English For Academic Purposes (EAP) Preparation Course

Curriculum Implementation Guide

Written for Keyano College

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Introduction

Importance of Curriculum Design

In educational contexts, the word "curriculum" means the notion of 'curricula' developed from the need to provide students with education that would lead to the most efficient acquisition of knowledge, and it incorporates the idea of planning and designing learning tasks around the ultimate goals of the program.

This middle ground approach is rooted in two distinct methodologies but is conducive to language, content, and mixed level instruction. Effective learning and teaching require a course plotted with intention and a clearly defined goal. A curriculum designed for monolinguals is not appropriate for ESL students; the vocabulary could be overly challenging, pushing the concepts further out of reach. It is vital that a curriculum be designed not only to meet students where they are, but also, to guide them to where they want and need to go.

Much as in social constructivist approaches, backwards design tends to value and encourage high-level thinking and a deep understanding of concepts. Wiggins and McTighe's book, Understanding by Design (1998), it is form, or language, that most often suffers as teachers are more concerned with students acquiring content, while assuming that language will naturally follow. However, without direct language instruction, much vocabulary, grammar, and usage can go unnoticed and unlearned by the students. For this reason, they may be unable to independently focus on the language features. It is both critical and effective that an instructor PowerPoints out salient grammar and vocabulary items (Shin, 2009).

Research has shown that language learned along with content can be acquired more effectively (Gaffield-Vile, 1996; Grabe & Stoller, 1997; Lyster, 2007) than language taught discretely. When specific and carefully chosen language is presented, practiced, and framed within an interesting and informative lesson, it is made both meaningful and explicit and acquired more naturally. Another obvious benefit to content-based approaches is that they are both language-rich and discourse-rich, which fosters more exposure to, and the acquisition of, academic language proficiency (Grabe & Stoller, 1997). The CALLA (Cognitive and Academic Language Learning Approach) Handbook (Chamot & O'Malley, 1994).

Module Summary and Portfolio

A Student Weekly Module Summary will be provided by the instructor to each class at the beginning of each month. A Student Portfolio should also be set up for each student to house the tasks and assignments that the instructor assigns to submit to the portfolio each week. These entries will be the source of ongoing assessment used for formative assessments. These tasks will provide the range of tasks used for a summative assessment that should be conducted at the end of each 17-week semester to determine student's progress and make recommendations for class placement at the beginning of each subsequent semester. At the end of each semester, the student should also include a copy of his/her semester progress report. When a student moves to another level, the portfolio goes with him or her. A progress report with an assessment of how the student performs in work experience will also be part of the progress report. The work experience report will reflect the level of work essential skills that the student demonstrates during their work placement. A rubric based on essential skills referenced to the CLBs will be used to evaluate the WIL component of the curriculum.

Students' progress should be evaluated on the basis of a certain criteria as identified in the Rubrics that will be used to evaluate the student's product. Therefore, assessments are based on actual samples of work that demonstrate performance. The criteria for evaluation are identified in each rubric for each language strand. That is why it is important that the instructor indicates assessment tasks that provide samples of all competency areas of a skill. To determine whether the student has met the outcomes of the target class level benchmark, the instructor should consider the student's performance on tasks referring to the entire competency areas. The rubrics specify the analytic criterion for the tasks/assignments selected by the instructor to measure accuracy of the application of grammatical concepts and content taught in a module. The WIL component will include tasks that are related to work essential skills taught in WIL modules.

The formative assessment may be done based on learning tasks which are a piece of classroom work targeting the practice of a specific language construct in the module content. The assessment tasks that are generally used to assess language proficiency are communicative tasks drawn from activities that require integrated application (transfer of skills) of language skills, functional competencies, concepts, and strategies in order to generate and decode meaning in a context-specific social interaction that duplicates real-world language tasks.

Refer to the suggested approach to task development videos:*https://www.language.ca/resourcesexpertise/on-pbla/#1524668591866-0b2b8fb2-f372)*

Student Weekly Module Plan			
EAP LEVEL 100	Module: 8 Topic: Current Events - Health and Science		
DAY	**Day 1**	**Day 2 and 3**	**DAY 4 AND 5**
MODULE UNIT	**ACADEMIC WRITING SKILLS**	**MEDICAL/HEALTH**	**SCIENCE/ENVIRONMENT**
Outcomes	By the end of this lesson students will be able to: 1. Understand the development of a paragraph structure at the CLB /6 level 2. Practice and apply the format of a paragraph structure to practice activities that will develop skills of writing that will be transferred to the writing assignments introduced in subsequent CLB 5/6 current events topics	By the end of this lesson students will be able to: 1. Apply vocabulary developed from this lesson to discuss information regarding health and technology 2. Apply language to express opinions in pros and cons language structure format at CLB level 5/6 3. Apply language to write a response to an academic statement using pros and cons language with supporting details. Language and paragraph writing expectations will be at CLB 5/6 levels	By the end of this lesson students will be able to: 1. Apply vocabulary developed from this lesson to discuss information regarding the environment 2. Summarize orally information to form and express opinions from ideas presented in the readings at CLB levels 5/6 3. Summarize and write responses in paragraph format practiced in Day 1

Task Based Language Training (TBLT) is described in detail in the EAP Preparation Curriculum Framework. Sample TBLT Lesson plan templates are included in the Planning Documents section of this document. The following is an example of the Student Weekly Module Summary that you will see in the documents that have been developed for the curriculum and can be found in the Moodle course both in the Instructor document folders and the student lessons.

| EAP LEVEL 100 | | Module:8 TOPIC: *CURRENT EVENTS -HEALTH* | |

This is a sample Instructor Weekly Module Plan that will be developed and included in the curriculum folders in Moodle. The Moodle lessons are built out from this plan.

DAY	*Day 1*	*Day 2 and 3*	*AND 5*
SUBTOPIC	EAP 100 MODULE 8 ACADEMIC WRITING SKILLS	EAP 100 MODULE 8 MEDICAL/HEALTH	EAP 100 MODULE 8 SCIENCE/ENVIRONMENT
LESSON PLAN LINK	LINC 5/6 – PARAGARAPH WRITING REVIEW AND PRACTICE **Chapter 1 Writing Paragraphs LINC 5 pages 11 to 27**	EAP 100 MODULE 8 LESSON SUMMARY IS IN THE HEALTH AND SCIENCE FOLDER https://breakingnewsenglish.com/1910/191008-robotic-suit.html **Paralyzed Man Walks Using Robotic Suit**	EAP 100 MODULE 8 LESSON SUMMARY IS IN THE HEALTH AND SCIENCE FOLDER LEAP 1 Listening/Speaking Chapter 6: Earth, Your Home
OUTCOMES	By the end of this lesson students will be able to: 3. Demonstrate ability to develop a paragraph structure at the CLB /6 level of competency 4. Practice and apply the format of a paragraph structure to practice activities that will develop skills of writing that will be transferred to the writing assignments introduced in subsequent CLB 5/6 current events topics	By the end of this lesson students will be able to: 4. Apply vocabulary developed from this lesson to discuss information regarding health and technology 5. Apply language to express opinions in pros and cons language structure format at CLB level 5/6 6. Apply language to write a response to an academic statement using pros and cons language with supporting details. Language and paragraph writing expectations will be at CLB 5/6 levels	By the end of this lesson students will be able to: 4. Apply vocabulary developed from this lesson to discuss information regarding the environment 5. Summarize orally information to form and express opinions from ideas presented in the readings at CLB levels 5/6 6. Summarize and write responses in paragraph format practiced in Day 1
ACTIVATE PRIOR KNOWLEDGE	Introduce lesson with objectives Elicit the student understanding of the structure of a paragraph. • Discussion questions in a small group on page 11	Introduce lesson with objectives. Introduce title of article and subject of article before presenting article Choose from warm up exercises depending on the group profile: • Chat - Pair work – what do you think the article is about • Dangerous – Argue for or against – strong beliefs	Instructor: Introduce lesson with Objectives Ask students to respond to the following questions in groups of three: 1. What makes people live together in large numbers? 2. As people's lives become more digital, working and being social online, do you think that they will live closer or farther apart?

		• Technology – Chart pros and cons related to vocabulary – research definitions for words first • Arms; Vocabulary association • Guess answers after listening	
Modes of Delivery	**FACE TO FACE**	**Follow task-based lesson plan or plan as laid out by prebuilt lesson plan** • Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder or can move to next section in lesson plan after working within the classroom environment and observing the individual class progress and note the student participation	
	ONLINE INSTRUCTOR GUIDED	**Pre – task brainstorming and charts** - • Can be projected on for students and guided by instructor. • Students share their screens with other students as directed by instructor. • Students are asked to respond by chat or video if using feature such as zoom. • Group work for collaboration activities can be assigned to break out rooms. • **Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder**	
	ONLINE SELF DIRECTED	**Brainstorming and Charts** • can be posted as an assignment to be reviewed and responded to independently. • Responses and observations are then added by students • Students can post as response to be posted on chat or can be assigned for review on discussion board. • **Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder**	

LESSON PROCEDURE	Refer to lesson plan pages
	Introduce and review parts of a paragraph
	• Research internet for additional information about paragraph structure and share strategies in small groups
	• Analyze a sample paragraph and identify parts
	• Reorder sentences into a paragraph format
	• Find examples of paragraphs on internet and analyze structure
	Topic Sentence:
	• Identify focus of sample sentences
		Vocabulary Pre Reading:
		
		• matching words and definitions
		• True or false
		• Synonym match
		• Phrase match
		• Cloze exercise
		Listening check ***mp3 listening and more for this lesson here:***
		https://breakingnewsenglish.com/1910/191008-robotic-suit.html
			Listening 1 – What about Water?
			1. Vocabulary Building –
			   a. cloze exercise, word definitions in context
			2. Pre-Listening –
			   a. Critical thinking responses in writing
			   b. Chart summary – response to questions about environmental issues
			3. Listening
			   a. Record what you hear in chart – key words and inferred meaning

• Internet search for additional samples and info about topic sentences • Write missing topic sentences for paragraphs Supporting Details: • Identify supporting details in sample paragraphs and compare • Brainstorm supporting details for topic sentences in point form • Consolidate topic sentences and supporting details into one or two paragraphs Transitions: • Identify transitional words • Add transition words in a paragraph Concluding Sentence: • Review the substance and form of a concluding sentence • Write sample concluding sentences for sample paragraphs Editing Paragraphs: • Apply formatting to sample sentences according to structure of a paragraph	**Pre-Listening:** Post Listening: • questions • Multiple choice Follow up Activities: • Listen again to check • Cloze exercise Comprehension Group/Pair work • Respond to practice expressing opinions to different topics related to Technology and how they affect and can be used human beings Submission to Portfolio: Choose a post listening activity to submit to Portfolio for assessment: • Post Reading additional exercises related to vocabulary, discussion responses and writing summaries Writing assignments: • Free writing – peer review • **Submission to submit to Portfolio for assessment**: • Academic Writing – Response to Statement • Research, respond with conclusions and supporting facts from research

(continued in third column)

4. Post Listening = Multiple choice questions
5. Grammar Practice - Modals

Listening 2 – Three Ways to Look at the World
1. Vocabulary Building –
   a. Match meaning to words
2. Pre-Listening –
   a. Critical thinking responses in writing
3. Chart summary – response to questions about environmental issues
   a. Ven diagram – connecting ideas
4. Listening
   a. Record what you hear in chart – key words and inferred meaning
5. Post Listening –
   a. True or False
   b. Questions to answer and discuss in a group/partner activity
6. Speaking Practice
   a. Giving Instruction
Listening 3 – The World View of Wade Davis
1. Vocabulary Building –
   a. cloze exercise, word definitions in context
2. Pre-Listening –
   b. Critical thinking responses in writing
   c. Summarize and respond
3. Listening
   d. Record what you hear in chart – key words and inferred meaning

| | | | | 4. Post Listening – Sentence completing with correct words
5. Academic Skills Practice
    a. Asking questions in a lecture

Summary Assignment for Portfolio Submission:
What is your world view about where the world is headed?
Research:
• Find a YouTube video or Ted talks on the Environment,
Vocabulary:
• Identify 5 key words and write definition
• Use these 5 words in 5 separate sentences that show their meaning
Writing:
• Summarize what you learned in a 1 or 2 paragraph written response
• Respond in a 2nd or 3rd paragraph with your opinions in response to the article from these sources. |

ASSESSMENT	Refer to EAP 100 MODULE 8 ASSESSMENT RUBRIC CLB 5_6 R_W_L_S			
LANGUAGE CONCEPTS	• Preparing a set of instructions • Preparing and discussing instructions in a group • Developing language structure for presenting opinions/facts for expressing pros and cons • identifying the focus of topic sentences • identifying and writing effective supporting details • identifying and writing a concluding sentence • Making inferences about effects when passage provides cause and inferring cause when passage provides effect • Contextual clues and morphological analyses to determine meaning • Summarizing passages to share main ideas or events • Distinguishing author's opinion from factual statements • Determining main idea, topic, purpose of the text and supporting details in informational and functional reading materials			
GRAMMAR SKILLS	• Listening to infer meaning of words – use the context to infer meaning of words • Connecting new ideas to what you know – make connections to familiar and unfamiliar ideas			

	• Giving instructions – pronunciation- two ways to pronounce *th* • Asking questions using modals • identifying and editing for paragraph structure and grammar, spelling and punctuation • Logical connectors • Coordinating Conjunctions to join words and phrases Coordinating conjunctions to form compound sentences • Simple connective words and phrases (e.g., also, and first, second, next)
ACADEMIC SKILLS	• Asking questions in a lecture • Lean tips on when and how to ask questions • Research, respond with conclusions and supporting facts from research • Resourcing –using target language reference materials such as dictionaries, directories, encyclopedias, and textbooks • Grouping – defining and classifying concepts and terminology • Elaboration – relating new information to prior knowledge, making meaningful personal associations with the new information • Transfer – using previous linguistic knowledge and prior skills to assist comprehension • Inferencing- using information in an oral or written text to guess • Summarizing and Synthesizing – making a mental, oral, or written summary of information gained through listening or reading and connecting logically parts of data appearing in different part of one or in different sources of information • Deduction/Induction – applying rules to understand and produce language or making up rules based on language analysis • Organizational Planning - planning the parts, sequence, main ideas, or language functions to be expressed orally or in writing • Advance Organization – previewing the main ideas and concepts of the material to be learned by skimming the text for organizing principles • eliciting from the teacher or peer additional explanation, rephrasing, examples, or verification • Cooperation – working together with peers to solve a problem, combine information, check, and model a learning task, or get a feedback on oral or written

Instructor Module Weekly Plan Schedule					
EAP LEVEL		**MODULE:**	**TOPIC**		
DAY	*Day 1*	*Day 2*	*Day 3*	*DAY 4*	*Day5*
SUBTOPIC					
LESSON PLAN LINK				This is a sample Instructor Weekly Module Plan template that will be developed and included in the curriculum folders in Moodle. The Moodle lessons are built out from this	
OUTCOMES					
ACTIVATE PRIOR KNOWLEDGE					
Modes of Delivery	**FACE TO FACE**	**Follow task-based lesson plan or plan as laid out by prebuilt lesson plan** • Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder or can move to next section in lesson plan after working within the classroom environment and observing the individual class progress and note the student participation			
	ONLINE INSTRUCTOR GUIDED	**Pre – task brainstorming and charts** - • Can be projected on for students and guided by instructor. • Students share their screens with other students as directed by instructor. • Students are asked to respond by chat or video if using feature such as zoom. • Group work for collaboration activities can be assigned to break out rooms. • **Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder**			
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LESSON PROCEDURE					
ASSESSMENT					

LANGUAGE CONCEPTS	
GRAMMAR SKILLS	
ACADEMIC SKILLS	
WORK ESSENTIAL SKILLS	

This is template for the EAP Preparation course will include another category of skills for Essential skill activity planning. Refer to the ES CLB planning matrices.

Classroom/Blended/Synchronous And Asynchronous Modes of Instruction

The modules and instructional delivery plans have been developed to take into account the modes of delivery that depend on student location and accessibility. Each module plan includes strategies and recommendations on how to adapt instructional delivery to accommodate classroom, blended, synchronous and asynchronous modes of Instruction:

Modes of Delivery	**FACE TO FACE**	**Follow task-based lesson plan or plan as laid out by prebuilt lesson plan** • Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder or can move to next section in lesson plan after working within the classroom environment and observing the individual class progress and note the student participation
	ONLINE -INSTRUCTOR GUIDED (SYNCHRONOUS)	**Pre – task brainstorming and charts -** • Can be projected on for students and guided by instructor. • Students share their screens with other students as directed by instructor. • Students are asked to respond by chat or video if using feature such as zoom. • Group work for collaboration activities can be assigned to break out rooms. • **Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder**
	ONLINE SELF DIRECTED (ASYNCHRONOUS)	Brainstorming and Charts • can be posted as an assignment to be reviewed and responded to independently. • Responses and observations are then added by students • Students can post as response to be posted on chat or can be assigned for review on discussion board. • Instructor can give instruction to submit individual and summary of posted response as a task assignment to add to Portfolio folder

Moodle Learning Management System
Module Set Up

The course is set up in Moodle according to each weekly module. The MOODLE files are organized as follows:

1. Student Weekly Module Summary (visible to student)
   o student weekly module summary in PDF

2. Instructor Weekly Module Summary (visible only to instructor)
3. Daily Lesson Plan folders broken down according to the weekly module summary
   o back up documents needed for each lesson

The weekly module summary contains the following sections for the instructor from which to build daily lesson plans to transfer to any online format (synchronous and asynchronous), use for blended learning or for in class instruction:

1. Weekly Module Topic
2. Daily subtopics
3. Links or information about what resources will be used
4. Daily lesson outcomes
5. Activation of Prior Knowledge - Introduction to lesson guide
6. Delivery Mode Instructions - guidance notes for how to deliver according to online, blended and in class instruction
7. Instruction Procedure - Guide to lesson plan implementation/lesson plan overview
8. Assessment Rubric that can be used to assess the assignments designated for the student individual portfolio.
9. Competencies that will be the focus for the weekly lessons (these are drawn from the Curriculum Implementation Guide):
   o Language Concepts
   o Grammar
   o Academic Skills
   o Intercultural competency
   o Workplace essential skills / WIL (Work-integrated learning)

The needs of students need to be considered when building out lesson plans and delivering the curriculum. Consequently, the instructor will need to review the lesson plan summary and build it out on Moodle according to student CLB levels and the capacity of the students to use Moodle features. A sample Moodle build out of a weekly module summary is demonstrated in the subsequent Moodle sections.

Program Syllabus

The EAP Preparation Course is an English for Academic Purposes language training course that will prepare students for entry into EAP 100, 200, 300 as well as prepare for entry into the Canadian workplace.

The program will focus on developing workplace essential skills and solid foundational English language competencies that will prepare ESL students to transition to the more demanding EAP program where a solid grasp of foundational English language competencies is required to meet the English language standards for Canadian academic studies. Included in this course is a Workplace Integrated Learning (WIL) component that will prepare students to develop English language skills and essential Canadian workplace skills that will prepare students to find employment and sustain employment in the Canadian workplace environment. WIL essential skills are integrated into each module section and then will be reinforced as a separate content component in weeks 16 and 17. Work experience assignments will be arranged during these last two weeks.

Once students successfully complete the EAP Preparation course, and have achieved least 65%, CLB 4, they will be eligible for EAP 100 to 300.

Who Is Eligible for This Course?

- Primarily International students who want to attend post secondary programs but do not have the foundational English language skills to apply to academic contexts in a Canadian post secondary environment.

- Domestic students whose English language skills are at a CLB 3 and ready for CLB 4 whose goals are to attend postsecondary academic and technical training certificate or degree programs

- International and domestic EAL students who are interested in developing language and employment skills to enter the Canadian job market

Entrance Requirements

- Minimum completion of CLB 3 and ready for CLB4 or IELTS 3/3.5

- 12+ years of education in their first language (have completed high school level and above)

Reading, Writing, Listening and Speaking skill areas focused on preparation for competency applied to achieving success in academic, career training and workplace environments in Canada. The exploration and development of Intercultural skills related to interaction in a diverse, academic, workplace and social environment are integral to the course.

Online learning will be the primary mode of delivery. Blended and classroom delivery will be options when and if available when and if the opportunities and circumstances permit. Moodle is the learning platform that is used at Keyano College. There is a comprehensive orientation

for students to learn how to navigate the online learning system.

Timelines:

The EAP Preparation is a 340-hour course delivered over 17 weeks; 20 hours of instruction per week. The schedule will be set up by the instructor and will be offered 4 hours per day. Work experience may be spread throughout the course schedule or may be assigned during the WIL modules during the last two weeks of the course. Therefore, the schedule will depend on when work experience assignments are available.

Classwork will consist of individual and team projects and will be focused on both real-life and academic tasks. Extension workshops will consist of guest speakers as they are available and integrated into the appropriate module themes, focused skills such as note taking, enhanced computer skills, presentation skills, test taking skills, post-secondary school options, sociocultural and work essential skills activities.

Assessment

Language taught in context is the overarching goal of the instructional delivery. Consequently, the assessment will be based on the degree of competency in demonstrating these language skills in tasks assigned daily and task follow up projects and contact assignments. These completed tasks and weekly projects and assignments will be collected and housed in an individual portfolio. The WIL assignments and tasks will be submitted to the portfolio when indicated in the module lessons.

The instructor will review these assignments that will be submitted to your portfolio for the instructor to assess throughout the course. Assignments will be specified in each lesson and the instructor will indicate which ones will be submitted into the portfolio. The assignments will be assessed against rubrics developed to meet the expected outcomes for each strand to which the assignment relates.

The portfolio approach will demonstrate the progress towards the end of course expected outcomes. The instructor will meet with each student individually during these milestone points to review the successes as well as areas needing additional attention and practice. The student and instructor will set learning goals at the midterm point for focus to meet the final course milestone. A summative review with instructor/student conferences will be conducted at the 7 week and 17-week milestones.

The required level of competency to move to next level is 65 %. At the end of the 17-week semester, the student should be ready to move to the next level course:

CLB 3/4 EAP PREPARATION

| CLB 5/6 EAP 100 | CLB 7 EAP 200 | CLB 8/9 EAP 300 | COLLEGE READY |
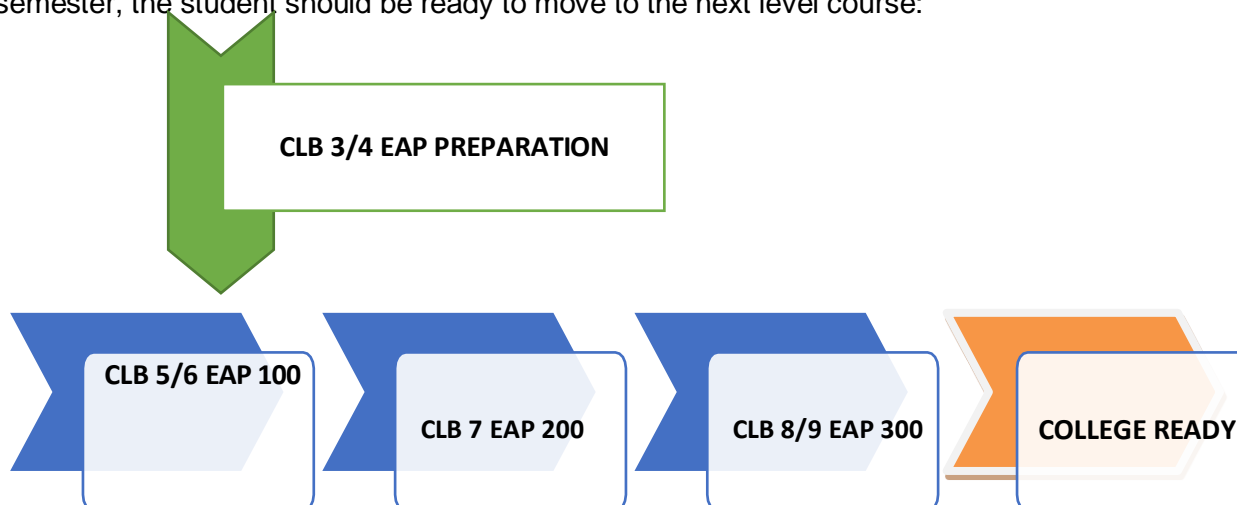
Rubric Assessment Tools

The chosen assessment by this framework is a student-centered and task-based approach along with the use of CLB 2012. Rubric assessment tools also reflect the process of assessing students' progress and achievement. Since the assessment is a systematic method for gathering data based on multiple evidence about students' performance, and since the CLB requires demonstration of language proficiency by the accomplishment of language tasks, the selected assessment strategies would be reliable in providing consistent ongoing feedback to teachers and students only if they are not limited to isolated test scoring. The instructor will review a recommended 3 tasks per week from the tasks achieved each that are entered into the student's portfolio. The tasks should represent one Reading/Writing task, one Listening/Speaking task and a work essential skills task when appropriate. Consequently, the instructor will be able to track progress on a weekly basis and adjust instructional elements to student needs.

On the other hand, such strategies should be task-based, should mirror the actual performance over a range of tasks based on the stated learning outcomes for English language skills related to academic, work and community contexts. These should serve the formative (ongoing feedback of students' progress and needs in order to adjust planning and instruction) and the summative (feedback about achievement of CLB levels given by the end of a semester) purposes for assessment. Within our curriculum framework, we have adopted an assessment

tool in a format of a Learning Portfolio suggested by the CLB Guide to Implementation as "a collection of student work showing student reflection and performance over a period of time".

The rating scale for the student Benchmark Achievement Report used within this assessment tool reflects the described above assessment process, the class organization in terms of class level assigned and class level target benchmark, and the time spent in the program. The student placement is based on the student's initial benchmark, or the results of the school diagnostic assessment (CBLT). The class level assigned benchmark is based on the achievement within each CLB strand. Since this is a program curriculum that is academically focused, the student is placed by the rating assigned to the Reading and Writing Skills for each CLB level described by the CLB, 2012. It indicates that a student may generally function at the assigned class level benchmark although he/she may not be able to demonstrate all of the competencies of that benchmark level. When a student demonstrates competency of 65 to 70% in one or each of the CLB skill areas this means that the student is ready to develop competency at the beginning stage of the next CLB level for that skill and will be placed in the next level of the EAP program. The student will work towards achieving all of the competencies of the assigned class level benchmark.

The suggested rating scale indicates 4 levels/stages of proficiency within a CLB level. CLB 4 means that the students start at the beginning stage of CLB 4 and progress towards "achievement" level of CLB 4. This means that a student is ready to enter the beginning stage CLB 5.

The following chart explains the formula that guides the calculation of the progress within a benchmark level.	
Stage one - Initial	Learner achieves less than *50%* of tasks assessed at this benchmark level
Stage two – Developing	Learner achieves *51 to 64%* in tasks assessed at this benchmark level
Stage three -Achieved *Ready for first stage of next level*	Learner achieves *65 to 85%* in tasks assessed at this benchmark level
Level four - Exceeded *Exceeds expectations and ready for second stage of next level*	Learner achieves *over 86 - 100%* in tasks assessed at this benchmark level

This chart relates to rubric scale mark ratings. A minimal acceptable progress of 65% based on the number of instructional hours (340 hours) will indicate that a student has developed the level of competency to move to the next level in the EAP 100 course.

Task Based Language Training Resources

Task based language training methodology is explained in the EAP Preparation Course Framework Document. Sample lesson plans demonstrating how to develop a plan using the TBLT model are included in the Lesson plan section of this implementation guide. The following are some videos that further explain and guide instructors through this approach to planning and delivering a TBLT lesson.

Task Based Videos from YouTube are supplemental resources to help with planning and delivery of task-based language lessons[1]:

https://youtu.be/cXYDnWbtesA

https://youtu.be/QirhNeIwQ0w

https://youtu.be/5OLySXzZY-4

https://youtu.be/Fy72-Txl2E4

https://youtu.be/IG7PllzUe7k

https://youtu.be/yKBwm9RauRk

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[1] https://youtu.be/cXYDnWbtesA

https://youtu.be/QirhNeIwQ0w

https://youtu.be/5OLySXzZY-4

https://youtu.be/Fy72-Txl2E4

https://youtu.be/IG7PllzUe7k

https://youtu.be/yKBwm9RauRk

Program Model

The focus will be on the core English competencies to strengthen the functional structure of their English language skills. This approach will give students a solid base when applying their English language skills to academically contextualized English language.

The following are the overarching modules upon which the curriculum will be based and built. Each broad module area will have sub modules. The approach will be a combination of targeted skill building and task-based instructional approach. Students will have the opportunity to apply and practice these language skills to academic, business and community-based content and contexts.

65 to 75% of the EAP Preparation course will be targeted language instruction. 25 to 35% of program will be content and context-based language instruction whereas in EAP 100 to 300, 25% of the program is targeted language support and 75% is content and context-based language training.

EAP Preparation Course Plan

Weeks 1,5, 10

LISTENING/ SPEAKING
ACADEMIC | COMMUNITY | WORKPLACE

Weeks 2,6,11

GRAMMAR /WRITING
ACADEMIC | COMMUNITY | WORKPLACE

Weeks 3,7,12

READING/ VOCABULARY BUILDING
ACADEMIC | COMMUNITY | WORKPLACE

Week 8 Mid term assessment

Weeks 4,9,13

INTERCULTURAL COMPETENCY
ACADEMIC | COMMUNITY | WORKPLACE

Weeks 14, 15,16

WORKPLACE INTEGRATED LEARNING
WORKPLACE ESSENTIAL SKILLS | JOB PREPARATION | WORKPLACE EXPERIENCE

Week 17 Final course assessment/next steps

English as a Second Language Skills

- Reading/Vocabulary Building – 3 weekly sub modules

- Grammar/Writing– 3 weekly sub modules

- Intercultural Competency– 3 weekly sub modules

- Listening/Speaking – 3 weekly sub modules

- Workplace Integrated Learning – 2 weeks

Academic Skills

The English Language skills will relate to the following academic skill areas:

- Research and using the library

- Lectures/Seminar strategies

- Academic writing style

- Reading critically / evaluating the text

- Exam strategies

- Reporting and narrating

- Organizational skills

- Critical Thinking Skills

- Note-Taking

- Synthesizing and summarizing

- Advanced Computer Literacy

- Academic Research

Intercultural Competency

- Learning strategies for Canadian post-secondary education

- Cultural Stereotypes

- Change and Transition

- Language and Culture

- Cultural Roadmap

- Cultural Bridge

- Cultural Value

- Global Citizen

- Canadian' job interview

- Diversity and Inclusion diversity in Canadian cultures

- intercultural interactions

- Cultural images and symbols in Canadian culture
- Differences and similarities in values and beliefs
- Culturally Determined Behavior Patterns

Work-Integrated Learning

- Workplace Essential skills
- Job search skills
- Interview skills
- Professional competencies
- Interpersonal skills
- Research and business communication skills
- Goals and career planning

EAP Preparation Course Modules Schedule					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Listening/ Speaking - Academic	Grammar/ Writing - Community	Reading/ Writing - Workplace	Intercultural Competency - Workplace	**Integrated Skills – Integration and Employment Challenges**	Grammar/Writing Academic
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Reading/Writing - Community	Mid Term Assessment - Group Presentations	Intercultural Competency - Community	Listening Speaking Workplace	Grammar/Writing Workplace	Reading/Writing Academic
Week 13	**Week 14**	**Week 15**	**Week 16**	**Week 17**	
Intercultural Competency - Academic	Workplace Integrated Learning - Essential Skills Job Search	Workplace Integrated Learning - Work Experience	Workplace Integrated Learning - Work Experience	Final Assessment - Group Presentations	

Employability Skills and Their Relationship to the Canadian Language Benchmarks

The integration of language support with the development of employability skills instructional approach adopted by this framework is based on analysis of the available body of research concerning the relation of employability skills considered to be essential for getting and

sustaining employment in Canada to the levels of language proficiency as they are described by the CLB, 2012[2].

Employability skills are those generic or essential skills that employers expect employees to have along with job-specific technical skills necessary to perform the tasks required by their occupations. Most of the essential skills are also literacy or academic skills acquired during schooling and as such they are prerequisites for both employment and further learning because they provide the foundation for fulfilling every day social tasks, for learning other skills and for being able to adapt to the constantly changing demands of the contemporary workplace. Reading Text, Use of Documents, Writing, Oral Communication, Numeracy, Thinking Skills, Continuous Learning, Working with Others and Computer Use are the nine Essential Skills identified by the HRDC. The following table adapted from the Reader's Guide to Essential Skills Profiles (HRSDC, 2003)[3] presents the associated with each skill abilities and strategies (Essential Skills Profile) for its application.

[4]

Table 3 How ES relate to CLB levels in the *Comparative Framework*						
ES Oral Communication			**1**	**2**	**3**	**4**
CLB Speaking			5-6	6-8	9-10	11-12
CLB Listening			5-7	7-8	9-10	11-12
ES Reading		**1**	**2**	**3**	**4**	**5**
CLB Reading		3-5	6	7-9	10	11-12
ES Writing		**1**	**2**	**3**	**4**	**5**
CLB Writing		4-5	6-7	8	9	10-12
ES Document Use		**1**	**2**	**3**	**4**	**5**
CLB Reading & Writing		3-5	5-6	7-8	9-10	11-12

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Essential Skills Profiles

Essential Skills:	Essential Skills Profile:
Reading Text	• Scanning for information • Skimming for overall meaning • Reading to understand, learn, critique, evaluate • Integrating and synthesizing information
Document Use	• Reading signs, labels, or lists • Interpreting information on graphs or charts • Entering information on forms • Reading, creating, or assembling schemas and • drawings
Writing	• Organizing files or documents • Informing or persuading • Requesting information or justifying a request • Presenting analysis or comparisons
Oral Communication	• Greeting people or taking messages • Reassuring, comforting, or persuading • Seeking or obtaining information • Resolving conflicts • Facilitating or leading a group
Numeracy	• Calculating and estimating using numbers
Thinking Skills	• Solving problems • Making decision • Thinking critically • Planning and organizing job tasks • Using of memory • Finding information
Continuous Learning	• Knowing how to learn • Finding resources, materials and learning • opportunities • Learning through routine job activities, training, or from colleagues
Work with Others	• Working independently, together with a partner, helper, or as a member of a team • Participating in supervisory or leadership • activities
Computer Use	• Using computer word-processing software

It is clear that these skills are essential for success in all occupations. Furthermore, an Essential Skills Profile describes how each of the essential skills is used in a particular occupation.

Essential Skills Occupational Profiles are available for all occupations that can be entered from a complete or incomplete high school educational level and for an increasing number of occupations that require more skills or a higher educational background. In addition, a profile for each essential skill contains information about the level of difficulty of tasks related to that skill and examples of the uses of the skill. For instance, although reading and writing skills are required for a wide range of occupations, the complexity and frequency of uses of these skills is different among the different occupations (See the attached ES/CLB Competencies Matrices). All of the stated above means that if a job applicant possesses Essential Skills for a desired occupation, he/she will have more enhanced potential for employability.

However, some other factors such as personal attributes and values may significantly affect employability prospects. The following table (Employability Skills for the Future, ACCI, 2002) [5]shows another description of the essential skills in connection with personal attributes. Besides personal attributes, it identifies eight skills together with their characteristics (aspects or facets). These skills are Communication, Planning and Organization, Teamwork, Technology, Problem Solving, Learning, Self-Management, and Initiative and Enterprise.

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[5] Employability Skills for the Future, ACCI, 2002

Employability Skills Framework

Personal Attributes that contribute to overall employability			
• Loyalty • Commitment • Honesty and integrity • Enthusiasm • Reliability	• A sense of humor· • A balanced attitude to work and home life	• Personal Presentation • Common sense • Positive self esteem	• An ability to deal with pressure • Motivation • Adaptability

Essential Skills	
• Skills that employers have identified as important for success in the workplace • Skill level and type of tasks vary with the specific job	
Communication	**Planning and Organizing**
… that contributes to productive and harmonious relations across employees and customers	*...that contributes to long- and short-term strategic planning*
• Listening and understanding • Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathizing • Speaking and writing in languages other than English • Using numeracy • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive • Sharing information	• Managing time and priorities– setting timelines, coordinating tasks for self and with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participates in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analyzing, and organizing information • Understanding basic business systems and their relationships

Teamwork	Technology
…*that contributes to productive working relationships and outcomes*	...*that contributes to effective execution of tasks*
• Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g., futures planning, crisis • problem solving • Identifying the strengths of the team members • Coaching and mentoring skills; giving feedback	• Having a range of basic IT skills • Applying IT as a management tool • Using IT to organize data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the physical capacity to apply technology e.g., manual dexterity
Problem Solving .**that contributes to productive outcomes**	**Learning** .*that contributes to ongoing improvement and expansion in employee and company operations and outcomes*
• Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g., learning about products) and 'people' issues (e.g., interpersonal, and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting – on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change

Self-Management	Initiative and Enterprise
...that contributes to employee satisfaction and growth	*...that contribute to innovative outcomes*
- Having a personal vision and goals - Evaluating and monitoring own performance - Having knowledge and confidence in own ideas and visions - Articulating own ideas and visions - Taking responsibility	- Adapting to new situations - Developing a strategic, creative, long term vision - Being creative - Identifying opportunities not obvious to others - Translating ideas into action - Generating a range of options - Initiating innovative solutions

The following chart describes the language proficiency of ESL speakers, the CLB refer to the functional competencies of each of the four language skills (listening, speaking, reading, and writing) necessary to carry out common communicative language tasks in the target language social contexts. Compared to the standard of language proficiency provided by CLB, 2000, the Essential Skills standard described in the Reader's Guide to Essential Skills (HRSDC, 2003)[6] rates these skills based on their level of complexity necessary to carry out occupational tasks in workplace –related social contexts. It means that the alignment of the four Essential Skills to the CLB is not a linear one.

The following table adapted from "Relating Canadian Language Benchmarks to Essential Skills -A Comparative Framework" (Centre for CLB, 2005) demonstrates the alignment of Essential Skills levels to the CLB levels of language proficiency.

Essential Skills Rating Criteria

Essential Skills are the workplace skills that are required for the jobs that are listed in the National Occupation Classification of jobs in Canada. Each job has a list of essential skills that are rated by level of difficulty from 1 to 5.

When students research their job goal, they will find out what essential skills they will need for that job and what essential skill level they will need to demonstrate to perform the job competently. The following chart will help the student understand what language they will need to achieve to be ready to do each essential skill for their goal job.

Adapted from "Relating Canadian Language Benchmarks to Essential Skills -A Comparative Framework" (Centre for CLB, 2005)

ES CLB COMPARATIVE FRAMEWORK[1]												
CLB Strand	CLB1	CLB 2	CLB3	CLB 4	CLB5	CLB6	CLB 7	CLB8	CLB9	CLB 10	CLB11	CLB12
SPEAKING					ES 1							
						ES 2						
									ES 3			
											ES 4	
LISTENING					ES 1							

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[6] Reader's Guide to Essential Skills (HRSDC, 2003)

						ES 2				
							ES 3			
									ES 4	
READING		ES 1								
				ES 2 OF 5						
					ES 3 OF 5					
								ES 4 OF 5		
									ES 5 OF 5	
WRITING			ES 1 OF 5							
				ES 2 OF 5						
						ES 3 OF 5				

The highlighted areas clearly indicate that learners who have achieved language proficiency generally ranging from CLB 3 to CLB 5 for Reading and Writing or even higher for Listening and Speaking (CLB 5- 7) are able to cope only with Essential Skills tasks rated on the baseline level of their complexity. This fact, along with all the stated above, has its important implications for the design and implementation of the proposed by this framework. The EAP Preparation course with the addition of the WIL component as a language program is tailored to meet both the language and the employability needs of learners whose language proficiency ranges from CLB 4 to CLB 7. These implications are as follows:

Because the Essential Skills "are defined as "enabling skills" having literacy, pedagogical and socio-cultural aspects and because they "facilitate an individual's ability to perform work functions and to carry out other life tasks", they need to be incorporated into the curriculum and addressed according to their appropriateness and difficulty across all CLB levels of learners.

The integration of Essential Skills on the level of instruction will also benefit learners by assisting them in utilizing, evaluating, and transferring prior knowledge and skills into the new socio-cultural context, in stating realistic employment goals and in exploring workplace-related standards and workplace-related learning opportunities.

The Comparative Framework and the Essential Skills Occupational Profiles together with the CLB, 2012 present a rich resource for developing learning tasks that duplicate real-life skill applications and that

respond to the learners' personal interests as being relevant to the tasks performed in an occupation chosen by them.

Each module offers many opportunities not only for integrating CLB and Essential Skills into the instruction, but also for developing learning how to learn strategies that in turn will enable students to apply their knowledge and skills above the borders of the learning material (task- based approach) and become more independent and confident in their further career or educational quest. In addition, this integration of language and content into instruction has its implications for assessment as the beginning and the end of any teaching/learning cycle. Learning tasks, exams and assignments selected for the student's Portfolio entries for assessment should reflect both the achievement of a specific CLB competence (e.g., social interaction, suasion, instructions, etc.) intended to be measured and demonstration of understanding on important employment and socio-cultural concepts introduced in the module, as well as how these concepts are related to each other, or to previous learning (theme-based approach).

Course Format

The number of hours proposed for the course is based on the research from "Benchmark Adult Rate of Second Language Acquisition and Integration: How Long and How Fast, 2004 Study conducted by Deirdre Lake and David Watt, University of Calgary". This research study suggests that it takes ESL Adult students who have 12+ years of education, an average of 340 hours to progress from CLB 4 to CLB 5 or one benchmark:

- 340 hours
- 20 hours per week
- 17 weeks

Learning Outcomes

Students in this course will develop the communication skills (listening, speaking, reading, writing), academic skills, work- integrated essential skills and intercultural competency that will prepare them for communication and participation in social and academic contexts at an intermediate level of English. The following is a general competency profile of the student by the end of the course. A more detailed background of the competencies will be defined in further detail for each module unit of the course.

By the end of the EAP Preparation Course, the student will be able to:

- Function independently in most face-to-face basic survival [7]situations satisfying limited social demands, but still need some help.

- Ask and respond to direct questions on familiar and some unfamiliar subjects, still relying on learned phrases, but may also use new phrases with hesitation and pauses.

- Communicate on the phone to express a limited number of survival needs, but with some difficulty; Can write messages and notes related to basic needs and complete basic medical forms and job applications.

- Occasionally clarify general meaning by simple re-wording demonstrating increasing, but inconsistent control of basic grammar.

- Handle jobs and academic studies/training that involve following simple oral instructions but in which most tasks can also be demonstrated.

- Work with or learn basic computer software, such as word processing and can follow simple instructions for using technology.

- Use a basic range of academic vocabulary

Multilevel Class Instructional Strategies

Strategies for Multilevel Classes in an Online Environment

Research from experts such as Krashen, S. (1982), Bell, J. (2004) Hess, N. (2001), and Roberts, M. (2007) offer creative and effective strategies for dealing with multilevel classes, ranging from how to create a community in the classroom to how to assess language outcomes for different students. The research has stood the test of time and are still relevant in today's online instructional environment. However, they may be adapted to instruction within an online environment driven by a learning management system such as Moodle. The following are some sample strategies that could be used with multilevel classes.

Grouping Strategies for Task Assignments

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[7] Abraham Maslow, Motivation and Personality (1954) and Toward a Psychology of Being (1962)

One of the most common considerations in a multilevel class is how to organize classroom activities. In an online environment, break out rooms are a good option. Activities can be organized as whole group Zoom meeting format that allow for the entire to class participate. Break out rooms can also be used for small groups, and pairs of students of similar levels working together. The groups and pairs can bring together students of same-ability or cross-ability proficiency levels. The decision often depends on the type of task and the particular skill, productive or receptive, that is the focus of the task. It is important to be aware of the benchmark levels of individual students in order to customize grouping strategies for each activity.

Use material that draws on students' previous knowledge and allows different students to contribute in their own way

The following are some examples to illustrate this point:

Assign a video and ask students to view it first with the sound muted and take notes about what they observe. Then elicit vocabulary from lower-level students or ask them to put it on the discussion board. Call on higher level students to use the vocabulary to describe what they saw in the video. Use a WORD document or PowerPoint to post words in one column and expressions in another column on a shared screen. Writing on shared document gives lower-level students the chance to copy down words and contribute to class interaction. For a second viewing, use the sound. Ask students to listen for any of the words and information that are on the shared document. (This can be followed with more structured activities to address specific competency areas.)

Post in the lesson plan a scrambled sequence of pictures that tell a story with no text: in same-ability groups, students work together to construct a story from scrambled pictures. Asks students to post on the discussion board or on their own Word document as many words as they can to tell the story or describe what they see in each picture. Groups can then share their screen with the answers that the groups came up with. There will be some opportunity to practice English while group members negotiate who is going to summarize and share their work on screen. Lower-level students will use simple words while higher level students will write sentences for a story. Ask students to write down words and sentences they may have created. If any of the words on the shared screen have not been used in a sentence, ask students to construct sentences using them. In this way, the contributions of both lower and higher-level students are recognized.

Self-access Materials

Provide additional assignments or links to additional assignments related to some of the grammar and functional skills that were taught in the lesson. This will give students an opportunity to work on their own to build and practice the skills that they may have had challenges grasping during the lessons.

Self-Directed Material

For example, in a task to develop competency in giving instructions, give students a choice of topics from which to choose to prepare instructions. They can work in same-ability groups or pairs to construct a dialogue and perform according to their capacity. Students can be given a context and a list of possible discourse functions to include, and the whole class can participate in listening to the role plays being performed.

For instructors, part of managing learning in a multilevel class means being willing to relinquish some responsibility and control. It is important to recognize what students contribute to classroom learning and to encourage this contribution. The CLB framework is aligned to a continuum of proficiency and thus encourages instructors to reposition their expectations of learning and teaching in multilevel classes specifically and in language classes in general.

Helpful resources

Print resources[8]

Krashen, S. (1982). Principles and practices in second language acquisition. Oxford: Pergamon Press. Bell, J. (2004). Teaching multilevel classes in ESL. Toronto: Pippin Publishing.

Hess, N. (2001). Teaching large multilevel classes, New York, NY: Cambridge University Press. Online resource

Roberts, M. (2007). Teaching in the multilevel classroom. Pearson Education. Retrieved from http://www.pearsonlongman.com/ae/download/adulted/multilevel_monograph.pdf

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Online Course Environment

Any second language course depends on a high degree of student/instructor interaction. Language cannot be taught in isolation for it to be effective. Yes, there are many do it yourself apps for learning a language. However, language learners need to apply their skills in an interactive forum to build and refine the language that the learner is acquiring. Instructional guidance to clarify the nuances of a language beyond the grammatical and functional rules is necessary as language is fluid and adapts to different contextual situations. Therefore, online learning can be effective if there are many opportunities to discuss, share, compare in a face-to-face online format or discussion group format with opportunities for instructor feedback and office hours.

Consequently, the online curriculum format will include at least 50% of student interaction with instructor guidance. "Teacher talk" should be guidance, not lectures. At this point in a student's academic preparation, lectures are presented as activities or content to practice language skills. Post activity and pre activities should be in the form of forum or group interactions. The formula that is typically suggested is that there should be no more that 30% teacher talk and 70% student talk/work. [9]

Planning Matrices

There are two sets of planning matrices; one set for planning English language skills, academic skills, and intercultural communication lesson plans and a second one for planning lessons that develop work integrated essential skills from "**Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework."[10]**

The Planning Matrices that follow are laid out according to CLB 4 will be used to support the development of lesson plans according to the Task Based Methodology outlined in **the Curriculum Framework** document. These matrices have been developed based on the CLB 2012 and 2000 documents and other CLB supporting documents listed in the bibliography.

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[9] Seth Meranda, Fri, Aug 9, 2019 Chatting It Up: How to Increase Student Talk Time in The ESL Classroom
[10] Centre for Canadian Language Benchmarks Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework

CLB 4 Reading -Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
• Texts are paper-based or digital/online. • Texts have a clear font or legible printing and a simple layout. • Texts are sparse with clear organization. • Continuous texts are short (up to about 3 paragraphs) and include mostly descriptive and narrative genres. • Formatted texts are simple, with clear labels and may include forms, tables, schedules, directories, graphs, and short business brochures and flyers. • Visuals are sometimes included to support meaning. • Instructions or instructional texts are for 1 to 6 steps and for familiar procedures. • Language is simple, concrete, and factual with a few common idioms. • Topics are mostly familiar, personally relevant, and predictable.	• Read a message (letter, email, text message, online post) from a friend, co-worker or classmate that includes an update on his/her life. • Read a personal email message sent by a friend apologizing for forgetting about a lunch date. • Read and follow instructions on how to remove temporary Internet files from a computer. • Read and follow a simple recipe or preparation steps on a packaged food item. • Read and follow instructions for playing a simple board or card game. • Read and follow short, simple directions (in an online reference source) to a location. • Read and follow instructions to prepare and set up for a workplace event. • Use a bus or train schedule to plan the arrival and departure	***Social Interaction Texts*** • Identify factual details and inferred meanings in moderately complex notes; e-mail messages, personal and public letters containing compliments, invitations, likes, dislikes, discussion of interests, preferences, etc. • Identify purpose of the text, reader-writer relationship, attitude of the writer and factual details related to the context ***Instructions*** • Understand, follow, and explain moderately complex written instructions for seven-to-ten step procedures or three paragraph instructional texts • Respond with action to directions and instructions • Understand/follow moderately complex everyday texts and common authentic instructional texts with pictures ***Business/Service Texts***	• Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives) to get a general understanding of texts • Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination) • Simple yes/no and wh-questions • Cohesion links between sentences (pronoun references) • Connective words and phrases to show additions, examples, chronological sequences or illustrations by example (such as *and*, *also*, *such as*) ***Textual Knowledge*** Beginning recognition of: • Cohesion links between sentences (such as pronoun references) • Connective words and phrases to show	***Functional Knowledge*** *Beginning recognition of:* • Textual and contextual clues to interpret purposes of text (such as an invitation, a greeting card, a newsletter, an article, or a schedule) • Typical formats in sequencing and wording information for specific purposes (such as in a written request, complaint, or invitation) • Common written formats (such as dictionary entries, news articles, letters, stories, or application forms) ***Sociolinguistic Knowledge*** *Beginning recognition of:* • Common figures of speech, idioms, and expressions specific to different situations • Cultural references • Politeness conventions in written correspondence and in different contexts • How tone, mood, attitude, and opinions are conveyed specific words	• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and

CLB 4 Reading -Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
• Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks. • Context is non-demanding.	times for an upcoming trip. • Use a telephone directory (print or online) to locate the closest medical clinic. • Find an advertisement to match a list of apartment rental requirements. • Read a short notice from a bank about a credit card renewal. • Read basic safety rules on a workplace poster. • Read a short news article (print or online) to get the details. • Use a simple statistical table (print or online) listing place of birth and number of people in Canada to identify where most immigrants come from. • Read a simple description of an event or phenomenon and locate a few concrete facts. • Read a simple description about a company and locate a few concrete facts (when it started, what it does, how many people it employs).	• Identify factual details and some inferred meanings in moderately complex business/service and formatted texts such as brochures, memos, form letters, websites, flyers, graphics, charts, schedules, bus route maps, directories • Identify key information, type, and purpose of a text • Get the gist and locate specific details in verbal text and graphics, including extensive directories, charts, and schedules ***Informational Texts*** • Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text such as short newspaper articles or reports, educational materials, stories, research articles, papers, and book entries, adapted literary texts, standard maps, diagrams, and basic graphs on a familiar topic	additions, examples, chronological sequences or illustrations by example (such as and, also, such as) • Main ideas or text types (e.g., genres such as narrative or information)	or phrases • Formal and informal language Strategic Competence Beginning ability to use: • Basic reading strategies (such as skimming to determine purposes of texts, scanning to locate specific information, and guessing or inferring from contextual clues) • Background knowledge for comprehension • Resources (such as a bilingual dictionary, asking for help) to determine meanings of unfamiliar words • Linguistic, textual, functional, and socio-cultural knowledge to interpret intended meanings in written texts • Search engines to access information online	preserving their own culture

CLB 4 Reading -Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
	• Use an online encyclopedia to find relevant information for a class project. • Read simple advertisements of 2 products to decide which product to buy.	• Identify factual details and inferred meanings, main idea, and key details in a text • Identify text organization and links between paragraphs • Compare facts to make choices • Predict and guess the meaning of words and expressions on the basis of textual clues • Demonstrate comprehension of standard maps, basic diagrams, and basic graphs • Access and locate 2 pieces of information in ESL educational software • Access and locate information through tables of content, indexes, and glossaries			

CLB 4 Speaking - Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
• Communication is face-to-face with one person at a time in a familiar situation, very briefly on the phone, or in a very small supportive group. • Familiar personal topics. • Tasks require short, simple, connected discourse. • Situation is predictable. • Interaction is informal to somewhat formal. • Listeners are supportive and encouraging. • Listener may guide the speaker by asking questions. • Context is non-demanding.	• Request a room in a hotel and ask about services. (Is there parking? Is there a pool and an exercise room?) • Respond to a warning about a simple bylaw violation. (Oh, I did not see the sign. Thanks for telling me.) • Request a review of a paycheque because overtime hours were not included. • Respond to an instructor's warning about handing in an assignment late. (I have a family emergency. Can I bring it next week?) • Tell a short story about a happy day. • Tell a short story about a common activity (such as finding a job or an apartment). • Give a brief description of a typical day at home or at work. • Tell what happened (by narrating a brief series of events) in a short TV show.	***Social Interaction*** • Interact face-to-face or on the phone with mostly familiar interlocutors on mostly concrete, familiar, and personally relevant topics • Express and respond to compliments • Express and respond to congratulations • Respond to small talk comments • Extend, accept, or decline an invitation or offer • Take turns properly by giving verbal or non-verbal signals • Indicate non-comprehension • Encourage others in conversation by showing interest • Use phone to communicate briefly simple personal information or refer the call to another person according to the situation ***Instructions*** • Give an extended set of sequentially presented	• Grammar structures and vocabulary relating to basic personally relevant facts (such as ethnicity, home country, address, age), time, dates, money, school environment, community facilities, common actions, jobs and occupations, family, housing, food, weather, clothing, etc. • Vocabulary adequate for talking about basic time references, chronological sequences, needs and wants, and personal experiences, and for describing people, objects, situations, and daily routines • Connective words and phrases to signal contrast and indicate chronology (such as but, and, or, like, for example, first, then) • Discourse markers to convey shifts in topic meanings (such as so, and finally) in speaking • Cohesions links between sentences (pronoun references, etc.) ***Textual Knowledge***	***Functional Knowledge*** *Beginning ability to:* • Convey intended purpose of an utterance through intonation, language, body language, vocalizations, etc. • Use common expressions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others) • Use typical set formats in sequencing information (such as openings, pre-closings, and closings) **Sociolinguistic Knowledge** *Understanding of and beginning ability to use:* • Some cultural references or information • Culturally appropriate non-verbal communication strategies • Culturally appropriate strategies to convey politeness and respect • Socio-cultural conventions related to	• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and

CLB 4 Speaking - Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
		simple clause instructions on daily routine actions • Direct a person to a place with or without maps, sketches, or diagrams • Give clear oral directions that a listener can follow ***Suasion*** • Give and get permission • Give simple informal advice • Call for emergency assistance • Use polite expressions with requests • State reason • Provide details clearly and intelligibly so that a listener can follow ***Information*** Presentations: • Make a 3-to-5 minute long informal or a semi-formal presentation to a small, familiar audience on concrete, immediate and familiar everyday topics • Relate a sequence of events in present, past, and future	*Beginning ability to use:* • Connective words and phrases to signal contrast and indicate chronology (such as *but, and, or, like, for example, first, then*) • Discourse markers to convey shifts in topic meanings (such as *so, and finally*) • Cohesion links between sentences (pronoun references, etc.) • Genres, such as telling narratives or reporting information	specific topics (such as responding to introductions; giving instructions and directions; attracting attention; and talking about sensitive topics, such as age, income, marital status) **Strategic Competence** *Beginning ability to use:* • Strategies to indicate problems in understanding (such as asking for repetition, repeating back, asking for clarification) • Strategies to ensure understanding, such as confirming information and paraphrasing • Techniques and strategies to learn and memorize language chunks efficiently	preserving their own culture

CLB 4 Speaking - Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
		• Describe accurately a scene or a picture • Tell a detailed story (e.g., historical, or biographical) • Report an accident or a routine based on series of picture clues • Provide explanations and examples in a description of daily routine activities • Present information in a coherent connected discourse using explicit sequence and simple grammar structure markers, adequate for the topic vocabulary and clear personal and textual reference • Speak with appropriate body language, voice volume, rate, fluency, and intelligibility ***One-on-One & Group Interaction:*** • Participate in a small group discussion to express agreement/disagreement, opinion, worry, concern, necessity, and reason			

CLB 4 Speaking - Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
		• Ask for and provide information related to routine daily activities • Explain nature of inquiry and provide details • Summarize information and repeat it back • Ask relevant questions, thank for help and information • Obtain specific information on a product or a service			

CLB 4 Listening – Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
• Communication is face-to-face (usually one-on-one or in small groups), very briefly on the phone or via digital media (video, online). • Speech is clear and at a slow to normal rate. • Visual clues and setting support the meaning when the topic or situation are less routine or familiar. • Listening texts can be short, informal monologues, presentations, dialogues, or instructions. • Monologues and presentations are relatively short (up to about 10 sentences). • Dialogues are relatively short (up to about 8 turns). • Instructions contain simple and compound structures, and longer phrases of location, movement, and manner. • Language is simple and related to everyday topics and situations.	• Listen and respond to a friend's simple, casual, familiar small talk. • Listen to a friend or co-worker describing plans for the weekend. • Listen to a discussion about household tasks to determine who will do what • Follow simple instructions from a doctor to deal with a common ailment (such as the flu or a cold). • Follow instructions for a simple recipe to identify the order of the steps. • Follow directions to locate items in a room, on a map or in a diagram. (*Can you get me the book? It is in the middle cabinet, on the top shelf, on the right-hand side.*) • Follow instructions for a basic task at work, such as making a photocopy	***Social Interaction*** • Identify factual details and inferred meanings in dialogues containing complements, invitations, offers, discussion of interests, likes/dislikes, and preferences • Identify some commonly used explicit expressions and some implicit ones • Identify situation and relationship between speakers • Identify functional value of utterances • Respond to comprehension questions as required by the task • Identify the emotional state of the speakers from tone and intonation ***Instructions*** • Understand a range of spoken everyday explicit instructions (7-8 steps with up to 10 details) on step-by-step procedures	• Basic grammar structures to interpret listening structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives, and simple yes/no and wh-questions) • Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination) • Frequently used cohesion links (such as pronoun references) • Connective words and phrases to show contrast and phrases to show contrast, give examples, and indicate chronology (such as *but*, *and*, *or*, *like*, *for example*, and *then*) in listening	*Understanding of:* • Common conversational structures, such as how to open and close a conversation • Common language functions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others, expressing, and acknowledging appreciation, opening, and closing telephone calls) ***Sociolinguistic Knowledge*** *Beginning recognition of:* • Different registers, e.g., formal/informal • Socio-cultural information relating to social interactions and service transactions • Common idiomatic expressions (What's up? How's it going? It's a piece of cake.)	• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and

CLB 4 Listening – Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
• Topics are related to familiar, everyday situations of personal relevance. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing.	or cleaning a piece of equipment. • Listen to a short, simple commercial about a product or service to get the gist and enough information to decide whether the product is worth purchasing. • Listen to an airport ticket agent telling a traveler that a boarding pass cannot be given because the flight is now full and explaining when the next available flight will be departing. • Listen to an exchange between a salesclerk and a customer to determine the nature of the transaction. • Listen to a friend, colleague, or classmate's story about shopping at a particular store to decide whether or not to shop there.	• Understand a range of spoken everyday explicit instructions (7-8 steps with up to 10 details) on step-by-step procedures • Follow by step number and sometimes by sequence clues • Take simple phone messages • Respond with action to directions and instructions ***Suasion*** • Comprehend factual details and some inferred meanings in simple advice and suggestions, announcements, and commercials • Identify main intent, main idea, factual details, words, and expressions in persuasive oral texts • Recall up to 7 important features of a product or an object described in a listening material ***Information*** • Understand the gist, factual details, and		• Common social conventions and norms of politeness in speech **Strategic Competence** *Beginning recognition of:* • Appeals for help • Requests for repetition and clarification *Ability to:* • Seek clarification and confirmation if required	preserving their own culture

CLB 4 Listening – Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
	• Listen to a very short, clear weather report to use the information to decide what to wear. • Listen to a brief description of topics to be covered in a course.	some inferred meanings of a descriptive or a narrative text • Complete a chart or a table with details gathered from listening to a pre-recorded message • Identify key words and phrases • Distinguish facts from opinions • Get 10-15 essential details such as numerical values, dates, time, special directions, names, etc. from a 200-word listening info text about general science • Recognize familiar structures in spoken discourse • Respond to requests for facts and opinions stated in the text			

CLB 4 Writing -Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
• Writing style requirements are simple and informal • Topics are of everyday relevance • Audience is familiar • Task prompts or instructions are simple and call for responses of about 1 paragraph • Forms to complete are short (up to about 20 items), simple in format, and require basic personal information and some responses to simple questions about self or experience • Content to copy or reproduce is from a short text (up to about 2 paragraphs) with clear layout; may be of a more specialized nature (e.g., a manual) relating to a familiar context • Context is non-demanding	• Write an invitation to a family function, such as a housewarming, graduation, or birthday party. • Write a short personal note to thank a host, friend, or supervisor for lunch. • Write an email to a friend with a short update on what happened last week. • Copy definitions from 2 or 3 sources (such as online dictionaries or grammar websites). • Copy information about 2 products or services from catalogues or online sources to see which has the most features. • Fill out an application form for pre-authorized payments for water, power, or telephone service.	**Social Interaction** • Convey a personal message in a formal, one-paragraph long letter, a four-to-six clause note, or through e-mail messages to familiar recipients on topics of immediate personal relevance that require expressing or responding to invitations, quick updates, feelings, etc. • Convey the message in a way that a reader can follow the text • Use language and content appropriate and relevant to the occasion • Use simple grammar structures, punctuation and spelling with only a few errors • Convey main ideas and support them with sufficient details in a	• Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives, and simple yes/no and wh-questions) to convey meaning effectively • Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases; and coordination and subordination) • Simple yes/no and wh-questions • Common everyday English spelling and punctuation rules and conventions for simple sentences • Common cohesion links (such as pronoun references) to connect sentences • Connective words and phrases within and between sentences to indicate addition (such as also, and) and	**Functional Knowledge** *Beginning ability to use:* • Appropriate phrases and expressions for salutations, and to invite, thank, and congratulate • Common text formats for specific purposes (such as informal notes and goodwill messages) • Basic format and paragraph structure • Basic email writing conventions (such as subject lines and opening/closing conventions) • Basic business writing conventions (such as stating the purpose in the first paragraph, using a subject line, and basic paragraph structure) *Beginning ability to:* • Identify the layout and different parts of standard forms (such as headings,	• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between

CLB 4 Writing -Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
	• Write an email to an organization to request information or cancel a service. • Write a short note to a landlord about a problem in the apartment that needs attention or repair. • Write a short, simple paragraph to a supervisor to ask for a day off. • Write a paragraph to describe coming to Canada. • Send an email to a co-worker about a trip or vacation. • Write to a friend to share information about a new home (house or apartment). • Write to a friend, colleague, or classmate about plans for next week, next month or next year.	basic paragraph structure format • Reproducing Information • Reproduce information from up to one page long written text or a short oral text with five –to-seven details on concrete factual matters • Take notes from live phone and voice mail messages, or pre-recorded information writing down important points and accurate details and correctly spelling names, dates directions and addresses • Reduce a page of information to a list of seven-to-ten important points and convey a clear message to the intended recipient **Business/Service Messages**	sequence (such as first, second, next) in writing • Logical sequencing to get main and subordinate ideas across in writing **Textual Knowledge** Beginning ability to use: • Common cohesion links (such as pronoun references) to connect sentences • Connective words and phrases within and between sentences to indicate addition (such as also, and) and sequence (such as first, second, next) • Logical sequencing to get main and subordinate ideas across	instructions, and areas to complete) **Sociolinguistic Knowledge** *Understanding of and beginning ability to use:* • Canadian social conventions related to specific occasions (such as births, marriages, and losses) and the significance of written messages or cards for these occasions **Strategic Competence** *Beginning ability to use:* • Resources such as dictionaries, thesauruses, Internet search skills, and spell-checking functions on a computer	acculturation and preserving their own culture

CLB 4 Writing -Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
		• Convey three-to-five sentences long business messages as written notes with a sense of audience using language and format that demonstrate good control of simple structures, vocabulary, spelling and punctuation • Fill out with required information moderately complex in format forms, twenty-to- thirty items long following punctuation and spelling conventions • Presenting Information/ideas • Write a paragraph to relate/narrate a sequence of events, to describe a person, object, scene, picture, procedure or routine and to explain reasons			

CLB 4 Writing -Planning Matrix

Task Characteristics	Sample Tasks	Language Concepts	Grammar Skills	Academic/Functional Skills	Intercultural Competency
		Express main idea and support it with sufficient details addressing the purpose of the writing task Provide accurate descriptions, explanations, or account of events in the report/story sequence format with good control over simple grammatical structures and adequate for the topic vocabulary Provide an introduction, development and conclusion, and adequate paragraph structure using appropriate logical connectors and accurate spelling and punctuation			

CLB 4 Grammar – Planning Matrix

Listening	Speaking	Reading	Writing
• Basic grammar structures to interpret listening structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives, and simple yes/no and wh- questions) • Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination) • Frequently used cohesion links (such as pronoun references) • Connective words and phrases to show contrast and phrases to show contrast, give examples, and indicate chronology (such as but, and, or, like, for example, and then) in listening	• Grammar structures and vocabulary relating to basic personally relevant facts (such as ethnicity, home country, address, age), time, dates, money, school environment, community facilities, common actions, jobs and occupations, family, housing, food, weather, clothing, etc. • Vocabulary adequate for talking about basic time references, chronological sequences, needs and wants, and personal experiences, and for describing people, objects, situations, and daily routines • Connective words and phrases to signal contrast and indicate chronology (such as but, and, or, like, for example, first, then) • Discourse markers to convey shifts in topic meanings (such as so, and finally) in speaking • Cohesions links between sentences (pronoun references, etc.) • Textual Knowledge • Beginning ability to use: • Connective words and phrases to signal contrast and indicate chronology (such as but, and, or, like, for example, first, then) • Discourse markers to convey shifts in topic meanings (such as so, and finally) • Cohesion links between sentences (pronoun references, etc.) • • Genres, such as telling narratives or reporting information	• Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives) to get a general understanding of texts • Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination) • Simple yes/no and wh- questions • Cohesion links between sentences (pronoun references) • Connective words and phrases to show additions, examples, chronological sequences or illustrations by example (such as *and*, *also*, *such as*) • additions, examples, chronological sequences or illustrations by example (such as and, also, such as) • Main ideas or text types (e.g., genres such as narrative or information)	• Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives, and simple yes/no and wh- questions) to convey meaning effectively Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination) • Simple yes/no and wh- questions • Common everyday English spelling and punctuation rules and conventions for simple sentences • Common cohesion links (such as pronoun references) to connect sentences • Connective words and phrases within and between sentences to indicate addition (such as also, and) and sequence (such as first, second, next) in writing • Logical sequencing to get main and subordinate ideas across in writing • Textual Knowledge • Beginning ability to use: • Common cohesion links (such as pronoun references) to connect sentences • Connective words and phrases within and between sentences to indicate addition (such as also, and) and sequence (such as first, second, next) • Logical sequencing to get main and subordinate ideas across

CLB 4 Academic – Planning Matrix

Listening	Speaking	Reading	Writing
Beginning to demonstrate: • Common conversational structures, such as how to open and close a conversation • Common language functions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others, expressing, and acknowledging appreciation, opening, and closing telephone calls) ***Sociolinguistic Knowledge*** *Beginning recognition of:* • Different registers, e.g., formal/informal • Socio-cultural information relating to social interactions and service transactions • Common idiomatic expressions (What's up? How's it going? It's a piece of cake.) • Common social conventions and norms of politeness in speech **Strategic Competence** *Beginning recognition of:* • Appeals for help • Requests for repetition and clarification *Ability to:* • Seek clarification and confirmation if required	***Functional Knowledge*** *Beginning ability to:* • Convey intended purpose of an utterance through intonation, language, body language, vocalizations, etc. • Use common expressions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others) • Use typical set formats in sequencing information (such as openings, pre-closings, and closings) **Sociolinguistic Knowledge** *Understanding of and beginning ability to use:* • Some cultural references or information • Culturally appropriate non-verbal communication strategies • Culturally appropriate strategies to convey politeness and respect • Socio-cultural conventions related to specific topics (such as responding to introductions; giving instructions and directions; attracting attention; and talking about sensitive topics, such as age, income, marital status) **Strategic Competence** *Beginning ability to use:* • Strategies to indicate problems in understanding (such as asking for repetition, repeating back, asking for clarification) • Strategies to ensure understanding, such as confirming information and paraphrasing • Techniques and strategies to learn and memorize language chunks efficiently	***Functional Knowledge*** *Beginning recognition of:* • Textual and contextual clues to interpret purposes of text (such as an invitation, a greeting card, a newsletter, an article, or a schedule) • Typical formats in sequencing and wording information for specific purposes (such as in a written request, complaint, or invitation) • Common written formats (such as dictionary entries, news articles, letters, stories, or application forms) ***Sociolinguistic Knowledge*** *Beginning recognition of:* • Common figures of speech, idioms, and expressions specific to different situations • Cultural references • Politeness conventions in written correspondence and in different contexts • How tone, mood, attitude, and opinions are conveyed specific words or phrases • Formal and informal language **Strategic Competence** • Beginning ability to use: • Basic reading strategies (such as skimming to determine purposes of texts, scanning to locate specific information, and guessing or inferring from contextual clues)	**Functional Knowledge** *+Beginning ability to use:* • Appropriate phrases and expressions for salutations, and to invite, thank, and congratulate • Common text formats for specific purposes (such as informal notes and goodwill messages) • Basic format and paragraph structure • Basic email writing conventions (such as subject lines and opening/closing conventions) • Basic business writing conventions (such as stating the purpose in the first paragraph, using a subject line, and basic paragraph structure) *Beginning ability to:* • Identify the layout and different parts of standard forms (such as headings, instructions, and areas to complete) **Sociolinguistic Knowledge** *Understanding of and beginning ability to use:* • Canadian social conventions related to specific occasions (such as births, marriages, and losses) and the significance of written messages or cards for these occasions **Strategic Competence** *Beginning ability to use:*

CLB 4 Academic – Planning Matrix			
Listening	**Speaking**	**Reading**	**Writing**
		• Background knowledge for comprehension • Resources (such as a bilingual dictionary, asking for help) to determine meanings of unfamiliar words • Linguistic, textual, functional, and socio-cultural knowledge to interpret intended meanings in written texts Search engines to access information online	• Resources such as dictionaries, thesauruses, Internet search skills, and spell-checking functions on a computer
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CLB 4 Intercultural Competency – Planning Matrix

Listening	Speaking	Reading	Writing
• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture	• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture	• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture	• Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own • Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others' behaviours • Identify and describe the significance of cultural images and symbols in Canadian culture and their own • Identify culturally determined behavior patterns • Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures • Analyze and describe diversity in Canadian cultures • Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

Table for ES Reading Text / CLB Reading

READING

Baseline: ES Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
LEVEL 1 • Reads relatively short texts to locate a single piece of information. • Follows simple written directions.	**BENCHMARKS 3, 4 & 5** • Reads a simple paragraph passage within a familiar, predictable context of daily life and experience: simple narratives of routine events; descriptive prose about people, places and things; a set of simple instructions. (3) • Reads a simple 2-3 paragraph passage within mostly familiar and predictable context of daily life and experience: simple narrative, biographical or descriptive prose, set of simple instructions, plain language news items, classified ads, sales promotions coupons and flyers. (4) • Locates, compares and contrasts one or more specific pieces of information in larger texts. (4) • Finds specific, detailed information in prose texts and in charts and schedules (e.g., transit timetables). (5) • Is able to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of unknown words in the text). (4) • Reads in English for information, to learn the language and to develop reading skills. (4) • Reads silently for meaning, with little visible or audible vocalization efforts, but reads slowly. (4) • May require bilingual dictionary. (4)	**LEVEL 1** • When using a new product, reads the label for mixing instructions and special handling requirements. • Reads labels on containers for instructions and precautions. • Reads items in supply catalogues and purchasing flyers. • Reads brief notices about changes in regulations or restrictions. • Reads memos, information bulletins and electronic mail (e-mail) about special events or new procedures. • Reads incoming faxes from clients to make reservations, ensuring that all of the required information is provided. • Reads comment cards filled in by customers making suggestions for improving service. • Reads notes from supervisors or from co-workers from an earlier shift providing status reports or reminders of tasks to be completed. • Reads notes from parents which may describe the medicine a child is taking or provide information (e.g., a different parent is taking the child home). • Reads memos to stay current on the hospital's or clinic's policies or procedures, scheduling, fees and accounting practices.	**BENCHMARKS 3, 4 & 5** • Reads an authentic note, e-mail message or letter; answers 7-10 questions about the text. (4) • Follows 1-5 step point form written directions to locate items on maps and diagrams. (3) • Uses a bus route map to match several bus stops with arrival and departure times. (4) • Uses 2 bus route maps/schedules: locates time of departure; coordinates with a transfer to reach destination. (5) • Uses the White Pages to locate a business address or the closest medical clinic/emergency service. (4/5) • Finds an ad to match a list of apartment requirements. (4) • Finds information in a TV guide (5) • Identifies key information and locates specific details in verbal text and graphics, including extensive directories, charts and schedules. (5) • Properly sequences instructions on how to make a long distance call or how to use an automatic teller machine. (4) • Follows instructions on employment forms. (4) • Sequences a simple 5-8 line recipe. (4)

Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework

Table for ES Writing / CLB Writing

WRITING

Baseline: ES Level 1

Essential Skills/CLB 4 – Writing   Planning Matrix

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES:WRITING TASKS	CLB:WRITING TASKS
LEVEL 1 • Less than a paragraph. • Intended to organize remind, or inform. • Informal writing for small, familiar audiences – usually coworkers. • Uses pre-set formats or writing for which the format is unimportant. • Concrete, day-to-day matters of fairly immediate concern.	**BENCHMARKS 4 & 5** • Writes simple descriptions and narration of events, stories, future plans about self and family, or oth highly familiar topics. (4) • Effectively conveys an idea, opinio feeling or experience in a simple paragraph. (5) • Writes short messages, postcards notes, directions and letters. (4) • Writes short letters and notes on familiar topic. (5) • Fills out simple (4) or extended (5 application forms. • Takes slow, simple dictation with frequent repetitions. (4) • Takes simple dictation with occasi repetitions at a slow to normal ra speech. (5) • Reproduces in writing simple information received orally or vis (5) • Demonstrates better control ove writing when reproducing inform (e.g., writing down notes, messag and paraphrasing). (5) • Writes down everyday phone messages. (5) • Completes a short routine repor (usually on a form). (5)	**LEVEL 1** • Writes reminder notes regarding • Makes entries in appointment calendars. • Writes list of tasks and sequences them. • Writes weekly reports detailing hours worked and type of work done. • Enters information on work orders to record what tasks were completed for customers. • Writes form letters, notes and memos. • Fills out a variety of forms. • Writes notes to herself/himself to record how she/he carried out specific tasks that required new skills or which had elements that were different than normal. • Writes reminder notes to co-workers regarding customer requests, deadlines or supplies. • Writes new member or customer profiles and enters them into the computer system. • Makes log entries to record name, address and destination of registered mail, priority post and express post. • Writes notes to record details of telephone conversations with customers.	• Writes formal invitation for a special group function (BBQ, potluck, etc.); includes clear directions to the location. (5) • Writes a personal note to thank the host for a dinner or party. (4) • Writes a short letter to a friend describing new home, car, job, trip, plans and feelings. (4/5) • Writes down a message from one person to pass on to another. (4) • Takes a message over the phone clearly and accurately. (5) • Copies information about a product or service from catalogues, directories, instructions and manuals for comparison purposes. (4) • Takes clear notes from a short pre-recorded company message about job openings and application procedures, including minimum requirements. • Fills out application form for power, water or telephone service, car rental, direct deposit request. (4/5) • Fills out a worker's accident report form. (5) • Describes an event or tells a story (e.g., writes about coming to Canada). (4) • Writes about her/his work experience in the past. (4) • Writes a paragraph describing an event/incident or experience. (5)

Table for ES Document Use / CLB Reading and Writing

DOCUMENT USE

Baseline: ES Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
LEVEL 1 **COMPLEXITY OF THE DOCUMENT** • Document is very simple. Brief text combined with uncomplicated structure (e.g., simple signs, labels, lists). • One document and one document type. **COMPLEXITY OF FINDING / ENTERING INFORMATION:** **Information Search:** • Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. **Information Entry:** • Entering few pieces of information. **Thinking Process:** • Minimal inference is required. Information found or entered in the document is a literal match (i.e., identical) to the information required. • Information needed is immediate and obvious. **COMPLEXITY OF INFORMATION USE:** • No knowledge of the content (i.e., substance) of the document is required to use the information. • No analysis required.	**BENCHMARKS 3, 4, 5** **INFORMATION SEARCH** • Finds specific detailed information in plain language texts with clear layout (e.g., in very short news items, weather forecasts, sales promotion coupons and flyers). (3) • Can get specific details from everyday routine texts, such as a set of instructions, plain language news item, a notice from a gas company. (5) • Finds specific detailed information in prose texts and in charts and schedules (e.g., transit timetables). (5) **INFORMATION ENTRY** • Fills out simple application forms and bank slips. (3) • Fills out simple application forms. (4) • Fills out extended application forms. (5) • Can reproduce in writing simple information received orally or visually. (5; p.100) • Demonstrates better control over writing when producing information (e.g., writing down notes, messages and paraphrasing). (5) • Writes down everyday phone messages. (5) • Completes a short routine report on a form on a familiar topic. (5)	**LEVEL 1** • Reads signs and symbols, such as Workplace Hazardous Materials Information System (WHIMIS) symbols. • Reads list of patient names, their requirements and care needs. • Reads labels on medications and ointments, clothing and laundry chemicals. • Reads shipping tags and safety labels. • Reads registration lists or client mailing lists. • Reads lists of products, stock numbers, quantities and prices. • Fills in "Action Required" forms in response to customer complaints. • Completes assembly checklists to ensure that all components have been installed in each unit. • Reads house numbers on civic address signs. • Completes checklists, such as the vehicle readiness form, and records brief entries on deficiencies, such as warning lights that are not functioning or items that are either missing or too low in number. • Completes daily logs, time sheets and overtime forms. • Reads price tags, bills, cash register displays or account statements to determine the amount due.	**BENCHMARKS 3, 4, 5** **INFORMATION SEARCH** • Reads a "while you were out" note (3) or an authentic e-mail message. (4) • Follows one to five-step, point-form, written directions to locate items on maps and diagrams. (3) • Classifies information in a text into categories; completes a chart. (3) or compares information in two pie or bar graphs. (5) • Follows instructions on employment forms. (4) • Uses a bus route map to match several bus stops with arrival / departure times. (4; p. 37) • Uses the White Pages to locate the closest medical clinic (4) or a business address. (5) • Identifies the percentage of something by looking at a simple pictorial graph such as a pie graph. (4) • Sequences 7 to 10 steps in instructions on how to unplug the sink using commercial bottled liquid or environmentally friendly means based on written texts. (5) • Explains instructional text in paragraph format on prevention and treatment of burns. (5) • Explains a system by reading and interpreting a simple chart. (5). • Accesses, locates information through tables of content, indexes or glossaries. (5)

Table for ES Oral Communication / CLB Speaking

SPEAKING

Baseline: Essential Skills Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
LEVEL 1 **FUNCTIONS** • Limited oral communication demands in a basic work-related social interaction. • Responds to daily inquiries. • Obtains specific information. • Follows and gives simple instructions. • Gives a simple greeting. • Leaves and receives short routine recorded messages. • Attends routine meetings. • Coordinates work with one or two other individuals. **INFORMATION** • Narrow range of subject matter, familiar topic, one main issue. • Language is factual, literal, concrete; narrow range of content and context specific or technical vocabulary. • Information content is simple; limited number of details. **CONTEXT** • Highly predictable context. • Interacting with one person at a time, face to face, on a familiar matter. If communicating on the phone, the exchange follows a routine scenario. Role of the speaker is singular and	**BENCHMARKS 5-6** **FUNCTIONS** • Communicates with some confidence in casual social conversations and in some less routine situations on familiar topics of personal relevance. (6) • Participates with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance. (5) **INFORMATION** • Communicates facts and ideas in some detail: can describe, report and provide a simple narration. (6) • Demonstrates a range of everyday vocabulary, some common phrases and idioms. (6) **CONTEXT** • Uses the phone to communicate on familiar matters, but phone exchanges with strangers are stressful. (6) • Speaks on familiar concrete topics at a descriptive level (5-10 minutes). (7) • Communication without visual support is still very difficult. (5) **LIMITATIONS** • Demonstrates discourse that is connected and reasonably fluent, but hesitations and pauses are frequent. (5)	**LEVEL 1** • Interacts with suppliers to purchase goods and exchange information on products. • Interacts with co-workers to collaborate in planning and operating trips. • Communicates with co-workers to find out about or to provide information on a tour group, location or program. • Talks to suppliers to obtain quotes and clarify invoice amounts. • Tells co-workers about tasks and co-ordinates work with them. • Tells co-workers about parts and installation procedures. • Advises customers of safety procedures, such as lowering the safety bar. • Gives instructions to operators, delegates work and monitors progress. • Makes announcements over the public address system to provide information. • Communicates with customers on the phone and in person to quote rates, sell items and services and provide information about upcoming events.	**BENCHMARK 5** • Answers the phone briefly appropriate to the situation. Provides needed information and refers the call to another person. • Gives an extended set of sequentially presented directions on a daily routine. • Requests permission to leave work early or take a day off. • Reports an incident. • Gives a detailed description of a scene. • Reports a few routine activities of the day; includes explanations and examples. • Plans a trip from point a to point b. **BENCHMARK 6** • Makes a simple formal suggestion. • Renews a verbal request for an item. • Expresses concerns, provides explanations, and seeks advice in a parent–teacher interview. • Discusses researched topics on social, cross-cultural, or work-related issues. • Gives a detailed description of a simple process. • Participates in small group discussion/ meeting.

Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework

9

Task Based Assessment Rubrics

Skill Area: Writing - CLB LEVEL: 4

ASSESSMENT CONSIDERATIONS
When you assess student's, performance based on the selected task(s), consider the following performance conditions:
• Expression of ideas contains some awkward sounding phrases and word combinations, but main ideas are adequately expressed and supported with some details
• Content and organization are comprised of a text with adequate paragraph structure as the topic is introduced, developed to some degree, and concluded
• Good control of simple grammar structures, but some difficulty with complex structure
• Determine the weighting of marks to assign to each skill area
MODULE:
TASK SELECTED:

TASK CHARACTERISTICS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 65 %	66 - 85 %	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• Describe an event or tell a story, such as coming to Canada • Describe past work experience • Write about future plans and reasons for them • Simple forms; Application form: car rental, direct deposit request • Write down message from one person to pass on to another • Business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to • request information • One to two paragraphs • Easy layout • Copy information about a product or service from catalogues, directories, instructions and manuals for personal use or comparison • Copy definitions from two or three sources and compare	• Can write simple descriptions and narration of events, stories, future plans about self and family, or other highly familiar topics						
	• Can effectively convey in writing simple ideas and information about personal experience within predictable contexts of everyday needs						
	• Can copy information from dictionaries, encyclopaedias, manuals						
	• Adequate for communication of simple information						
	• Simple ideas and information about personal experience in predictable contexts						
	• Good control of simple structures						
	• Successful use of one-clause sentences						
	• Successful use of coordinated clauses with basic tenses						

Skill Area: Speaking - CLB LEVEL: 4

ASSESSMENT CONSIDERATIONS

When you assess the student's, performance based on the selected task(s), consider the following performance conditions:

- Expression of ideas contains some awkward sounding phrases and word combinations, but main ideas are adequately expressed and supported with some details
- Content and organization are comprised of a text with adequate paragraph structure as the topic is introduced, developed to some degree, and concluded
- Good control of simple grammar structures, but some difficulty with complex structure
- Determine the weighting of marks to assign to each skill area

MODULE:

TASK SELECTED:

TASK CHARACTERISTICS 65% IS PASS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 65%	66 - 85%	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• A variety of short sentences • Clear evidence of connected discourse (and, but first, next, then, because) • Control of basic grammar (basic structures and tenses) • Correct past tense with many common verbs • Adequate for basic routine everyday communication • Difficulties may impede communication	• Take part in short routine conversations						
	• Convey basic needs and personal experience						
	• Ask simple familiar questions						
	• Answer simple familiar questions						
	• Describe a situation						
	• Tell a simple story						
	• Interaction on the phone is rare and brief.						
	• Communication strongly supported by gestures and other visual clues						
	• Needs only a little assistance						
	• Group interaction is familiar and supportive						
	• Guided by specific questions from the interlocutor if needed						
	• Interaction is empathic and supportive						

Skill Area: Reading - CLB LEVEL: 4

ASSESSMENT CONSIDERATIONS
When you assess student's, performance based on the selected task(s), consider the following performance conditions:
• Demonstrate understanding of the purpose, main ideas, and some details of texts of moderate complexity with mostly concrete, literal and some abstract language
• Have at least the language minimum to activate schemata knowledge for top-down processing
• Apply reading strategies for searching the text, skimming, and scanning
• Occasionally can guess the meaning of an unknown word, phrase, or idiom from the context without dictionary
MODULE:
TASK SELECTED:

TASK CHARACTERISTICS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 65%	66 - 85%	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• To or three paragraphs • Mostly familiar and predictable context of daily life and experience • Can be related to personal experience • Pictures occasionally accompany text • Adequate only for basic, context-immediate, everyday communication on a range of familiar topics • Mostly concrete, factual, and literal. Some abstract words • News items are in plain language, with few idioms • Usually not beyond the first 800 of the most frequent word families of • spoken and written English • Few idioms	• Can phonetically decode familiar and some unfamiliar words, as exposure to English expands and awareness of its sound-symbol relationships and spelling conventions improves						
	• Skim for information on overall idea and main ideas in a short text						
	• Read carefully for accurate comprehension of sentences and paragraphs, vocabulary, and stated propositions in a short text						
	• Some ability to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of the unknown words in the text)						
	• Can phonetically decode familiar and some unfamiliar words, as exposure to English expands and awareness of its sound-symbol relationships and spelling conventions improves						
	• Skim for information on overall idea and main ideas in a short text						
	• Read carefully for accurate comprehension of sentences and paragraphs, vocabulary, and stated propositions in a short text						
	• Some ability to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of the unknown words in						
	• Scan for a range of details (words, numbers)						

Skill Area: Listening CLB LEVEL: 4

ASSESSMENT CONSIDERATIONS
When you assess student's, performance based on the selected task(s), consider the following performance conditions:
• Often needs repetition to access with some effort the gist of oral discourse in moderately demanding contexts, short sets of common daily instructions, direct questions on personal experience and familiar, repetitive, and predictable everyday topics
• Demonstrate limited ability to understand unpredictable phone conversations and messages when contexts and topics are not familiar
MODULE:
TASK SELECTED:

TASK CHARACTERISTICS	LANGUAGE SKILLS BEING ASSESSED	Weighting	0-50%	51 - 65%	66 - 85%	86 - 100%	FINAL MARK 65% IS PASS
	ENTER MARK						
• Slow to normal rate of speech • Face-to-face • Video mediated • Audio mediated • Monologues • Dialogues with up to 10 turns (exchanges)); each turn is usually 1-3 clauses • Conversations with 3 participants • Personally relevant • Related to immediate context • Every day, common • Familiar • Adequate only for basic, context-immediate, everyday communication on a range of familiar topics • Few idioms • Simple, compound, and complex sentences	• With considerable effort, simple formal and informal conversations, and other listening texts on topics of immediate personal relevance at slower to normal rate of speech						
	• Many topics by familiar words and phrases						
	• Simple predictable phone messages						
	• Many common everyday instructions and directions related to immediate context						
	• A little assistance						
	• Speech modification						
	• Pictures and visuals or real objects in immediate context						
	• Considerably limited ability to follow unexpected, non-routine phone calls re. unfamiliar situations						

Keyano College Planning Documents

Sample EAP Lesson Plan

Sample lesson plan from EAP 200 MODULE 1 DAY 1
Orientation

REFER TO EAP 200 MODULE 1 ORIENTATION UNIT IN MOODLE INSTRUCTOR FOLDER FOR RESOURCES AND LINKS USED IN THIS MODULE UNIT

By the end of this module unit the student will be able to:
1. Interact with new classmates or learn more about classmates from previous class
2. Demonstrate research skills using resource material and online resources to develop vocabulary skills
3. Interpret concepts of new words or phrases and place them into an organized format in writing and presentation format

ACTIVATE PRIOR KNOWLEDGE:
- Introduce topic according to lesson plan.
- Introduce the Objectives to the students.

- Get to know you Activities - Interviews with classmates/friends

Task A: Vocabulary:
Using Google or your English ESL dictionary, find synonym
Task B: Listening and Speaking

Read the following questions and pick 5 questions to ask your partner. Take notes in point f

Task C - Writing
After writing down the answers:
1. Put the sentences into sentence form.
2. Organize the answers into an order that you can present them.
3. Create a paragraph from the sentences into a presentation format to introduce your partner to the class:

Task C: Presentation – **Speaking**
- Present your partner to the class in a 3-minute presentation.

Homework:
- No assignment today since it is the first day of orientation.

Sample TBLT Lesson Plan

TBLT LESSON PLAN – GUIDE TO DEVELOPMENT			
CLB LEVEL:		**LANGUAGE STRAND(S): R/W/L/S**	
LANGUAGE CONCEPTS	**GRAMMAR**		**ACADEMIC SKILLS**
(Refer to planning matrix)	**FORMS (example – refer to planning matrix)** • Present continuous • Modals of certainty and probability • Adverbs of frequency	**FUNCTIONS (refer to planning matrix) –example** • Describing • Explaining	(Refer to planning matrix)
LEARNING OBJECTIVES	**STRATEGIES - example**	**RESOURCES/REFERENCE**	
• Working in groups	• Self-evaluation	• Pre task: Communication strategies (1 handout per student) • Pearson Education Longman University Success Oral Communication Intermediate to High-Intermediate, Student Book with MyEnglishLab • Task: Writing prompt (1 per student)	
TASK AND OBJECTIVE: (**Refer to planning matrix**)			
Learning to learn: Understanding how you will be a more effective group member **COMMUNICATION STRATEGIES**			
PROCEDURE:			

PRE-TASK (35 min)

1. In groups of three, brainstorm "communication strategies." List your ideas. [5 min]
2. Instructor elicits ideas from groups and writes them on word document or share on whiteboard feature in Moodle and share screen. [10 min]
3. Individually, read through the handout on communication strategies. Use your group (and/or dictionary) to help with any unknown words. [15 min]
4. In your group, discuss which strategies you use or would like to try. [5 min]

STEPS TO ROLL OUT TASK:

Task (25 min)
Individually, read the task instructions and complete the task.

• Instructor first clarifies any vocabulary or questions related to the instructions and/or materials, then acts as timekeeper and observer, making notes on points to cover in the feedback portion of the task reporting stage.

Report planning (15 min)
Students prepare to present their paragraphs and respond to the following questions: Which strategies do you use? How often do you use them? How do you know they work? Are there other strategies you would like to try out?

- Instructor writes the questions on the white board, helps as needed with accuracy, and makes notes regarding forms and functions to be addressed in the reporting stage.

- Instructor gives students a check list of what the instructor will be looking for in assessing student competencies.

Student Presentation (25min)
- Choose three or four students to present their paragraphs and respond to the questions. Audience takes notes on language used to describe the strategies.
- Instructor provides overall feedback, including attention to verb tense, modals, adverbs, paragraph format, and concept

ASSESSMENT:

- Indicate which assignments or tasks to ask students to submit to their portfolios
- For oral work, assess participation and review of presentation – students record and add to portfolio
- Review portfolio entries and give feedback one to one in conferences or on the assignment documents

HOMEWORK:

- Follow up activity and practice assignment
- Pre reading or practice activity for next lesson

Examples Of CLB/Essential Skills Curriculum Implementation

The following are sample module and lesson planning documents that will demonstrate how the program delivery will be structured and implemented to include both English Language and Essential Skills.

Sample CLB/ Essential Skills Module Unit	
Program:	
Module Topic: Workplace Skills	
Essential Skill Level:	
CLB level: 5/6	
Start Date:	End Date:
Essential Skill Competency(ies):	
Reading Text • Scan for information, Skim for overall meaning • Read to understand, learn, evaluate • Integrate & synthesize information • Writing and Document Use - Filling out forms	
Context	
The lesson focus on developing reading and writing skills to prepare the adult learners for success in further training leading to workplace environments by reading topics like building self-confidence, having positive attitude, hard and soft skills at work and handling criticism etc.	

Expected Outcomes:			
Outcome	Outcome	Outcome	Outcome
• differentiate between hard and soft skills. • learn about the transferable skills required to work in Canada	• understand the importance of self-confidence • read and listen about self-confidence • write and talk about their personal strengths	• differentiate between negative and constructive criticism at work. • learn to deal with the bad behaviour at work.	• fill out medical and job application forms
Sample Lesson Plan - Workplace Behaviour			
Activity: Building Reading Skills			

Time frame: 4 hours

Learning Objectives:

CLB 5	Essential Skills – level 1
Students will: • learn about negative and constructive criticism. • discuss positive and negative attitudes. • learn about accepting criticism gracefully • read an article about "Performance Evaluation." • Read an article about "Bad Behaviour in the Workplace"	Students will: • read the texts, scan for information and skim for the details. • discuss to understand and evaluate

Procedure

Activity: Reading - Accepting Criticism Gracefully (Handout 18 and 19)   (30 minutes)

- Read the article and answer the questions
- Write a personal story about handling criticism. (Handout 23)   (30 minutes)
- Activity: Reading - Bad Behaviour at Workplace   (Handout 24 and 25)   (30 minutes)
- Read an article and answer the questions.
- Activity: Reading - Do not let Annoying People Drive You Nuts (Handout 26 and 27)
- Read the article and answer the questions (30 minutes)

Assessment Tasks:

Reading: The Performance Evaluation (Handout 20, 21 and 22) (1 hour)

Resources

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Portfolio Checklist

STUDENT PORTFOLIO MODULE CHECKLIST					
MONTH:		**MODULE:**		**LEVEL:**	
STUDENT NAME:					
MODULE EXPECTED OUTCOMES:					
PORTFOLIO MODULE ENTRIES FOR ASSESSMENT - TASKS/ ASSIGNMENTS					
READING	**WRITING**	**LISTENING**	**SPEAKING**	**INTERCULTURAL COMPETENCIES**	**WORK ESSENTIAL SKILLS**

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Appendix # 1 - CLB Exemplars

CLB Exemplars for receptive and productive skills have been taken from the CLB Support Kit to be used as reference points when assessing CLB levels. These will be helpful to instructors who may not be sure about the nuances in levels and competencies.

The Exemplars that have been pulled from the CLB Support Kit are those for CLB 3, 4 and 5. This will give a range of exemplars to help show a range of   competencies for comparison. Often students may be at different levels for each strand.

The following Exemplars can be found at:
https://www.language.ca/resourcesexpertise/for-language-teachers/
https://bookshelf.language.ca/

Writing Benchmark 3

Instructions: Complete your grocery list.

1. Bread

2. Apples

3. _milk_

4. _orangesse_

5. _banana_

6. _meat_

7. _TOMATO_

8. _spaggette_

9. ██████████

Writing Benchmark 3
(continued)

Instructions: Write about you. Write 4 sentences.

My name is IRINA.
I am 44 ears old.
I have can, his name is
Vlad,
I am from Rassan.
I like rock clambing and
treveling.
My frend are Jenia and
Lila in Canada.
I meet lot nice peaples
in Toronto.

Writing Benchmark 3
(continued)

Instructions:

It is a cold winter, and the heat in your apartment is not working.

Write a short letter to your landlord. Explain the problem. Ask for a repair.

Dear Landlord:

My name Irina ▇▇▇▇. I am rent apartment in N304 in your bilding, ▇▇▇▇ ▇▇▇.

Heat in my apartment is not working. It is a cold winter and temperter in my apartment is cold.

Wen When you wold like help me repear this problem.

Irina ▇▇▇▇

Writing Benchmark 4

Instructions: Write about you. Write 4 sentences.

I am Réza. I am from
Iran. I was born 1953.
I was graduated high
school in 1971 and university
in 1976. I have 2 daghters.
I arived Canada one years
ago. Canada is good
country for futur. It is
my new life. I am
looking to better futur.

Writing Benchmark 4
(continued)

Instructions:

It is a cold winter, and the heat in your apartment is not working.

Write a short letter to your landlord. Explain the problem. Ask for a repair.

Dear Landlord:

I leave in apartment 505.
I have a problem. Recently
my apartment is very cold, I
think heat sistem does not work.
Sometimes I hear a bad noise.
I hope you will be good at
your job. Would you mind
check that heat and fixing
it. I worry for helth
of my family. Thanks!
Sinseraly
tenant 505

Writing Benchmark 4
(continued)

Instructions: Some people think that global warming is an international crisis requiring immediate action. Others believe global warming is part of the earth's natural climate change, and there is nothing we can do about it.

Write an essay expressing your opinion on global warming. Indicate whether you believe immediate action is required, and if so, what action should be taken.

Your essay should be 3 - 4 paragraphs.

my opinion about global warming is not part of earth's natural climate change. The global warming is the some industrels that makes polution. The layer ozone has distrayed and the ice pole melting. When melting there is a site effect increase the heat in the earth. We must control gas industrels because of it will make air is not clean. We must think about futur for the children.

Writing Benchmark 5

Instructions: Write about you. Write 4 sentences.

My I am Fatoumata, I'm
student at ▓▓▓▓▓▓▓▓▓▓▓
I have been in Toronto for four
months and I'm happy to be here.
I hope to improve my english
quickly and find a good job.

Writing Benchmark 5
(continued)

Instructions:

It is a cold winter, and the heat in your apartment is not working.

Write a short letter to your landlord. Explain the problem. Ask for a repair.

Dear Landlord:

I told you last week, the heat in my apartement still doesn't work, and it is so cold inside.

I think it's because of the power button, some times, when I turne it on it works few minuts and the it turne off by it salfe.

Please let me know when you book an appoitment with someone about that.

Thank you.

Writing Benchmark 5
(continued)

Instructions: Some people think that global warming is an international crisis requiring immediate action. Others believe global warming is part of the earth's natural climate change, and there is nothing we can do about it.

Write an essay expressing your opinion on global warming. Indicate whether you believe immediate action is required, and if so, what action should be taken.

Your essay should be 3 - 4 paragraphs.

I think that global warming is an international crisis requiring immediate action.
Maybe, the small part of it is part of the earth's natural climate change, and there is nothing we can do about it.
But I think we are sanable of the principal responsable.
Human panoduct many things wich isn't good for the nature and some people never make attendion about it.
They use natural panoduct without thinking about consequence.

Listening Exemplars

The following is a list of the Listening exemplars that can be found on the DVD that accompanies this kit. The last column shows the benchmark that has been assigned for each task or indicator.

Exemplar	Listening Task or Indicator	Benchmark
A	Understand the purpose of the interaction	3
	Comprehend the details of the order and cost	4
B	Understand the purpose and intent of the advertisement	3
C	Understand the intent of the call	5
	Comprehend the communication and what is expected to happen	5
D	Listen for a specific temperature on a specific day	4
	Get the gist of the entire weather forecast	5
E	Get the gist of the communication	5
I	Understand the purpose and nature of the call	5
J	Understand the purpose and nature of the call	5
	Understand key details of the conversation	5
	Comprehend the conversation to engage in the planning process	5
R	Understand what the on-camera speaker is asking for	3
	Understand the instructions that the on-camera speaker gives	3
	Comprehend to follow the instructions appropriately	3
S	Understand the main ideas	4
	Understand details about the clothing sale	4
	Comprehend the information to make a shopping decision	4
T	Understand the nature of the relationship between the speakers	4
	Understand the nature of the request	4
	Comprehend the request in order to respond appropriately	5
U	Comprehend the personal information about the man	3
V	Understand information about how and when to take the medication	5
W	Understand the nature of the relationship and the request	4
	Comprehend in order to carry out the instructions	4
X	Understand the purpose of the exchange and nature of the relationship	4
Y	Understand the purpose of the exchange and nature of the relationship	5

	Understand the tone and intent of the speakers	**5**
YY	Understand the purpose of the conversation	4

Reading Exemplars

The following is a list of the Reading exemplars for CLB 3, 4, 5

Exemplar	Reading Task or Indicator	Benchmark
Reading Document D Medication Label	Comprehend in order to accurately follow the instructions	3
Reading Document E Dental Ad	Understand key factual details in the ad	3
	Comprehend in order to decide or take action	3
Reading Document F Staff Notice	Understand the purpose and main message of the notice	3
	Understand the instructions given in the notice	3
	Comprehend in order to take appropriate action	3
Reading Document G Shuttle Schedule	Understand the purpose of the schedule	3
	Find specific needed information in the schedule	4
	Comprehend the schedule in order to act on the information	4
Reading Document H Department Store Ad	Understand key factual details in the ad	3
	Comprehend in order to decide or take action	3
Reading Document, I Drain Cleaner Instructions	Understand the purpose of the text	4
	Understand the warnings in the text	5
	Comprehend in order to apply the instructions accurately	5
Reading Document Summary and Flow Chart	Understand the genre and purpose of the flow chart	5
	Comprehend the flow chart in order to follow the sequence	5
Reading Document K Thank-you Card	Comprehend the message given in the greeting card	3
Reading Document L Debit Card Renewal	Understand the purpose and genre of the notice	4
	Understand key factual details in the notice	5
	Comprehend the notice in order to take appropriate action	5
Reading Document M Flight Itinerary	Understand the purpose and genre of the itinerary	4
	Understand key factual details in the itinerary	5
Reading Document N Continuing Education Calendar	Understand the purpose and genre of the calendar	5
Reading Text, A Medical Email	Understand the purpose of the email	4
	Get the key details and needed information	5
	Comprehend in order to take appropriate action in response	5

Reading Text C Postcard	Understand the main message in the postcard	**3**
	Understand key details given in the postcard	**3**
Reading Text D Consulting Letter	Understand the purpose of the letter	**5**
Reading Text E Personal Email	Understand the purpose and tone of the email	**3**
	Understand key details in the message	**4**
	Comprehend in order to make an appropriate response	**4**
Reading Text Q Email Invitation	Understand key details in the invitation	**3**
	Comprehend in order to take appropriate action	**3**

CLB 3
Reading Document D
Medication Label

PHARMACY

09667-4325-0059   LINDAJA, TANJA

TAKE ONE CAPSULE TWICE DAILY

(20) AMPICILLIN   500 mg   CAP

Refill: 0 (0)   NOP

Dr. Chen, W. J.   552-687-
9197

PH: Jaan

CLB 3
Reading Document E
Dental Ad

SUNSHINE DENTAL CLINIC

We make your smile shine!

Grand Re-Opening

We've moved to serve you better!
New Location. Free Parking. Close to Bus Stop.

Fieldcrest Mall, 425 Fieldcrest Ave., Suite 115
Evening and weekend appointments available

CLB 3
Reading Document F
Staff Notice

Staff Notice

This is a reminder to clean up after using the staff kitchen.

Please wash and dry your mugs, plates and cutlery.

Wipe the countertops and appliances clean.

Hang any damp towels on the rack provided.

These few simple steps will keep our kitchen clean.

This will help all of us to stay healthy.

Thanks!

CLB 3/4
Reading Document G
Shuttle Schedule

THE AIRPORTER

Shuttle service to and from McMartin International Airport and Downtown Hotels

To McMartin International Airport							To Downtown*						
Downtown Sheraton Homburg Ave	**Cosmo Suites** University Ave	**Garden Inn** Regency Hotel Via Rail	**The Pentland** Bus depot Cranston Oxbow	**Royal Continental** Third Street	**Airport Terminal 1** domestic flights	**Airport Terminal 2** international flights	**Airport Terminal 2** international flights	**Airport Terminal 1** domestic flights	**Royal Continental** Third Street	**The Pentland** Bus depot Cranston Oxbow	**Garden Inn** Regency Hotel Via Rail	**Cosmo Suites** University Ave	**Downtown Sheraton** Homburg Ave
Morning							*Morning*						
4:40	4:45	4:55	5:10	5:15	5:45	6:00	4:10	4:25	4:55	5:00	5:15	5:25	5:30
5:40	5:45	5:55	6:10	6:15	6:45	7:00	5:10	5:25	5:55	6:00	6:15	6:25	6:30
6:40	6:45	7:00	7:15	7:25	8:00	8:15	6:10	6:25	6:55	7:00	7:15	7:25	7:30
7:40	7:45	8:00	8:15	8:25	9:00	9:15	7:10	7:25	8:00	8:10	8:25	8:35	8:40
8:40	8:45	9:00	9:15	9:25	10:00	10:15	8:20	8:35	9:10	9:20	9:35	9:45	9:50
9:40	9:45	9:55	6:10	6:15	6:45	11:00	9:20	9:35	10:10	10:20	10:35	10:45	10:50
10:40	10:45	10:55	11:10	11:15	11:45	12:00	10:10	10:25	10:55	11:00	11:15	11:25	11:30
Afternoon/Evening							*Afternoon/Evening*						
11:40	11:45	11:55	12:10	12:15	12:45	1:00	11:10	11:25	11:55	12:00	12:15	12:25	12:30
12:40	12:45	12:55	1:10	1:15	1:45	2:00	12:10	12:25	12:55	1:00	1:15	1:25	1:30
1:40	10:45	10:55	6:10	6:15	6:45	3:00	1:10	1:25	1:55	2:00	2:15	2:25	2:30
2:40	2:45	2:55	3:10	3:15	3:45	4:00	2:10	2:25	2:55	3:00	3:15	3:25	3:30
3:40	3:45	4:00	4:15	4:25	5:00	5:15	3:10	3:25	3:55	4:00	4:15	4:25	4:30
4:40	4:45	5:00	5:15	5:25	6:00	6:15	4:20	4:35	5:10	5:20	5:35	5:45	5:50
5:40	5:45	6:00	6:15	6:25	7:00	7:15	5:20	5:35	6:10	6:20	6:35	6:45	6:50
6:40	6:45	6:55	7:10	7:15	7:45	8:00	6:20	6:35	7:10	7:20	7:35	7:45	7:50
7:40	7:45	7:55	8:10	8:15	8:45	9:00	7:10	7:25	7:55	8:00	8:15	8:25	8:30
Night							*Night*						
8:40	8:45	8:55	9:10	9:15	9:45	10:00	8:10	8:25	8:55	9:00	9:15	9:25	9:30
9:40	9:45	9:55	10:10	10:15	10:45	11:00	9:10	9:25	9:55	10:00	10:15	10:25	10:30
10:40	10:45	10:55	10:10	11:15	11:45	12:00	10:10	10:25	10:55	11:00	11:15	11:25	11:30
11:40	11:45	11:55	12:10	12:15	12:45	1:00	11:10	11:25	11:55	12:00	12:15	12:25	12:30

Drop-offs can be made at the Coast Hotel, Dewdrop Inn, Heritage Hill Inn, University Inn, University Centre, Congress Hall, and the Convention Centre upon request. Notify the driver on embarking.

REGENTS DEPARTMENT STORE

End of Summer Sale

All summer clothes 50% off!

**Swimsuits, shorts, tops, dresses, sandals
Women's, Men's, & Children's**

Come in for super savings!

3 convenient locations to serve you

Downtown   *Fieldcrest Mall*   *South Shore Shopping Centre*

820 W. Main Street   *425 Fieldcrest Avenue*   *3426 County Line Road*

Open 7 days a week

Or shop online: regentsstore.ca

CLB 4/5

Reading Document I
Drain CleanerInstructions

CRYSTAL CLOGOUT *Drain Cleaner*

Warnings

CRYSTAL CLOGOUT is a strong and effective product. Caution must be taken

during use. Keep children away from the clogged drain while using this product.

Do not let the product come into contact with eyes, skin, or

clothing. Wear protective gloves.

Never mix CRYSTAL CLOGOUT with any other chemical or drain

cleaner. Do not let water or other liquid enter the CRYSTAL

CLOGOUT container.

If the product spills onto any surface, sweep immediately into a dustpan, empty into nearest unclogged drain, and immediately flush the drain with cold water.

Instructions for use

Remove standing water in the sink or drain area.
Ensure that water in the drain is cool. Hot water could cause the product to erupt.

Measure two tablespoons of CRYSTAL CLOGOUT using the container lid. Pour into the drainpipe. Close the lid on the CRYSTAL CLOG OUT container. Immediately pour one cup cold water down the drain. If water bubbles out of the drain, add one more cup of cold water.

After 20 minutes, pour cold water down the drain. If the drain is still clogged, repeat the procedure one more time.

Consult a plumber if the problem persists after a second application. Do not repeat a third time.

CLB 5

Reading Document J
Summary and Flow Chart

PROCESSING JOB APPLICATIONS

```
        ┌─────────────────────┐
        │  Receive electronic │
        │  form and open file │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │     Send email      │
        │  acknowledgement    │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
───────▶│ Receive supporting  │
        │     documents       │
        └─────────────────────┘
                  │
                  ▼
┌──────────┐    ◆─────────────◆
│  Notify  │◀── no  Is the file
│ applicant│     │  complete?   │
└──────────┘    ◆─────────────◆
                  │
                  ▼
        ┌─────────────────────┐
        │      Review         │
        │    applications     │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │ Notify successful   │
        │    applicant        │
        └─────────────────────┘
```

A file is opened for a job applicant when the electronic application form is received. When supporting documents arrive in the mail, they are put in the file. After all documents are received, the file is reviewed by the committee.

Letters are sent only to applicants who meet the requirements for the job.

CLB 3
Reading Document K
Thank-you Card

I send this special note

With thanks to you today

Because you've been so helpful

in every single way

Love,

Daria

CLB 4/5

Reading Document L
Debit CardRenewal

NORTHEASTERN TRUST

Serving Canadians since 1953

0013D8796 00117 1 4 09876502

JASON BEAUREGARD

487 King Street

Blue River, SK S5M 4T6

Dear JASON BEAUREGARD,

We are pleased to enclose your new DEBIT CARD. This card is more secure, because it uses chip technology. The chip protects your new card because it is almost impossible to copy.

Your new card has the same PIN as your old card.

IMPORTANT steps:

> Sign your new card.
> Destroy all old DEBIT CARDS with the same card number.
> Start using the new card immediately. The old card is no longer valid.
> Review the information in your CLIENT AGREEMENT.

Your limits:

- Withdrawal from ATM machine: $200/day
- Direct merchant payment: $1500/day

CLB 4/5
Reading Document M
Flight Itinerary

Electronic Ticketing confirmed.
This is your official itinerary/receipt.

TRANSGO AIR
We take you there

Thank you for choosing Transgo Air. Your reservation is confirmed. The itinerary and receipt for your ticket are below. Please print and retain this document. We look forward to welcoming you on board Transgo Air**.**

Date of issue: 10April11
Flight Reference: KNJUWE

Scan this barcode to check in at airport check-in machine

Passenger contact information

Mr. Gabriel Elgewely
gelgewely@unimail.ca
Home: 1 306 555 0987
Cell: 1 306 453 0215
At destination: 1 713 325 4536

Customer Service

Transgo Air
1-888-TRANSGO

Flight status information
1-888-766-1019

FLIGHT ITINERARY

Carrier	Flight Number	Departing		Arriving		Booking Code
		City	Date & Time	City	Time	
Transgo Air	4109	REGINA	WED 11MAY 12:25 PM	CHICAGO OHARE	5:05 PM	M
				Economy	Seat 12A	Food For Purchase
Transgo Air	4297	CHICAGO OHARE	WED 18MAY 3:05 PM	REGINA	4:20PM	M
				Economy	Seat 17A	Food For Purchase

IMPORTANT: All passengers travelling to and from the U.S. must be in possession of a valid passport.

Recommended check-in time for flights to and from the U.S.
To allow for adequate time to check in, drop off your checked baggage, and clear security, you should check in 90 minutes in advance of the scheduled departure time.
Example: if your flight from Toronto leaves at 3 pm, we recommend that you check in at 1:30 pm (90 minutes before the flight).

Check-in and baggage drop-off deadline for flights to and from the U.S.
You are required to have checked in, obtained your boarding pass and dropped off all checked baggage at the baggage counter 60 minutes in advance of the scheduled departure time. Passengers failing to meet this requirement may be refused permission to board.
Example: if your flight to or from a U.S. city leaves at 9 am, you must check in, get your boarding pass, and drop off your baggage by 8 am (60 minutes before the flight).

Boarding gate deadline
Passengers must be ready for boarding at the boarding gate by the boarding time printed on the boarding pass. Normally this time is 30 minutes in advance of the scheduled departure time.

Baggage allowance
For flights originating in Canada, Transgo Air allows one free checked bag meeting the following requirements:
        Maximum weight per bag: 23kg (50lb)
        Maximum linear dimensions per bag:158cm (62in)
        For flights originating in Canada, a second bag may be checked for $20 CAD
For flights originating in the U.S., a baggage fee of $25 USD will be charged per bag, up to a maximum of 2 bags.

Reading Document N
Continuing Education Calendar

The Department of Continuing Education at **McFadden College** offers Manitoba's highest quality college-based continuing and adult education programs. Our courses meet all your needs for professional enrichment, career development, and personal growth. Enroll online: www.mcfadden/adulted.ca.

MANAGEMENT, BUSINESS, ECONOMICS
COURSE OFFERINGS WINTER TERM 2011

MBE 1132 INTRODUCTION TO PROJECT MANAGEMENT

This course will focus on the concepts and tools related to the management of projects within organizations. The student will become familiar with all aspects of

project management, including scope, quality, time, cost, risk, procurement, human resources, and communication. Common project management tools

will be reviewed.

Wed	12/01/2011— 23/03/2011 6:30-8:30 pm	Martin Hall Rm. 302

MBE 1149 INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

This course provides students with an understanding of human resource management functions within

organizations. Topics include policy implementation, job analysis, wage systems, incentives, recruiting, selection, orientation, training and development, career planning, performance appraisal, health, and safety, labour relations, and disciplinary procedures.

Tues	11/01/2011— 22/03/2011 7:00-9:00 pm	St. Patrick Rm. 104

MBE 1160 FUNDAMENTALS OF RETAIL MANAGEMENT

This course examines how retailers can optimize their use of marketing and operational initiatives to establish

and strengthen links to diverse markets. Students will study strategies for adapting to a competitive and continually changing retail environment

Wed	12/01/2011— 23/03/2011 6:30-8:30 pm	McPhail Hall Rm. 215

MBE 1175 OPERATIONS MANAGEMENT

MBE 1176 HOSPITALITY AND ACCOMODATIONS MANAGEMENT

Students will become familiar with a wide range of challenges and solutions in hotel/resort management. Topics will include coordination and management of housekeeping, maintenance, and security operations. The keys to effective meeting and convention planning, quality assurance, facilities management, and human resource deployment will be discussed.

Tues	11/01/2011— 22/03/2011 7:00-9:00 pm	Martin Hall Rm. 302

MBE 1455 LEADERSHIP

The student will consider leadership concepts as they apply to team leadership, strategic leadership, and organizational leadership. Emotional intelligence,

vision, and values will be examined from a Canadian as well as an intercultural perspective.

Thurs	13/01/2011— 24/03/2011 7:00-9:00 pm	McPhail Hall Rm. 011

MBE 2110 BASIC BUSINESS MATHEMATICS

This course is designed for students who need a review of basic mathematics in order to succeed in accounting, finance, or statistics courses. Students will apply mathematical approaches and operations, using

various problem-solving strategies, all within the context of the business environment.

Wed	12/01/2011— 23/03/2011 6:30-9:00 pm	Richmond Rm. 2014

MBE 2112 EFFECTIVE PRESENTATIONS

Business professionals are in the business of communication, and one important way to communicate is via a presentation. This course will

provide the student with proven strategies and extensive practice in clear, eloquent, and effective presentations. Students will learn to use technology

CLB 4/5

Reading Text, A
Medical Email

From: campbellclinic@handelmangroup.ca
To: dbjspano@tonkel.com
Subject: Scheduled procedure

This e-mail confirms your medical procedure at the Campbell Clinic on Wednesday, March 12 at 10:30. Please come to room 207 at 10:15 to fill out the necessary paperwork.

The procedure will take one hour, and you should be ready to leave the clinic by 2:00 pm. However, you will not be able to drive, so please arrange for a friend or family member to pick you up.

When you come for the procedure, please bring your health card and all of your current medications.

Do not eat any food or drink any liquids after 10:00 pm on Tuesday, March 11.

If you have any questions about these instructions or the procedure, please call the clinic at 404-722-9588.

Campbell Clinic

The Handelman Group

CLB 3
Reading Text C
Postcard

Dear Brad,

I am having a wonderful time on my trip to France.
The weather has been fantastic - cool and sunny -
and I have seen all the amazing sites.

Went to the Eifel Tower yesterday, and took a boat
trip on the Seine River.

Today, I am going to visit the Louvre and see the
Mona Lisa. Hope she smiles at me!

See you soon,

Your friend Tom

Mr. Brad Johnson

3579 Milky Way Ave.

Rockton, AB

POSTAL CODE

CLB 5
Reading Text D
Consulting Letter

Dear Dr. Singh:

This letter is in reference to Rosario Andretti, patient number B567942, whom I am referring for consultation.

Mr. Andretti presented at my clinic 6 months ago with complaints relating to pain on the left side of his body. He referenced a fall that occurred over two years ago, resulting in extensive bruising but no broken bones. At the time of the fall, Mr.

Rosario did not consider his injuries serious enough to seek medical treatment, and for this reason he did not visit the ER or have any immediate examination and diagnosis.

Mr. Rosario maintains that the pain he is presently experiencing has resulted directly from the fall, although extensive tests and examinations reveal no evidence of physical injury or trauma.

Your professional neurological opinion on this case would be greatly appreciated.

Regards,

Abe Mendelssohn

CLB 3/4

Reading Text E
Personal Email

From: dillydally@ubrit.com
To: yunju1989@gogomail.ca
Subject: Greetings

Hi Yun Ju,

I am having a great time on vacation with my cousins. We're staying at their cottage, which is right on a beautiful lake. We spend every day by the water. We swim, we canoe, or we just sit and enjoy the sun.

They have a motor boat, so I am learning how to water-ski. It is really hard, but fun. At night we light a campfire and watch the stars.

I've been reading that book you gave me, "Worlds of Wonder". So far, I've read about half of it. I'll probably finish it before the end of the week. There's no TV, Internet, or cell phone service here, so it is easy to get a lot of reading done!

I hope you're having a great time in Halifax. I'll be home next Wednesday.

See you then.

Warmly,

Amy

CLB 3
Reading Text Q
Email Invitation

From: wa675xx@regentu.ca
To: subgirl@cosmos.com
Subject: Friday

Hi Subhadra,

I'm having a dinner party at my house on Friday. It starts at 6 pm. Can you come?

You don't have to bring anything except your swim suit - we have a fabulous pool!

Hope to see you.

Let me know if you are coming, ok?

Margarita