom
- provide for a lot of interaction among class members
- address varying learning styles
- use materials designed for adults not children
- vary so that things don't drag on

Remember to vary the way learners interact. Regularly have learners:

- work individually
- work in pairs—with a partner of the same level, with a partner of a different level
- work in small groups
- interact in a large group
- complete a writing exercise
- complete a reading exercise
- practise structured speaking
- practise free response speaking
- practise social interaction
- play a game
- do homework

There are Web sites that can help you with planning for multi-level instruction. Use the Google search engine and search under Multi-level ESL classes.

3. One-on-One Instruction

Your class may consist of only one or two learners. You can still use the material in this resource package in your instruction. Whether you have one learner or several, it is important to follow the curriculum. Try to establish a routine for each session that allows for a variety of activities, review, and instruction. Beware of falling into the trap of doing all the talking yourself in order to avoid uncomfortable silences. Shy and reluctant learners may need more encouragement but it is important that they practice their speaking as much as possible. Encourage learners to participate according to their level of confidence and competence. You may not be able to utilize some of the activities and teaching techniques described in this package as a vehicle for learning because they call for classroom interaction. To compensate for the limited interaction in a tutoring situation, encourage learners to interact in English outside of the classroom as much as possible. Use the suggested activities at each level to set up interactive assignments. Encourage the learners to use their English in the community and/or the workplace.

Planning the Lesson

When you have developed your unit plan, the next step is to plan how to deliver the content in small steps. The learning should build on what learners already know and move them ahead. Decide what the learners should be able to do when they have completed the lesson and how you will know if they can do it. These will be your objectives.

Decide what the instructor will do and what the learners must do. Identify the activities and resources you will use for the lesson. A good way to set out how the lesson will unfold is to use a “time” outline. Let us look at an example of how to do this. We will use the lesson topic: The Family.

Lesson Plan

Objectives

The learner will be able to:

- Say the months of the year
- Identify family members
- Answer basic yes/no questions
- Request information about another person’s family
- Respond to questions about family relationship

8:30–8:40	Welcome and warm-up/review activity. Ask some basic questions.
8:40–9:10	The family. Draw a family tree and identify the different relationships. Find out the family members birth dates. Beginning learners will draw a family tree and label it with their own family. Write the birth dates for their family. Advanced learners will Role Play giving information about family for an application form.
9:10–9:30	Play a game of calendar bingo. The learners will practise reading the names of the months. Have different learners call out the days/months.
5–10 minute break for conversation (and coffee)	
9:40–10:00	Teach the grammar that goes with the topic of identifying family. Review the use of the possessive pronouns my, his, her, our Teach possessive nouns—My husband’s name is Juan. My mother’s name is _____.
10:00–10:20	Pair work. Learners work with a partner on a dialogue about a birthday party for a family member. They read it together. Each person reads each speaker’s part. Learners copy the dialogue.
10:20–10:30	Wrap up with some review questions about who’s who in the family.

When you have your lesson planned, remember that you do not have to stick to it rigidly. There may be occasions when some “event” has happened and the learners need to talk about it and their feelings. Learners may come into class with an important issue to deal with that is not in your plan for the day. It is important to deal with needs that emerge especially when you know that everyone can benefit from instruction or discussion around the issue. However, learners should know that there is a program plan in place that you are following and that in time they will be able to see progress.

Planning for Literacy Instruction

You may have identified learners who have low literacy skills and want to organize a course of remediation for them. You will need to find ways to allow them to function in the classroom. Here are some suggestions for how to plan for literacy considerations:

- Modify your expectations: literacy learners will not progress as quickly, and their progress will be uneven.
- Provide a lot of repetition and reinforcement: use varied formats.
- Keep it simple: work on one thing at a time.
- Start with familiar words and structures: use the learners' own vocabulary as much as you can.
- Help develop learning and memory strategies.
- Make the learner aware of his/her accomplishments: point out even the smallest successes.
- Give the literacy learner less work than other learners in the class. Either draw a line across the page or actually cut the page in half.
- Give altered or personalized work if you have time.
- Allow for down time: have learners work on their own—reviewing work, doing word search puzzles, etc.
- Get a volunteer if possible.
- Have learners compile a personal dictionary.
- Understand that literacy learners may have trouble copying from the board. Help them understand what and when to copy. If possible provide something closer than a board to copy from until their skills improve.
- Help literacy learners stay organized with colour coding, dividers in their binders, underlining important words, putting the date on notes and assignments, putting page numbers on notes.
- Remember ESL literacy learners may not be used to dealing with books and papers.
- Alter handouts for literacy learners by using larger print, a clear font, non-capital letters, non-justified, more white space, pictures to support print.
- Partner literacy learners with a more able learner if it doesn't interfere with the able learner's work.
- Use real-life materials and authentic text in the classroom: label, bills, receipts, flyers, etc.

Choosing Resources

Resources can and should be drawn from the community and based upon learner interests and needs. They should apply to all aspects of the learners' life—home, self, community, and workplace. The most effective resources are developed for adults. Good resources should be visual and well laid out, should provide opportunity for interaction, and should be user-friendly. It is good to use a variety of resources. Choose resources to support your curriculum. The danger of using just one resource or one series is that it may not correlate with the Canadian Language Benchmarks. It may leave out valuable competencies or may make it difficult for a learner to move to another program should the need arise. You will cover all competencies if you plan your teaching following the curriculum prescribed in this resource and choose texts and materials to supplement your teaching. Literacy resources should be relevant to the learners' daily life, e.g., calendars, schedules, telephone books, flyers, bills, receipts, application forms. Most available literacy texts are developed for people who have English as their first language and have been brought up in a literate society. These don't address the need for language acquisition.

This curriculum suggests appropriate resources at each level and the Contacts and Resources section gives addresses where you can obtain resources.

Community Services

Settlement issues are often the motivation for learning English as a second language. Learners need to know what community resources are available and how to access them. As you develop lessons to provide your learners with all the information they need about their community, you can contact different service agencies in your community for appropriate information and input. Here are some suggested topics that may be of interest to your learners:

- Alcohol and drug abuse
- Dental care
- Employment
- First aid
- Health
- Housing
- Library
- Nutrition
- Parenting
- Personal hygiene
- Police
- Recreation facilities
- Workplace safety

Canadian Health Network

This is a good Internet resource for information on some of the above topics. CHN provides Canadians with the information they're looking for on how to stay healthy and prevent disease. The Web site is www.canadian-health-network.ca.

Whenever possible use authentic materials for these topics and get guest speakers in to present to your class. Field trips are also a wonderful way of helping your learners negotiate their way around the community.

Instructional Strategies and Activities

Warm-ups/Ice breakers

These are activities that promote interaction among class members, reducing any tension, and contributing to an atmosphere of trust and camaraderie. Get the learners to ask questions of each other to accomplish the activity.

Examples:

Line ups	Have learners line up according to different criteria <ul style="list-style-type: none">• tallest to shortest• oldest to youngest• birth months• alphabetical order by first name, last name• number of children
Beans in a bag	Give each learner a bag with a few, for example seven, beans in it. Working with a partner they have to tell each other seven foods they like to eat. They must try to find at least three foods they like in common. Other topics could be: <ul style="list-style-type: none">• foods they don't like• leisure activities they enjoy• cities they have visited

Brainstorming

This is a group activity to elicit ideas and suggestions. It helps you establish what learners already know about a topic and build on that information. In brainstorming all ideas are welcome and must not be criticized. Write the ideas or words on the board or a flipchart as they are suggested. Later review them by reading aloud and practising the correct pronunciation.

Cloze

This is an exercise in which certain words are removed from a selected written passage. Remove every seventh word, or all the verbs, etc. The learner must try to fill in the blanks with appropriate words. Cloze exercises test comprehension by seeing if the learner knows what makes sense by context clues.

Example

To review prepositions—on, by, to, at, in, with

I live _____ Hinton. I work _____ the pulp mill. Every morning I get up _____ 6:00 a.m. and walk _____ the bus stop. I go to work _____ the company bus every day. My friend rides _____ me on the bus. Sometimes we sleep and sometimes we talk. I have a car but I never go to work _____ car.

Another way of doing cloze is to choose a song and prepare the text of the song blocking out certain words. Learners must listen to a tape to fill in the right words. An excellent song for reviewing the simple past tense is “You Needed Me,” by Anne Murray. The song is not too fast and the learners love to sing it after they have all the words.

Find Someone Who

Note: This can also be handled as a Bingo game.

This is a fun way for learners to practise asking each other questions. You can choose a range of level of difficulty. It is fun and can be used for many levels.

Give every learner a list of things to find out about other learners. They must ask each other questions to find someone who fits the description. Make sure the learners have reviewed how to ask the questions correctly. When they find someone who fits the description they must ask that person how to spell their name so they can write it in the square. The person who fits the requirement must sign his/her name to the list. This sample gets learners to ask questions in the simple present tense. Other examples could have learners practising different skills.

Find someone who

has blue eyes	speaks three languages	has three or more children
likes to eat hot peppers	owns a red car	likes to swim
can sing the Canadian national anthem	Has \$10 in their pocket or purse	has a birthday the same month as you

Dialogues

This is a good way for learners to get familiar with vocabulary while practising reading skills. You can write the dialogue so that it reviews and reinforces the content, grammar, and language functions you have taught. Don't make the dialogue too long and don't try to introduce too many structures or too much new vocabulary. Begin by modeling the pronunciation and expression of the dialogue. Learners can copy the dialogue as a writing activity when they are familiar with it. Later you can use parts of it for dictation exercises.

Example:

Anna: Good morning, how are you today?
David: I'm fine, thanks. How about you?
Anna: I'm great. What are you doing today?
David: I'm going to buy groceries.
Anna: What do you have to buy?
David: I need milk and ice cream.
Anna: Where are you going?
David: I think I'll go to the IGA. They have a sale.

Chain Game

This is a game that is good for reviewing the names of things such as food or clothing. The first person says "I am going shopping and I'm going to buy _____" The next person repeats what the first person said and adds his/her own item to the list. It goes around the group. When someone forgets one of the items s/he must drop out. This can

be made more difficult by listing items in alphabetical order, or just using vegetables, or articles of clothing, or whatever you happen to be studying in class.

Questioning

This involves learners asking each other questions, especially information questions. This can be set up like an interview or a “hot seat”. You could also play a game like twenty questions where the learners can ask questions which can only be answered by “yes” or “no.”

Information Gap

This activity is done with pairs of learners. Learner A has a paper with half of the information and Learner B has a paper with the other half of the information. They must ask each other questions to discover what the missing information is. Stress that the questions must be asked correctly.

Example

Learner A	Mary's brother	Learner B	Mary's brother
1	Name?	1	John Hopkins
2	He is from England	2	From?
3	Age?	3	He is 26 years old
4	He is a doctor	4	Job?
5	Married?	5	He is married
6	His wife is Sarah	6	Wife's name?
7	Wife's age?	7	Wife is 28 years old
8	Sarah is a secretary	8	Wife's job?
9	Their address?	9	28, Apple Tree Road, Bristol
10	He has a BMW	10	Have a car?
11	What colour?	11	Red
12	Phone number is 0207-904-6162	12	Phone number?
13	Wife and husband—happy?	13	John and his wife aren't happy
14	They have four sons and three daughters	14	Children?

Guest Speaker

This activity allows learners an opportunity to learn specialized information from a knowledgeable person. It gives them an opportunity to practise listening skills and interact with someone from the workplace or community.

It is important to prepare the learners for the speaker so that they can benefit fully from the experience. Discuss with the learners what the speaker is going to talk about. Share some information about who the speaker is and what s/he does. Brainstorm with the learners some questions they might ask following the presentation.

Prepare the guest speaker for the class. Explain that the learners may not comprehend speech that is delivered quickly. The rule of thumb is that speakers use a 50-50 ratio when speaking to second language learners 50 per cent time for the speaker and 50 per cent for the learners. This means that the speaker should break frequently to allow the learners to ask questions rather than keeping the questions to the end. That way if learners miss a piece of information they can get it before they are completely lost. The instructor can assist by listing key words on the board while the speaker is presenting.

Story Retell

In this activity learners are divided into two groups. Each group has a story or article to read and discuss. Then one person from one group pairs off with someone from the other group. Together they must reconstruct the content they heard (for both stories or articles). Cross check for accuracy later.

This is an opportunity to practise reading comprehension, listening, and note-taking skills as well as sequencing.

Discussion

Divide the learners into groups and give them different topics with a few questions about the topics for them to talk about. To make sure everyone participates assign roles as follows:

- Timekeeper keeps the group on track within the time limit
- Reporter reports to the whole class the important points of the group's discussion
- Recorder takes notes about the salient points of the discussion
- Leader makes sure everyone speaks about the topic
- Researcher (optional) cross checks information handed out to the group

This is a chance to practise language functions such as giving opinions, agreeing and disagreeing, summarizing, stating main ideas, and supporting details.

Journal Writing

A regular writing activity in which learners write whatever they wish at their level of competence for at least ten minutes per day. They record their experiences, thoughts, and feelings in a notebook or diary.

The writing is not judged for correctness. The only comments the instructor makes are related to the content in order to promote more writing.

Role Play

In this activity learners are assigned a certain role and must interact with each other in that role. The instructor designs the roles to give the learners practise in using language functions and structures, and in responding to situations and people.

Conversation Matrix

This writing and speaking activity has learners follow a structured process to practise forming questions using different verb tenses, topics, etc.

Make a grid of three to four columns and as many rows as designated topics. In column 1, list a series of cue words or phrases such as get up, take the bus, eat lunch. In column 2, the learner must write a question to go with each cue. The learner must answer the questions in column 3. Next the learner asks a partner the questions and records the partner's answer in column 4.

Example

Practising information questions using When, What, Where, How, What time

Daily routines	Question	Self	Other
Get up	What time do you get up? When do you get up?		
Eat breakfast	What do you eat for breakfast?		
Work	Where do you work?		
Go to work	How do you go to work?		
Finish work/school	What time do you go home from school?		

Similarities and Differences

This activity is a good one to use in raising intercultural awareness.

Working in pairs the learners find four things they have in common and four things that are different. Regroup with two pairs per group (four people per group). They do the same activity. Regroup in larger groups of eight people and do the same thing. The large groups report back to the whole class.

Cultural No-No's

Guide a discussion to look at cultural No-no's. Talk about mistakes they've made in this new country with language or social gaffes or blunders they have made that did not cause major problems. The learners need to feel comfortable in sharing their little mistakes.

In groups or as a full class discuss the question, "What makes you uncomfortable?" There are things that newcomers do that we find offensive, for example, spitting in public. However we do things that are equally offensive to others, for example, we lick our fingers when we eat certain foods. This is not one directional. This is an opportunity to build understanding on both sides about cultural issues.

Peer Tutoring

In this activity a learner who is competent in a particular skill or material instructs another learner who knows nothing about them.

Peer tutoring is a place for not only learning a particular skill, but also improving peer relations and raising self-esteem.

Total Physical Response

This is an activity suited to low levels of language instruction. It uses a kinesthetic approach to learning, which is very helpful for some learners. The instructor begins by speaking basic commands and modeling them. The instructor repeats them until the learners understand what the commands mean. Next the learner carries out the commands. When learners are comfortable with this, ask different ones to give the commands and the instructor. This can be used in a variety of situations such as

- to practise prepositions
- to follow directions
- to practise new vocabulary

Examples

- Stand up
- Walk to the door
- Open the door
- Turn on the light
- Turn off the light
- Close the door

- Go to your chair
- Sit down

Pickle Jar

This is a way to get people discussing situations and issues. Create a set of scenarios (such as the examples). Cut them into strips and put them in a “pickle jar”. First explain the idiom “in a pickle.” The learner pulls a statement out of the pickle jar. Everyone should participate and tell what they think the person should do in the situation.

Examples:

The landlord is selling the house John is renting. He hasn’t been paying very high rent. Now he has to find a new place to live. What should he do?

You have to write an exam tomorrow morning but the people in the next apartment are having a noisy party. You can’t sleep and you are getting very upset.

You are going to buy a new bed for your apartment. You don’t know how you can get it to your place after you buy it.

Last month you bought a new television set. Now something has gone wrong with it and the picture is all snowy.

Ever since David moved into his new house he has been getting terrible colds, coughs, and headaches. What should he do?

Split Exchange

In this activity, write up several natural conversational exchanges. Split each one into two parts A and B. Divide the class into two groups. Give one half A parts, the second half B parts. The learners must move around the room and find the person who has the match for their half of the sentence.

Examples

Did you see the movie on TV last night?	Yes, I stayed up until midnight watching it.
What time will you leave for the airport tonight?	We’re going to head out just before supper at 5:15 p.m.
I’m so tired. I would love to take a nap for twenty minutes.	Why don’t you lay down on the sofa for awhile.
Celine Dion is going to be in the city next month.	Is that right? I have to get tickets. I wouldn’t want to miss that.

Language Experience Story

This is an activity that helps develop literacy skills with low-level learners. The story comes from learners' own experiences. Bring the learners together or work with only one or two to develop the story. After discussion about an experience, the learners tell the story and the instructor writes what the learners dictate on a flip chart. If there have been English errors in how the learners dictated the story, discuss them with the learners and make corrections. The learners then each read aloud the story they have written. They can copy the story into their books. The story can be used over and over again in different ways. Use the vocabulary to introduce spelling rules, rewrite the story using a cloze procedure, have learners' answer questions about classmates' stories, practise verb tenses by changing when the story happened.

Jigsaw

This is a cooperative learning activity where learners work together to solve a puzzle or complete a story. Each person or group is given a piece of information. They must read the individual pieces and place them in the correct sequence to form a complete story or picture. The following Web site gives an idea of how a jigsaw works
<http://www.jigsaw.org/steps.htm>.

The following is an example of a Jigsaw activity taken from
<http://iteslj.org/Lessons/Tatsuki-Movie/Jigsaw.html>.

Jigsaw Reading Activity Using TV Listings

Objectives

- Build group cohesion through collaborative work
- Give learners practise in reading a chart style TV guide in English by scanning for information
- Give learners the opportunity for meaningful speaking practise of time expressions
- Require the learners to write information accurately

Level

High Beginner, Low Intermediate

Materials

- Television listings for one week, one page per day
- Small group charts
- Large group charts

Preparation

- Calculate how many members would be in one group if you split the class into seven groups (one group per day of the week).
- Make photocopies of television listings so that each small group member will have one copy of his/her group's day.

- Make copies of small group chart, one per learner in class.
- Make seven copies of the large group chart.

Procedure

- Part I
 - Split class into seven groups, equal if possible.
 - Hand out the small group charts, one to each learner.
 - Give each group the television listings for their day.
 - Instruct the groups to find the times and channels for each of the program types listed (e.g., cartoons, movies, news, sports).
 - When the learners have finished filling in their small group charts, collect the TV listings.
- Part II
 - Make large groups. One person from each of the small groups goes to a different large group. They take the notes that they wrote on their small group charts with them to read aloud.
 - With one person as scribe, the large groups fill in the week schedule for the program type assigned to the group.
 - Report the findings to the class (number of total listings per day, per week).
 - Give a prize for the members of the first large group finished and correct in their findings.

Handout

Jigsaw Reading Activity Using TV Listings

Part 1: Small Groups

Program Type	Channel & Time
Animation	
News	
Sports	
Movies	

Part 2: Large Groups

Day	Times & Channels
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Initial Placement Tool

The following pages contain

- Initial Placement Tool for ERPAC
- Peer Evaluation Form
- Sample Checklists
- Unite Planning Grid
- Lesson Plan Template.

Initial Placement Tool

This is an initial placement test to help you place learners in the correct level when they first enter your program. It is referenced to the grammar curriculum provided in this package. It is not referenced to the Canadian Language Benchmarks. This tool is not a comprehensive assessment and should only be used as a quick way to initially place learners. It is only the beginning of the assessment you will need to do with your learners.

Since this tool is a written, grammar-based test, it does not give a fair assessment for placement of learners with low literacy levels. Needless to say, **if your learner has literacy issues this is not an appropriate tool.** You may need to assess their oral skills separately from their written skills.

For more comprehensive assessment you should use a tool such as *On Target!*, A Resource Book of Stage One and Stage Two Assessment Tasks referenced to the Canadian Language Benchmarks.

Administering the Test

The test has three parts – a personal information form, an initial placement tool and an essay. This test can be given in a group setting or on an individual basis. The instructor should stress to the learners that this is simply a placement test and there is not pass or fail. A reasonable amount of time should be given to complete the test, perhaps around an hour. Don't let learners agonize for hours trying to get things right and encourage them to hand the paper in when they feel they have reached their limit. All learners can begin by completing the personal information form and this can be used in the program record keeping. This could also be administered when the learners come to register for the program.

Scoring Guides

Scoring Guide for the Personal Information Form (Level 1)

A score of 7/10 is considered to be mastery. A learner achieving this score would be ready to continue with the assessment. If they have difficulty filling out the form they should be placed in Level 1.

Marking is based on the following categories:

Following Instructions 4 3 2 1

Did the writer follow the instructions and complete all sections of the form?

- 4 Completed all four sections
- 3 Three sections complete
- 2 Two sections complete
- 1 One or no sections complete

Copying Accuracy/Legibility 4 3 2 1

Look for correct spelling and numerical accuracy as well as legibility.

- 4 No mistakes
- 3 1–2 mistakes
- 2 3–5 mistakes
- 1 More than 6 mistakes

Spacing and Punctuation 2 1 0

Look for correct spacing between letters and numbers. Look for conventional style in phone number, street abbreviations, etc.

- 2 No mistakes
- 1 1–3 mistakes
- 0 4 or more mistakes

Scoring Guide for the Initial Placement Tool (Levels 2-6)

If a learner achieves 70 per cent on a given section of the test they should be placed in the next level, i.e., if the learner achieves 70 per cent on the personal information form their placement is Level 2; if they achieve 70 per cent on questions 1–10 their placement is Level 3. Let the learners go as far as they are comfortable in the test before marking it. Don't mark it after each level.

The correlation to the levels is as follows:

Personal information form	Level 1
Questions 1–10	Level 2
Questions 11–20	Level 3
Questions 21–30	Level 4
Questions 31–40	Level 5
Questions 41–50	Level 6

For Levels 7 and 8 the learners are asked to write an essay. Their level placement depends upon their writing proficiency. See the scoring guide below.

Scoring Guide for the Essay (Levels 7 – 8)

A score of 70 per cent and above would place the learner in Level 8. Below 70 per cent would place the learner in Level 7.

Content

- 2 Content is complete and comprehensive
- 1 Content is adequate but may lack detail or not have the appropriate tone
- 0 Insufficient content, lack of detail, inappropriate sense of audience

Organization

- 2 Text is organized into coherent paragraphs. Paragraphs present an introduction, supporting details, and a conclusion for the essay. Each paragraph itself is well organized. The essay flows and there is a sense of transition between paragraphs.
- 1 The text may not be divided into paragraphs. There may be a lack of logical sequencing.
- 0 The text has no apparent organization.

Vocabulary

- 2 Good use of expanded range of vocabulary, idioms, and expression appropriate to the task topic and audience.
- 1 Adequate use of vocabulary and idioms. Errors may occur in word choice or usage.
- 0 Insufficient vocabulary limits the scope of the text.

Grammar

- 2 Proper usage of complex structures. Some minor errors may occur.
- 1 Frequent errors with complex structures, may or may not obscure meaning. Typical errors would be agreement, tense, word order, articles, and preposition.
- 0 Does not demonstrate mastery of complex structures.

Mechanics

- 2 Few errors of spelling, punctuation, capitalization. Handwriting is legible.
- 1 Occasional to frequent errors in spelling, punctuation, and capitalization.
- 0 Many errors in spelling, punctuation, and capitalization. May not be in paragraphs format. Handwriting may not be legible.

Answer Key

Initial Placement Tool

Level 2 = 1–10

Level 3 = 11–20

Level 4 = 21–30

Level 5 = 31–40

Level 6 = 41–50

1. a b c **d**

2. a b **c** d

3. **a** b c d

4. a b **c** d

5. a b **c** d

6. **a** b c d

7. a **b** c d

8. a b **c** d

9. **a** b c d

10. a b **c** d

11. a **b** c d

12. a **b** c d

13. a **b** c d

14. a b c **d**

15. **a** b c d

16. **a** b c d

17. a b **c** d

18. a b c **d**

19. a b **c** d

20. a b c **d**

21. a b **c** d

22. a **b** c d

23. a b c **d**

24. a **b** c d

25. **a** b c d

26. a **b** c d

27. **a** b c d

28. a b **c** d

29. a b c **d**

30. a b c **d**

31. a **b** c d

32. a **b** c d

33. a b **c** d

34. a b c **d**

35. **a** b c d

36. a b **c** d

37. a **b** c d

38. a b c **d**

39. a b **c** d

40. **a** b c d

41. a b **c** d

42. a b c **d**

43. a **b** c d

44. a b c **d**

45. a b c **d**

46. a b **c** d

47. a b c **d**

48. a b c **d**

49. **a** b c d

50. a b **c** d

Personal Information Form

Name: _____
(Last) (First)

Address: _____
(Number) (Street)

(City) (Province)

Telephone: _____
(area code)

Date of Birth: _____
(day) (month) (year)

Response Sheet Initial Placement Tool

Name: _____

1. a b c d

2. a b c d

3. a b c d

4. a b c d

5. a b c d

6. a b c d

7. a b c d

8. a b c d

9. a b c d

10. a b c d

11. a b c d

12. a b c d

13. a b c d

14. a b c d

15. a b c d

16. a b c d

17. a b c d

18. a b c d

19. a b c d

20. a b c d

21. a b c d

22. a b c d

23. a b c d

24. a b c d

25. a b c d

26. a b c d

27. a b c d

28. a b c d

29. a b c d

30. a b c d

31. a b c d

32. a b c d

33. a b c d

34. a b c d

35. a b c d

36. a b c d

37. a b c d

38. a b c d

39. a b c d

40. a b c d

41. a b c d

42. a b c d

43. a b c d

44. a b c d

45. a b c d

46. a b c d

47. a b c d

48. a b c d

49. a b c d

50. a b c d

Initial Placement Tool

Do not write on this paper. Use the answer sheet for your answers.

1. Yesterday I _____ to the park.
walk
will swim
run
ran
2. I like oranges _____ apples.
but
to
and
or
3. I _____ the bus to work every day.
take
taking
am take
am taking
4. _____ is your name?
When
Who
What
How
5. Here is _____ apple.
some
two
an
a
6. We eat breakfast _____ lunch.
before
after
when
later than
7. This cake is _____ than that one.
badder
better
more good
gooder
8. These are my shoes and _____ are his shoes.
it
them
those
this
9. When you leave the room _____ the lights.
turn out
put on
turn on
turn over

10. I like coffee but I _____ like tea.
no
not
don't
do
11. Where were you born?
I _____ in Canada.
am born
was born
are born
were born
12. Do you like _____?
swim
swimming
swam
to swimming
13. Do you want _____ rice?
few
some
three
none
14. Last night _____ a big storm.
there were
it was
it had
there was
15. _____ to Calgary by bus or by car?
Did you go
Are you go
Did you going
Are you went
16. She moved to Canada three years ago. First she went to Calgary. Then she moved to Brooks. She _____ in Brooks for two years.
has lived
lived
live
is living
17. How _____ do you eat in a restaurant?
many
expensive
often
more
18. He can do the work _____.
herself
ourself
itself
himself

19. Don't touch that pan. It is _____ hot. You will burn yourself.
enough
too much
too
not
20. Our class begins _____ 1 o'clock.
in
on
over
at
21. Yesterday my daughter _____ her book all day.
is reading
will read
was reading
reads
22. She said that yesterday she _____ for six hours before doing her homework.
is reading
was reading
reads
had reading
23. She told me that today she _____ for four hours.
is reading
reads
will be read
has been reading
24. He doesn't do any winter sports now, but he _____ downhill ski when he was younger.
might have
used to
should have
can
25. My mother sometimes drinks coffee, but she _____ tea.
prefers
would rather
liking
wanted
26. I don't have _____ money left.
no
any
some
many
27. John has the most cars, Tom has _____ cars, and Bill has the _____ cars.
fewer, fewest
fewer, least
more, less
less, least

28. The weather is 39 degrees Celsius. This is _____ warm.
occasionally
rarely
extremely
not
29. My brother likes to swim, and _____ do I.
neither
either
too
so
30. He likes _____ potatoes _____ rice for dinner, but not both.
not only, but also
both, and
neither, nor
either, or
31. The patient _____ for almost two hours before a doctor
was able to see her.
will be waiting
had been waiting
have been waiting
has waited
32. I _____ to begin a new course next month.
will
am going
have
have been
33. _____ is the best way to ensure success in a class.
To study
Being studying
Studying
Having studied
34. Because of the risks to his health, Joe quit _____.
to smoke
smoked
to smoking
smoking
35. If it _____ tomorrow, I will take my umbrella.
rains
will rain
raining
rained
36. There _____ a group of learners standing in the middle of the road when the
truck tried to get past.
is
will be
was
were

37. The speaker was amazed _____ the audience's reaction.
 from
 at
 for
 to
38. The couple knew they shouldn't argue _____ money.
 with
 at
 for
 about
39. She knows the man _____ bicycle was stolen.
 who's
 whos
 whose
 whom's
40. I am sorry I didn't go to the party. I _____ gone.
 should have
 would have
 might have
 rather have
41. By March, I _____ in Canada for three months.
 have been
 will be
 will have been
 will being
42. By the end of this course, I _____ English for two years.
 have been studying
 have studied
 will have been studied
 will have been studying
43. If I had a car, I _____ to visit you.
 will come
 would come
 am coming
 will be coming
44. If I had studied harder, I _____ the exam.
 will have passed
 have been passing
 had passed
 would have passed
45. I read in the newspaper that the boy _____ by the dog.
 bit
 bitten
 will bite
 was bitten

46. I'd better hurry up. I'm _____ working.
 had better be
 going to
 supposed to be
 rather be
47. Do you have any money? No, _____.
 any
 no one
 some
 none
48. _____ it was cold, my cousin still went swimming.
 Because
 If
 However
 Even though
49. I think _____.
 that he is a good actor
 if he is a good actor
 will he be a good actor
 maybe he be a good actor
50. Ahn cashed a cheque _____ he needed some money to buy groceries.
 if
 therefore
 because
 even though
51. Write a three to four paragraph essay on **one** of the following topics.

Essay

Topics

- The education system in your native country
- Characteristics needed to be a good employee
- A healthy lifestyle
- Your opinion on a current world situation

Use clear paragraph organization. Don't forget to proofread.

(Title)

Peer Evaluation Form

Speaker: _____

Topic: _____

1 = very good

2 = satisfactory

3 = needs practise

A. Delivery	_____	Maintained eye contact with listeners
	_____	Spoke loudly and clearly
	_____	Spoke in a natural manner
	_____	Used appropriate gestures
	_____	Used notes and visuals effectively (if applicable)
B. Communicative Ability	_____	Pronunciation was clear
	_____	Spoke fluently and confidently
	_____	Grammar was reasonably accurate
	_____	Vocabulary was effective
C. Content	_____	Developed the topic with examples and description
	_____	Chose a topic of interest to the audience
	_____	Met time limit

Checklists

Learner Name

Date checked	Sept. 15	Sept. 30		
Can say alphabet				
Can print upper case letters of the alphabet				
Can print lower case letters of the alphabet				
Can count up to 100				
Can print numbers up to 100				
Can identify colours verbally				
Can match colours with words				

Date: Sept. 15, 02

	Learner 1	Learner 2	Learner 3	Learner 4	Learner 5	Learner 6
Print alphabet						
Numbers to 100						
Print first and last name						
Can say days of the week						
Can read days of the week						

Unit Planning Grid

Topic:				
	Speaking	Listening	Reading	Writing
Competencies				
Knowledge				
Structures				
Vocabulary				
Activities				
Resources				
Evaluation				

Lesson Plan Template

Lesson Plan Topic:	
Level :	Time:
Listening	
Speaking	
Reading	
Writing	
Grammar	
Vocabulary	
Resources and materials needed:	
Learning Objectives:	
Learning activities:	
Homework or extension learning activities:	

Useful Contacts

Since each community has different needs and different resources, instructors will need to individualize their programs to suit their communities. Instead of “reinventing the wheel” it might help to know where to go for already developed resources.

ESL Assessment

Immigrant Language and Vocational Assessment Referral Centre (ILVARC) — A Service of the Calgary Immigrant Aid Society

ILVARC is a centralized assessment and referral centre designed to help immigrants and refugees achieve their linguistic, educational, vocational, and career goals. ILVARC is also authorized to determine clients' eligibility for the federally sponsored Language Instruction for Newcomers to Canada (LINC) program. Services include assessment of English proficiency and/or first language literacy and counselling regarding education, career planning, accreditation and job search techniques.

#1401, 910 - 7th Avenue S.W.

Calgary, Alberta, Canada

T2P 3N8

Phone: (403) 262-2656

Fax: (403) 294-1173

Email: ilvarc@calgaryimmigrantaid.ca

Website: <http://www.calgaryimmigrantaid.ca>

International Qualifications Assessment Service (IQAS)

IQAS provides an advisory educational assessment service which compares educational qualifications from other countries to provincial educational standards. Clients include: individuals, employers, Canadian educational institutions, professional licensing bodies, organizations and other provinces

9th Floor, 108 Street Building

9942 - 108 Street

Edmonton, Alberta

Canada T5K 2J5

IQAS Telephone: (780) 427-2655

IQAS Fax: (780) 422-9734

<http://www.advancededucation.gov.ab.ca/iqas/iqas.asp>

Language/Vocational Assessment, Referral and Counselling Program

A service of Catholic Social Services in Edmonton

LARCC provides first language assessment, administration of the Canadian Language Benchmarks Assessment (CLBA), counselling, and referral concerning career decisions and educational and occupational options

10709–105th Street,
Edmonton, Alberta T5H 2X3
(780) 424-3545

http://www.catholicsocialservices.ab.ca/home_css.asp

ESL Organizations

ATESL (Alberta Teachers of English as a Second Language)

Alberta Teachers of English as a Second Language is a professional organization that promotes the highest standards of ESL in Alberta by promoting professional development, advocating on behalf of ESL learners, and working to establish best practice guidelines and standards for ESL practitioners across Alberta. ATESL has a conference every year in the fall, usually alternating between Edmonton and Calgary.

The Web site contains an on-line newsletter and links to ESL information at www.atesl.ca.

Centre for Canadian Language Benchmarks

The Centre for Canadian Language Benchmarks is the centre of expertise in support of the national standards in English and French for describing, measuring and recognizing second language proficiency of adult immigrants and prospective immigrants for living and working in Canada.

The Centre promotes their recognition and use as practical, fair and reliable national standards of second language proficiency throughout Canada in educational, training, community and workplace settings.

There are many resources available at this site.

www.language.ca

TESL CANADA (Teaching English as a Second Language in Canada)

TESL Canada is a national organization dedicated to advancing communication and coordinating awareness of issues for those concerned with English as a second language and English skills development. The organization promotes advocacy for ESL learners, unifies teachers and learners by providing a forum and network capabilities, supports the sharing of knowledge and experiences across Canada, and represents diverse needs and interests in TESL nationally and internationally

www.tesl.ca

Literacy Organizations

ABC CANADA

ABC CANADA Literacy Foundation is a national, registered charitable organization committed to promoting literacy to the general public and to the private sector. They are a partnership of business, labour, educators, and government which focuses on public awareness programs and creating and conducting national literacy awareness campaigns, providing promotional support to local literacy groups, and conducting research to further the development of a fully literate Canadian population.

www.abc-canada.org

Centre Alphaplus

Alphaplus serves practitioners and organizations that work in the Deaf, Native, Francophone, and Anglophone literacy field in Ontario. Their goal is to help users find relevant resources and information to enrich the learning of adults in literacy programs.

www.alphaplus.ca

Literacy Alberta

Literacy Alberta is a provincial not-for-profit organization working toward a fully literate society. It offers resources, professional development and membership services.

www.literacy-alberta.ca

Literacy Help Line

The **Literacy Help Line** is a toll-free confidential service for people who need help with literacy or want information about literacy or literacy issues in Alberta.

1-800-767-3231 (toll free) or (403) 263-3643

NALD (National Adult Literacy Database)

This database gives a comprehensive overview of what is happening in literacy in Canada. It has, among other topics, the NALD newsletter, the NALD literacy collection, a resource catalogue, and links to Canadian Literacy Associations. It includes lots of good ideas and information.

www.nald.ca

Workplace

Alberta Workforce Essential Skills (AWES)

The Alberta Workforce Essential Skills (AWES) Society is a non-profit organization dedicated to promoting the advantages of a confident, innovative and literate workforce through its support for essential skills training across the province.

www.nald.ca/awes

Skillplan

Skillplan is a joint labour and management initiative of the BC construction industry which was established as a not-for-profit society in March, 1991. The mission of SkillPlan is to develop strategies to improve the essential skills of people working in the unionized construction industry in British Columbia and the Yukon Territory.

SkillPlan also offers professional support for course development, test making and clear language. Several resources on essential skills such as Document Use at Work, Numeracy at Work and Reading at Work are available through their website.

www.skillplan.ca

Other

Canadian Health Network

This is a good Internet resource for information on some of the above topics.

The CHN is a national, non-profit, bilingual web-based health information service. CHN's goal is to help Canadians find the information they're looking for on how to stay healthy and prevent disease. This network of health information providers includes Health Canada and national and provincial/territorial non-profit organizations, as well as universities, hospitals, libraries, and community organizations.

www.canadian-health-network.ca

Citizenship and Immigration Canada

Canada's official source of immigration and citizenship information

www.cic.gc.ca

Community Learning Network

The Community Learning Network (CLN) is a provincial not-for-profit organization that provides support, professional development, resources, and networking opportunities to Alberta's 83 Community Adult Learning Councils and their staff. The CLN works with

the Community Programs Branch of Alberta Learning to enable Councils to address the adult learning needs in the communities they serve.

www.communitylearning.info

ED info

Alberta Post Secondary Education Information

This website lists post-secondary schools in Alberta, their available programs and distance learning programs available in Western Canada.

www.alis.gov.ab.ca/edinfo/

Print and Online Resources for Use in ESL Programs

There are many resources available for ESL programs. While many of the commercial materials are excellent, this list only mentions print materials that have been developed through government funding. They are readily available and reasonably priced.

ESL Assessment

Integrating CLB Assessment into your ESL Classroom

This package is to help teachers develop CLB-related assessment practices that are an integral part of the teaching and learning activities in their classrooms.

The focus of the package is the assessment that teachers do with their learners on a day-to-day basis and takes the approach that assessment should address the needs and interests of learners.

Available from The Centre for Canadian Language Benchmarks at www.language.ca or (613) 230-7729

Summative Assessment Manual (SAM)

SAM provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1 – 4 in four universal themes:

- Food & Nutrition
- Health & Safety
- Home and Community
- Work

Available from the Canadian Language Benchmarks website at www.language.ca

On Target: A Resource Book of Stage One and Two Assessment Tasks Referenced to the Canadian Language Benchmarks

These books provide sample assessment tasks for Benchmarks 1–4 and 5–8. They are intended to be used by instructors to evaluate the language proficiency of their learners. The tasks cover speaking/listening, reading, and writing. Each task has accompanying user instructions and scoring guides.

Available from the Bow Valley College Bookstore (403) 410-1740

WELPA (Workplace English Language Proficiency Assessment, based on the Canadian Language Benchmarks)

This is an informal assessment of Canadian Language Benchmark proficiencies of individuals in an employment context. Though it is designed for an English in the workplace program it can provide an instructor with useful information for designing workplace language content for any course.

Available through the Bow Valley College Bookstore (403) 410-1740

General ESL

Canadian Language Benchmarks 2000: English as a Second Language for Adults

The Canadian Language Benchmarks describe a person's ability to use the English language to accomplish a set of tasks at 12 benchmark levels, in four language skill areas:

- Listening
- Speaking
- Reading
- Writing

Available from The Centre for Canadian Language Benchmarks at www.language.ca or (613) 230-7729

Classroom Activities LINC 1–4 plus Supplementary Materials

A Collaborative Initiative by Edmonton LINC Service Providers, funded by Citizenship and Immigration Canada

This is a set of four books—one for each LINC level 1–4 plus a set of supplementary materials. The books contain classroom activities that are correlated to the Canadian Language Benchmarks. They cover the four strands of speaking, listening, reading, and writing. The materials are authentic and reflect life in Canada using local references and terminology.

They can be purchased through

Christine Capjack, Program Manager
Edmonton Catholic Schools
(780)424-1596

e-mail capjackc@ecsd.net or daviesj@ecsd.net

English Express Community Programs, Alberta Learning

This is a newspaper that gives the highlights of news in Alberta over a month. It is written in simple English especially aimed at ESL learners. It also provides teaching notes for instructors.

Phone: (780) 440-3722 (Edmonton). Outside Edmonton, 1-877-440-3722 (toll free)

Fax: (780) 468-3119

E-mail: subscriptions@englishexpress.ca

CLB 2000: A Guide to Implementation

This is a companion document to the CLB 2000 and is designed to facilitate the effective implementation of the Canadian Language Benchmarks in adult ESL classroom.

Available from The Centre for Canadian Language Benchmarks at www.language.ca or (613) 230-7729

Open Access to ESL: A Curriculum for Volunteer

By Lauro E Ho and Esha Chaudhuri, Community Cultures Institute, 1997

Sponsored by Alberta Advanced Education and Career Development

This is a very practical resource outlining curriculum, strategies, and lesson planning ideas for volunteer tutors. The lessons can be used for individuals or groups. Though this was developed for tutors it would also be of value to classroom teachers.

Available from Community Cultures Institute, The Learning Exchange (780) 944-0792

Rural Delivery Program

By NorQuest College

This is an ESL program for learners living in small communities who are unable to access regular ESL instruction. The program offers self-paced learning modules that move learners along in a step-by-step progression. Learners have contact with a mentor who will guide them in their learning. Materials cover levels LINC 1-3.

Available from NorQuest College

e-mail: tom.jiry@norquest.ca

ESL Literacy

The ABCs of Practical Literacy

This is a resource book of content-based literacy activities, based on the Canadian Language Benchmarks 2000: ESL for Literacy Learners. It contains reproducible activities based on economic, employment, and personal management literacy.

Available through Bow Valley College Bookstore (403) 410-1740

The Canadian Language Benchmarks 2000: ESL for Literacy Learners

The ESL Literacy Benchmarks lay out the progression of reading, writing, and numeracy skills for ESL adults who have little or no literacy skills in their first language. They are also useful with ESL learners who are literate in a non-Roman alphabet language and need to learn reading and writing basics in English.

Available from The Centre for Canadian Language Benchmarks at www.language.ca or (613) 230-7729

The Literacy Placement Tool (LPT)

This is a standardized assessment tool to help place learners on the nation literacy benchmark scale. It is based on the Foundation and Phase I levels of the Canadian Language Benchmarks 2000: ESL for Literacy Learners.

Available from The Centre for Canadian Language Benchmarks at www.language.ca or (613) 230-7729

Workplace

Alberta Learning Information Service (ALIS)

This is Alberta's leading on-line source for career, learning and employment information and services. This is a very good source of resources about employment issues.

www.alis.gov.ab.ca

English for the Workplace: A Curriculum Referenced to the Canadian Language Benchmarks

This English for the workplace course is designed to help workers improve their English skills for successful interaction in the workplace and for effective involvement in the community. It is a generic course that focuses on language skills that are common in every workplace. Instructors can get many ideas on how to integrate workplace communication into their program from this publication.

Available from NorQuest College
e-mail anna.deluca@norquest.ca

Essential Skills Profiles

This is Human Resources and Skills Development Canada's website for the Essential Skills and Workplace Literacy Initiative. Launched in April 2003, the Initiative helps to ensure Canadians have the right skills for changing work and life demands.

The site contains approximately 200 occupational profiles. These profiles can help you learn more about the skills you need for the job you want, highlighting each of the nine Essential Skills. It also contains links to authentic workplace materials and other workplace resources.

http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home_e.sht

Human Resources and Social Development

This is a federal government website with lots of links to job and workers opportunities, National Occupation Classifications, training, and careers. The site contains good information for instructors.

www.hrhc-drhc.gc.ca

It's Essential

This is the Canadian Language Benchmarks Essential Skills website. It contains information regarding the language requirements for particular jobs and provides ESL/FLS and Essential skills teaching aids for those working with adult immigrants and newcomers. It contains the comparative framework which links Canadian Language Benchmarks and Essential Skills, Occupational Language Analyses and sample lesson plans,

www.itsessential.ca

Next Steps

Next Steps is a Calgary based Web site. It is an employment, career development, and job finding resource for youth. In an ESL context it is particularly useful for its information on career planning, education and training, cover letters and resumes, and job search and interview skills.

www.nextsteps.org

Steps to Employment in Ontario Manuals

The Steps to Employment workshop manuals include a workbook for participants, notes for instructors, and an implementation guide. Each sector provides information for many different occupations. All of the manuals can be downloaded.

www.stepstoemployment.net

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Available through the Bow Valley College Bookstore (403) 410-1740

Other

Learning Disabilities

Asking the Right Questions? Assessment and Program Planning for Adults with Learning Disabilities

This manual's intent is to help the reader to understand and apply the assessment process with adults with learning difficulties. However, many of its guidelines and principles apply to adult learners in general, as well as ESL and literacy learners. It gives valuable suggestions for gathering information, informal assessment strategies, and program planning.'

Available through Bow Valley College Bookstore (403) 410-1740