Language Training and Adult Literacy

ESL Intensive 3–7
Curriculum Framework
Language Training and Adult Literacy

ESL Intensive 3–7 Curriculum Framework

V2.10

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Mission

This curriculum endeavours to strengthen communities through inspiring a passion for learning and empowering our learners.

Vision

The ESL Intensive BM 3-7 Curriculum lays the foundations for success in further education and in the workplace.

Our Learner Population

In recent years, the learner population in the ESL Intensive program has changed significantly. More and more learners enter the ESL Intensive program with limited or interrupted schooling, or with an education that did not include many of the Cognitive Academic Language Proficiency (CALP) skills\(^1\) required for success in the Canadian educational system. As a result, many are unable to reach their employment and/or training goals within the time available.

Changes in the Learner Population

The following information taken from NorQuest College’s 2007 point of entry survey summarizes the significant differences between the LINC and the ESL Intensive populations.

<table>
<thead>
<tr>
<th></th>
<th>LINC</th>
<th>ESL Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Language – four largest groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese 32.9%</td>
<td>Chinese 17.4%</td>
<td></td>
</tr>
<tr>
<td>Spanish 10%</td>
<td>Somali 13.3%</td>
<td></td>
</tr>
<tr>
<td>Russian 9.6%</td>
<td>French 10.8%</td>
<td></td>
</tr>
<tr>
<td>Farsi 6.3%</td>
<td>Farsi 10.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University degree</td>
<td>47.1%</td>
<td>24.7%</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>83.5%</td>
<td>54.8%</td>
</tr>
<tr>
<td>Some high school</td>
<td>8.9%</td>
<td>26.6%</td>
</tr>
<tr>
<td>Junior high school</td>
<td>4.2%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Grade 6 or less</td>
<td>3.4%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Home computer access</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to a computer at home</td>
<td>93.6%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use training to get a related job</td>
<td>16.1%</td>
<td>28.7%</td>
</tr>
</tbody>
</table>

The distributions of first languages show that the two populations are quite dissimilar. Based on the education statistics, it is reasonable to assume that nearly half of the ESL Intensive learners do not have the academic language, concepts and study skills necessary to succeed in post-secondary education in Canada.

Learner Goals

In a demographic study of the ESL Intensive learner population undertaken with the assistance of an intern from the Prairie Metropolis Centre, learner goals were one of the descriptors. The most common career goals reported by learners in the ESL Intensive program are administrative assistant, health care aide, licensed practical nurse, engineering technician, mechanic and related occupations. Access to post-secondary training for these occupations requires a combination of CLB levels 6–8, high school completion or equivalent or some high school. However, a significant number of our learners are unable to reach CLB scores high enough to access this training. Although many of the learners in this test group reported twelve years of first language education, they were not able to demonstrate in English many of the critical academic skills and competencies required for success in post-secondary training and/or employment. In particular, they were not able to demonstrate critical thinking skills or text handling and analysis. These skills are also an important component of the Workplace Essential Skills, indicating that these learners would also not be successful in the workplace, except at an entry level.

Research

In their 2004 report Benchmarking Adult Rates of Second Language Acquisition and Integration, Lake and Wood concluded that previous educational attainment was the primary factor determining the rate of adult language acquisition. Newcomers with zero to seven years of education could be expected to progress 1.4 CLB levels per 1000 hours of instruction, while learners with eight to twelve years of education could expect to progress 1.2 – 2.0 CLB levels in 1000 hours of instruction. Learners in the zero to seven year category rarely, if ever, attain CLB levels above 5 in any skill area. The report also noted that CLB level gains in basic proficiency are acquired more rapidly than they are at higher levels; in other words, there is something of a plateau effect in the mid to higher CLB levels.

Following Cummins’ ground-breaking work on developing CALP in school age ESL learners, many studies have followed that confirm the need to combine content-based

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instruction with specific attention to the vocabulary, concepts and skills associated with academic success (Troncate 2002⁵, Villar 1999⁶, Cummins 1994⁷). Most of the studies have focused on school age ESL learners; however, the consequences of the failure to acquire skills follow the learner through adult life. Where the skills are missing, they must be developed in order for the individual to function well in society.

NorQuest College previously responded to this need by developing two content-based special courses at the CLB 7 and 8 levels, namely Academic Enrichment and English for Careers as mentioned above. However, relatively few learners are advanced enough to take advantage of these two courses. Those who do, generally achieve their goals. The challenge now is to improve the outcomes for the learners at the lower CLB levels.

Staff

All of the instructors in the ESL Intensive Program have extensive, specialized training/experience in English as a Second Language.

⁵ Troncale, N. (2002). Content-based Instruction, Cooperative Learning, and CALP Instruction: Addressing the whole education of 7-12 ESL. Applied Linguistics 2 (3).
Curriculum Creation Process

**Needs assessment:** The needs assessment process went on throughout the curriculum development process. As each layer was revealed, new questions and the need for new solutions arose.
Unpacking the ESL Intensive 3–7 Curriculum Model

The garden
The shape of the new model is an adapted Renaissance garden. The garden is round as learning is a cyclical process with increasing levels of complexity and performance. It is divided into four quadrants to represent the four language skills and their component Benchmark bands.

The frame
The bushes in the garden represent the academic and cultural expectations that structure the expectations that learners will have to negotiate in our program as preparation to meet expectations in Canadian workplaces and institutions.

The means of travel
The path that will enable the learner to negotiate linguistic, cultural and academic expectations is laid with cultural and communicative competence. Communicative competence includes grammar, vocabulary, pronunciation and graphology as well as other linguistic and textual elements (Pawlikowska-Smith, 2000). Cultural Competence describes an understanding of the way an utterance or piece of text will be perceived in the Canadian context. This understanding can be built on knowledge of the culture and cultural frame of reference as well as functional, sociocultural and strategic competence (as defined in Pawlikowska-Smith, 2000).

The teacher
Using English as a Second Language research and Adult learning principles, the teacher clears the path and facilitates the learner’s learning. The teacher carries a map of Essential Skills which gives direction to the teaching and helps both the learner and teacher work toward authentic workplace responsibilities and tasks.

The learner
The learner enters the garden equipped with her own personality, experience, learning style and culture. While traveling through the garden she will use learning strategies and her own strengths to acquire the cultural and communicative competence that will enable her to move through the garden.

Canadian Language Benchmarks

“The Canadian Language Benchmarks is based on a functional view of language, language use and language proficiency. Such a view relates language to the contexts in which it is used and the communicative functions it performs. The focus of the Canadian Language Benchmarks is thus on communication and communicative proficiency in English as a second language.” (Pawlikowska – Smith, 2002, p. 6).
The Canadian Language Benchmarks (CLBs) are an evolving set of standards to describe language. At times, these standards can be challenging to apply to practice; however, curricula that are based on these standards inherently have the following strengths:

1. **Spiral Learning Process**

   Learners recycle previous learning as they increase in sophistication doing the same type of task. Each Benchmark level builds the same type of task’s complexity.

   **Phone skills:**

   - Benchmark 4
     - Answers the phone.
     - Leaves a short simple message.
     - Handles basic phone situations and standard replies. (Pawlikowska-Smith, 2002)

   - Benchmark 5
     - Answers the phone.
     - Provides needed personal information.
     - Takes or leaves messages
     - Refers the call to another person. (Pawlikowska-Smith, 2002)

   - Benchmark 6
     - Answers the phone appropriately.
     - Greet.
     - Take phone messages with three to five details
     - Clarifies and confirms accuracy of information.
     - Closes conversation.
     - Gets all the details in the message. (Pawlikowska-Smith, 2002)

2. **Transferability**

   Since the CLBs are a nationally recognized set of standards, learners from our program should be able to transfer between benchmark based programs across the country more smoothly.

3. **Task-based**

   The CLBs are task-based which causes us to consider what learners can do with the language rather than teaching language for the beauty of language itself. The CLBs inspire a practical approach for learners who primarily need to use language as a means to career and educational advancement.
One of the key learnings we have received from this project is that more time needs to be spent on the information band (see the accompanying excerpt from Canadian Language Benchmarks 2000). Originally we allocated equal time and practice to each of the four bands. In some cases (e.g., recording information) this amount of time and practice was superfluous. The information band, however, requires more language complexity as well as understanding of social/academic conventions (e.g., paragraph structure). The information band applies to the traditional language learning tasks that ESL teachers, academic program instructors and employers use to judge learning in the classroom. This band also can be a foundation for further learning in the other bands, for example, good social interactions texts (i.e., letters and emails) also require clear, well structured paragraphs.
Academic Skills

The ESL Intensive BM 3-7 curriculum addresses academic skills to help learners bridge into Canadian academic culture. It models for learners that teacher expectations may be different from what they have experienced in their home countries (e.g. the need to synthesize and create in Canadian academic settings as opposed to the need to preserve and replicate knowledge in other cultures’ settings). The curriculum also teaches core concepts of our academic culture (e.g. scientific method) and skills that Canadian instructors would expect from learners (e.g. reading a test question and finding the key words to respond to).

Essential Skills

“Essential Skills are the skills people use to carry out a wide variety of everyday life and work tasks.

Essential Skills are not the technical skills required by particular occupations but rather the skills applied in all occupations. For example, writing skills are required in a broad range of occupations. The complexity and frequency of writing varies, of course. Some workers fill out simple forms every day, while others write daily or monthly reports.

Essential Skills enable people to do their work. For example, repair persons may have to read and understand written work orders before they can do the repairs.

Essential Skills are enabling skills that:

1. Help people perform the tasks required by their occupation and other activities of daily life.

2. Provide people with a foundation to learn other skills.”

3. Enhance people’s ability to adapt to change.


Essential Skills have been a helpful addition to the curriculum because:

- They are based on workplace competencies which are transferable and not occupation specific; they keep the focus on the workplace goals our learners are trying to achieve.

- They provide another lens with which to analyze a task. Essential skills were not developed for ESL learners and, therefore treat tasks differently. For example, when teaching how to read a medical form, a language orientation may focus on the vocabulary and grammar in the form, whereas, an essential skills orientation focuses on the format and structural cues within the format.
They are analysed according to their level of complexity. These levels can be especially useful when planning instruction and the levels of support needed for the learners.

Essential Skills and Canadian Language Benchmarks have great areas of overlap but remain fundamentally different. The Canadian Language Benchmarks were created to describe English as a Second Language Speakers’ performance in language tasks in all areas of life. The Essential Skills profiles were created to describe the actual tasks that native speakers perform at work. Rather than providing another set of outcomes based on the Essential Skills (which almost duplicate Benchmark outcomes), it is more fruitful to use Essential Skills complexity levels to analyze the authentic (or authentic like) tasks the learners are given.

**Linguistic Competence**

“Linguistic competence is “the knowledge of the formal code of language on how to combine the elements of grammar vocabulary and pronunciation to produce well-formed sentences.” (Pawlikowska-Smith, 2002, p. 10) It is the foundation of language teaching and builds the skills that allow CLB, academic and essential skill tasks to be performed. Critical elements include syntax, morphology, lexicon, phonology and orthography (Pawlikowska-Smith, 2002).

**Content**

Language, culture and essential skills are taught through our content themes. Learners have limited time in our classes and can maximize their time by learning useful and relevant information while studying language. The content themes were based on suggestions from our stakeholder interviews. Content that helps learners and their families navigate their way through Albertan institutions and expectations and may smooth the cultural transition process.

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For example: Essential Skills Descriptor: “Follows and gives detailed multi-step instructions” Canadian Language Benchmarks Descriptor: “Follows clear and coherent extended instructional texts and directions”.
Outcomes

Reading and Writing Academic and Content Themes

<table>
<thead>
<tr>
<th>Benchmark level</th>
<th>Course name</th>
<th>Themes/units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>RW400</td>
<td>Travel Alberta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science in the Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anne of Green Gables</td>
</tr>
<tr>
<td>5</td>
<td>RW500</td>
<td>The Mystery of the Frozen Brains</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plagiarism</td>
</tr>
<tr>
<td>6</td>
<td>RW600</td>
<td>A Story for Hope</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unwrapping a Story – <em>Charlie and the Chocolate Factory</em></td>
</tr>
</tbody>
</table>

Speaking and Listening Academic and Content Themes

<table>
<thead>
<tr>
<th>Benchmark level</th>
<th>Course name</th>
<th>Themes/units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>LS400</td>
<td>Social Interaction: Small Talk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shopping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PowerPoint and Instructions</td>
</tr>
<tr>
<td>5</td>
<td>LS500</td>
<td>Canadian Office and Intercultural Communication Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buying a House</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living with Stress</td>
</tr>
<tr>
<td>6</td>
<td>LS600</td>
<td>Going on a Field Trip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Police and Scams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tax Time</td>
</tr>
</tbody>
</table>

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9 An excellent resource that describes the academic thinking skills that are valued in Canadian workplaces is the Thinking Skills section of the Readers’ Guide to Essential Skills [http://www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/readers_guide_whole.shtml](http://www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/readers_guide_whole.shtml)
## 4. Outcomes

### Reading and Writing

<table>
<thead>
<tr>
<th>Writing</th>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social interaction</strong></td>
<td>• Write a greeting on an appropriate greeting card. Add a simple goodwill message.</td>
<td>• Write personal messages in an informal note.</td>
<td>• Write personal messages in an informal note.</td>
<td>• Write a personal message in an informal note.</td>
<td>• Write a personal message in an informal note.</td>
</tr>
<tr>
<td></td>
<td>• Address an envelope for postal delivery.</td>
<td></td>
<td>• Write a personal message in a short formal letter.</td>
<td>• Write a personal message in a short formal letter.</td>
<td>• Write a personal message in an email.</td>
</tr>
<tr>
<td><strong>Recording information</strong></td>
<td>• Copy numbers, dates, words, phrases and sentences.</td>
<td>• Copy short texts.</td>
<td>• Make a list of 7–10 points from a handwritten or typed text.</td>
<td>• Make notes of main ideas with some details from handwritten or typed texts.</td>
<td>• Make notes of facts from a pre-recorded audio prompt or live presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Make notes of 5–7 points from a pre-recorded audio prompt.</td>
<td>• Make notes of major points with some details from a pre-recorded audio prompt.</td>
<td>• Make an outline of a reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Write a summary of a reading.</td>
</tr>
</tbody>
</table>
## Writing

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business/service messages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fill out simple forms.</td>
<td>• Fill out simple forms.</td>
<td>• Fill out forms.</td>
<td>• Fill out moderately complex forms.</td>
<td>• Fill out unadapted complex forms.</td>
</tr>
<tr>
<td>• Write notes with a business message.</td>
<td>• Write notes with a business message.</td>
<td>• Write notes regarding a business transaction.</td>
<td></td>
<td>• Write short letters regarding a business transaction or business relationship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information presenting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete sentences in a simple guided text by filling in 1–3 blanks per sentence.</td>
<td>• Write a short paragraph (including a topic sentence and 3–7 supporting sentences); using topical vocabulary, without visual prompts. (The short text is about a personal or familiar situation, event, personal experience, future plans or explain reasons.)</td>
<td>• Write one to two simple paragraphs (including a topic sentence, 5–10 supporting sentences and a concluding sentence).</td>
<td>• Write two paragraphs (including a topic sentence, 7–12 supporting sentences and transitional and concluding sentences).</td>
<td>• Write an academic essay of three body paragraphs (including a topic sentence, 7–12 supporting sentences and transitional and concluding sentences); edit such an essay to focus content, clarify structure and improve mechanics.</td>
</tr>
<tr>
<td>• Provide appropriate words or short phrases about familiar topics prompted by drawings or photos.</td>
<td>• Keyboard, edit and format such a paragraph.</td>
<td>• Keyboard, edit and format such texts.</td>
<td></td>
<td>• Keyboard, edit and format such texts.</td>
</tr>
<tr>
<td>• Write 1–3 complete sentences to answer personal questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Benchmark 3</td>
<td>Benchmark 4</td>
<td>Benchmark 5</td>
<td>Benchmark 6</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Social interaction</strong></td>
<td>• Read short personal notes and letters.</td>
<td>• Read notes, email messages and letters.</td>
<td>• Read moderately complex notes, email messages and letters. (Texts that contain compliments, invitations, likes, dislikes and preferences.)</td>
<td>• Read moderately complex notes, email messages, letters and announcements that containing cancellation of arrangements and apologies.</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>• Follow a short set of instructions.</td>
<td>• Follow common, everyday instructions of up to 6 steps.</td>
<td>• Follow instructions of 7–10 steps.</td>
<td>• Follow instructions of up to 10 steps where the sequence and order must be inferred.</td>
</tr>
<tr>
<td><strong>Business/service texts</strong></td>
<td>• Find specific facts in a simple notice, schedule or map.</td>
<td>• Skim for comparable or contrasting facts in forms, schedules, directories, tables, dictionaries, graphs, brochures, maps, notices, memos, form letters or flyers, or diagrams.</td>
<td>• Identify purpose, key information and specific details in schedules, directories, tables, dictionaries, graphs, brochures, maps, notices, memos, form letters or flyers, or diagrams.</td>
<td>• Identify details and some inferred meanings in business or formatted texts that have advice, requests and specifications</td>
</tr>
</tbody>
</table>
### Reading

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td><strong>Information</strong></td>
<td><strong>Information</strong></td>
<td><strong>Information</strong></td>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>• Get the gist, key information and important detail of simple one to two paragraph texts about familiar, every day topics.</td>
<td>• Get the gist, key information and important detail of simple, explicit two to three paragraph texts (news articles, educational/content materials, stories).</td>
<td>• Identify main idea, factual details and inferred meanings of explicit two to three paragraph descriptive or narrative texts about a familiar topic.</td>
<td>• Identifies main idea and details and can retell a short descriptive narrative text on a familiar topic.</td>
<td>• Identify main idea, details, organization of texts and discourse markers in a one or two page moderately complex extended description, report or narration on a familiar topic.</td>
</tr>
<tr>
<td>• Find a word in a dictionary.</td>
<td>• Use standard reference texts: dictionaries, maps and diagrams, graphs.</td>
<td>• Locate and compare information in basic maps, diagrams and graphs.</td>
<td>• Interprets time related diagrams (cycle diagrams, flow charts, timeline/schedule.</td>
<td>• Skim up to two pages of prose for details.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Locate information in tables of content, indexes and glossaries.</td>
<td></td>
<td>• Locate paper and electronic reference materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Skim for details in authentic schedules, directories, tables, maps, diagrams, graphs or flow charts.</td>
</tr>
</tbody>
</table>
## Standards of performance: Writing

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
</table>
| **Conditions for successful writing at this level:**  
- Circumstances are informal; address is familiar.  
- Topics are of immediate everyday relevance.  
- Notes are short (e.g., three to five sentences).  
- Text to copy is equivalent to a paragraph, and with easy layout.  
- Text to copy is in legible handwriting or print.  
- Forms are simple in format, with 15 to 20 items.  
- Notes are short (e.g., three to five sentences), as a partially guided text with blanks/fragments to complete. | **Conditions for successful writing at this level:**  
- Circumstances range from informal to more formal occasions.  
- Addressee is familiar.  
- Topics are of immediate everyday relevance.  
- Note is three to five sentences long.  
- Texts to copy are one to two paragraphs, with easy layout, in legible handwriting or print.  
- Texts may come from various sources and may be of a more specialized or technical nature. | **Conditions for successful writing at this level:**  
- Circumstances range from informal to more formal occasions.  
- Addressee is familiar.  
- Topics are of immediate everyday relevance.  
- Letter is one paragraph long.  
- Note is short (four to six clauses).  
- Texts may be short oral texts on concrete factual matters with five to seven details.  
- Information to reproduce is up to one page long, with easy layout; is in legible handwriting or print. | **Conditions for successful writing at this level:**  
- Circumstances range from informal to more formal occasions.  
- Addressees are familiar.  
- Topics are of immediate everyday relevance.  
- Text is one or two short paragraphs.  
- Text to reproduce is up to one or one and one-half pages in legible handwriting or print, or may be a short oral text (10 to 15 minutes).  
- Texts are varied and may be of a specialized or technical nature.  
- Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing.  
- Forms are moderately complex in format, 30 to 40 items long. | **Conditions for successful writing at this level:**  
- Circumstances range from informal to more formal occasions.  
- Addressees are familiar.  
- Topics are familiar with immediate everyday relevance.  
- Letter is one paragraph long.  
- Note is short (four to six clauses).  
- Texts may be short oral texts on concrete factual matters with five to seven details.  
- Information to reproduce is up to one page long, with easy layout; is in legible handwriting or print.  
- Texts are varied and may be of a specialized or technical nature.  
- Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing.  
- Forms are about 40 items/pieces of information long. |
### Standards of performance: Writing

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Text is short (e.g., five to eight sentences), on a familiar and personally relevant topic.</td>
<td>• Forms are simple in format, 20 items long.</td>
<td>• Forms are moderately complex in format, 20 to 30 items long.</td>
<td>• Messages are five to six sentences or one paragraph long.</td>
<td>• Messages are one or two paragraphs long.</td>
</tr>
<tr>
<td></td>
<td>• Text is one paragraph long, on a familiar and personally relevant topic.</td>
<td>• Messages are three to five sentences long.</td>
<td>• Text is one to two paragraphs long, on a familiar and personally relevant topic.</td>
<td>• Learner texts: a memo, a letter of request, a work record log entry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs, drawings, reference text/research information, diagrams).</td>
<td>• Learner text is two or three paragraphs long, on non-personal, abstract but familiar topics and issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs).</td>
</tr>
</tbody>
</table>
### Standards of performance: Reading

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to read effectively, learners must be able to:</td>
<td>In order to read effectively, learners must be able to:</td>
<td>In order to read effectively, learners must be able to:</td>
<td>In order to read effectively, learners must be able to:</td>
<td>In order to read effectively, learners must be able to:</td>
</tr>
<tr>
<td>- Text is one to two paragraphs long.</td>
<td>- Text length: two or three paragraphs.</td>
<td>- Text is two or three paragraphs long and related to personal experience or familiar context.</td>
<td>- Text is up to one page long and related to a personal or common experience, or a familiar context.</td>
<td>- Text is one page, five to 10 paragraphs long and related to personal experience or familiar context.</td>
</tr>
<tr>
<td>- Language is concrete, factual and literal.</td>
<td>- Language is mostly concrete, factual and literal, with some abstract vocabulary items.</td>
<td>- Text is legible, easy to read; is in print or neat handwriting.</td>
<td>- Text is legible, easy to read; is in print or neat handwriting.</td>
<td>- Text is legible, easy to read; is in print or neat handwriting.</td>
</tr>
<tr>
<td>- Most content words are everyday words, familiar to the learner.</td>
<td>- Most words are familiar to the learner.</td>
<td>- Tasks are in a standard format: with items to circle, match, fill in a blank, complete a chart, answer questions, etc.</td>
<td>- Instructions are clear and explicit, for everyday situations, used with some visual clues, but not always presented in a step-by-step form.</td>
<td>- Context is relevant and usually familiar.</td>
</tr>
<tr>
<td>- Instructions are common everyday written instructions, often with pictures.</td>
<td>- Instructions are common everyday instructions without pictures.</td>
<td>- Learner is adequately briefed for focused reading (has at least minimal knowledge to activate knowledge schemata for top-down processing).</td>
<td>- Context is relevant and familiar.</td>
<td>- Pictures may accompany text.</td>
</tr>
<tr>
<td>- Context is predictable and personally relevant; text is sometimes accompanied by pictures.</td>
<td>- Prose passages (narrative, biographical or descriptive) can be related to personal experience. News items are in plain language, with few idioms.</td>
<td>- Instructions are clear and explicit, for everyday situations, used with some visual clues, presented step-by-step.</td>
<td>- Pictures occasionally accompany text.</td>
<td>- Text has clear organization.</td>
</tr>
<tr>
<td>- Tasks require only short oral responses; circling, matching, checking items; or filling in the blanks.</td>
<td>- Context is often familiar and partly predictable; pictures occasionally accompany text.</td>
<td>- Text content is relevant for learners (e.g., public notices, business letters, form letters).</td>
<td>- Types of texts: forms, tables, schedules, directories, calendars, notices and announcements.</td>
<td>- Text content is relevant for learners (e.g., public notices, business letters, form letters).</td>
</tr>
</tbody>
</table>
### Standards of performance: Reading

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
</table>
| Handwritten text is legible, in print-like handwriting. | - Pictures occasionally accompany text.  
- Text has clear organization.  
- Text is two or three paragraphs long, printed or electronic.  
- Language is mostly concrete and literal, with some abstract words.  
- Context and topic are often familiar and partly predictable for learner.  
- Content is relevant and can be related to personal experience.  
- Text types: newspaper articles, educational/content materials, stories, encyclopedia entries, short reports. | - Text is three to five paragraphs long, with clear organization; is in printed or electronic form.  
- Passages are in plain language, with occasional idioms.  
- Language is mostly concrete and literal, but may also be abstract and technical.  
- Context and topic are often familiar; are sometimes related to personal experience; and are partly predictable to learner.  
- Text types: newspaper articles, educational/content materials, stories, encyclopedia entries. | - Text is one or two pages, five to 10 paragraphs long, with clear organization; is in printed or electronic form.  
- Language is concrete and abstract, conceptual and technical.  
- Context and topic are partly predictable for learner.  
- Text types: newspaper articles, stories, encyclopedia entries and reports. |
Grammar Outcomes

These are placed in the reading and writing courses but should also be reviewed extensively in the speaking and listening classes.

In order of importance, the outcomes for each benchmark that should be taught.

<table>
<thead>
<tr>
<th>Verb tenses “It’s all about the verbs really”¹⁰</th>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be, have, negative forms and imperatives</strong></td>
<td>Be, have, negative forms and imperatives (review)</td>
<td>Review of simple present, past and future verbs</td>
<td>Simple and continuous tenses (review)</td>
<td>Simple and continuous tenses (review)</td>
<td></td>
</tr>
<tr>
<td><strong>Simple present/present continuous</strong></td>
<td>Simple present/present continuous (review)</td>
<td>Review¹¹ of present continuous</td>
<td>Present perfect (review)</td>
<td>Present perfect and present perfect continuous (review)</td>
<td></td>
</tr>
<tr>
<td><strong>Common simple pasts (in context¹²)</strong></td>
<td>Simple future (‘will’ and ‘going to’)</td>
<td>Past continuous</td>
<td>Present perfect continuous</td>
<td>Past perfect</td>
<td></td>
</tr>
<tr>
<td><strong>Future tenses (limited and in context)</strong></td>
<td>Present continuous to indicate future plans.</td>
<td>Future continuous</td>
<td>Past perfect (introduction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Irregular and regular simple past</strong></td>
<td>Present perfect</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Present perfect (introduction, How long have you…)</strong></td>
<td>Present perfect continuous (introduction)</td>
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</tr>
</tbody>
</table>

Common verb tenses as part of standard phrases like “I was born” (as situations arise in class; from context)

---

¹⁰ Jim Critchley, 2007

¹¹ Review in this chart suggests that the learners have already been purposefully taught the grammar point but will require considerable practice before they naturally use it in their speech.

¹² In this chart, “in context” means that the learners could learn grammar as part of a task. E.g. Learners may tell a story about the weekend and learn ‘was’ ‘went’ ‘did’ as part of their story “Yesterday I was busy. I went to the library. I did my homework”. The grammar is not overtly taught.
### Logical Connectors (Especially Important for the Information Band in the Benchmark Outcomes)

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple sentences</td>
<td>Simple and compound sentences</td>
<td>Simple and compound sentences</td>
<td>Simple and compound sentences</td>
<td>Complex sentences</td>
</tr>
<tr>
<td>S + V (C, O)</td>
<td>• Coordinating conjunctions to compare and contrast (and/but/or)</td>
<td>• Coordinating conjunctions to compare and contrast (and/but/or)</td>
<td>• Coordinating conjunctions (and/but/or/\textbf{nor}/or/so/yet)</td>
<td>• Review Subordinate conjunctions especially to compare and contrast (even though, however, not only, but also, etc.)</td>
</tr>
<tr>
<td>Time markers (i.e. yesterday, this morning, this afternoon, this evening, tomorrow etc.)</td>
<td>Sequence markers (\textit{In the beginning of}, second, next, then, after that, lastly, \textit{in the end})</td>
<td>Sequence markers (\textit{In conclusion, finally})</td>
<td>Additions (so do I; neither is she)</td>
<td></td>
</tr>
<tr>
<td>Complex sentences</td>
<td>Complex sentences</td>
<td>Complex sentences</td>
<td>Complex sentences</td>
<td>Complex sentences</td>
</tr>
<tr>
<td>• May introduce subordinate conjunctions (\textit{when, after and before})</td>
<td>• Introduce subordinate conjunctions, especially words to show comparison and contrast:</td>
<td>• Subordinate conjunctions, especially to compare and contrast (even though, however, not only, but also, etc.)</td>
<td></td>
<td>• Subordinate conjunctions especially to show cause and effect (therefore, consequently, etc.)</td>
</tr>
<tr>
<td>Discourse markers (\textit{for example and for instance})</td>
<td>Discourse organizers (expanded list)</td>
<td>Discourse organizers/ transitions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Modals (Successful completion of benchmark tasks requires many of these)

<table>
<thead>
<tr>
<th>Benchmark 3</th>
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<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modals of ability and possibility (can/could)</td>
<td>Modals of request (Can I, Could I, May I)</td>
<td>Review modals of request, ability, possibility</td>
<td>Review modals of certainty/probability suggestion, advice and promise.</td>
<td>Review modals of certainty/probability suggestion, advice and promise.</td>
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<tr>
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<tr>
<td></td>
<td>Modals of ability/possibility</td>
<td>Modals of certainty/probability</td>
<td>Habitual past (would/used to)</td>
<td>Past tense modals</td>
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<tr>
<td></td>
<td>Introduce 13 modals of suggestion, advice,</td>
<td>Modals of suggestion, advice and promise</td>
<td></td>
<td>Advisability and past modals (should have)</td>
</tr>
<tr>
<td></td>
<td>promise</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Introduce modals of necessity, obligation,</td>
<td>Modals of necessity, obligation, permission, prohibition</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>permission</td>
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<tr>
<td></td>
<td>Introduce habitual past (would/used to)</td>
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</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common yes/no questions in context</td>
<td>Yes/no questions</td>
<td>Review yes/no questions</td>
<td>Review yes/no questions, wh questions, tag questions, Reported speech – wh questions and embedded questions</td>
<td>Review questions (yes/no, wh, tag questions)</td>
</tr>
<tr>
<td>Common wh questions in context</td>
<td>Wh questions</td>
<td>Wh questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tag questions (introduction)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13 “Introduce” in this chart could be that the teacher points out the grammar point or overtly teaches it but does not evaluate or expect independent use of the grammar.
**Questions**

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing review and practice:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Word order (S+V+O,S+V+C,S+V+DO+IO)</td>
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</tr>
<tr>
<td>• Subject–verb agreement</td>
<td></td>
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</tr>
<tr>
<td>• Word formation: prefixes and suffixes</td>
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<tr>
<td>• Punctuation and capitalization</td>
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<tr>
<td>• Spelling</td>
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</tbody>
</table>

**Reported speech**

<table>
<thead>
<tr>
<th>Benchmark 3</th>
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<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Quoted speech</td>
<td>• Review of reporting imperative and quoted speech</td>
<td>• Review reported speech, wh questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reporting imperative</td>
<td>• Reported speech of wh questions</td>
<td>• Add reported speech of yes/no questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He said to ______</td>
<td>• Sequence of tenses in reported speech (do-did, have- had)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He told me to ______</td>
<td></td>
<td>• Sequence of tenses in reported speech including modals (can-could)</td>
</tr>
</tbody>
</table>

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14 Suggested order – Benchmark 4: plurals, past tense, -ing and comparative; Benchmark 5: common negative prefixes and re-, -er, -ment, -tion; Benchmark 6: expanded list of prefixes and suffixes.

15 Suggested order – Benchmark 4: basic spelling rules; Benchmarks 4 & 5: frequently used word list; Benchmark 6: start using words from the academic word list.
### Emphatic structures

<table>
<thead>
<tr>
<th>Benchmark 3</th>
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<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>● Use of ‘do’ for emphasis</td>
<td></td>
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</tr>
<tr>
<td>● Quantifiers and hedges such as ‘a little’, very much in context</td>
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</tbody>
</table>

### Prepositions

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common and simple uses of prepositions of time, duration (<em>for</em>), place (<em>behind, under, on</em>, etc.) and movement (<em>to, from</em>) in context.</td>
<td>● Time, place and movement prepositions (<em>in, at, on, for</em> (duration)).</td>
<td>● Review and expand time, duration, place and movement prepositions.</td>
<td>● Prepositional phrases</td>
<td>● Review and expand prepositions and prepositional phrases (in context).</td>
</tr>
</tbody>
</table>

### Collocations with prepositions (from context)

<table>
<thead>
<tr>
<th></th>
<th>Phrasal verbs (from context)</th>
<th>Introduce separable and non-separable phrasal verbs.</th>
<th>Separable/non-separable phrasal verbs (could tie into teaching the passive).</th>
</tr>
</thead>
</table>
### Gerunds and infinitives in present forms after common verbs

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–10 of the most common as they come up in context (e.g., I like swimming)</td>
<td>10–20 common expressions as they come up in context</td>
<td>Introduce the distinction between verbs that are followed by gerunds, infinitives or an object before the second infinitive verb (hire him to go). Expand the list as much as possible as it comes up in class.</td>
<td>Expand the list of gerunds and infinitives after certain verbs (in context).</td>
<td>Gerunds and infinitives as subject, object or complement</td>
</tr>
</tbody>
</table>

### Adjectives

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common possessive, demonstrative adjectives</td>
<td>Expanded common possessive, demonstrative adjectives</td>
<td>Review indefinite adjectives</td>
<td>Review adjective order (three or more adjectives).</td>
<td>Review adjective order (strings of several adjectives).</td>
</tr>
<tr>
<td>Introduce comparison, superlative, intensifiers</td>
<td>Indefinite adjectives (some/any/each/etc. + noun)</td>
<td>Review adjective order (ordering 2–3 adjectives).</td>
<td>Present (interesting) and past participles (interested) as adjectives.</td>
<td>Review present and past participles as adjectives.</td>
</tr>
<tr>
<td></td>
<td>Introduce adjective order (adjective before noun).</td>
<td>Introduce present (interesting) and past participles (interested) as adjectives.</td>
<td>Introduce passive verbs (in connection with past participles).</td>
<td>Defining and non-defining adjective clauses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduce reducing adjective clauses (leaving out the relative pronoun).</td>
</tr>
</tbody>
</table>
### Conditional sentences

<table>
<thead>
<tr>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real conditionals: present, future</td>
<td>Real conditionals: present, future</td>
<td>Real conditionals (review)</td>
<td>Review unreal conditionals: present</td>
<td></td>
</tr>
<tr>
<td>Unreal conditionals: present</td>
<td>Unreal conditionals: present</td>
<td>Unreal conditionals: past</td>
<td>Wish (I wish I had a fancy car.)</td>
<td></td>
</tr>
</tbody>
</table>

### Adverbs

<table>
<thead>
<tr>
<th>Benchmark 3</th>
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<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverbs of frequency <em>(sometimes, usually, always, etc.)</em></td>
<td>Review adverbs of time and frequency.</td>
<td>Review and expand adverbs of frequency, time, place and manner.</td>
<td>Review and expand adverbs of frequency, time, place and manner.</td>
<td>Adverb clauses</td>
</tr>
<tr>
<td>Adverbs of time <em>(yesterday)</em></td>
<td>Review and expand adverbs of manner <em>(quickly).</em></td>
<td>Equative and non-equative adverbs <em>(as quickly as)</em></td>
<td>Introduce adverb clauses.</td>
<td></td>
</tr>
<tr>
<td>Adverbs of manner <em>(quickly)</em></td>
<td>Adverbs of place <em>(away)</em></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Essential Skills Complexity Ratings

When designing exercises for learners, use the complexity rating levels as a guideline for structuring targeted practice. You may also want to refer your learners to the Essential Skills Profile\(^\text{16}\) for their profession (or planned profession). Drawing links between a complexity level in a task done in class and the same type of task performed at the workplace may help learners to see more relevance in their learning and increase positive transfer.

The following complexity ratings are taken from the Readers’ Guide to Essential Skills\(^\text{17}\) but the examples are based on tasks our learners perform as part of the Intensive Program Curriculum.

Essential Skills: Reading

The reading material in these descriptors are in sentences and paragraphs in notes, letters, memos, manuals, specifications, books, reports or journals.

**LEVEL 1:**

- Read relatively short texts to locate a single piece of information or follow simple written directions.
  
  *Learners read and follow simple instructions on how to cure a common ailment.*
  
  *Learners read a paragraph in a short novel/article and find one factual detail.*
  
  *Learners read travel advertisements and find an answer to a question about a specific detail.*

**LEVEL 2:**

- Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information.

- Make low-level inferences.
  
  *Learners can put a set of 5–6 step instructions in order.*
  
  *Learners can identify character traits based on actions or descriptions in a piece of literature.*
  
  *Learners read a letter to determine the time, date, location and purpose of a meeting.*

---


LEVEL 3:

☐ Choose and integrate information from various sources or from several parts of a single text.

☐ Make low-level inferences from multiple sources.

☐ Identify relevant and irrelevant information.

*Learners research a topic from Canadian culture, synthesize what they learned and give a presentation to the class.*

*Learners read a variety of advertisements and websites selling office equipment.*

*Learners write a proposal to update office equipment and make recommendations on which brands and models to buy.*

LEVEL 4:

☐ Integrate and synthesize information from multiple sources or from complex and lengthy texts.

☐ Make complex inferences and use general background knowledge.

☐ Evaluate quality of text.

*Learners read a complex short story and give a personal response.*

*Learners read a guide to immigrating to Canada and make recommendations for the editors.*

*Learners research an academic or business related topic (e.g. the oil industry in Alberta) and create a research report.*

LEVEL 5:

☐ Interpret dense and complex texts.

☐ Make high-level inferences and use specialized knowledge.

*This level is beyond the scope of our programming.*

Purpose of Reading

The following descriptors are taken directly from the Readers’ Guide to Essential Skills. They list the same skills as the Canadian Language Benchmarks but stress the purpose of reading. Sometimes it is not necessary to be able to read a text in full, depending on the purpose (e.g. customer may just need to scan their computer manual for specific information to troubleshoot). The focus on purpose reminds us that we do not need to teach all of the reading skills for all types of text.
1. To scan for specific information and locate information: Finding specific information in the text by glancing over the text and using standard locative features such as the table of contents, index and glossary.

2. To skim for overall meaning and get the gist: Occurs when a reader “glances” through the text for its main features including headings, subheadings, highlighted words, diagrams, tables, etc.

3. To read the whole text to understand and to learn: Careful and meticulous reading of a text in its entirety with no effort to focus on only limited sections as occurs when scanning and skimming. The focus is on learning complete details of the subject matter in order to respond to a wide variety of needs.

4. To read the full text to critique or to evaluate: Occurs when a text is read with a critical eye in order to exercise judgment.

**Essential Skills: Writing**

Most of the Essential Skills description (e.g. purpose, length) for writing is the same as the Canadian Language Benchmarks. The style and structure component, however, may be useful for analyzing tasks.

**LEVEL 1:**

- Writing comes with preset formats or writing for which the format is unimportant.
  
  *Learners write a postcard to a friend.*
  
  *Learners write a quick email to a co-worker.*
  
  *Learners write in a greeting card.*

**LEVEL 2:**

- More of a formal style for people who are not co-workers (not familiar).

- The writing sets a tone which is appropriate for the occasion; respectful, authoritative, friendly, etc.

- Standard spelling and syntax are expected.

- The tasks have templates or models (e.g. memos or formatted letters).
  
  *Learners write more formal emails with a specific purpose (e.g. apology, inquiry, etc.)*
  
  *Learners write formal business letters requesting an appointment or job interview.*
LEVEL 3:

- Writing comes in established formats (e.g. job descriptions, leases, contracts, etc.) and may have structural elements such as headings, footnotes or a table of contents.

- The content of the writing is extensive but comes from established sources. Learners write business cases for specific purchases.

LEVEL 4:

Specific organization for a certain purpose, it may require modification of an existing format such as a proposal or report to fit the given information. The writing may involve the gathering and selecting of information. It may include specialized or technical vocabulary. Rewrite for a specific audience, for example, rewriting a report for an audience who is not familiar with the field and its technical language.

_Beyond the scope of BM 3–7_

LEVEL 5:

Writing may display complex, multi-part organization to accommodate varied content. The content must be created or it may be synthesized using information from multiple sources.

_Beyond the scope of BM 3–7_

**Essential Skills: Document Use**

Document use overlaps with Canadian Language Benchmark’s formatted text band but is more comprehensive. The following is an excerpt that exemplifies its scope:

- Read signs, labels or lists.
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more. The list of specific tasks varies depending on what was reported.
- Read tables, schedules and other table-like text (e.g., read work shift schedules).
- Plot/obtain information using graphs (e.g., line, pie, bar).
- Recognize common angles such as 15°, 30°, 45° and 90°.
- Interpret or make measurements from scale drawings (e.g., blueprints or maps).
- Read or create assembly drawings (e.g., those found in service and parts manuals).
- Obtain information from sketches, pictures or icons (e.g., computer toolbars).
- Interpret X-rays.
Essential Skills Document Use may be one of the most useful tools for examining language tasks. The analysis of documents is much more detailed and practical than the CLBs.

**LEVEL 1:**

- Document is very simple.
- Brief text combined with uncomplicated structure. E.g., simple signs, labels, lists.
- When trying to locate information, the learner does a limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information.
- Minimal inference is required. Information found or entered in the document is a literal match (i.e., identical) to the information required.
- No knowledge of the content (i.e., substance) of the document is required to use the information.
- No analysis is required.

*Learners learn common road signs as part of a unit on how to drive.*

*Learners look up words in a dictionary to find definitions.*

*Learners look at a simplified airline timetable to identify the next flight.*

**LEVEL 2:**

- Document is simple with multiple pieces of information. E.g., simple tables (i.e., small amount of information, no subparts).
- One document or multiple documents of the same type.

Searching for information:

- When searching for information, learners locate one or more pieces of information using: one or two search criteria (e.g., using menu headings to find vegetarian choices);
- Or consecutive searches with the same one or two search criteria (e.g., using a phone list to find phone numbers for several people).

Thinking skills:

- A low level of inference is required.
- Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required.
The information needed is fairly evident.

Limited knowledge of the content (i.e., substance) of the document may be required to use the information.

Limited analysis required.

Information found in the document(s) may be rearranged to make simple comparisons. E.g., preparing a list of the top ten sales representatives each month to compare performance.

Information available may be rearranged for entry onto the document. E.g., rearrange alphabetically listed contacts into a listing by province.

Learners compare prices from different grocery stores.
Learners compare information from a class survey.
Learners compare planned spending with actual spending for a line item.

LEVEL 3:

Document is somewhat complex.

Multiple pieces of information organized in sections with sub-headings or subparts. E.g., complex tables.

In addition, multiple simple documents may include more than one document type (e.g., pie chart and bar graph).

There may be specialized document types (i.e., familiarity with the document type is required for interpretation). E.g., Pareto charts, isometric drawings, Gantt charts.

Searching for information:

When searching for information, learners locate one or more pieces of information using: multiple search criteria,

Or the results of one search in a subsequent search (e.g., finding the chemical composition of paint from its label and then using that information to search Material Safety Data Sheets).

Thinking skills:

A moderate degree of inference is required.

The match between the information found or entered in the document(s) and the information required may be ambiguous.

Some knowledge of the content (i.e., substance) of the document is required to use the information.
Some analysis required involving selection and integration of information.

Information found in the document(s) must be integrated. E.g., integrate information from two diagrams in a repair manual to troubleshoot the problem.

Information must be combined for entry onto the document. E.g., completing a monthly quality control form by integrating information from several production lines.

Learners read a medical form and staff charts in order to organize appointments.

Learners read several different types of graphs that show trends in Canadian demographics and then write a paragraph about trends they see.

Learners read about particular safety hazards in a specific profession and then refer to safety manuals to give advice as part of a company’s occupational health and safety committee.

Beyond the scope of this curriculum (for your reference only)

LEVEL 4:

Document is complex.

Multiple pieces of information organized in multiple sections with one additional component, such as colour coding, scale, perspective and symbols. E.g., complex paint charts, floor plans.

Multiple documents and multiple types.

Specialized document types (i.e., familiarity with the document type is required for interpretation). E.g., Pareto charts, isometric drawings, Gantt charts.

Searching for information:

Locate multiple pieces of information using: multiple search criteria which may have to be developed by the user,

Or the results of one search in a subsequent search.

Thinking skills:

Considerable inference may be required.

Match between the information found or entered in the document(s) and the information required is ambiguous. One or more distractors may hinder the process of finding and/or entering the correct information.
- The information needed may be mentally restructured into categories devised by the user. Specialized knowledge of the content (i.e., substance) of the document may be required.

- Multiple pieces of information from multiple sources are synthesized.

- The quality of information may be evaluated for accuracy and omissions.

- Information found in the document(s) is synthesized and possibly evaluated. E.g., weather forecasting using data synthesized from many sources and evaluated as to its accuracy.

- Information must be synthesized for entry onto the document. E.g., preparing tax returns using data from many sources.

**LEVEL 5:**

- Document is complex.

- Multiple pieces of information organized in multiple sections with two or more additional components, such as colour coding, scale, perspective and symbols. E.g., intricate aerial maps, isometric drawings.

- Multiple documents and multiple types.

- Specialized document types (i.e., familiarity with the document type is required for interpretation). E.g., Pareto charts, isometric drawings, Gantt charts.

**Searching for information:**

- When searching for information, learners locate multiple pieces of information using: multiple search criteria which may have to be developed by the user;

- Or the results of one search in a subsequent search, possibly based on criteria developed by the user.

**Thinking skills:**

- A high level of inference is required. The match between the information found or entered in the document(s) and the information required is ambiguous. Multiple distractors may hinder the process of finding and/or entering the correct information.

- The information needed is mentally restructured into categories devised by the user.

- Specialized knowledge of the content (i.e., substance) of the document is required.

- Information is evaluated to make judgments of quality based on criteria and/or to draw conclusions. E.g., critique research data to note methodological flaws.
# Speaking and Listening

## Speaking

<table>
<thead>
<tr>
<th>Social interaction</th>
<th>Benchmark 3</th>
<th>Benchmark 4</th>
<th>Benchmark 5</th>
<th>Benchmark 6</th>
<th>Benchmark 7</th>
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</thead>
<tbody>
<tr>
<td>• Indicate and identify a problem in communication.</td>
<td>• Greet, introduce self, respond to introductions and questions on everyday topics by another supportive speaker in short, casual small talk.</td>
<td>• Indicate lack of comprehension; take turns and encourage group participation; identify and adjust the level of formality.</td>
<td>• Indicate partial comprehension; take turns by interrupting; add supportive comments; avoid answering a question; adjust level of formality.</td>
<td>• Give a summary or report of the main points of another speaker’s oral presentation.</td>
<td>• Tell a story, including a future scenario.</td>
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<tr>
<td>• Use and respond to basic courtesy formulas with familiar and unfamiliar people.</td>
<td>• Take leave.</td>
<td>• Participate in routine conversations on familiar topics with up to five people.</td>
<td>• Participate in short, routine, formal conversations including making a formal introduction of another person to a group.</td>
<td>• Describe, compare and contrast in detail two events, jobs or procedures.</td>
<td>• Describe a moderately complex process.</td>
</tr>
<tr>
<td>• Respond to introductions and questions on everyday topics by another speaker.</td>
<td>• Speak on immediate and personal needs in short, informal conversations.</td>
<td>• Respond to and express compliments, congratulations or invitations.</td>
<td>• Respond to or give an apology, regrets or excuses.</td>
<td>• Participate in small group discussions or meetings.</td>
<td>• Express opinions or feelings [reservations, (dis)approval].</td>
</tr>
<tr>
<td>• Speak in a limited way on immediate and personal needs in familiar situations.</td>
<td>• Answer a phone and take a message or make a phone call and leave a short message.</td>
<td>• Use the phone to communicate personal information: answer, take or leave messages.</td>
<td>• Make or cancel an appointment or arrangement.</td>
<td>• Qualify opinions.</td>
<td>• Ask for and provide detailed information related to personal needs, daily activities or routine work requirements.</td>
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</table>
## Speaking

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<td><strong>Instructions</strong></td>
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<tr>
<td>• Give 1–2 clause everyday instructions or directions, both positive and negative.</td>
<td>• Give sets of simple everyday, 3–4 step instructions or directions.</td>
<td>• Give an extended set of instructions, in simple clauses, in sequence, for daily, routine activities.</td>
<td>• Give a set of instructions about routine, daily actions varying usage and placement of time clauses within complete sentences.</td>
<td>• Give clear instructions related to moderately complex but familiar tasks, both technical and non-technical.</td>
</tr>
</tbody>
</table>

### Suasion (getting things done)

- Ask and grant permission.
- Express and respond to caution and warning of danger.
- Ask for, offer and accept assistance.
- Request, accept or reject goods or services, assistance or offers in a service or sales situation.
- Respond to warnings.
- Request, accept or reject goods or services, assistance or offers in a service or sales situation.
- Give and get permission.
- Give simple, informal advice.
- Call for emergency assistance.
- Make simple, formal suggestions and provide a reason.
- Predict consequences.
- Request an item or service.
- Give and respond to a warning; discourage others from doing a specific action.
- Request an opportunity to speak with someone; ask for and respond to advice.
- Make an extended suggestion of how to solve an immediate problem or make an improvement.
## Speaking

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<td><strong>Information presenting</strong></td>
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</table>
| - Provide personal information (name, age, address, contact person) appropriate to the context. | - Give a description of a person, object, situation or daily routine. | - Relate a sequence of events in the past, present or future. | - Give a summary or report of the main points of another speaker’s oral presentations. | | - Give a description of a person, object, situation or daily routine. | - Relate a story about an everyday activity. | - Tell a detailed story or report an incident. | - Tell a story, including a future scenario. | | - Give a description of a person, object, situation or daily routine. | - Express preference. | - Describe a scene or picture. | - Describe, compare and contrast in detail two events, jobs or procedures. | | - Express satisfaction or dissatisfaction. | - Express necessity, worry or concern. | - Describe a daily routine. | - Describe a moderately complex process. | | - Give a description of a person, object, situation or daily routine. | - Ask for and provide information related to routine, daily activities. | - Participate in class discussions. Speak on relevant, familiar topics for 3–5 minutes to a familiar audience. | - Participate in small group discussions or meetings on non-personal, familiar topics. | | - Relate a story about a personal experience (1–3 minutes). | - Express enjoyment, immediate and future needs, wants or plans. | - Express necessity, worry or concern. | - Express opinions or feelings [reservations, (dis)approval]. | | - Talk about health and feelings. | - Ask for and provide information related to routine, daily activities. | - Express necessities, worries or concerns. | - Qualify opinions. | | - Express enjoyment, immediate and future needs, wants or plans. | - Give a summary or report of the main points of another speaker’s oral presentations. | - Ask for and provide detailed information related to personal needs, daily activities or routine work requirements.
# Listening

## Social Interaction

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<tbody>
<tr>
<td><strong>Listening</strong> to short monologues or dialogues on familiar everyday topics:</td>
<td><strong>Listening</strong> to a short, dialogue of small talk, introduction, leave taking and short phone calls:</td>
<td><strong>Listening</strong> to a short, dialogue of small talk, introduction, leave taking and short phone calls:</td>
<td><strong>Listen</strong> to short, dialogues containing openings, closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication:</td>
<td><strong>Listen</strong> to longer (8–12 exchange turns or about 5 minutes) dialogues containing expressions of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval:</td>
</tr>
<tr>
<td>- Identify expressions and body language in greetings, introductions and leave-taking</td>
<td>- Identify specific words and details</td>
<td>- Identify specific words and details</td>
<td>- Identify and respond appropriately to the mood or attitude inferred by speakers</td>
<td>- Identify the situation and relationship between themselves and other speakers</td>
</tr>
<tr>
<td>- Recognize signals of problems in communication</td>
<td>- Infer simple details</td>
<td>- Infer simple details from the conversation</td>
<td>- Interpret inferences of gratitude, appreciation, hope, complaint, disappointment, (dis)satisfaction, (dis)approval</td>
<td>- Evaluate the relevance and credibility of an argument; take action to apply information to decision-making or problem-solving</td>
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### Listening

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<tr>
<td>Instructions</td>
<td>Instructions relate to movement and position in space, manner, frequency and duration:</td>
<td>Listening to simple sets of 8–10 instructions:</td>
<td>Instructions are clearly spoken and have sequence markers or other linguistic clues to infer the order of steps:</td>
<td>Instructions are clear and explicit, used with some visual clues and sequence markers, but not always presented in a step-by-step format:</td>
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<tr>
<td>Instructions are about basic, daily matters and may include positive or negative commands or requests:</td>
<td>• Point to a written set of instructions when it is played from a recording</td>
<td>• Point to specific steps in a written set of instructions when it is played from a recording</td>
<td>• Understand a set of instructions when not presented completely in point form (sequence/order must be inferred from the text)</td>
<td>• Follow multi-step, technical or non-technical instructions</td>
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<td>• Follow directions of 2–4 clauses about movement or location</td>
<td>• Follow the instructions in each step of a 4–5 step procedure</td>
<td>• Follow the instructions in each step of the procedure</td>
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</tbody>
</table>

### Suasion (getting things done)

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<tr>
<th>Listening to short monologues or dialogues on familiar everyday topics:</th>
<th>Listening to persuasive oral texts (public announcements commercials, infomercials):</th>
<th>Listening to simple advice and suggestions, announcements and commercials:</th>
<th>Demonstrate comprehension of details and speaker’s purpose in:</th>
<th>Determine a speaker’s purpose and predicts consequences and outcomes in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond appropriately to expressions of permission, danger, required assistance</td>
<td>• Identify details</td>
<td>• Make factual inferences</td>
<td>• suggestions</td>
<td>• directives</td>
</tr>
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<td></td>
<td>• Make factual inferences</td>
<td>• Make inferences about the relationship between the speakers and the purpose of the interaction</td>
<td>• advice</td>
<td>• requests</td>
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<td></td>
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<td>• encouragements</td>
<td>• orders</td>
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<td></td>
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<td>• requests</td>
<td>• pleas</td>
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</table>
| Listening to a story about a personal experience; a description of a person, an object, a situation, a scene or a daily routine:  
- Get the gist of a story or description  
- Recall specific details in answer to direct questions  
- Select visuals, words and phrases in answer to direct questions | Listening to a story about obtaining goods or services, a report or a forecast; a news item:  
- Identify details  
- Make factual inferences  
- Get the gist, detail, key words and expressions | Listening to a story about obtaining goods or services, a report or a forecast; a news item:  
- Identify details  
- Make factual inferences  
- Make inferences about the relationship between the speakers and the purpose of the communication | Listening to dialogues or monologues which are on concrete and familiar topics in familiar settings (dialogues are short and have 5–8 exchange turns):  
- Identify main ideas, supporting details, statements and example in a descriptive or narrative presentation or in a group interaction (e.g. meeting, discussion)  
- Make inferences about the relationship between the speakers and the purpose of the communication  
- Suggest an appropriate conclusion to a story based on inference | Listening to dialogues or monologues on familiar general topics (the speech is clear and at a normal rate – approximately 5 minutes long):  
- Recall details from 10 to 15 minute recordings in which facts are presented out of sequence  
- Distinguish rhetorical signals of chronology, comparison/contrast and cause/effect  
- Summarize the main ideas of narrative, description or group discussion  
- Offer a plausible conclusion from inferences  
- Select written answers to direct questions  
- Write answers to direct questions |
### Standards of performance: Speech

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<tr>
<td>Conditions for successful speech at this level:</td>
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</table>

- Interaction is face-to-face, with one person at a time or in a familiar supportive group.
- Interaction on the phone is rare and brief.
- Speech rate is slow to normal.
- Verbal communication is strongly supported by gestures and other visual clues.
- Learner’s speech is guided by specific questions if necessary.
- Interaction is empathetic and supportive.
- Emergency call is to a trained supportive operator.
- Topics are about common everyday matters.

- Interaction is face-to-face, or on the phone.
- Rate of speech is slow to normal.
- Context is mostly familiar, or clear and predictable, but also moderately demanding (e.g., real world environment; limited support from interlocutors).
- Circumstances range from informal to more formal occasions.
- Instructions and directions have only three to four steps and are sometimes supported with hand gestures.
- Learner’s speech is guided by specific questions from the interlocutor if needed.

- Interaction is face-to-face, or on the phone, with familiar and unfamiliar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is familiar, or clear and predictable.
- Context is moderately demanding (e.g., real world environment, limited support from speaker).
- Circumstances range from informal to more formal.
- Instructions have five to six steps, and are given one-on-one, one step at a time, with visual clues.
- Length of presentation is three to five minutes.

- Interaction is face-to-face, or on the phone, with familiar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is mostly familiar and clear.
- Context is moderately demanding (e.g., real world environment).
- The steps in instructions are not always presented in sequence.
- Length of presentation is 10 minutes.

- Interaction is face-to-face, or on the phone, with familiar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is mostly familiar and clear.
- Context is moderately demanding (e.g., real world environment).
- The steps in instructions are not always presented in sequence.
- Length of presentation is 10 minutes.

- Audience is a small, familiar or unfamiliar group.
- Setting is familiar.
- Topic is concrete and familiar.
- Presentation is informal or formal.

- Interaction is face-to-face, or on the phone.
- Rate of speech is slow to normal.
- Context is mostly familiar and clear.
- The steps in instructions are not always presented in sequence.
- Length of presentation is 10 minutes.

- Audience is a small, familiar or unfamiliar group.
- Setting is familiar.
- Topic is concrete and familiar.
- Presentation is informal or semiformal.
## Standards of performance: Speech

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</table>
| - Interaction is empathetic and supportive.  
- Topics are about common everyday matters. | - Audience is a small familiar group.  
- Setting is familiar.  
- Topic is concrete and familiar.  
- Presentation is informal or semiformal.  
- Uses pictures or other visuals.  
**Interaction one-on-one**  
- Interaction is face-to-face or on the phone. | - Use of pictures or other visuals.  
- Presentation is five to seven minutes long.  
**Interactions one-on-one**  
- Interactions are face-to-face or on the phone.  
- Interaction is formal or semi-formal.  
- Learner can partially prepare the exchange.  
**Interaction in a group**  
- Interaction occurs in a familiar group of three to five people.  
- Topic or issue is familiar, non-personal, mostly concrete but also abstract.  
- Interaction is formal or semi-formal. | - Pictures or other visuals are used.  
**Interaction one-on-one**  
- Interaction is face-to-face or on the phone.  
- Interaction is formal or semi-formal.  
- Learner can partially prepare the exchange.  
**Interaction in a group**  
- Interaction is in a familiar group of three to five people.  
- Topic is familiar, non-personal, mostly concrete but also abstract.  
Interaction is formal or semi-formal.
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<td><strong>Conditions for successful listening at this level:</strong>&lt;br&gt;• Listening texts are short monologues and dialogues on familiar everyday topics.&lt;br&gt;• Speech is clear and at a slow to normal rate.&lt;br&gt;• Context strongly supports the utterances with visual clues: face-to-face, video-mediated or both.&lt;br&gt;• Learner is adequately briefed for focused listening.&lt;br&gt;• Instructions are mostly simple and compound clauses.&lt;br&gt;• Some tasks require oral or physical response.&lt;br&gt;• Some tasks are in a “guided” writing format (e.g., circle or match items, fill in blanks).</td>
<td><strong>Conditions for successful listening at this level:</strong>&lt;br&gt;• Listening texts are short monologues, presentations and dialogues (several exchange turns) on familiar everyday topics.&lt;br&gt;• Speech is clear and at a slow to normal rate.&lt;br&gt;• Learner has been adequately briefed for focused listening.&lt;br&gt;• Communication is face-to-face or video- and audio-mediated (e.g., tape).&lt;br&gt;• Instructions are clear and explicit, used with some visual clues. They are mostly simple and compound clauses containing longer phrases of location, movement and manner.</td>
<td><strong>Conditions for successful listening at this level:</strong>&lt;br&gt;• Listening texts are moderately short monologues/ presentations and dialogues (five to eight exchange turns, each turn three to five sentences long; or two to five minutes in length) on familiar everyday topics.&lt;br&gt;• Speech is clear at a slow to normal rate.&lt;br&gt;• Communication is face-to-face, or video- and audio-mediated (e.g., tape).&lt;br&gt;• Instructions are clear and explicit, used with some visual clues and presented step-by-step.&lt;br&gt;• Learner is adequately briefed for focused listening.</td>
<td><strong>Conditions for successful listening at this level:</strong>&lt;br&gt;• Learner is adequately briefed for focused listening.&lt;br&gt;• Communication is live, or video- and audio-mediated (e.g., tape).&lt;br&gt;• Speech is clear and at a slow to normal rate.&lt;br&gt;• Instructions are clear and explicit, used with some visual clues, but not always presented in a step-by-step form.&lt;br&gt;• Listening texts are moderately short (five to eight exchange turns, each turn three to five sentences long; or two to five minutes), on familiar topics.</td>
<td><strong>Conditions for successful listening at this level:</strong>&lt;br&gt;• Learner is adequately briefed for focused listening.&lt;br&gt;• Communication is live, or video- and audio-mediated (e.g., tape).&lt;br&gt;• Speech is clear and at a slow to normal rate.&lt;br&gt;• Instructions are clear and explicit, used with some visual clues, but not always presented in a step-by-step format.&lt;br&gt;• Listening texts are dialogues on familiar general topics.&lt;br&gt;• Length of discourse: eight to 12 exchange turns, each turn three to five sentences long; or five minutes.&lt;br&gt;• Learner may need one or two repetitions.&lt;br&gt;• Topics are familiar.</td>
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## Standards of performance: Listening

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<tr>
<td>• Learner may require some repetitions.</td>
<td>• Some tasks require oral or physical response. Some tasks are in a “guided” writing format (e.g., circle or match items, fill in blanks). Learner may require an occasional repetition</td>
<td>• Some tasks require oral or physical response. Some tasks are in a guided writing format (e.g., circle or match items, fill in blanks, complete a chart, answer questions, etc.). Learner may need one to two repetitions.</td>
<td>• Some tasks require oral or physical response; some tasks are in a “guided” writing format (e.g., circle or match items, fill in the blanks, complete a chart, answer questions, etc.). Learner may need one to two repetitions. Presentation or interaction is live, informal or semi-formal. Topic is concrete and familiar. Setting and context are familiar. Pictures and visuals are used. Length of discourse is up to 10 minutes.</td>
<td>• Presentation is informal with the use of pictures/visuals; 10 to 15 minutes long. Learner is adequately briefed for focused listening. Discourse is live, or video- and audio mediated (e.g., tape). Speech is clear, at a normal rate.</td>
</tr>
</tbody>
</table>
Pronunciation Outcomes\textsuperscript{18}

This is a suggested organization of possible outcomes for each benchmark, if an outcome from another benchmark fits your learners or your materials, feel free to borrow it and let the teachers in the next level know. Naturally, pronunciation is an evolving skill in which breadth and depth of practice needs to be balanced with the placing too many cognitive demands on our learners at once.

Learners should be able to:

<table>
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<tr>
<th>Develop awareness of English pronunciation</th>
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<tr>
<td>Identify own areas for growth in pronunciation.</td>
<td>Identify own areas for growth in pronunciation.</td>
<td>Identify own areas for growth in pronunciation.</td>
<td>Learners identify their own areas for growth in pronunciation.</td>
<td>Learners identify their own areas for growth in pronunciation.</td>
<td></td>
</tr>
<tr>
<td>Define key terms for pronunciation (vowel and consonant).</td>
<td>Define key terms for pronunciation (vowel, consonant, consonant clusters, word stress and intonation).</td>
<td>Identify the position of the lips, teeth, tongue and mouth in different vowel sounds.</td>
<td>Name the possible consonant clusters at the beginning of words in English (as opposed to in other languages).</td>
<td>Notice the difference in the ways words are pronounced in quick, conversational speech vs. slow rhetorical speech.</td>
<td></td>
</tr>
<tr>
<td>Identify and use some of the symbols for pronunciation in the dictionary.</td>
<td>Identify and use some of the symbols for pronunciation in the dictionary.</td>
<td>Compare slow and quick speech – identify the way that words are pronounced; difference between slow and deliberate speech versus quick and conversational speech.</td>
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</table>

\textsuperscript{18}These outcomes are adapted from issues identified in Hewings, M. (2004). *Pronunciation Practice Activities; A resource book for teaching English pronunciation*. Cambridge University Press, Cambridge, UK.
## Sounds: Vowels, consonants and consonant clusters

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<tr>
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<tbody>
<tr>
<td>Identify the difference between simple minimal pairs.</td>
<td>Review the different consonant sounds and their symbols.</td>
<td>Recognize lip position for the vowels: /i/ (eat) /u/ (you) /æ/(^{19}) (am) /ɔ/ (more) /ɑ/ (fur) /ɑ/ (arm).</td>
<td>Review vowels in context.</td>
<td>Review all vowels and consonants in context.</td>
</tr>
<tr>
<td>Identify the different consonant sounds and their symbols.</td>
<td>Identify the different vowel sounds and their symbols.</td>
<td>Contrast vowel length: /i/ (eat) versus /I/ (in) /u/ (you) versus /ʊ/ (put).</td>
<td>Contrast strong consonants (more force and more air released) /p/, /t/, /k/, /tʃ/ versus weak consonants /b/, /d/, /dʒ/.</td>
<td>Classify words according to the initial consonant cluster.</td>
</tr>
<tr>
<td>Introduce the different vowel sounds and their symbols (in context).</td>
<td>Identify the difference between minimal pairs.</td>
<td>Become aware of tongue position in the different vowels(^{20}) so that they can identify when the vowel sounds are the same.</td>
<td>Identify the difference between fricatives – voiceless sounds /θ/, /ð/, /s/, /ʃ/ versus voiced sounds /v/, /ð/, /z/, /ʒ/.</td>
<td>Classify words according to their first vowel.</td>
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<tr>
<td></td>
<td></td>
<td>Separate vowels in a diphthong (e.g. eye /aɪ/ versus /æ/ (for a sample if not in regular speech).</td>
<td>Position the lips for /w/ versus /v/ and /b/ versus /v/ (for a sample if not in regular speech).</td>
<td>Position the tongue for /r/ versus the front /l/ (for a sample if not in regular speech).</td>
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\(^{19}\) Pronunciation symbols are from Wikipedia.

### Connected speech

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<tbody>
<tr>
<td>Use contracted forms in regular speech <em>(it is- it’s)</em>.</td>
<td>Use contracted forms in regular speech <em>(it is- it’s)</em>.</td>
<td>Contracted forms of modals</td>
<td>Contracted forms of modals and past perfect</td>
<td>Contracted forms of modals, past modals and past perfect</td>
</tr>
<tr>
<td>Identify the loudest word in a string of speech.</td>
<td>Identify weak and strong forms of common grammar words.</td>
<td>Predict weak and strong forms of common grammar words.</td>
<td>Practise some weak and strong forms of common grammar words.</td>
<td>Use weak and strong forms of common grammar words.</td>
</tr>
<tr>
<td>Use pauses in speech to show the placement of punctuation marks.</td>
<td>Identify pauses in speech before conjunctions.</td>
<td>Use pauses in speech before conjunctions.</td>
<td>Review pauses in speech before grammatical units such as phrases, clauses and sentences.</td>
<td>/j/ /y/ and /w/ link between words that end in a vowel and the following word that begins with a vowel.</td>
</tr>
<tr>
<td>Connecting the consonant of a previous word to the vowel in the following word, e.g., <em>cook a meal</em> – <em>/kʊk ə mil/</em></td>
<td>Connecting the consonant of the previous word to the consonant in the following word – without releasing the consonant in the first word. If the consonants are the same, hold the same consonant a little longer.</td>
<td>Review the consonant of a previous word to the consonant in the following word – without releasing the consonant in the first word. If the consonants are the same, hold the same consonant a little longer.</td>
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### Syllables, word stress and stress in phrases

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<tbody>
<tr>
<td>Identify the number of syllables in shorter words.</td>
<td>Identify stress and syllable markers in dictionaries.</td>
<td>Use stress and syllable markers in dictionaries.</td>
<td>Use stress and syllable markers in dictionaries.</td>
<td>Use stress and secondary stress markers in dictionaries.</td>
</tr>
<tr>
<td>Identify stressed syllables.</td>
<td>Identify the number of syllables in a word.</td>
<td>Identify that some syllables are longer than others.</td>
<td>Identify the number of syllables in words in which a syllable is reduced. E.g. comfortable (4) versus comfortable (3).</td>
<td>Review the number of syllables in words in which a syllable is reduced. E.g. comfortable (4) versus comfortable (3).</td>
</tr>
<tr>
<td>Identify primary stress in words.</td>
<td>Apply the rule that most (not all) two syllable nouns and adjectives have stress on the first syllable. Some two syllable verbs are stressed on the first and some on the second syllable.</td>
<td>Identify primary and secondary stress and reduced vowels in words.</td>
<td>Develop awareness of the following stress rules regarding suffixes: 1. Some suffixes do not change the stress pattern of root word -ment, -ness, -able, -ful, -ly, -age, -ise/ize, -er/or</td>
<td>Develop awareness of the following stress rules regarding suffixes: 2. Some suffixes are stressed themselves -ade, ivity, -aire</td>
</tr>
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- Syllables, wo
- rd stress and stress in phrases
- Benchmark 3
- Benchmark 4
- Benchmark 5
- Benchmark 6
- Benchmark 7
- Identify the number of syllables in shorter words.
- Identify stress and syllable markers in dictionaries.
- Use stress and syllable markers in dictionaries.
- Use stress and syllable markers in dictionaries.
- Use stress and secondary stress markers in dictionaries.
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- Identify the number of syllables in words in which a syllable is reduced. E.g. comfortable (4) versus comfortable (3).
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- Identify primary and secondary stress and reduced vowels in words.
- Develop awareness of the following stress rules regarding suffixes: 1. Some suffixes do not change the stress pattern of root word -ment, -ness, -able, -ful, -ly, -age, -ise/ize, -er/or
- Develop awareness of the following stress rules regarding suffixes: 2. Some suffixes are stressed themselves -ade, ivity, -aire
### Syllables, word stress and stress in phrases

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### Intonation

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<tbody>
<tr>
<td>Prominence: highlighting words and syllables. Listen to speech samples and identify stress because: 1. It is new information 2. There is a choice and a choice is being declared. 3. The speaker wants to clarify a misunderstanding or answer a specific question. E.g. Where are my keys? Your keys are on the table.</td>
<td>Prominence: highlighting words and syllables. Listen to speech samples and identify stress because: 1. It is new information 2. There is a choice and a choice is being declared. 3. The speaker wants to clarify a misunderstanding or answer a specific question. E.g. Where are my keys? Your keys are on the table.</td>
<td>Prominence: highlighting words and syllables. Listen to speech samples and give an appropriate response to stress because: 1. It is new information 2. There is a choice and a choice is being declared. 3. The speaker wants to clarify a misunderstanding or answer a specific question. E.g. Where are my keys? Your keys are on the table.</td>
<td>Prominence: highlighting words and syllables. Predict word and syllable prominence and start to demonstrate prominence because: 1. It is new information 2. There is a choice and a choice is being declared. 3. The speaker wants to clarify a misunderstanding or answer a specific question. E.g. Where are my keys? Your keys are on the table.</td>
<td>Prominence: highlighting words and syllables. Listen to speech samples and identify stress because: 1. It is new information 2. There is a choice and a choice is being declared. 3. The speaker wants to clarify a misunderstanding or answer a specific question. E.g. Where are my keys? Your keys are on the table.</td>
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</tr>
<tr>
<td>Are these my keys? Your keys are on the table.</td>
<td>Are these my keys? Your keys are on the table.</td>
<td>keys are on the table. Are these my keys? Your keys are on the table.</td>
<td>keys are on the table. Are these my keys? Your keys are on the table.</td>
<td>Are these my keys? Your keys are on the table.</td>
</tr>
<tr>
<td>Practise pronunciation according to the rule that wh-questions end with a falling tone and yes/no questions end with a rising tone.</td>
<td>Paraphrase and practise pronunciation according to the rule that wh-questions end with a falling tone and yes/no questions end with a rising tone.</td>
<td>Practise pronunciation according to the rule that wh-questions end with a falling tone and yes/no questions end with a rising tone.</td>
<td>Review the rule that wh-questions end with a falling tone and yes/no questions end with a rising tone but… in the cases when either type of question is used for finding out new information, the tone falls. In cases when either type of question is used to check or confirm, the tone rises.</td>
<td>Review question intonation.</td>
</tr>
<tr>
<td>Identify the falling tone when giving answers. E.g. Is your name Bob? Yes\ – not overtly but practised as part of exercises.</td>
<td>Identify the falling tone when giving answers. E.g. Is your name Bob? Yes\</td>
<td>Produce a falling tone when giving answers. E.g. Is your name Bob? Yes\</td>
<td>Produce a falling tone when giving answers. E.g. Is your name Bob? Yes\</td>
<td>Identify the tonic word (the word that stands out from others) in each intonation unit.</td>
</tr>
<tr>
<td>Produce a falling and rising tone when expressing doubt or reservation. E.g. Is your name Bob? Yes\ Who are you?</td>
<td>Produce a falling and rising tone when expressing doubt or reservation. E.g. Is your name Bob? Yes\</td>
<td>Produce a falling and rising tone when expressing doubt or reservation. E.g. Is your name Bob? Yes\ Who are you?</td>
<td>Produce a falling and rising tone when expressing doubt or reservation. E.g. Is your name Bob? Yes\ Who are you?</td>
<td>Produce a falling and rising tone when expressing doubt or reservation. E.g. Is your name Bob? Yes\ Who are you?</td>
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## Pronunciation and spelling

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</tr>
</thead>
<tbody>
<tr>
<td>Review the sound to symbol connection between letters and sounds (including consonant blends).</td>
<td>Pronounce ‘s’ (/s/ or /z/) in plurals, verbs and possessives.</td>
<td>Review and practise pronouncing ‘s’ and ‘ed’ at the ends of words.</td>
<td>Review and practise pronouncing ‘s’ and ‘ed’ at the ends of words.</td>
<td>Review and practise pronouncing ‘s’ and ‘ed’ at the ends of words.</td>
</tr>
<tr>
<td>Differentiate between vowels and consonants.</td>
<td>Pronounce ‘ed’ (/t/, /d/, /Id/) in past tense verbs.</td>
<td>Pronounce consonant pairs: ph, ch, sh, th and gh.</td>
<td>Pronounce the letters ‘c’ and ‘g’ before ‘e’, ‘i’ and ‘y’ (‘c’-/s/ and ‘g’ is /dʒ/ and before all other letters (‘c’-/k/ and ‘g’-/g/).</td>
<td>Pronounce the letters ‘c’ and ‘g’ before ‘e’, ‘i’ and ‘y’ (‘c’-/s/ and ‘g’ is /dʒ/ and before all other letters (‘c’-/k/ and ‘g’-/g/).</td>
</tr>
<tr>
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<td>Identify all of the vowel sounds connected to each vowel letter.</td>
</tr>
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Essential Skills

Numeracy

In English Intensive the learners are mostly required to perform “Money Math” – financial transactions, such as handling cash, preparing bills or making payments. Essential skills excerpt offers two dimensions that help analyze numeracy tasks:

1. *Operations required* refers to the actual math operations used. E.g., multiplication, division. It covers the number of different operations used, the number of steps of calculation and the difficulty of the operations used.

2. *Translation* refers to turning a work problem into a set of mathematical operations so that math may be applied to obtain an answer. For example, a waiter adding up a bill does not have to do much translation to set up the problem. In contrast, a roofer uses more translation (i.e., restating the problem as a set of mathematical operations) to determine how many packages of shingles are needed to cover an irregularly shaped roof. The roofer must think through and set up the problem before doing the necessary math operations.

Oral Proficiency

Much of the description for oral proficiency overlaps with the benchmarks. Below are the highlights from the Essential Skills that further expand our understanding of the complexity of tasks.

**LEVEL 1:**

- Everyday tasks in which the context and the responsibilities of the speaker are very clear and predictable.

- Failed attempts in communication only results in the embarrassment of the speaker.

**LEVEL 2:**

- Synthesizes information from a variety of sources.

- Language may be abstract.

- Participants’ roles are clearly defined and the audience is rarely challenging and is usually cooperative.

- There may be noise that interferes with communication.

- Failure to communicate may result in small losses of time or money, minor hazards or easily resolved hostility.
LEVEL 3:

Includes: providing, obtaining or exchanging detailed, complex information and opinions; providing or following complex directions and instructions; persuading (e.g., to sell a product or service); resolving non-routine conflict; entertaining (casually or with preparation); advising/counselling (e.g., career, employment); assessing/evaluating (e.g., job performance); leading routine meetings; coordinating work with and for others.

- The individual may have more than one role in the group.
- Situation and setting may be new and unfamiliar.
- Audience can be unfamiliar, include authority figures and occasionally be uncooperative or hostile.
- Exchange can be of medium to extended duration (30 mins or more).
- There may be significant noise that interferes with communication.
- Failure to communicate can result in failure to obtain a major objective; danger or significant hazard; public hostility, criticism or discreditation; or loss of considerable money and time.

*Some of the group board meetings that occur at the upper levels could fall into this category but this complexity level is quite high for English Intensive 3–7.*

LEVEL 4:

Very complex communication. For example, failure to communicate could result in loss of life. *This level is beyond the scope of our program.*

5. Suggested Teaching Resources

All Benchmarks

Writing


Speaking

Math Skills


Reading Writing Benchmark 3

Theme: Renting in Alberta


*English Everyday* set of videos created by NorQuest College, Grant MacEwan University and ACCESS TV. Available in the library (AV428.3 ENG) or to order the video or DVD set or the digital files for streaming, contact the Western Distribution Centre at 1-800-665-4121. Especially useful units are: ‘At the bank’, ‘Apartment hunting’ and ‘Doctor! Doctor!’

*Everyday Stories: A Literacy Workbook for Aboriginal Canadians* (1988). Vancouver Community College Press, Vancouver, BC. Useful topics in this resource are: shoplifter problems, at the dry cleaners, bargain hunter, out of stock (ties to CLB speaking rain-checks), getting a drivers licence, Tony’s sore back, getting a ticket (John learns a lesson), Henry’s accident, rent check letters.

Theme: Volunteering


In-House and Related Materials for Benchmarks 4–6

**Benchmark 4** (as it is free and very appropriate to our program’s goals, it bears mentioning)


**Author Organization:** *Workplace Training & Services, Toronto District School Board*  
Reading and Writing Benchmark 7

Theme: Volunteerism


For more advanced readers:


Theme: Identity

Goyette, L. (2008). *The story that brought me here: To Alberta from everywhere*. Brindle & Glass, c2008. (819.301 STO) (some chapters may be too stark)


Written for the “Canadian kid” most of it is not appropriate but some chapters like the description of the Charter of Human Rights and short descriptions of parts of Canadian history could be useful.


Theme: Literature


Theme: Academic Skills


6. Implementation

Due to the limited numbers of ESL learners who are studying Benchmark/Essential Skills based curriculum, there are very few commercially available resources. As a result, the ESL Intensive program has produced its own resources for benchmarks 4–6.

Suggestions for implementation of new materials:
Implementation is the most difficult stage of any new curriculum. Learner funding, teacher schedules and classroom space, etc. may limit the opportunities to transition smoothly into a new curriculum. Regardless of the limitations, an environment of open and consistent communication is essential to any change in practice. The following are some suggestions for ideal practice:

1. As curriculum developers are creating materials, pilot small samples with the classes at the appropriate level. Sample piloting with feedback serves to ensure that the materials are appropriate for the level. Teachers also have the opportunity to invest in the new materials, become aware of some of the considerations in development as well as understand the topic and approach the curriculum developer has chosen.

2. Edit the teaching materials early so that teachers have one, well polished version to use from the beginning.

3. Tell teachers in as much advance as possible that they are to be piloting new material. Some teachers may have their course planned and ready to go before they receive word that they are to use new materials; this can disrupt their plans for the term.

4. The line between teacher choice/creativity and clarity/organization of thought in the materials can be difficult to balance. Materials’ intended use must be transparent but not prescriptive.

5. Give piloting teachers an electronic copy of the teaching materials so that they can customize the materials for their classes.

6. In the first weeks of the pilot, the curriculum developer should be accessible by teachers and administrators so that details such as the correct texts or audio resources are found and used.

7. As the teachers are piloting, ask them to make comments and suggestions on one copy of the new materials. At the end of the term these comments can be added to the teachers’ manual or used to edit the original material.

8. In the teachers’ manual, provide space for teachers’ comments and additions. Ideally, as the curriculum materials are passed from teacher to teacher they will benefit from the cumulative experience and expertise of the different teachers using the document.

9. During the course of program development and piloting, the curriculum developer should provide some staff training and information sessions on the new materials as well as any new approaches/techniques that are recommended for use with the materials.

10. Set aside some time for the curriculum developer and the production team to make adjustments to the curriculum and materials at the end of the first two pilots of a course.
Appendix

ESL Intensive 3–7 Curriculum Framework

Language Training and Adult Literacy

NorQuest College
Research that Laid the Foundation for ESL Intensive’s New Curriculum

Interviews

For this specific program we consulted

Experts on learning:
- Focus group of Benchmark 5 learners
- ESL teachers at NorQuest
- University of Alberta – Dr. Tracey Derwing – Pronunciation
- Coordinators of Academics for Careers and Employment – common places ESL learner struggle
  - Math – Corey Mushynsky
  - Science – Mary Ledding
  - Instructors of Academics for Careers and Employment
  - High school English – Kathleen Henderson
  - Communication – Lois Henderson

Experts on workplace culture:
- Two work placement instructors in the Health and Human Service Careers program
- Lorene Anderson – Essential Skills
- Sarah Apedaile – Intercultural understanding

Experts on the interaction between newcomers and Edmonton:
- Edmonton Public Schools – Dr. Joyce Purdy, Linda Siu, Fadie Naaman, Aruna Kalra, Kathy Tran, Habiba Shurie – common miscommunications between immigrant parents and teachers
- Edmonton Financial Literacy Society – Nigel Kidd
- Edmonton Police Services – Common communication issues between the police and newcomers
- Jewish Family Services Topic: Jeni Adler-Magat – Identity transformation in Resettlement and employment
- Multicultural Health Brokers – Tigist Dafla and Yvonne Chiu – immigrants and the health system

21 I apologize that I do not know all of the names. This was a cyclical process over the past year and a half and sometimes I just followed the chain of call transfers until someone answered my questions without ever knowing the individual’s name.
• NorQuest Learner Counsellor – Primrose Igonor – Common stumbling blocks for learners which can be addressed through content
• Learner Advisors – Janice Maser and Jean Adams

Past interviews from other projects that have impacted this curriculum project:
• Learners and graduates
• Coordinator of the Communication Arts Program in Academics for Careers and Employment – Elaine McPhee
• Job placement counsellors at NorQuest and Bredin Institute
• Coordinator of Business and Industry Careers – Diane Ockerman

Print resources accessed to develop this curriculum:


Alberta Education – *Diploma exams*. To see the types of writing a proof required in the English and math exams. To understand the evaluation that ACE learners are building toward. Retrieved June 10, 2010, from http://education.alberta.ca/students/exams/answerkeys.aspx


Capune, A. (2008). *Alberta LINC 5 curriculum; Linking Canadian language benchmarks to essential skills with implementation guide for instructors*. NorQuest College: Centre for Innovation and Development.


Centre for Excellence in Intercultural Education; NorQuest College (2010). *Common ground*. NorQuest College: Centre for Innovation and Development.

City of Edmonton 211. Very helpful phone line that gives direction to non-profit organizations.


Gatekeeping Tests: English 30 Departmental Exam, Grades 6 and 9 Provincial Achievement tests, Academics for Careers and Employment Placement test, Test of Adult Basic Education. (don’t think this citation is correct)


Murphy, L. (2008). *Student population demographics of NorQuest College’s ESL program*. Limited Release. Edmonton Prairie Metropolis Centre.


