



LINC 5-7 Curriculum Guidelines

Language Instruction for Newcomers to Canada

Based on Canadian Language Benchmarks 2000

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Developed by: Toronto Catholic District School Board



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The LINC 5-7 Curriculum Guidelines

Welcome to the *LINC 5-7 Curriculum Guidelines*. These guidelines were designed primarily for instructors and administrators of LINC (Language Instruction for Newcomers to Canada) levels 5 to 7 programs in Ontario.

The *LINC 5-7 Curriculum Guidelines* is meant to assist instructors in program planning by providing ideas for curriculum content that:

- is consistent with the Canadian Language Benchmarks (CLB) 2000,
- is task-based and learner-centred, and
- meets the objective of the LINC program, which is to provide language instruction that facilitates social, cultural and economic integration into Canada.

The *LINC 5-7 Curriculum Guidelines* is not intended to prescribe syllabus content. Instructors can select and use relevant material from this document based on the needs and the goals of their learners.

The document offers 20 units with ideas for teaching language in specific communication situations, such as meetings, social interaction and interviews. It also provides ideas for thematic content utilizing the same 12 themes as in the *LINC 1-5 Curriculum Guidelines*.

The development of the *LINC 5-7 Curriculum Guidelines* was guided and informed by:

- a literature review of documents relevant to Ontario trends in immigration, available language programs, adult immigrant needs and goals, and recommendations relevant to language programs,
- a needs assessment that included surveying a sample of learners and instructors from LINC 5-7 programs in Ontario as well as administrators of employment preparation and academic upgrading programs,
- an advisory committee comprised of key stakeholder representatives,
- a field test by 30 instructors in a variety of full-time and part-time LINC programs across Ontario, and
- a critical review by expert readers.

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Introduction

Background

Language Instruction for Newcomers to Canada (LINC), initiated by the government of Canada in 1992, provides language instruction to adult newcomers in English or French to facilitate their social, cultural and economic integration into Canada.

In Ontario, the LINC program originally included LINC levels 1 to 3. Later it expanded to include levels 4 and 5. In 2006, additional funding resulted in further expansion of the LINC program to now include LINC levels 1 to 7.

The first version of the LINC Curriculum Guidelines document was distributed in 1993 and addressed LINC levels 1 to 3. In 1997, it was revised according to the *Canadian Language Benchmarks Working Document*. In 1999, the *LINC 4 and 5 Curriculum Guidelines* was published as a separate document.

The *Canadian Language Benchmarks Working Document* was further developed and published as the *Canadian Language Benchmarks 2000*. In 2002, a revised LINC Curriculum Guidelines document was published. It combined all five LINC levels and was consistent with the CLB 2000. The *LINC 1-5 Curriculum Guidelines* is still in use today. The 2006 expansion of the LINC program to include LINC levels 6 and 7 prompted the development of the *LINC 5-7 Curriculum Guidelines*.

LINC and the CLB

The LINC program applies the CLB as the national standard for planning curricula and assessing learner progress. The CLB include a number of descriptive statements called competencies. These competencies are organized in 12 Benchmark levels that describe what a learner can do in the four skill areas (speaking, listening, reading and writing) at increasing levels of complexity. The competencies provide a framework of reference for teaching and assessing adult ESL learners in Canada.

The expansion of the LINC program to levels 6 and 7 resulted in the need for a realignment of LINC levels to the CLB. After of consultations with ESL experts from across Canada, Citizenship and Immigration Canada approved the current LINC CLB alignment (below) in February 2007, replacing the 2002 LINC 1-5 CLB alignment. The new alignment is now being used as the operational tool that guides the placement of learners in appropriate LINC levels. It includes no changes to LINC 1 to 4, a reduced benchmark range in LINC 5, and CLB correspondence to LINC 6 and 7.

The following table illustrates the current alignment of LINC levels to the CLB 2000. When a new learner is assigned a specific benchmark, it is assumed the learner falls within the competencies of that benchmark, and will work towards achievement of the complete range of competencies defined by that standard¹.

The shaded column represents the previous LINC 5 and CLB correspondence.

		LINC 4	LINC 5	LINC 5	LINC 6	LINC 7
Speaking	Entry and Curriculum Objectives	CLB 5	CLB 6,7	CLB 6	CLB 7	CLB 8
	Exit	CLB 5	CLB 7	CLB 6	CLB 7	CLB 8
Listening	Entry and Curriculum Objectives	CLB 5	CLB 6,7	CLB 6	CLB 7	CLB 8
	Exit	CLB 5	CLB 7	CLB 6	CLB 7	CLB 8
Reading	Entry and Curriculum Objectives	CLB 4	CLB 5,6	CLB 5	CLB 6	CLB 7,8
	Exit	CLB 4	CLB 6	CLB 5	CLB 6	CLB 8
Writing	Entry and Curriculum Objectives	CLB 4	CLB 5,6	CLB 5	CLB 6	CLB 7,8
	Exit	CLB 4	CLB 6	CLB 5	CLB 6	CLB 8

Comparing the *LINC 1-5* and the *LINC 5-7 Curriculum Guidelines*

The *LINC 1-5 Curriculum Guidelines* offers content ideas, sample tasks and learning outcomes utilizing 12 themes. It is a resource for planning a theme-based program for what is now deemed to be LINC levels 1 to 6. As such, it can still be used as a resource by LINC 5 and 6 instructors. The *LINC 5-7 Curriculum Guidelines* can be used as a resource for LINC 6 and 7 instructors and as an additional resource for LINC 5 instructors.

The *LINC 5-7 Curriculum Guidelines* includes the same 12 themes as well as 20 units with ideas for practising language in specific communication situations (such as in a meeting, an interview, or on the telephone) in community, workplace and study settings.

Both documents are consistent with the CLB 2000 and promote a learner-centred task-based approach to instruction.

¹ Policy statement from the CIC-ESL Benchmarks Interpretation Meeting, March 27, 2002.

Theoretical Framework

The *LINC 5-7 Curriculum Guidelines* is based on the theory of communicative competence, a theory of second language acquisition which assumes that five areas of communication must be achieved in order for a learner to be proficient in a language. These areas include linguistic, discourse, functional, socio-cultural and strategic competence.

1. Linguistic competence involves grammatical accuracy and fluency in sentence structure, vocabulary use, pronunciation and spelling.
2. Discourse competence involves connecting oral and written discourse in a way that is meaningful and coherent. It includes understanding and applying rules and devices of discourse to build larger units of language.
3. Functional competence is the ability to recognize and understand the purpose or “function” of an utterance or a written text and the conventions for its use. These functions can be both at a macro level (social interaction, suasion or giving information) and at a micro level (giving compliments, making requests or asking permission).
4. Socio-cultural competence requires an understanding of the social conventions around language use. These conventions include rules of politeness in discourse, the use of appropriate register and other socio-cultural norms of language use.
5. Strategic competence is the mastery of verbal and non-verbal communication strategies to avoid misunderstandings and to enhance the effectiveness of communication such as paraphrasing or asking for clarification.

Aspects of each of the five areas are inherent in the Level Outcomes, the topic development ideas and the tasks in the unit pages as well as the suggested language items.

Learner-Centred Approach

These guidelines encourage a learner-centred approach to language instruction where learners’ needs and interests are the focus of the program. Through initial and ongoing needs assessments, learners can be actively involved in negotiating the direction of the program and providing input on content, activities and materials. Their ongoing feedback will help to ensure that course content is meaningful and relevant to their everyday lives and long-term goals.

Task-Based Approach

These guidelines support a task-based approach to language instruction. The language tasks in this document relate to specific CLB competencies and are similar to ones learners would perform in the real world, such as participating in meetings or interviews, making telephone calls or interpreting formatted texts. The tasks involve interactive communication and link classroom learning to the world beyond the classroom.

Spiralling

These guidelines use a spiralling approach where CLB competencies are repeated in different contexts within a particular LINC level in different units and themes. They are also addressed at increasing levels of complexity from one LINC level to the next.

Key Assumptions Inherent in the *LINC 5-7 Curriculum Guidelines*

The eight assumptions below, adapted from the *CLB 2000 Guide to Implementation*², provide some suggestions for ensuring that language instruction is consistent with the theoretical framework described on the previous page.

Key Assumptions	Classroom Implications
<p>1. Language is for communication and communicative competence is meaning and function-driven.</p> <p>The CLB provide a representative sample of what learners can do (communicative tasks) in English in real-world situations.</p> <p>The tasks require an understanding of the Canadian conventions of various types of texts, and the skills and strategies needed to understand or communicate messages effectively.</p>	<p>Instructors should contextualize the CLB competencies using relevant topics and situations and design activities to help learners make sense of texts they are likely to encounter in real life. They should provide learning tasks that familiarize learners with the skills, strategies and socio-cultural conventions needed to achieve the CLB competencies.</p> <p><i>This document suggests authentic texts and situations learners are likely to encounter in real-world contexts.</i></p>
<p>2. The generic language functions described in the CLB can be contextualized or presented in a variety of communicative tasks, depending on the learner.</p> <p>A language function refers to the purpose of the utterance, such as an apology, a request, a greeting or an instruction. The CLB are expressed as language functions but are not contextualized.</p>	<p>Instructors should contextualize functions in themes and tasks of interest and relevance to the learners.</p> <p><i>This document offers sample units, themes, settings and tasks to contextualize the CLB competencies.</i></p>
<p>3. A focus on language tasks facilitates language learning and teaching. Language functions may be contextualized in language tasks.</p> <p>The CLB promote task-based instruction and give samples of tasks for each competency. Language tasks provide the learner and instructor with demonstrable and measurable outcomes of performance. The tasks have a communicative purpose and integrate a number of language functions.</p>	<p>Instructors should develop learning activities that contextualize the CLB competencies in enabling and real-world learning tasks.</p> <p><u>Enabling tasks:</u> Are used to build the skills necessary for real-world tasks. They are usually structured and focus on form and accuracy. Typical enabling tasks include drills, dialogue practice or multiple-choice exercises.</p> <p><u>Real-world learning tasks:</u> Are done in the class but approximate authentic tasks. They focus on fluency and meaning. Typical real-world learning tasks include role-plays, problem-solving tasks, discussions and information gaps.</p> <p><i>This document offers 480 sample real-world learning tasks related to 20 units that situate learning in a particular communication situation. Suggestions for developing enabling tasks are provided in the planning section.</i></p>

² Canadian Language Benchmarks 2000, *A Guide to Implementation*, pp. 61 to 73.

Key Assumptions	Classroom Implications
<p>4. Grammar and pronunciation are important when creating meaning.</p> <p>Focusing on accuracy of form is important for creating meaning.</p>	<p>Instructors should teach grammar and pronunciation in the context of authentic tasks.</p> <p><i>This document provides guidance on analyzing real-world language learning tasks to determine the grammar and pronunciation implicit in the tasks, and encourages a focus on the grammar and pronunciation for the purpose of performing tasks proficiently.</i></p>
<p>5. Language and culture are inter-related in effective communication.</p> <p>It is important for learners to be aware of and use the cultural conventions relating to oral and written communication.</p>	<p>Instructors should address the cultural dimension of language use to build familiarity with the expectations and conventions of language in specific social contexts in Canada.</p> <p><i>This document suggests ideas for including cultural expectations of language and non-verbal communication in specific communication situations.</i></p>
<p>6. Communication is interactive in nature and therefore not completely predictable. The ability to compensate for communication breakdowns is an important factor in communicative competence.</p> <p>Using effective communication strategies (strategic competence) is an essential aspect of communicative competence.</p>	<p>Instructors should include enabling and real-world learning tasks that help learners develop communication strategies, such as clarifying instructions, indicating non-understanding or confirming comprehension.</p>
<p>7. Language learning is not a linear process. Each learner learns different things in different ways. Learning is enhanced when language elements are recycled and learner differences are accommodated.</p>	<p>Instructors should develop activities that accommodate various learning styles and help learners identify strategies they find effective for learning. Instructors should apply spiralling – the process of revisiting or reviewing previously taught elements of language in different contexts.</p> <p><i>This document spirals CLB competencies throughout the units.</i></p>
<p>8. Learning-to-learn and independent language learning strategies are important for adults in the life-long process of learning.</p>	<p>Instructors should provide opportunities for learners to develop independent learning strategies and the ability to access information.</p> <p><i>This document lists ideas and suggestions for independent learning activities.</i></p>

Overview of the Document

Contents of the Document

There are six main sections of this document, described below.

Introduction and Overview

Introduction: includes background information about the document, such as a historical perspective, the theoretical framework and the connection between LINC and the Canadian Language Benchmarks.

Overview: describes the organization of the document and the purpose of the units and themes.

Planning and Assessment

Learner Goals: describes broad learner goals, such as employment and further education, and the relevance of these goals to the planning process.

Essential Skills: describes Essential Skills and how they can be used in the LINC classroom.

Planning: outlines the main steps in the planning process including classroom needs assessment, long-range planning, lesson planning and assessment.

Assessment: outlines the main steps in the learner assessment process.

LINC Level Outcomes

Learner Profiles: gives a general overview of a learner's proficiency at the end of a LINC level.

Level Outcomes: are organized by skills (speaking, listening, reading and writing) and list the CLB competencies learners are expected to master at the end of a LINC level to achieve proficiency at that level. They also include performance conditions and indicators.

At-a-Glance: list all the CLB competencies in the 4 skills for an entire LINC level on one page.

20 Units

This section includes 20 units, organized in seven categories.

12 Themes

This section includes 12 themes.

Additional Resources

Learning Links: one-page skeletal summaries of eight areas of communication (e.g., *Active Listening* and *Reading Strategies*). They can be used as summary lists of elements that can be taught to complement unit skills. They can also be given to learners as a guide for self-study.

Planning Checklists: repeats the Level Outcomes in checklist form for each LINC level and can be used to keep track of competencies taught.

Spiralling Grids: presents the Level Outcomes at each of the LINC levels (by skill) to illustrate the spiralling of CLB competencies for LINC levels 5 to 7.

Grammar Items: a list of possible grammar items to teach or a glossary.

Pronunciation Items: a list of possible pronunciation items to teach or a glossary.

Computer Items: a list of computer items that can be incorporated into a lesson to complement language activities/tasks.

Classroom Resources: a list of sample books, LINC licensed software and websites suitable for LINC levels 5 to 7.

Glossary of General Terms: definitions of general terms used in the document.

Units

There are 20 units in this document, organized in seven categories: **Academic Skills, Business Writing, Interacting with Others, Looking for a Job, Managing Information, Meetings** and **Telephone Calls**. Units focus on specific communication skills such as using the telephone, making a presentation or using formatted texts. They include sample tasks with targeted CLB competencies. Instructors can select units based on the results of a learner needs assessment.

Each unit is nine pages long and includes language functions and communication skills, sample settings in real-world contexts, sample language items, tasks and resources. Each page of a unit is described on the following pages.

Introduction page

The introduction page provides a summary of the content of the unit.

CLB Competencies page

This page provides a list of CLB competencies directly related to the unit. Instructors can incorporate other CLB competencies not listed on this page.

Unit Development Ideas page

MEETINGS UNIT 17

One-on-One Meetings

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

- Preparing for a One-on-One Meeting**
 - Identifying and selecting type and style of the meeting
Impromptu meeting, scheduled appointment, formal interview, telephone meeting
 - Using appropriate degree of formality (i formal vs. informal meeting)
 - Defining objectives
 - Preparing a plan or an agenda
Using point forms for a summary or plan
- Participating in a One-on-One Meeting**
 - Initiating an impromptu or informal meeting
Asking permission to speak to someone, requesting a meeting, stating a purpose or topic of the meeting
 - Strategies to maintain the purpose of a meeting
Referring to main topic; handling digressions; confirming comprehension; clarifying; interrupting and handling interruptions; asking for clarification or explanation
 - Participating in a discussion
Starting a conversation; initiating a topic of discussion; presenting one's point of view/opinion; agreeing and disagreeing; persuading; handing over; repeating a text; describing a situation, a problem, solution or procedure; comparing; describing differences; giving instructions
 - Listening during a meeting
Using strategies and techniques for active listening
 - Ending a meeting
Recapping and summarizing what was said to indicate comprehension; closing a meeting/discussion; confirming or promising action; referring to next meeting or contact
- Evaluating a One-on-One Meeting**
 - Identifying characteristics of an effective meeting and criteria for evaluation
 - Self- and peer evaluation
Giving constructive feedback; handling criticism

Learning Links

These Learning Links list additional skills that complement this unit.

- Active Listening p.313
- Discussions and Debates p.314
- Non-Verbal Communication p.316

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Unit Development Ideas list language functions and skills related to a communication situation, in this case a one-on-one meeting. Instructors can use these ideas to develop lesson plans, tasks and activities related to the unit.

Instructors can develop one or several lessons using these ideas, depending on the needs and interests of their learners.

A Learning Link is a one-page skeletal summary of the elements of an area of communication, such as Active Listening or Reading Strategies, that complement the language skills in the unit. Instructors can use the Learning Link pages as a guide for further research or as a list of possible elements to teach.

MEETINGS UNIT 17

One-on-One Meetings Sample Settings and Themes

Instructors can use the following ideas to discuss tasks in community, workplace and study settings.

Community	Workplace	Study
<ul style="list-style-type: none"> Meeting with a school principal/teacher to discuss a child's problem at school (e.g., being bullied, poor academic performance or special needs) Meeting with an MP or MPP regarding a personal matter (e.g., sponsoring a relative) or a community issue (e.g., a neighbourhood petition) Meeting with a mortgage officer to negotiate mortgage payment conditions Meeting with a networking contact/mentor to inquire about accessing own profession Meeting with a contractor to discuss a renovation and obtain a quotation Meeting with an employment counsellor to discuss job search options Meeting with a lawyer or an immigration consultant 	<ul style="list-style-type: none"> Meeting with a supervisor to report progress on a project Reviewing workplace procedures with a new worker Conducting a telephone meeting with a Human Resources representative to review documents related to own work or position Meeting with a subordinate to convey a customer's complaints Meeting with a supervisor to discuss a performance appraisal Meeting with a co-worker to solve a problem (e.g., ineffective communication procedures, filing errors, delayed orders or shipments) Meeting with a co-worker to discuss and divide workload Meeting with a client to discuss services and estimated costs 	<ul style="list-style-type: none"> Seeking input on an assignment from a professor Discussing a project with another student Meeting with a counsellor to inquire about full-time/part-time study options leading to specific career goals Meeting with a teacher/instructor to request a reference Meeting with a professor to discuss progress on a thesis or report

Instructors can use themes to provide various contexts for developing and skill. For example:

At Home in Our Community and the World p. 284	Learners can simulate one-on-one meetings about city/town-related issues, human rights issues, community concerns or mental disputes. They can role-play meetings with government representatives, workplace supervisors, counsellors or legal representatives.
Community & Government Services p. 295	Learners can practice one-on-one meetings with government or community representatives for information about services such as Ontario Works, Canada Pension Plan, Income Tax filing assistance, community legal assistance, or housing.
Employment p. 300	Learners can role-play one-on-one meetings for various workplace situations (e.g., between two co-workers or superior and subordinate) to clarify policies or procedures, make a complaint, arrange holiday time, review performance on the job, review or negotiate salary. They can also practice giving instructions, describing work procedures or explaining a company policy in one-on-one meeting scenarios.

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Sample Settings situate the skills in the unit in community, workplace and study contexts. They can be used as a bank of ideas for creating classroom tasks and activities related to these contexts.

This section provides examples of thematic content that can be incorporated into the unit. Although many themes can be used to contextualize the unit, only two or three examples are provided.

Sample Tasks pages

The next three pages of each unit are the task pages - one task page for each LINC level. Each task page includes eight sample tasks with targeted CLB competencies. Instructors can also choose other CLB competencies to target. The tasks can be used as they are, adapted or extended to suit learner needs.

ACADEMIC SKILLS UNIT 1

Note Taking and Study Skills Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The LINC Outcomes matrix (pp. 47-53) provides detailed list of CLB competencies, performance conditions and performance indicators.

Sample Tasks	Targeted Competencies
1. In a small group, describe your study habits and challenges. Include details about where, how and when you like to study. Offer suggestions for coping with challenges.	● CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues; express opinions, feelings, obligation, ability, certainty.
2. Listen to a fragment of a lecture. Use telegraphic language symbols and abbreviations to take notes. Exchange notes with a partner and recall noted information.	● CLB 6-IV: Identify main idea, supporting details, sentences and examples in a descriptive or narrative presentation [...].
3. Listen to a 10-minute instructor-prepared presentation. In pairs, use different assigned note-taking techniques to take notes. Compare notes and discuss the effectiveness of each note-taking technique.	● CLB 6-IV: Identify main idea, supporting details, sentences and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).
4. Read a text and take notes by writing main ideas and supporting details in separate columns. Use notes to answer comprehension questions on reading.	□ CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.
5. Under time limit, analyze a graph to answer comprehension questions (e.g., from online test preparation websites) to prepare for a language proficiency exam. In pairs, discuss answers.	□ CLB 5-IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.
6. Read an instructional text (e.g., on a word-processing technique, an application process or an academic scheduling procedure). Complete half-structured instructor-prepared notes using a sequencing note-taking strategy (e.g., flow chart, bulleted sequential list).	□ CLB 5-II: Understand and follow moderately complex written instructions for seven- to 10-step procedures.
7. Take notes from a descriptive text. Compare accuracy of notes with a partner. Share notes and discuss the note-taking technique.	● CLB 5-II: Reduce a page of information to a list of seven to 10 important points.
8. Write the answer to a sample writing question from a test preparation website using the given topic, time allowance, and length of response (short answer to one paragraph). Exchange with a partner for peer review.	● CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or music; or to explain reasons.

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ACADEMIC SKILLS
UNIT 1

Note Taking and Study Skills

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Terms for note-taking/study strategies and techniques
Highlighting, underlining, boxes, mapping, charts, flow charts, abbreviations, symbols, idiomatic language, Cornell note taking (writing keywords from notes at one in the margins), bulleted notes, graphic organizers (fishbone maps, concept maps), summarization, annotation, reading for study purposes
- Abbreviations commonly found in note taking
etc., etc., etc., etc., etc., etc., etc., etc., etc., etc.
- Symbols commonly found in note taking
*R, &, @, !, *, =*
- Idiomatic language commonly found in note taking
Availing articles, prepositions, pronouns, the verb to be, and other auxiliary verbs
- Core words and phrases in multiple-choice and true/false statements, such as
Qualifiers expressing absolute: on, none, ever, not always, every, all
Qualifiers expressing frequency: usually, often, generally, may, seldom
Double negatives: I'm doing nothing at all
- Core words for essay-type test questions
analyze, discuss, compare, contrast, critique, define, summarize, illustrate, define, prove, evaluate, relate

Grammar

- Transition words and phrases that signal purpose of the text, examples, new concepts, thought endings, sequence or chronology, cause and effect, and conclusions.
- Word formation (prefixes, suffixes) to deduce meanings of unknown words (*pre-, post-*)
- Parallel structures (*Context: Mrs. Brown is a hard-working, dedicated and organized manager. Instance: Mrs. Brown is a hard worker, dedicated and organized manager.*)

Pronunciation

- Intonation changes and pausing to signal new or important information (*Historically/ usually/ indeed/ that .../?/ because/ ...*)
- Major and minor stress in multi-syllable words (*biological, choosing*)
- Content words and major stress for reading academic information aloud

Independent Learning and Research

To gain knowledge, learners can:

- research online information on note-taking techniques.
- research print and online resources for tips on study skills and note taking.
- access college websites for information on entrance exams and test preparation material.
- research specific standardized tests.

To gain practice, learners can:

- read a variety of texts and practice taking notes, summarizing and paraphrasing parts of them.
- listen to a variety of presentations and talks and practice pre-listening, active listening, note-taking and post-listening strategies.
- research and practice using specific study strategies and note-taking techniques, such as SQ3R (Survey, Question, Read, Recite, Review), concept mapping or the Cornell note-taking system.
- practice writing summaries and making charts and lists of key concepts from texts.
- locate and complete practice versions of tests and exams.

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Sample Language includes vocabulary, grammar and pronunciation items related to the content and language functions of the unit. Instructors should choose language items based on the requirements of the task, and the needs and linguistic abilities of the learners.

Instructors can refer to the lists of grammar and pronunciation items (provided in the Additional Resources section) to select relevant language items.

The **Independent Learning and Research** section of the page provides task and activity ideas for independent learning in and outside the class. These ideas include independent research, reading, observation and community activities for additional language practice.

Teaching Suggestions offer practical classroom teaching tips instructors can incorporate into lessons.

Resources include a sample of relevant authentic materials, books, Internet search terms and websites. A more detailed listing of resources appears in the Additional Resources section.

ACADEMIC SKILLS
UNIT 1

Note Taking and Study Skills

Teaching Suggestions and Resources

Teaching Suggestions

- Demonstrate different note-taking techniques and have learners practice them.
- Use class presentations, talks (live or recorded) and readings to practice taking notes on topics that are familiar and of interest to learners.
- Have learners share/exchange their notes with each other to expose them to note-taking styles.
- Supply learners with a list of abbreviations to use for note-taking purposes.
- Encourage learners to describe their preferred note-taking techniques.
- Have learners share their test preparation strategies.
- Encourage learners to ask questions about tests (and answer their own questions) to build study skills.
- Have learners practice taking online sample tests and exams to expose them to test and exam formats.
- Use free podcasts of lectures for listening material.

Resources

Books

- Academic Encounters: Life in Society: Reading, Study Skills and Writing*. K. Brown and S. Hood. Cambridge University Press, 2002.
Provides material for teaching reading, writing and study skills, including note taking and summarizing. Topics include media and society, gender issues, crime and the environment.
- Academic Listening Encounters: Human Behaviour: Listening, Note Taking, Discussion*. K. Spasich. Cambridge University Press, 1999.
Focuses on listening, note-taking and discussion skills using authentic materials. Topics include health, intelligence, non-verbal messages and relationships. Listening materials on CD.
- Academic Listening Encounters: Life in Society: Listening, Note Taking, and Discussion*. K. Spasich. Cambridge University Press, 2004.
Focuses on listening, note-taking and discussion skills using authentic materials. Topics include media and society, gender issues, crime and the environment. Listening materials on CD.
- Foundations: Critical Thinking, Reading, and Writing: Your one-stop guide to succeeding in post-secondary studies*. V. Shea and W. White. Pearson Education Canada Inc., 2001.
Geared towards the post-secondary learner, covers a wide range of study skills, including preparing for and taking tests and exams. A good resource for instructor background information.
- Learner Ready 2: Strategic for Academic Listening, Note-taking, and Discussion*. D. Saroy and K. Shera. Oxford University Press, 2006.
Includes lectures with activities to practice listening, note taking and discussion strategies. Topics include marketing, media, social sciences and linguistics. Listening materials on CD.

LINC Licensed Software

- Clearly Study Skills Success! > Listening: Listen to a Lecture > Research > Notes: The Cornell System

Sample Internet Search Terms and Websites

- note-taking strategies
- graphic organizers
- Cornell note-taking system
- study skills
- test-taking strategies
- textbook reading strategies
- lecture podcasts
- ETS: <http://www.ets.org>
Includes links to detailed information about various tests, such as TOEFL, TOEIC and TSE.

80 ACADEMIC SKILLS UNIT 1: NOTE TAKING AND STUDY SKILLS

Themes

This document includes the same 12 themes that appear in the *LINC 1-5 Curriculum Guidelines*. They were originally chosen because they include broad subject areas that present opportunities for introducing information relevant to social, cultural and economic integration into Canada. Using thematic content provides a context in which to perform the communication tasks in the units. Each theme consists of two pages (described below).

Theme Development Ideas page

Banking and Finance

Theme Development Ideas

Personal Finance

- Banking Services**
 - Types of financial institutions: banks, credit unions, virtual banks, Money Mart; types of accounts: savings, chequing, joint; types of banking technology: internet, face-to-face, using bank machines, direct deposits; types of services: certified cheques, bank drafts, money orders, wire transfers of funds overseas, bank fees and service charges; debit cards
- Investments**
 - Types of investments: Registered Education Savings Plan (RESP); Registered Retirement Savings Plan (RRSP), non-registered plans; stocks, bonds, mutual funds; rate of return; obtaining investment advice
- Insurance**
 - Types of policies: life, mortgage, disability, home, car; premiums, deductibles, coverage
- Establishing and Using Credit**
 - Borrowing Money**
 - Personal loans, line of credit/equity line of credit, income tax refund loans, student loans, credit/rental protection, home mortgages; types of mortgages; terms of repayment; interest charges; collection agencies
 - Credit Cards**
 - Building a credit history; selecting the best credit card; applying for a card; lost or stolen credit cards; credit checks; maintaining a good credit rating; credit counselling and debt management; Air Miles and other rewards cards; identify theft
- Taxes**
 - Personal Income Tax**
 - Personal income taxes: filing a tax return, tax preparation services, claims on tax returns, tax credits: GST credits, Child Tax credit; consequences of not filing or making a false return; tax audits; appealing a decision; strategies for reducing income taxes
 - Other Taxes**
 - Business taxes, property taxes, sales taxes

Resources

- Canadian Newsletter Magazine: www.canmag.ca
 - Issue #7 – Fall 2005: The Changing Face of Banking in Canada
 - Includes articles on credit unions, getting a mortgage and comparing the five major banks
- Canadian Bankers Association: www.cba.ca
 - Resource Centre > Information booklet
 - Includes information on opening a bank account, using a bank machine and guides to investments and mortgages
- Citizenship and Immigration Canada: www.cic.gc.ca
 - After You Arrive > Advice for Newcomers
 - Provides information for newcomers including details on banking
- Ontario Association of Credit Counselling Services: www.oacsc.com/agency.html
 - Includes counselling and financial planning services and referrals to regional centres across Ontario
- Financial Consumer Agency of Canada: www.fcac.ca/eng/for-consumers
 - Includes information on banking, credit, loans and debt
- ServiceOntario: www.serviceontario.org/fin/cf
 - Consumer Information > Personal Finance > Taxation
- Revenue Canada: www.revenue.ca/eng
 - Individuals > Learning About Taxes
 - Includes an online course about the basics of taxation and filing a tax return

This page provides ideas for content related to the theme. It also includes sample resources. A list of sample books, websites (organized by theme) and telephone information lines is included in the Additional Resources section.

Linking Themes to Units page

Banking and Finance

Linking Themes to Units

BUSINESS WRITING

Unit 4: Formal Letters and Reports

Learners can:

- write formal letters to cancel a financial arrangement or to appeal a tax decision.
- write reports to compare various forms of investments, services of financial institutions or to present insurance policies.

INTERACTING WITH OTHERS

Unit 7: Customer Relations

Learners can:

- role-play requesting and providing information about a bank account, loan, insurance product or service charges.
- role-play persuading a customer to purchase an insurance policy or RESP.
- simulate making and handling complaints about service charges or missing insurance premiums.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports **Unit 14: Policies, Procedures and Legislation**
Unit 13: Formatted Texts **Unit 15: Presentations**

Learners can:

- read online or print articles about the major Canadian banks or trends in the financial sector.
- research information online about mortgages and loans, or investing in the stock market; access, read and discuss diagrams, graphs and charts comparing types of investments and yield/rate of return, bank service charges, interest rates or stock prices.
- complete sections of personal income tax forms (e.g., tax credits for different scenarios).
- read about specific policies and procedures relating to banking, making investments and filing tax returns.
- listen to presentations about different investment options and the stock market.
- present comparisons of financial investments or credit cards.

MEETINGS

Unit 17: One-on-One Meetings

Learners can:

- role-play meetings with a bank representative or a financial adviser to arrange a loan, RESP, RESP, to inquire about investment options or mortgage terms.
- simulate a meeting with a tax specialist to discuss claims.
- simulate a meeting with an insurance representative to discuss car, life, disability or home insurance policies.

TELEPHONE CALLS

Unit 18: Personal Calls

Learners can:

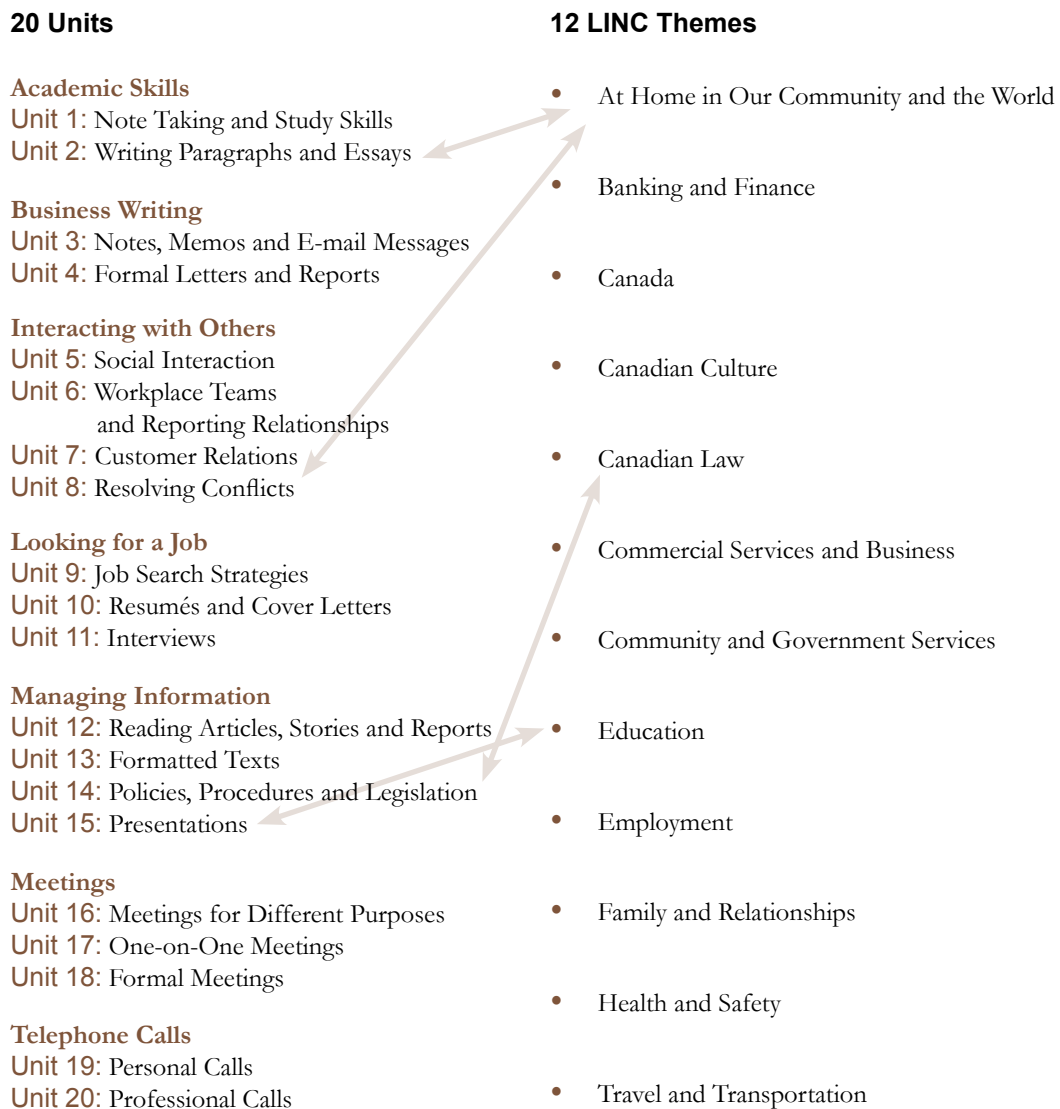
- make calls to financial service providers to find out about products, services and hours of operation.
- phone Revenue Canada's income tax hotline for information about filing a tax return.

Integrating Units and Themes

Including both themes and units offers instructors flexibility in planning. The units provide ideas for practising language in specific situations learners are likely to encounter in community, workplace and study settings. The theme pages suggest ideas for introducing settlement-related content.

Units and themes can be integrated by using theme and unit content to develop contextualized tasks. For example, an instructor could plan a lesson based on a theme (e.g., Education) by using the theme pages as a starting point in the planning process, then referring to a unit for ideas on communication skills in a particular situation (e.g., making a presentation from the Presentations unit). Alternatively, an instructor could plan a lesson based on specific communication skills (e.g. making a presentation) by using the unit as a starting point, then referring to theme pages for context ideas (e.g., comparing post-secondary education in Canada and another country).

The following chart shows how units and themes can be used to complement each other.



Planning and Assessment

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Learner Goals

In a learner-centred classroom, the long- and short-term goals of learners determine the direction of program planning. Learners have diverse reasons for wanting to enhance their language skills. Two common goals are entering the workforce and pursuing post-secondary studies.

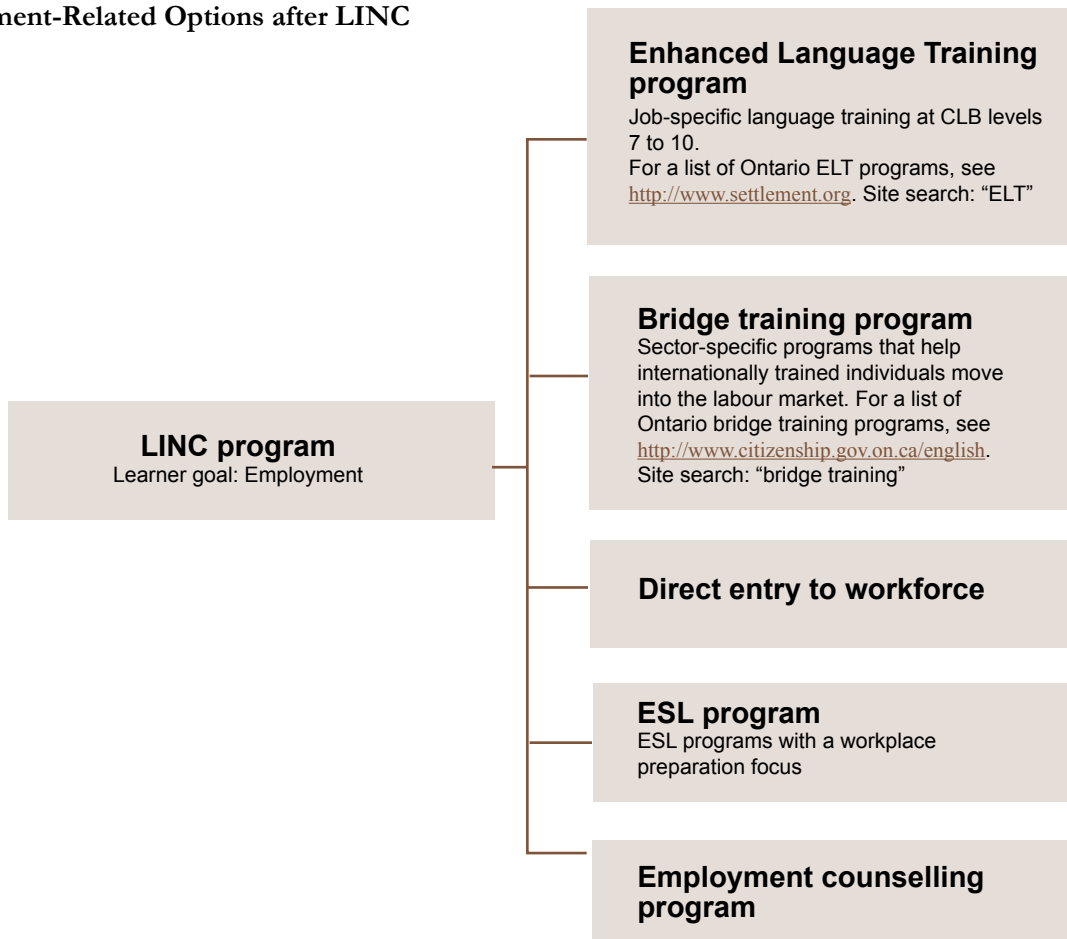
Learner Goal: Employment

Many learners indicate that their long-term goal is employment. Some are already working and participate in English language programs part-time to enhance their communication skills. Others have jobs that do not satisfy them and participate in language programs to improve their language skills to find a better job. LINC 5, 6 and 7 programs can help prepare learners for the workforce by:

- facilitating the enhancement of general communication skills
- providing opportunities to practise communication skills in typical workplace situations
- providing insight into aspects of Canadian workplace culture
- providing guidance on how to access programs and services related to employment preparation, employment counselling, job search or professional credentialing services

Learners with an employment goal have several options, some of which are charted below. They can enhance their communication skills in a LINC class while researching their options, setting goals and relating their learning directly to their needs.

Employment-Related Options after LINC



Essential Skills

The Canadian Language Benchmark competencies describe what a learner can do, and include sample tasks in situations relevant to work-related (and other) contexts. As such, using the CLB as a model of communicative proficiency addresses workplace communication skills. However, it is helpful to draw on other tools in developing communication tasks. One such tool is the Human Resources and Skills Development Canada (HRSDC) Essential Skills website.

Essential Skills (ES) refer to the nine skills and abilities that are essential to success in Canadian occupations. HRSDC developed the essential skills by drawing on skills listings and research in Canada, Australia, the United States and Great Britain, and by conducting over 3,000 interviews to find out how these skills are used in specific occupations. The result is the Essential Skills website, which contains over 200 Essential Skills Profiles. Each profile describes how the Essential Skills are applied in actual job tasks for specific occupations.

The Essential Skills Profiles contain hundreds of examples of workplace tasks in Canadian occupations. As such, they offer LINC instructors a valuable bank of ideas for developing classroom tasks and activities that approximate real-life workplace tasks.

The nine Essential Skills applied in the tasks are rated by their complexity level. The complexity levels for four of the Essential Skills (Reading Text, Document Use, Writing and Oral Communication) have been aligned to the CLB. The CLB and ES alignment is charted on the next page.

The Nine Essential Skills and Typical Applications

- | | |
|---------------------|--|
| Reading Text | <ul style="list-style-type: none">• Scan for information• Skim for overall meaning• Read to understand, learn, critique, evaluate• Integrate and synthesize information |
|---------------------|--|

- | | |
|---------------------|---|
| Document Use | <ul style="list-style-type: none">• Read signs, labels or lists• Interpret information on graphs or charts• Enter information on forms• Read or create schematic & assembly drawings |
|---------------------|---|

- | | |
|-----------------|--|
| Numeracy | <ul style="list-style-type: none">• Numerical estimation and calculation |
|-----------------|--|

- | | |
|----------------|--|
| Writing | <ul style="list-style-type: none">• Organize, record or document• Inform or persuade• Request information or justify a request• Present an analysis or comparison |
|----------------|--|

- | | |
|---------------------------|---|
| Oral Communication | <ul style="list-style-type: none">• Greet people or take messages• Reassure, comfort or persuade• Seek or obtain information• Resolve conflicts• Facilitate or lead a group |
|---------------------------|---|

- | | |
|-------------------------|---|
| Work with Others | <ul style="list-style-type: none">• Work independently• Work jointly with a partner or helper• Work as a member of a team• Participate in supervisory or leadership activities |
|-------------------------|---|

- | | |
|------------------------|--|
| Thinking Skills | <ul style="list-style-type: none">• Problem solving• Decision making• Critical thinking• Job task planning and organizing• Significant use of memory• Finding information |
|------------------------|--|

- | | |
|---------------------|--|
| Computer Use | <ul style="list-style-type: none">• Operate a computerized cash register• Use word-processing software• Send e-mails with attachments• Create and modify spreadsheets |
|---------------------|--|

- | | |
|----------------------------|---|
| Continuous Learning | <ul style="list-style-type: none">• Know how to learn• Know how to gain access to a variety of materials, resources and learning opportunities• Learning through regular work activity or from co-workers• Learning through workplace or off-site training |
|----------------------------|---|

Adapted from Defining Essential Skills: http://srv108.services.gc.ca/english/general/definitions_e.pdf, and Reader's Guide to Essential Skills: http://srv108.services.gc.ca/english/general/readers_guide_whole.shtml (retrieved July 20, 07)

Comparing Essential Skills and Canadian Language Benchmarks levels¹

The alignment of Essential Skills levels to CLB levels is not straight forward. The levels used in the Essential Skills and the CLB are expressed differently. The table below reflects an estimate of how the two are aligned².

Essential Skill: Oral Communication level	1	2	3	4
CLB Speaking / Listening level	5-7	6-8	9-10	11-12
LINC level	LINC 4,5	LINC 6,7	Post LINC	Post LINC

Essential Skill: Reading level	1	2	3	4	5
CLB Reading level	3-5	6	7-9	10	11-12
LINC level	LINC 3,4,5	LINC 6	LINC 7	Post LINC	Post LINC

Essential Skill: Writing level	1	2	3	4	5
CLB Writing level	4-5	6-7	8	9	10-12
LINC level	LINC 4,5	LINC 6	LINC 7	Post LINC	Post LINC

Essential Skill: Document Use level	1	2	3	4	5
CLB Reading / Writing level	3-5	5-6	7-8	9-10	11-12
LINC level	LINC 3,4,5	LINC 5,6	LINC 7	Post LINC	Post LINC

Essential Skills **Document Use** refers to the use of formatted texts such as maps, charts, tables, graphs, directories, forms and labels.

Sample Rating Description Statements

Essential Skills Level 2 Writing

- Brief text a paragraph or longer intended to serve a variety of purposes.
- Content of writing is routine, with little variation from one instance to the next.

Writing CLB 6

- Effectively conveys familiar information in familiar standard formats.
- Writes one- to two- paragraph letters and compositions.

¹ Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework, Centre for Canadian Language Benchmarks, 2005.

² Ibid, www.itsessential.ca > Comparative Framework

Connecting Essential Skills to the LINC 5-7 Curriculum Guidelines

Instructors can draw from the Essential Skills Profiles to help develop classroom tasks that approximate real-life workplace tasks. For example, if an instructor is using ideas from *Unit 4, Formal Letters and Reports* (from this document), he/she may want to view typical tasks in Canadian occupations related to formal writing. If the instructor searches the *Essential Skills Profiles* for related workplace tasks, he/she may see the following writing tasks in an occupation (adapted from the Retail Sales Associate Essential Skills Profile). The numbers in parenthesis after each task refer to the Essential Skills complexity level. Refer to the chart on the previous page for the approximate Essential Skill and CLB alignment.

Sample workplace writing tasks (Retail Sales Associate):

- Write invitation notes and thank-you cards to customers. (1)
- Write reminder notes to themselves and to co-workers about tasks to be completed. (1)
- Write letters to customers to follow up on their request for more information on a product line. (2)
- Write shoplifting and incident reports. This writing must be precise and accurate since such reports may be used in court. (3)
- Write feedback reports to head office or to supervisors to provide information on the success of present promotions and suggestions for the future. (3)

Instructors can follow the steps below to view sample tasks from the Essential Skills Profiles.

Procedure: To View Sample Workplace Tasks

To view samples of typical workplace tasks, search the Essential Skills Profiles, as follows:

- Access the Essential Skills website: <http://srv108.services.gc.ca>.
- Click on Essential Skills Profiles.
- Scroll to bottom of page and click on Search the profiles.
- Select Skill Levels.
- Click inside the checkboxes beside the relevant Essential Skills. Click on NEXT.
- Select complexity levels (refer to previous page for approximate ES/CLB alignment).
- Select relevant purpose(s) of the Essential Skills. Click on NEXT.
- A list of occupation-specific profiles will appear. Click on View Examples next to any of the profiles to view sample tasks. Many of the task examples in these occupations are transferable to a range of Canadian workplaces.

For a list of online Essential Skills resources see page 360.

The following chart lists units from this document and the directly related Essential Skills.

LINC 5-7 Curriculum Guidelines Units and Essential Skills	ESSENTIAL SKILLS								
	Reading Text	Document Use	Numeracy	Writing	Oral Communication	Work with Others	Thinking Skills	Computer Use	Continuous Learning
UNITS									
Academic Skills									
1. Note Taking and Study Skills	✓			✓					✓
2. Writing Paragraphs and Essays				✓				✓	
Business Writing									
3. Notes, Memos and E-mail Messages				✓				✓	
4. Formal Letters and Reports				✓				✓	
Interacting with Others									
5. Social Interaction					✓				
6. Workplace Teams and Reporting Relationships					✓	✓	✓		
7. Customer Relations					✓	✓	✓		
8. Resolving Conflicts					✓	✓	✓		
Looking for a Job									
9. Job Search Strategies		✓						✓	
10. Resumés and Cover Letters				✓				✓	
11. Interviews					✓				
Managing Information									
12. Reading Articles, Stories and Reports	✓						✓		✓
13. Formatted Texts		✓							
14. Policies, Procedures and Legislation	✓								✓
15. Presentations					✓				
Meetings									
16. Meetings for Different Purposes					✓	✓	✓		
17. One-on-One Meetings					✓	✓	✓		
18. Formal Meetings					✓	✓	✓		
Telephone Calls									
19. Personal Calls					✓				
20. Professional Calls					✓				

Learner Goal: Post-Secondary Education

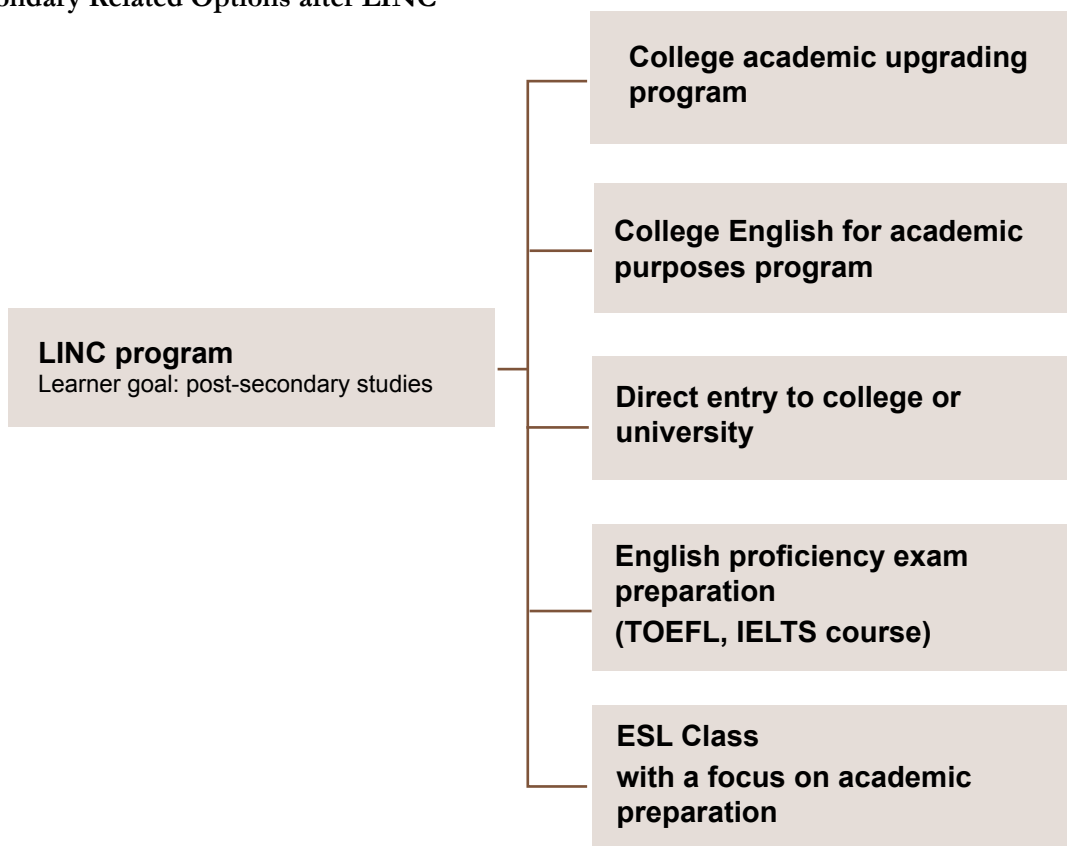
Many learners in LINC 5, 6, and 7 programs have academic credentials from other countries. Some may want to further their education for various reasons: to change professions, to acquire Canadian credentials or to upgrade their academic skills.

LINC classes can help prepare learners for post-secondary education by:

- facilitating the enhancement of general communication skills;
- offering guidance on how to access post-secondary education preparation programs, academic credentialing services;
- providing opportunities to develop academic skills such as note taking, study skills, test taking and essay writing.

Learners with the goal of post-secondary education have several options, some of which are charted below. In the LINC classroom, learners can enhance their English-language communication skills while exploring their options, setting goals and relating their learning directly to their needs.

Post-Secondary Related Options after LINC



Preparing Learners for Further Education

To help prepare learners for post-secondary studies, instructors can examine the academic skills learners will need to succeed in college. Two resources can assist in this process: the Essential Employability Skills list, which articulates 11 learning outcomes Ontario college learners must demonstrate to graduate, and the Ontario College Writing Exemplars (described on the next page).

The Essential Employability Skills³

The Association of Canadian Community Colleges (ACCC) developed a list of skills in six categories deemed critical for success in the workplace and in day-to-day living. This list draws from the HRSDC Essential Skills and the Conference Board of Canada's Employability Skills⁴. The ACCC termed its skill list the *Essential Employability Skills*, outlined in the following table.

Essential Employability Skills Required by Ontario Community College Graduates	
Communication	<ul style="list-style-type: none"> Communicate clearly, concisely and correctly in a written, spoken and visual form that fulfills the purpose and meets the needs of the audience Respond to written, spoken or visual messages in a manner that ensures effective communication
Numeracy	<ul style="list-style-type: none"> Execute mathematical operations accurately
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> Apply a systematic approach to solving problems Use a variety of thinking skills to anticipate and solve problems
Information Management	<ul style="list-style-type: none"> Locate, organize and document information using appropriate technology and information systems Analyze, evaluate and apply relevant information from a variety of sources
Interpersonal	<ul style="list-style-type: none"> Show respect for the diverse opinions, values, belief systems, and contributions of others Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals
Personal	<ul style="list-style-type: none"> Manage the use of time and other resources to complete projects Take responsibility for one's own actions, decisions

The Ontario College Writing Exemplars

The Ontario College Writing Exemplars (OCWE) is a document that contains 70 authentic first-year college student writing samples. Each sample is considered a first year college pass and given a rating of 1-4 with evaluation comments. The OCWE rating scale has been aligned to the Canadian Language Benchmarks and represents CLB levels 5-9 illustrated in the chart below. For a detailed description of the CLB and OCWE alignment, refer to www.hol.on.ca.

The OCWE can provide insight into typical college writing tasks, the skills needed to succeed in college and common errors in writing. Instructors can use the task descriptions on each sample as a bank of ideas for developing classroom tasks that approximate real writing tasks in first-year Ontario college programs.

Ontario College Writing Exemplars Rating Scale, Aligned to the CLB⁵

Ontario College Writing Exemplar Scale	1	2	3	4
Alignment to CLB	CLB 5-6	CLB 7	CLB 8	CLB 9
LINC level	LINC 5,6	LINC 7	LINC 7	Post LINC

³ Listed on the Ministry of Training, Colleges and Universities website: www.edu.gov.on.ca/eng/general/college/progstan/essential.html

⁴ Conference Board of Canada: Employability Skills: www.conferenceboard.ca/education/learning-tools/employability-skills.htm

⁵ From *Ontario College Writing Exemplars*: <http://www.hol.on.ca/>

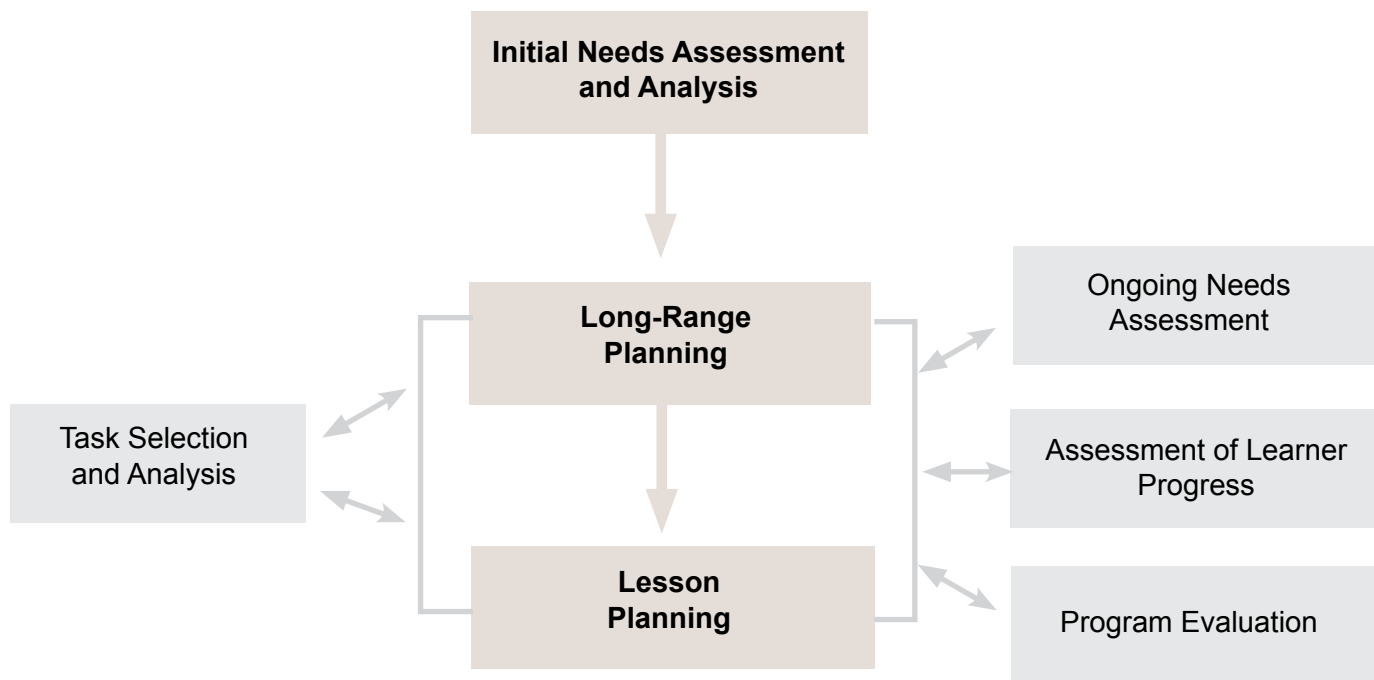
Planning

The Planning Process

LINC program planning is guided by the Level Outcomes (CLB competencies), which are statements of what a learner can do at each LINC level. The aim of planning is to develop tasks that contextualize these competencies using content and settings that are meaningful and relevant to learners. It is also to plan classroom instruction of the skills and strategies needed to achieve those tasks.

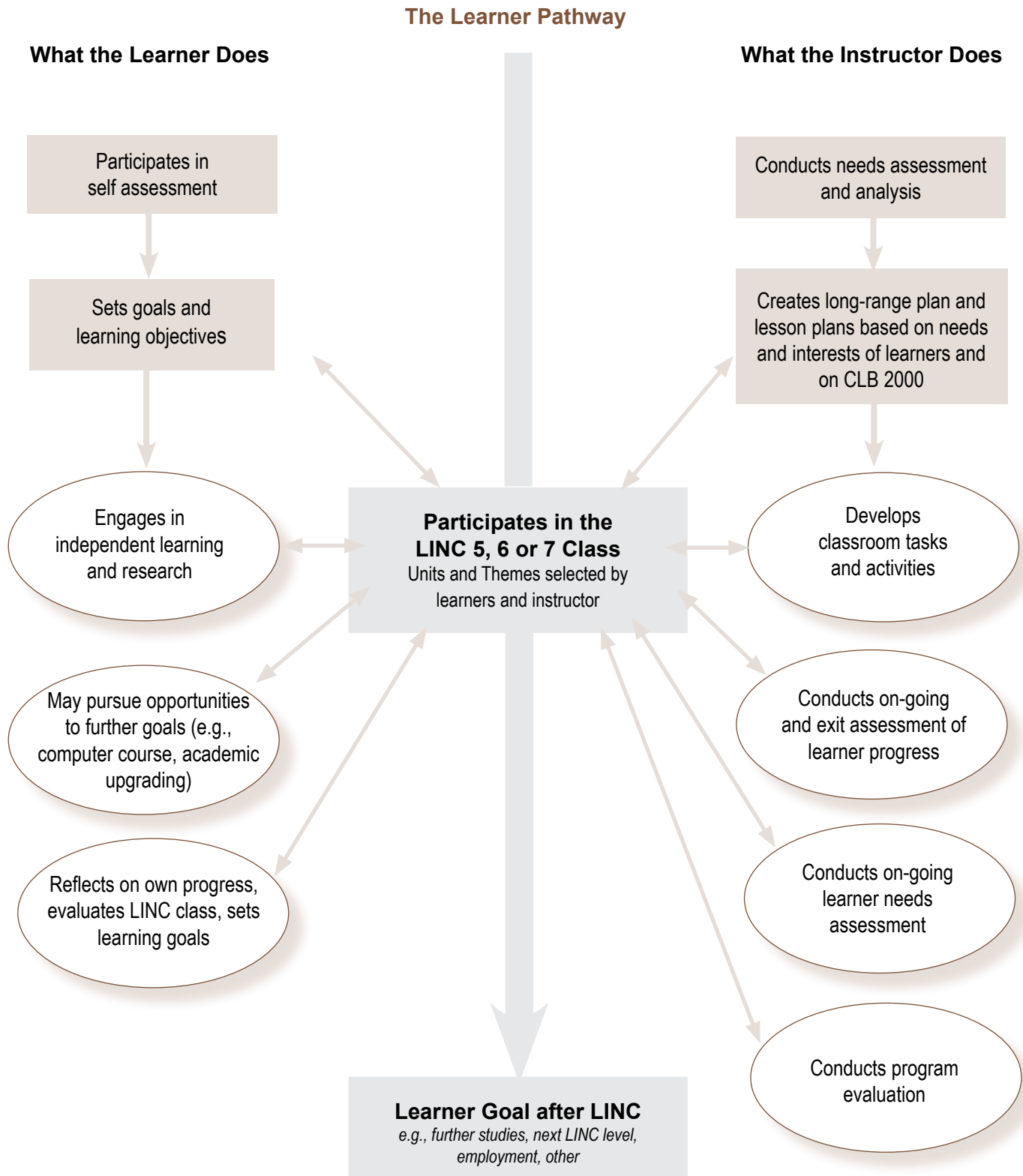
The chart below illustrates the major elements of the planning process. Instructors conduct an initial needs assessment and analysis to set teaching goals and objectives for the program and to list content ideas in a long-range plan. The long-range plan guides instructors in lesson planning and forms a reference for the realization of pre-set objectives (the Level Outcomes). Throughout the program, instructors assess learners' performance and reassess their needs while learners evaluate their own progress and the effectiveness of the program. Instructors can evaluate their long-range plan through this process and modify it when needed.

Stages of the Planning Process



The Learner Pathway

In planning, the LINC class should be viewed as part of a learner's pathway leading towards achieving his/her goals. Both the learner and the instructor play an active role in this process. The left side of the diagram below represents what the learner does. The right side represents what the instructor does.



Needs Assessment

A needs assessment is an important step in the planning process. It helps to determine what learners already know, what their goals are, their reasons for attending class, their backgrounds and interests. It is done on a continuous basis: when learners first enter the class to get to know them, throughout the program to ensure their ongoing and changing needs are being met, and at the end of the program to help learners reflect on what they have learned so that they can establish future learning goals.

Initial needs assessment

An initial needs assessment helps instructors develop a sense of direction for the LINC class. Information acquired through the needs assessment may include learners' CLB level and other diagnostic information, their perceived needs and abilities, learning preferences, long-term goals, educational background, work aspirations, topics of interest, situations in which they have difficulties, texts they are interested in, or skill areas they especially want to improve. This information can come from a variety of sources such as registration forms, previous instructors, observations, and needs assessment tools or tasks such as questionnaires, one-on-one interviews, group discussions or learner-written reflections.

Needs analysis

A needs analysis involves recording, comparing and summarizing the information gathered from the needs assessment. It also involves drawing conclusions about learner needs and interests, and making decisions about program content and teaching objectives. Instructors can share the results of the needs analysis with the class to generate a discussion about program content.

Considering learner goals in program planning

This process may entail conducting research about pathways to common learner goals (e.g., researching academic skills needed to enter college or researching typical workplace tasks and the skills needed to perform them), and about local opportunities relevant to these goals. It may involve choosing units and/or themes from this document as well as gathering classroom resources.

Ongoing needs assessment and program evaluation

Conducting ongoing needs assessment throughout the program helps instructors identify whether learners' needs are being met and what they would like to learn next. An ongoing needs assessment can be combined with a learner evaluation of the program so that instructors can modify their long-range and lesson plans accordingly.

Long-Range Planning

Long-range planning is the process of developing an outline of instruction for a specific amount of time, usually a period of weeks. A long-range plan is developed based on the results of a needs assessment. It can be shared with learners to inform them of program direction and to obtain feedback. A long-range plan for a LINC program:

- **is based on the CLB 2000.** It reflects the methodological practices and the principles of learning and teaching consistent with the CLB (refer to the Key Assumptions on p.6)
- **articulates the purpose and outcomes of learning.** In LINC classes, the outcomes of learning are the Level Outcomes (CLB competencies). A long-range plan should include learning outcomes for all four skill areas (speaking, listening, reading, writing) and related tasks that contextualize them. The Level Outcomes form the objectives for the LINC class.
- **organizes and contextualizes the content of learning.** A long-range plan provides context for the Level Outcomes through an organizing principle, such as units (which focus on the language functions and skills in communication situations) and/or themes (which provide informational content).

- **outlines the sequence of learning.** A long-range plan usually lists the Level Outcomes and/or related communication tasks in the sequence in which an instructor plans to teach them. It can also list language (e.g., vocabulary, grammar and pronunciation) and skills (e.g., computer or research) related to the learning objectives.
- **allows for ongoing assessment and evaluation.** A long-range plan should be flexible enough to allow for modifications based on the results of ongoing needs assessments, assessments of learner progress and program evaluations.

This document includes the following tools and resources to assist instructors in long-range planning:

- Level Outcomes
- Units and Themes
- Learning Links
- Planning Checklists
- Grammar Items
- Pronunciation Items
- Computer Items
- Classroom Resources

Lesson Planning

A lesson plan is a detailed description of what the instructor intends to teach during a specified period of time (e.g., a five-hour day). The content of a lesson or a series of lessons is guided by the ultimate goal of enabling learners to achieve specific Level Outcomes.

A lesson plan includes the following elements:

- **Level Outcome(s) and lesson objective(s):** These are the speaking, listening, reading and writing CLB competencies that will be addressed through the lesson content. The lesson objective(s) is/are statements about what the learner will be able to do by the end of the lesson, for example to perform a task related to the Level Outcome.
- **Language learning tasks:** These should include:
 - **enabling tasks and activities:** (e.g., grammar and vocabulary-building activities) used to build the skills and language needed for real-world tasks.
 - **real-world learning task(s):** done in the classroom and approximate authentic language tasks. This/these task(s) is/are what the learners are working towards during the lesson.
- **Language items:** vocabulary, grammar, pronunciation, computer skills and cultural conventions learners may need to perform a real-world learning task proficiently.
- **Independent learning and research:** These are classroom tasks (or tasks done outside the classroom) designed to facilitate independent learning and research.
- **Assessment strategies:** Lesson plans can also include strategies for assessing learner progress, either informally or formally. Refer to the performance indicators in the Level Outcomes for sample criteria for determining learner success.

Authentic Language Tasks

Real-life tasks involving using language skills.

Language Learning Tasks

Tasks developed or used by the instructor to facilitate language learning, including:

Enabling Tasks and Activities:

Used to build the skills and language needed for real-world tasks.

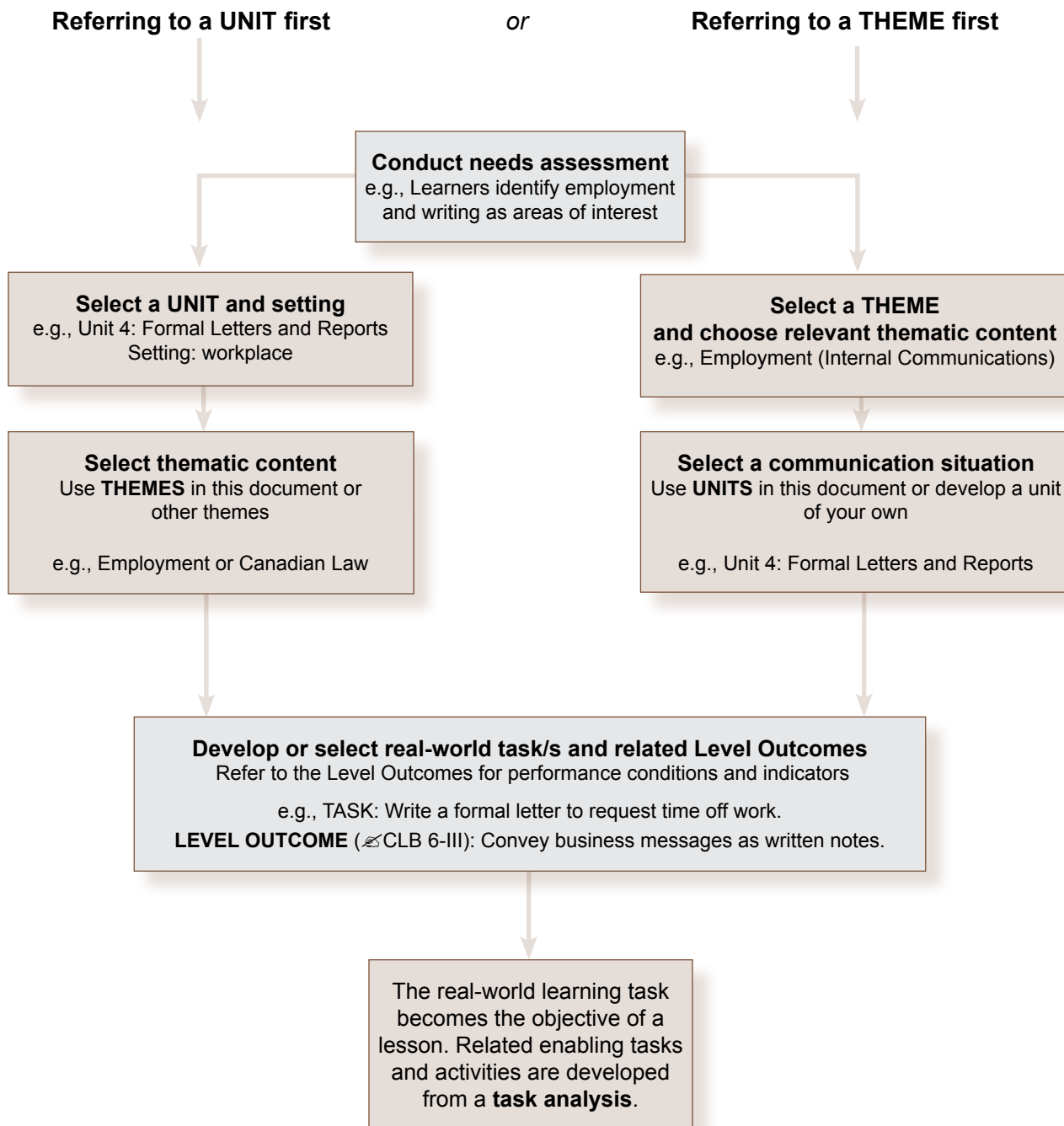
Real World Learning Tasks:

Done in the classroom and approximate authentic language tasks.

Task-Based Approach in the Planning Process

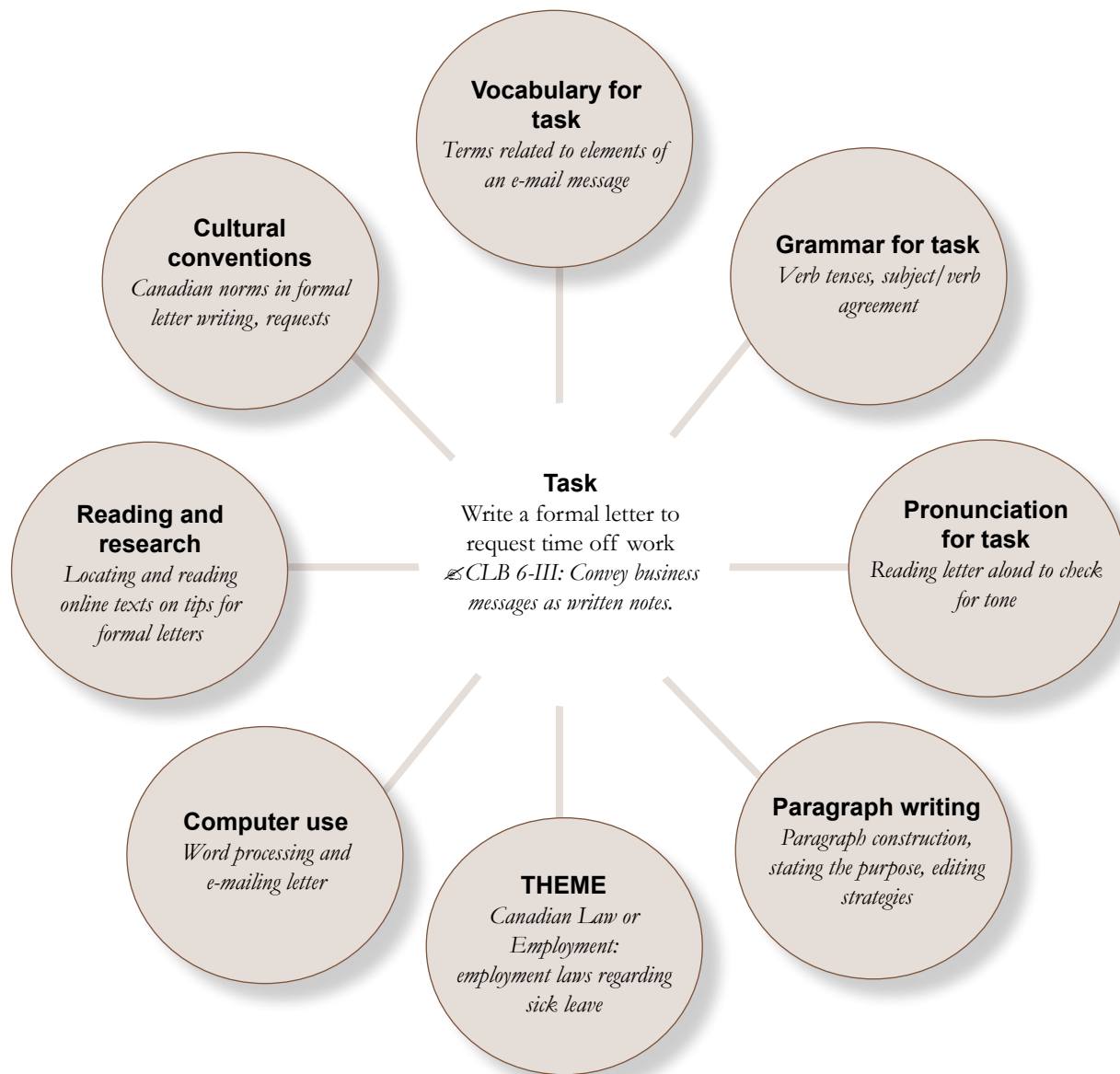
Tasks are the main building blocks of long-range and lesson planning. Tasks are practical applications and demonstrations of language abilities in the context of communication situations. The process of task-based planning varies from instructor to instructor. Some instructors prefer to begin with a real-world task, others with Level Outcomes, others with a theme, others with a specific skill (academic writing) and still others around a communication situation (such as interacting socially).

The following diagram illustrates the process an instructor may go through to plan a lesson based on a unit or a theme from this document.



Task Analysis

A real-world learning task can be analyzed to determine the skills, knowledge, socio-cultural and language elements learners will need to accomplish the task proficiently. Then enabling tasks and activities are developed from those elements. The chart below illustrates a sample task analysis for a LINC 6 class.



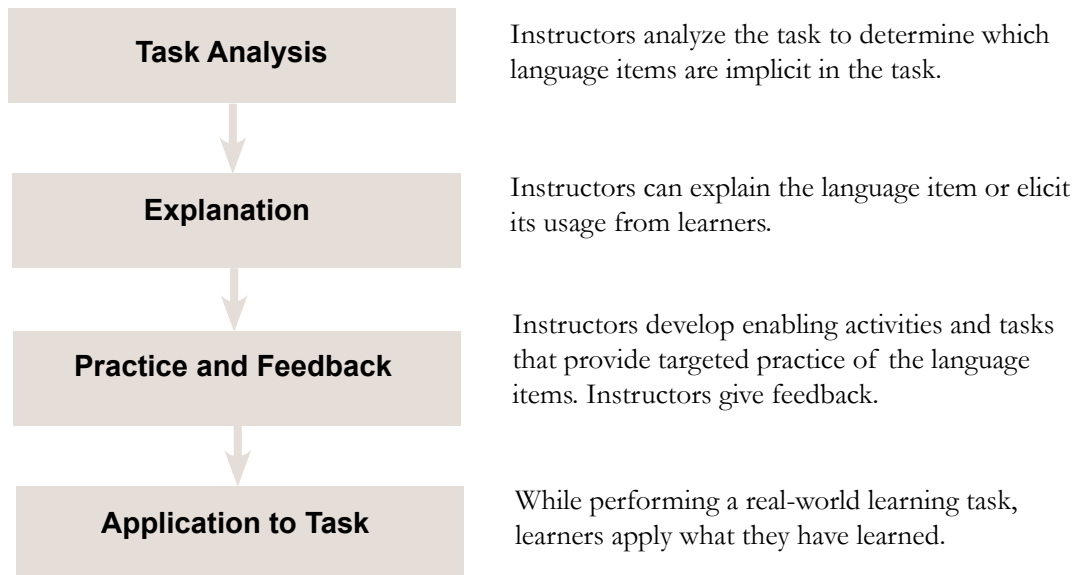
From this task analysis, an instructor can build one or several lessons. Enabling tasks and activities could include vocabulary-building exercises, reading a text about formal letter-writing conventions and answering questions, ordering paragraphs in a scrambled letter, or correcting a letter with grammar errors.

An instructor can also add related real-world learning tasks with additional CLB competencies, for example a follow-up telephone conversation with the employer regarding the letter.

Integrating Elements of a Task Analysis

Vocabulary, grammar, pronunciation and socio-cultural aspects of communication should be taught in the context of performing specific communication tasks.

Integrating Language Items: although the CLB competencies do not list specific vocabulary, grammar and pronunciation items, they are still necessary for achieving the Level Outcomes. Instructors develop enabling tasks and activities to provide practice using these language elements before learners apply them proficiently in real-world learning tasks. This process is illustrated in the chart below:



Integrating Socio-Cultural Aspects of Communication: real-world tasks involve socio-cultural norms and conventions. Instructors should note the cultural assumptions and communication conventions involved in each task. They should encourage learners to observe, notice, discuss and apply various socio-cultural aspects of communication in real-world learning tasks.

Integrating Computer Technology: computer technology is an integral part of many authentic language tasks, such as conducting research or writing e-mail messages for various purposes. For this reason, the use of computer technology should be integrated into lessons.

Putting It All Together

The following example illustrates how an instructor planned two weeks of a long-range plan for a full-time LINC 5 class:

Class profile: LINC 5: 60% of my learners want employment or an employment preparation program after LINC. 20% want to enrol in college. The others want to continue LINC instruction. Most learners chose employment, education, Canada, environment and law as subjects they wanted to learn more about, and writing and conversation as skill areas they most want to improve.

Units	Topics of Interest	Targeted Level Outcomes (CLB competencies)	Possible Language Items
Week Three			
1 → Unit 2: Writing Paragraphs and Essays Unit 15: Presentations (introduce elements of presentations)	• Environment • Global warming • Current events • Canadian history • Post-secondary institutions • Job search strategies	✎ Write a paragraph to relate/narrate a sequence of events; to describe (...) or to explain reasons. RELATED TASK: Write a paragraph summarizing contents of a peer presentation about global warming ● Describe and compare people, places, etc. ● Relate a detailed sequence of events from the past (...) including reasons and consequences.	• collocations: environmentally friendly, green living, carbon footprint • past tenses • transition words to identify structure of paragraph • punctuation and capitalization • citing styles • word processing: formatting a paragraph, editing features • Internet: simple and advanced search
2 →			← 3 ← 4
Week Four			
Unit 15: Presentations (continued) Unit 3: Notes, Memos and E-Mail Messages	• Accessing own occupation • Workplace culture • Employment law • Labour laws • Unemployment • Benefits	● Describe a simple process. ● Describe and compare people, places, etc. ● Relate a detailed sequence of events from the past (...) including reasons and consequences. ¶ Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation. ✎ Convey written messages as written notes. RELATED TASK: Write a formal letter to request time off work. 📁 Access and locate two pieces of information	• vocabulary: related to occupations, Essential Skills, labour market, employment conditions/benefits • transitions and discourse markers for presentations • e-mail conventions • pronunciation: intonation patterns, non-verbal communication when presenting

1 Instructor refers to the needs assessment and considers learner goals and interests when selecting relevant UNITS to draw from in developing lessons. For this plan, the instructor has chosen sample task #7 from Unit 15: *Presentations* in this document.

2 Instructor refers to the needs assessment, considers topics learners are interested in and lists relevant ideas from THEMES.

3 Instructor conducts a task analysis to determine possible language items and related enabling tasks and activities. Instructor uses the ideas on the Sample Language page of the unit and refers to the Additional Resources section to choose possible grammar and pronunciation items.

Instructor refers to the LINC 5 Level Outcomes to select targeted CLB competencies. Instructor uses these outcomes as a guide when developing tasks for lessons.

LINC 5 Level Outcomes: Writing

LINC 5 Writing Outcomes (CLB 5)

Performance indicators are tailored and help instructors develop and appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

I: Social Interaction

Address an familiar topic on of invitation verbally address Letter is 7 paragraphs long Time is 4 to 8 classes

1. Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, findings. Conveys the message; reader can follow the text. Uses language and content appropriate and relevant to the occasion. Uses simple grammatical structures, punctuation and spelling; makes only a few errors. Conveys main ideas and supports them with detail in a basic paragraph structure.

II: Reproducing Information

Information is reproduced as up to 1 page long or a short and short as several factual matter with 1 to 7 details.

2. Take live phone messages, voice mail messages or pre-recorded information with 5 to 7 details. Writes down messages with important points and accurate details. Conveys clear message to recipients.
3. Reduce a page of information to a list of 7 to 10 important points. Reduces written information to important points with accurate details.

III: Business/Service Messages

Messages are 1 to 7 sentences long. Forms are minimally complete in format, 20 to 30 lines long.

4. Convey business messages as written notes. Conveys a sense of audience in language and format. Demonstrates good use and control of simple structures, vocabulary, spelling and punctuation (few errors).
5. Fill out forms. Fills out form with required information. Spells and follows punctuation conventions.

IV: Presenting Information and Ideas

Learner writing is 1 paragraph long.

6. Write a paragraph to relate/narrate a sequence of events, to describe a person, object, scene, picture, procedure or routine, or to explain reasons. Addresses the purpose of the task. Expresses main ideas and supports it with details. Demonstrates good control of simple grammatical structures and adequate vocabulary for topic. Provides accurate descriptions, explanations or account of events in the report/event sequence. Provides an introduction, development and conclusion, and adequate paragraph structure in the text. Uses appropriate logical connectors. Uses accurate spelling and punctuation and writes/presents legibly.

LINC 5 CURRICULUM GUIDELINES 9

LINC 5 Planning Checklist

Instructor uses the Planning Checklist to keep track of CLB competencies that have been addressed in particular units or themes. Using a tracking device like this helps ensure that a range of CLB competencies is addressed and reinforced through different units or themes.

Planning Checklist LINC 5

		Themes and Units			
LINC 5 Speaking, Listening: CLB 6					
Speaking: CLB 6	I	Open, maintain and close a short routine formal conversation. Introduce a person (e.g., guest, speaker) formally to a small familiar group. Make or cancel an appointment or arrangement. Express/respond to apologies, regrets and excuses. Indicate partial comprehension. Take turns by interrupting. Encourage others in a conversation by adding supportive comments. Avoid answering a question. Take phone messages with 3 to 5 details.			
	II	Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point form sequence of single clauses.			
	III	Make a simple formal suggestion; provide reasons. Make a simple prediction of consequences. Make a verbal request for an item.			
	IV	Recall a detailed sequence of events from the past, tell a detailed story, including reasons and consequences (5-7 sentences). Describe and compare people, places etc. Describe a simple process. Ask for and provide information in an interview related to daily activities. Participate in a small group discussion/hearing on non-personal familiar topics and issues, express opinions, feelings, attitudes, ability, certainty.			
Listening: CLB 6	I	Identify specific, factual details and inferred meanings in dialogues containing greetings and drawings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.			
	II	Identify mouthfuls of participants. Understand a set of instructions when not presented completely in point form; sequencer must be inferred from the text.			
	III	Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragement and requests.			
	IV	Identify main ideas, supporting details, statements and examples in a description or narrative presentation, or in a group interaction (e.g., meeting, discussion). Suggest an appropriate conclusion to a story based on inference.			

322 ADDITIONAL RESOURCES: CLB TOLDS

A Sample Five-Hour Lesson for LINC 5

The following example illustrates how an instructor applies a task-based approach using the Unit: *Formal Letters and Reports* and the Theme: *Employment* from this document.

2	<p>Task</p> <p>Write a formal letter to request time off work.</p> <p>Other Outcomes practised in this lesson</p> <ul style="list-style-type: none"> 📖 Access two pieces of information (...). 🗣️ Open, maintain and close a short, routine formal conversation. 📖 Identify factual details and some implied meanings in moderately complex business/service texts. 	1	5
<p>Targeted Level Outcome/CLB Competency for LINC 5</p> <p>⚡ CLB 5-III: Convey business messages as written notes.</p>			
3	<p>Activities/Tasks</p> <ol style="list-style-type: none"> 1. As a class, learners discuss a situation about someone who was denied a request for a leave of absence. 2. In pairs, learners read the Ontario Employment Standards Act online and locate information on rights and responsibilities for taking a leave of absence using a scenario (requesting a parental leave, medical, emergency, vacation). Learners report findings to class. Listeners take notes. 3. Learners simulate a conversation between an employee and a superior asking for and providing information about a specific leave. Learners use notes (scenario card and notes from activity 2). 4. Learners read sample formal letters of request. They discuss the typical format, paragraph structure, expressions of request, gratitude, formal greetings and closings. They also discuss the tone (formal, informal) and appropriate conventions (socio-cultural aspects of letter-writing and workplace culture). 5. Learners write a letter requesting a leave of absence using the scenario from task 2. They e-mail the letter to a partner for peer proofreading. Learners discuss proofreading suggestions and edit own writing. They decide whether or not to submit it as a writing sample for assessment or portfolio. 6. Follow-up: Learners respond to the e-mail. 	<p>Notes (language, computer, socio-cultural items)</p> <p><u>Warm-up activity:</u> introduce the topic.</p> <p><u>Internet:</u> give learners specific URL (www.labour.gov.on.ca/english/es/es_pubs.html)</p> <p><u>Vocabulary/Collocations:</u> <i>be eligible for, have a right to, be entitled to, qualify for, be deemed to, failure to notify, job-protected leave</i>, etc. Learners make a list of formal terms.</p> <p><u>Socio-cultural aspects:</u> before this activity, discuss workplace conventions (hierarchy, need to give notice, when to speak in person or e-mail, etc.)</p> <p><u>Vocabulary/Expressions:</u> expressions for making requests, expressions for gratitude Learners generate a list of expressions for own use. Elicit expressions and write on board.</p> <p><u>Socio-cultural aspects:</u> letter format (inside address, greeting, body, closing); appropriate greetings, tone, formality level, way of submitting.</p> <p><u>Grammar:</u> before the task, discuss common grammar errors for editing (lack of subject-verb agreement, comma splices, sentence fragments, run-on sentences)</p> <p><u>Computer Items:</u> formatting paragraphs, using thesaurus and spell-check, sending e-mail attachments</p> <p><u>Assessment:</u> assess submitted writing samples</p>	<p>Resources</p> <p>Develop scenario</p> <p>Computer Lab Prepare scenario cards (pregnancy, parental, emergency, family medical, vacation)</p> <p>Print sample letters of request from: www.writeexpress.com/sample-business-letters.html Learning Link: Writing process (as handout)</p> <p>Computer lab List of common errors in writing</p>
4	<p>Independent Learning and Research: Learners ask a relative/friend about their workplace policy regarding a leave of absence and report back to class.</p> <p>Post-lesson Notes: <i>Learners want to learn more about the Employment Standards Act. Serge and Julia submitted writing samples for their portfolios. Review sentence structure. More work needed on paragraph writing. Learners really liked the peer editing. Some learners didn't like task 3 - need to explain purpose and relevance to lesson more clearly next time.</i></p>		

1

This is a real-world learning task and the related LINC 5 Level Outcome. Together they form the objective of this lesson.

Instructor refers to:

LINC 5 Level Outcomes to select targeted CLB competency

UNIT 4: *Formal Letters and Reports* for possible skills, settings and tasks

THEME: *Employment* for possible content ideas and resources

LEARNING LINK: *Writing Process* for a review of elements of the writing process

2

These are additional CLB competencies addressed in this lesson. They will be spiralled throughout subsequent lessons.

3

Tasks 1 to 4 are enabling tasks and activities leading towards task 5, a culminating real-world learning task.

Task 1: a warm-up activity that introduces legal and ethical issues regarding a leave of absence.

Task 2: introduces background information and vocabulary.

Task 3: focuses on socio-cultural norms regarding asking for a leave.

Task 4: introduces examples of letters of request. Focuses on related vocabulary, functional expressions and formal letter-writing conventions.

4

Task 5: This is the culminating task for this lesson. It reflects a real-life communication situation. The instructor may need to review or teach the computer skills needed to complete the task. The instructor decides to use this task as an assessment task and refers to the LINC 5 Level Outcomes for possible assessment criteria.

5

In the Notes column, the instructor lists language and computer elements related to each task. The instructor refers to the Additional Resources section for relevant websites.

Assessment

LINC Classroom-Based Assessment

Classroom-based assessment is an integral part of the planning process in a LINC program. The aim of assessment is to facilitate learning by providing feedback to learners on their performance, to modify instruction to better meet their needs, and to determine learners' proficiency levels at the end of the program.

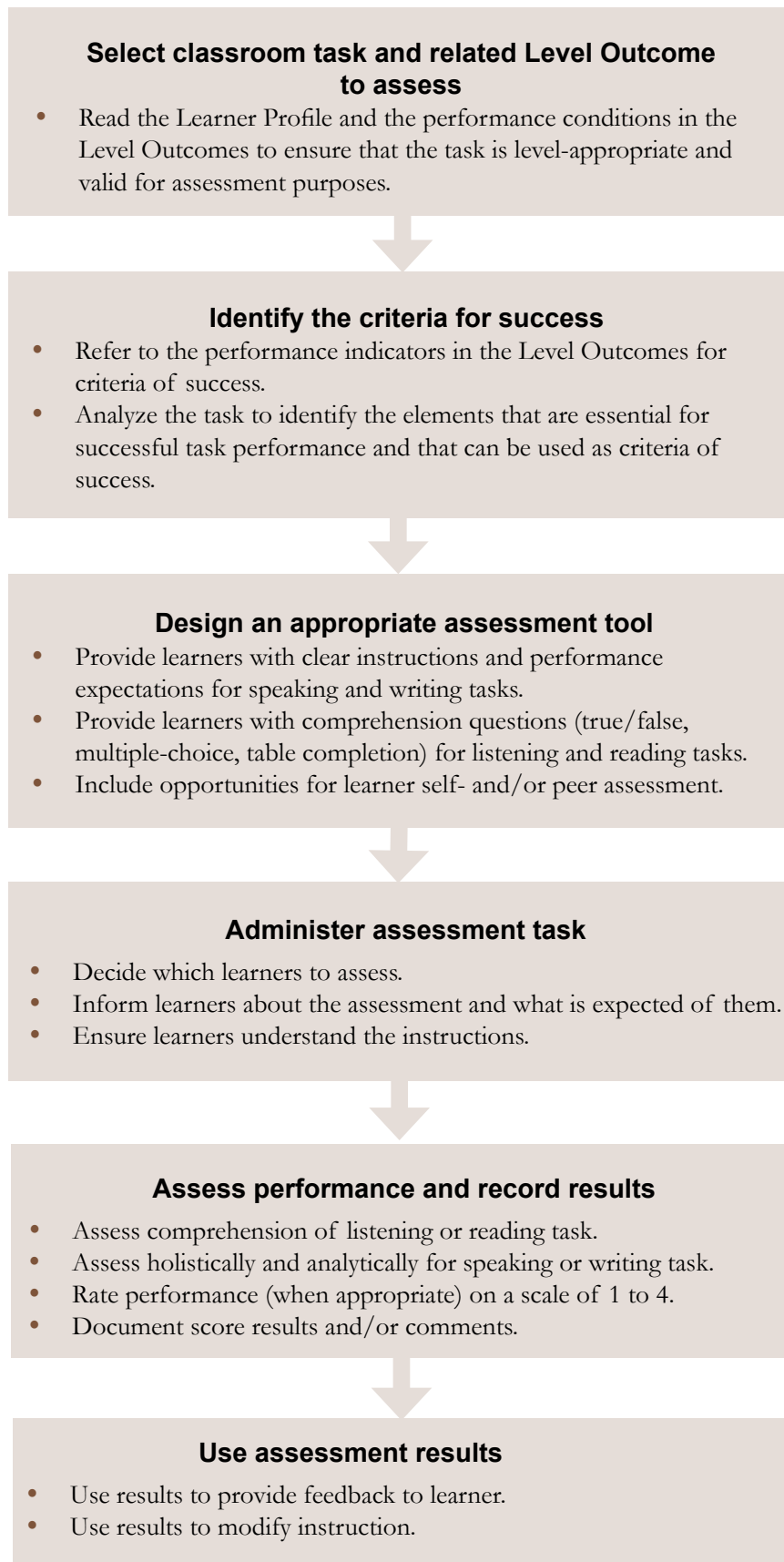
Classroom-based assessment aims at articulating learner progress for two main purposes: to further learning (often referred to as formative assessment) and to evaluate performance. The focus of formative assessment is to provide feedback to learners on progress, identify learning needs and modify the program accordingly. Summative assessment focuses on determining whether learners have achieved specific outcomes.

Each LINC level has a number of Level Outcomes (CLB competencies) learners are expected to achieve by the end of the program. The focus of learner assessment in LINC classes is on the performance of the Level Outcomes rather than on the learner's knowledge of thematic content or discrete grammar items. Learners should be assessed on their ability to perform contextualized tasks related to the Level Outcomes.

Assessment in the LINC program:

- is part of the planning process and should be integrated into lessons.
- is done on an ongoing basis to provide multiple opportunities for learners to demonstrate progress and to provide meaningful feedback to learners.
- reflects what has already been taught and learned in the classroom.
- is task-based. Assessment tasks should be practical and approximate authentic, real-life communication relevant to learner needs.
- is learner-centred. Learners are involved in the assessment process, informed about what is expected of them, and given opportunities for self-assessment, peer assessment and program evaluation.
- is conducted to help identify learners' strengths and weaknesses, provide feedback, set learning goals and plan steps for achieving them.
- helps the instructor evaluate the effectiveness of the program and modify instruction accordingly.

The chart below illustrates the common steps instructors take in the assessment process.



Assessing Listening and Reading

When assessing learner proficiency, the receptive skills (listening and reading) are assessed differently from the productive skills (speaking and writing). The following illustrates the process for listening and reading.

Selecting a Text

Listening and reading skills are assessed by having learners demonstrate their comprehension of a listening or reading text. For guidance in choosing level-appropriate texts (e.g., length of text, number of turns in a listening text), instructors refer to the performance conditions in the Level Outcomes. Selected texts should be relevant to learner needs and interests and what has been taught in the classroom. Sample texts⁶ are listed below.

Sample Listening Texts

Monologues

- telephone messages
- directions and instructions
- news broadcasts
- public announcements
- presentations, speeches and lectures

Interactions between people

- small talk conversations
- phone calls
- service transactions
- meetings
- interviews
- formal and informal conversations
- discussions and debates

Sample Reading Texts

Unformatted texts

- messages, informal letters, notes, e-mail messages
- business/service messages such as memos, notices, announcements
- informational texts such as articles, stories and reports, statements of policies and procedures, contracts

Formatted texts

- lists
- forms
- classified ads
- schedules, course calendars
- invoices, business statements
- maps, charts, graphs

Developing a Comprehension Task

When assessing a learner's performance, instructors need to develop a comprehension task that reflects the purpose of listening or reading, stated in the Level Outcome. The following are some purposes⁷ for listening or reading:

- to understand the overall meaning of the text
- to find specific details
- to compare and integrate specific information
- to evaluate/critique the information
- to reproduce/reorganize the information into another format (e.g., notes, table format)
- to use and interpret information in graphic form (e.g., tables, graphs, charts)

The comprehension task should be clear, easy to assess and leave no doubt as to whether the learner understood the text. The format of the task can be comprehension questions or the actual performance of instructions or directions in the text. Types of comprehension tasks can include multiple-choice or true/false questions, completing a cloze text or filling in a chart or table.

⁶ Adapted from *Canadian Language Benchmarks 2000: Theoretical Framework*

⁷ Ibid.

Rating the Comprehension Task: Once the assessment task is completed, the learner's comprehension is rated on a scale of 1 to 4 based on the number of correct answers they have provided. The *Canadian Language Benchmarks 2000* provides the following rating scale for evaluating listening and reading tasks:⁸

Rating	Number of Correct Responses to Comprehension Questions
1	Fewer than 50%
2	Fewer than 70%
3	70 to 80% (pass)
4	More than 80%

Assessing Speaking and Writing

Assessment tasks in the productive skills (speaking and writing) require the learner to produce either spoken or written language in contexts that approximate real-life communication situations. Some sample tasks⁹ are listed below.

Sample Speaking Tasks

Involving one speaker

- presentations (to give information, persuade, propose, advise, recommend, or give a warning)
- explanations and instructions of how to do something
- formal and informal introductions

Involving interaction between various speakers

- small talk conversations
- telephone calls
- meetings
- interviews
- formal and informal conversations
- simulations of interaction
- debates and discussion

Sample Writing Tasks

Unformatted texts (prose)

- paragraphs and essays: to describe, report, persuade, advise, recommend
- formal and informal letters
- directions
- instructions
- personal and business notes
- business memos
- e-mail messages
- point-form summaries

Formatted texts

- forms
- minutes of meetings
- lists, schedules, tables, charts

⁸ *Canadian Language Benchmarks 2000*, pp.84 and 96

⁹ Adapted from *Canadian Language Benchmarks 2000: Theoretical Framework*

Holistic and Analytic Assessment

The performance of the assessment task can be different for every learner but may still meet the requirements of the task. For this reason, the assessment of speaking and writing tasks is more subjective and requires more consideration than the assessment of listening and reading. It involves rating performance both holistically and analytically.

- Holistic assessment is done to rate overall effectiveness of spoken and written communication based on the LINC level outcome; in other words, was the learner able to accomplish the task?
- Analytic assessment is done according to criteria specific to the speaking or writing task and the LINC Level Outcome. The following table lists some general criteria. Instructors should also analyze the assessment task and refer to the performance indicators in the Level Outcomes for criteria specific to the CLB competencies being assessed. Instructors should select a limited number of criteria to focus on in assessment.

General Criteria¹⁰ to Consider in Assessing Speaking and Writing

Speaking

- grammar accuracy
- adequacy of vocabulary for purpose
- appropriateness of language register, vocabulary, etc.
- conversation management and negotiation of meaning
- fluency
- intelligibility of speech
- organization of discourse/coherence
- relevance and adequacy of content

Writing

- grammar accuracy
- adequacy of vocabulary for purpose
- appropriateness of style, register, layout, visual presentation of text to audience and purpose
- legibility/mechanics (handwriting, spelling, punctuation)
- relevance, factual accuracy, and adequacy of content
- cohesion
- organization/coherence

Rating Speaking and Writing

Once the assessment task is completed the learner's achievement is rated on a scale of 1 to 4 based on the holistic and analytic assessment of the task. *The Canadian Language Benchmarks 2000* provides the following rating scale for evaluating speaking and writing:¹¹

Rating Scale Speaking and Writing

1	unable to achieve the competency
2	needs help
3	satisfactory achievement (pass)
4	more than satisfactory achievement

Holistic performance (overall effectiveness) represents 30% of the final score. Each analytic criterion should also be rated (on a scale of 1 to 4), and the combined score for the analytic criteria should be given a weight of 70% of the final score. However, instructors may want to give more weight to certain criteria depending on the task and the focus of classroom instruction.

¹⁰ Adapted from *Canadian Language Benchmarks 2000: Theoretical Framework*

¹¹ *Canadian Language Benchmarks 2000*, pp.72 and 108

Analyzing and Using Assessment Data

Analyzing Assessment Data

Assessment data is the information collected from a learner assessment. This could include:

- the assessed tasks, such as writing samples and instructor rating
- instructor observations and comments regarding the learner's performance, strengths and weaknesses
- learner self-assessment comments or checklists

Analyzing assessment data is the process of examining and reflecting on the data in relation to the Level Outcomes. The results can be used to improve instruction and help facilitate learning. This involves making generalizations, conclusions and decisions based on the assessment data. The following questions can be used to guide this process:

Questions about individual learner progress

- In what specific areas has the learner made progress?
- What are the learner's strengths and weaknesses related to the targeted Level Outcome?
- What more does the learner need to work on to successfully achieve the Level Outcome?
- How can this be shared with the learner in a clear and encouraging way?
- Does the learner think he/she has made progress?
- How do the learner's perceptions of own progress compare to assessment results?

Questions about progress of the class

- How many learners are progressing towards achieving the Level Outcomes?
- What are the common strengths and weaknesses of the class?
- How do I need to adjust my planning to better assist learners in achieving the outcomes?

Questions about the assessment task

- Did the assessment tasks provide good opportunities for learners to demonstrate Level Outcomes?
- Was the material taught and practised enough to give learners the best chance at success?
- Was the purpose of each task clearly explained/written?
- Were the criteria for success and the expectations well chosen, clearly explained/written?
- Were there sufficient opportunities for learner input (task design, timing, self-assessment)?

Using Assessment Data

- **To articulate learner progress:** Instructors use assessment data to articulate learner progress to stakeholders (program administrators, Citizenship and Immigration Canada, learners themselves). They need to assign a benchmark rating for the purpose of promoting a learner to the next LINC level, report progress to the funder and give feedback to the learner.
- **To modify planning and instruction:** Instructors use assessment results to make decisions about what to review and teach so learners can achieve the outcomes and to plan further assessments.
- **To improve the assessment process:** Instructors use assessment results to improve elements of their classroom assessment practices, such as the design of assessment tasks and tracking tools or the use of strategies for giving feedback and encouraging learner self-assessment.
- **To highlight areas of concern:** Instructors highlight areas of concern or uncertainty for further reflection, research or peer discussion regarding learner progress, assessment practices or assessment tools.

Putting It All Together

The following is an example of an assessment that an instructor conducted using the task from week 4 in the long-range plan on page 32.

A Sample Assessment Task

Learner Name: _____ **Date:** _____

Writing Task: LINC 5

Level Outcome: CLB 5-III Convey business messages as written notes.

You are a full-time employee at a large corporation. Your boss's name is Anna Smith, who is the general manager of operations. You have a sick parent in China and you would like to go there for one month.

Write a letter to your boss to request a leave of absence. Your letter should:

- have at least three sentences.
- include a reason and dates for your leave.
- include expressions for making requests.
- include all the elements of a formal letter.
- have correct spelling, punctuation and capitalization.

1

Instructor uses a real-life learning task that contextualizes a Level Outcome (CLB 5-III: Convey business messages as written notes). To develop the level-appropriate task, the instructor refers to the Learner Profile and the performance conditions in the Level Outcomes.

The task instructions are clearly written. Learners have examined samples and practised writing business notes in previous lessons.

2

Instructions include expectations of performance for the learners. They are in checklist form so learners can assess their own performance. Learners can check off items, or insert a rating (1 to 4) to indicate their perception of their proficiency. This checklist can also be used in peer assessment.

To develop the assessment criteria, the instructor draws from the performance conditions and indicators in the Level Outcomes and the task itself. For example, the following list of criteria could be included for the assessment task above. From these criteria, an instructor may select three or four of them, as shown on the next page.

Overall (Holistic):

Learner followed instructions. Message is at least three sentences long.
The letter is understandable. (The request is clear. The purpose is achieved.)

Specific (Analytic):

Elements of a formal letter are included (appropriate greeting and closing).
Tone is appropriate (makes request politely, remains formal).
Vocabulary is adequate (uses appropriate expressions of request and gratitude).
Grammar is accurate (uses subject-verb agreement, appropriate logical connectors of reason).
Spelling and punctuation are accurate.

Rating a Completed Sample Assessment Task

Instructor assigns a score holistically based on overall performance, and analytically based on the criteria listed below. For this task, a final score of 3 is assigned.

Learner Name: Lin Chow Date: Oct. 11/07
Writing Task: LINC 5
You are a full-time employee at a large corporation. Your boss's name is Anna Smith, who is the general manager of operations. You have a sick parent in China and you would like to go there for one month.
Write a letter to your boss to request a leave of absence. Your letter should:

- have at least three sentences.
- include a reason and dates for your leave.
- include expressions for making requests
- include all the elements of a formal letter.
- have correct spelling, punctuation and capitalization.

October 11, 2007

Dear Ms. Smith,
My mother is ill. She lives in China. I would like to go, to China, to take care of her. I would like to leave, in two weeks and stay during one month. Please I am requesting a leave of absence. Please let me know this week so I can plan.

The instructor can record his/her rating and comments on a photocopy of the completed task or record the results on a separate page.

Holistic:

Letter achieves its purpose 3

Analytic:

All elements of a formal letter
(date, greeting, closing, stated purpose) 4

Adequate vocabulary 3

Appropriate tone 3

Spelling and Punctuation 2

Comments: needs instruction on use of commas, needs more practice using expressions for making formal requests. Learner reports she feels she did well on this task.

Using the Rating

Instructors can use the rating to provide feedback to learners about their performance of the task, their progress towards achieving the Level Outcome or about areas needing improvement. Assessed tasks (with ratings) can be added to a learner portfolio. A portfolio can include rated assessment tasks, samples of learner work, or learner's own reflection or self-assessment. It can provide information about learner strengths and weaknesses, learner goals, needs and progress.

Assessed tasks for all learners can be summarized and recorded on a chart, such as the sample on the next page.

Sample Class Assessment Tracking Chart

Instructor uses a form to record assessment results for each learner. In the example below, the assessment results are listed by skill, Level Outcome and related task. It informs the instructor about the number of assessment tasks learners have completed, the range of CLB competencies assessed, and the number of learners who are progressing towards achieving Level Outcomes. It can help instructors plan further assessment tasks.

Class Assessment Tracking Chart									
	Writing CLB 5-III: Convey messages as business notes. TASK: write a letter requesting a leave of absence.	Reading CLB 5-IV: access and locate two pieces of information. TASK: Read online article about post-secondary education in Ontario. Answer questions.	Speaking CLB 6-I: Make/cancel an appointment. TASK: simulate cancelling and re-scheduling an appointment for an interview.						
Lin Chow	3 10/11	4 11/2	3 11/20						
Anna	2 10/11	3 11/2	3 11/20						
Cianna	Y								

Targeted Level Outcomes (CLB competencies) with related assessment tasks are listed here.

For more information about CLB-based planning and assessment, refer to the Centre for Canadian Language Benchmarks resources listed on page 351.

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Level Outcomes

Overview of Level Outcomes

The Level Outcomes on the following pages present the Canadian Language Benchmarks (CLB) that correspond to LINC levels 5 to 7. They include the CLB competency statements, performance conditions and performance indicators, and are taken directly from the *Canadian Language Benchmarks 2000* document.

Level Outcomes per LINC level

	LINC 5	LINC 6	LINC 7
Speaking	CLB 6	CLB 7	CLB 8
Listening	CLB 6	CLB 7	CLB 8
Reading	CLB 5	CLB 6	CLB 8
Writing	CLB 5	CLB 6	CLB 8

The Level Outcomes pages are grouped by LINC level. Each level includes a Learner Profile, Level Outcomes and At-a-Glance, described below.

Learner Profiles (one page per LINC level)

The Learner Profile provides a brief overview of a learner's general English language ability at the end of a LINC level. The information is adapted from the Global Performance Descriptors in the *Canadian Language Benchmarks 2000*.

LINC Level Outcomes

Level Outcomes for each LINC level are presented by skill: speaking, listening, reading and writing. Each page includes the following:

CLB Competencies: CLB competency statements are listed in bold and numbered. They are observable and measurable statements of the intended outcomes of learning and can be applied to contexts and situations relevant to learners' needs and interests.

Performance Conditions: Performance conditions are listed in italics. They provide details about the purpose of communication, the audience, time constraints, length and complexity of the text. Instructors should refer to them to develop level-appropriate tasks.

Performance Indicators: Performance indicators are listed under the competencies. They provide sample criteria for assessing how successfully a task has been performed. They also give information about what the learner needs to do to demonstrate a competency. Instructors should refer to them to develop expectations for the successful performance of a task.

Level Outcomes: At-a-Glance (one page per LINC level)

The At-a-Glance charts list the CLB competencies for each LINC level on a single page. Each page includes all four skills (speaking, listening, reading and writing). Instructors can refer to these charts for an overall view of the expectations of learners' abilities at each LINC level.

Using the Level Outcomes

For Program Planning

The Level Outcomes form the objectives for a long-range plan in a LINC program. The Level Outcomes provide generic statements of what a learner should be able to do at the end of each LINC level. They do not provide contexts, settings, or specific grammar, vocabulary or pronunciation items that learners may need to demonstrate mastery of the outcomes. Those elements can be determined through a learner needs assessment, long-range planning, and the selection of classroom activities and materials for lessons. Instructors can draw from the units and themes in this document to develop appropriate communication situations that will provide repeated opportunities for learners to develop and demonstrate the CLB competencies. Performance conditions and indicators can help instructors develop level-appropriate classroom tasks and activities.

For Learner Assessment

The Level Outcomes guide the assessment process. They provide statements of demonstrable communication tasks. Instructors should apply these statements to various contexts and settings to ensure learners have repeated opportunities to achieve the Level Outcomes. On-going assessment should provide information about the learners' performance of Level Outcomes and inform further program planning. Exit assessment will determine whether the learner can be promoted to the next LINC level. To establish expectations for learners' performance, instructors should refer to the performance conditions and indicators, and develop their own assessment criteria based on the task.

This **Learner Profile** provides a brief overview of a learner's general English language ability at the end of LINC level 5. The information is adapted from the *Global Performance Descriptors in the Canadian Language Benchmarks 2000*.

Speaking, CLB 6

- Communicates reasonably fluently with some confidence in casual social conversations with slow to normal speech and frequent normal hesitations
- Describes, reports, provides simple narrations and communicates facts and ideas in some detail
- Uses a variety of grammatical structures, a range of common everyday vocabulary and some common phrases and idioms
- Uses the phone to communicate on familiar matters, but phone exchanges with strangers are stressful
- Grammar and pronunciation errors are frequent and may sometimes impede communication

Listening, CLB 6

- Follows the main ideas, key words and important details in oral discourse on relevant topics related to common experience or general knowledge at a slower to normal rate of speech
- Follows simple short predictable phone messages and short sets of instructions and directions
- Sometimes needs repetition
- Sometimes has problems following unknown details on the phone in unpredictable conversations and with unfamiliar content

Reading, CLB 5

- Understands the purpose, main ideas and some detail in two- to three-paragraph mostly plain language texts related to familiar contexts
- Occasionally guesses the meaning of an unknown word, phrase or idiom from the context without a dictionary
- Search-reads, skims and scans reading texts
- Uses a bilingual dictionary regularly
- Often requires rereading and clarification

Writing, CLB 5

- Writes short letters and notes on familiar topics
- Effectively conveys an idea, opinion, feeling or experience in a simple paragraph
- Structures a paragraph adequately, with a topic introduced, developed to some degree and concluded, with main ideas supported with some details, with good control of grammatical structures
- Writes some awkward sounding phrases and word combinations and has some difficulty with complex structures
- Demonstrates better control over writing when reproducing information (e.g., writing down notes, messages and paraphrasing)



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

I: Social Interaction

Face to face or on the phone with individuals or groups of 3-5 people in mostly familiar, clear and predictable, but moderately demanding contexts (e.g., real world environment, limited support). Topics are familiar, personally relevant and mostly concrete.

1. **Open, maintain and close a short routine formal conversation.**
Opens conversation in 4-5 words; closes conversation in 3 steps: pre-closing, closing, leave-taking; uses appropriate non-verbal behaviour.
2. **Introduce a person (e.g., guest, speaker) formally to a small familiar group.**
3. **Make or cancel an appointment or arrangement.**
4. **Express/respond to apology, regrets and excuses.**
5. **Indicate partial comprehension.**
Asks clarifying questions.
6. **Take turns by interrupting.**
Interrupts appropriately.
7. **Encourage conversation by adding supportive comments.**
Repeats key words or phrases; uses appropriate non-verbal behaviour.
8. **Avoid answering a question.**
9. **Take phone messages with three to five details.**
Answers phone appropriately; clarifies/confirms accuracy of information.; gets all details in message.

II: Instructions

10. **Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.**
Conveys correct sequence of steps; clear reference; correct stress and intonation. Listener can follow.

III: Suasion

11. **Make a simple formal suggestion; provide reason.**
12. **Make a simple prediction of consequences.**
13. **Make a verbal request for an item.**

IV: Information

Presentations are 5-7 minutes long on a familiar topic with visuals for a small and familiar audience. Group interaction is with 3 to 5 familiar people on non-personal, familiar, concrete topics and issues.

Presentations

14. **Relate a detailed sequence of events from the past; tell a detailed story including reasons and consequences.**
15. **Describe and compare people, places etc.**
16. **Describe a simple process.**
For all presentations: Has coherent, connected discourse; uses an introduction, development, conclusion, explicit logical connectors, simple grammar structures with present, past, future; adequate vocabulary for topic; uses appropriate eye contact, body language, voice volume, rate, fluency, intelligibility.

One-on-One and Group Interaction

17. **Ask for and give information in an interview related to daily activities.**
Explains nature of inquiry and information needed; provides necessary details; asks relevant questions; summarizes and repeats back; thanks for help and information; speaks intelligibly; listener can follow.
18. **Participate in small group discussion/meetings on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.**



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner’s ability to accomplish a competency.

Listening texts are monologues, presentations, lecturettes, dialogues and conversations with 3 to 4 participants, live or taped. Speech is clear and slower to normal. Topics are everyday and familiar, mostly personally relevant, with a mix of concrete and factual, and of general abstract concepts and ideas, with a range of common vocabulary and a limited number of idioms. Learner is adequately briefed for focused listening and may require one or two repetitions.

I: Social Interaction

Speech is clear and slower to normal. Exchanges are approximately 2 to 5 minutes or 5 to 8 turns, each turn 3 to 5 sentences.

- 1. Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.**
Identifies situation, relationship, emotional state, opinions about situation, intent, range of expressions with both the explicit and implicit meaning.
- 2. Identify mood/attitude of participants.**
Identifies situation, relationship, emotional state, opinions about situation, intent, range of expressions with both the explicit and implicit meaning.

II: Instructions

Instructions are clear and explicit, with some visual clues. Length is 9 to 10 steps with up to 12 details (less on the phone), not always presented step by step.

- 3. Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text.**
Understands clear spoken instructions.
Follows sequence markers and other linguistic clues in the text to comprehend the order of steps.
Completes the task.

III: Suasion

Typical genres include presentations/shows/talks. Learner may need one to two repetitions.

- 4. Demonstrate comprehension of details and speaker’s purpose in suggestions, advice, encouragements and requests.**
Identifies factual details, words and expressions, and inferred meanings in suasion oral texts as required.
Identifies functional value of utterances as suggestions, advice, encouragements and requests.

IV: Information

Presentation or interaction is live up to 10 minutes. Topic is concrete and familiar. Setting and context are familiar. Pictures and visuals are used.

- 5. Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).**
Identifies factual details and inferred meanings in a listening text as required.
Gets main ideas, supporting details, statements and examples as required.
- 6. Suggest an appropriate conclusion to a story based on inference.**
Predicts what will happen next in a narration.



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

Reading texts are 2 or 3 paragraphs long, mostly in plain language with clear organization. Content is relevant, related to personal experience or familiar contexts, with pictures occasionally accompanying the text. Texts have a range of common vocabulary, mostly plain language with occasional idioms, and usually not beyond the first 1,000 most frequent word families of spoken English and the top 100 words of the academic word list (Coxhead, 1998). Learner is adequately briefed for focused reading.

I: Social Interaction

Text is 2 to 3 paragraphs long, related to personal experience or familiar context.

- 1. Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.**

Identifies purpose of text, reader-writer relationship, attitude of writer, context.

II: Instructions

Instructions are clear and explicit, for everyday situations, used with some visual clues, presented step by step. They include 7- to 10-step procedures, or 3-paragraph instructional texts.

- 2. Understand and follow moderately complex written instructions for 7- to 10-step procedures.**

Responds with action to directions and instructions.

- 3. Understand/follow moderately complex everyday texts.**

Follows common authentic instructional texts with pictures.

III: Business/Service Texts

Text has clear organization. Text types include business brochures, memos, form letters, websites, flyers, graphics, charts, schedules, bus route maps, directories.

- 4. Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.**

Identifies type and purpose of text; gets the gist. Identifies key information and locates specific details in verbal text and graphics, including extensive directories, charts and schedules.

IV: Information Texts

Moderately complex descriptive or narrative texts, 2 to 3 paragraphs long on familiar topics. Text types include short newspaper articles or reports, educational/content materials, stories, encyclopedia entries, adapted literary texts, standard maps, diagrams and basic graphs.

- 5. Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text on a familiar topic.**

Identifies factual details and inferred meanings, main idea and key details in text.

Identifies organization of text and links between paragraphs.

Compares facts to make choices.

Predicts, guesses meaning of words and expressions from textual clues.

- 6. Demonstrate comprehension of standard maps, basic diagrams, basic graphs.**
- 7. Access and locate 2 pieces of information in CD-ROM ESL educational software.**
- 8. Access and locate information through tables of content, indexes and glossaries.**



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

I: Social Interaction

Addressees are familiar. Topics are of immediate everyday relevance. Letter is 1 paragraph long. Note is 4 to 6 clauses.

1. Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.

Conveys the message; reader can follow the text. Uses language and content appropriate and relevant to the occasion. Uses simple grammar structures, punctuation and spelling; makes only a few errors.

Conveys main ideas and supports them with detail in a basic paragraph structure.

II: Reproducing Information

Information to reproduce is up to 1 page long or a short oral text on concrete factual matters with 5 to 7 details.

2. Take live phone messages, voice mail messages or pre-recorded information with 5 to 7 details.

Writes down messages with important points and accurate details. Conveys clear message to recipient.

3. Reduce a page of information to a list of 7 to 10 important points.

Reduces written information to important points with accurate details.

III: Business/Service Messages

Messages are 3 to 5 sentences long. Forms are moderately complex in format, 20 to 30 items long.

4. Convey business messages as written notes.

Conveys a sense of audience in language and format. Demonstrates good use and control of simple structures, vocabulary, spelling and punctuation (few errors).

5. Fill out forms.

Fills out form with required information. Spells and follows punctuation conventions.

IV: Presenting Information and Ideas

Learner writing is 1 paragraph long.

6. Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.

Addresses the purpose of the task. Expresses main idea and supports it with details.

Demonstrates good control of simple grammatical structures and adequate vocabulary for topic. Provides accurate descriptions, explanations or account of events in the report/story sequence. Provides an introduction, development and conclusion, and adequate paragraph structure in the text. Uses appropriate logical connectors.

Uses accurate spelling and punctuation and writes/prints legibly.

SPEAKING (CLB 6)	LISTENING (CLB 6)	READING (CLB 5)	WRITING (CLB 5)
🗣️ I. Social Interaction <ul style="list-style-type: none"> • Open, maintain and close a short routine formal conversation. • Introduce a person (e.g., guest, speaker) formally to a small familiar group. • Make or cancel an appointment or arrangement. • Express/respond to apology, regrets and excuses. • Indicate partial comprehension. • Take turns by interrupting. • Encourage conversation by adding supportive comments. • Avoid answering a question. • Take phone messages with 3 to 5 details. 	👂 I. Social Interaction <ul style="list-style-type: none"> • Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication. • Identify mood/attitude of participants. 	📖 I. Social Interaction Texts <ul style="list-style-type: none"> • Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences. 	✍️ I. Social Interaction <ul style="list-style-type: none"> • Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.
🗣️ II. Instructions <ul style="list-style-type: none"> • Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. 	👂 II. Instructions <ul style="list-style-type: none"> • Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text. 	📖 II. Instructions <ul style="list-style-type: none"> • Understand and follow moderately complex written instructions for 7- to 10-step procedures. • Understand/follow moderately complex everyday texts. 	✍️ II. Reproducing Information <ul style="list-style-type: none"> • Take live phone messages, voice mail messages or pre-recorded information with 5 to 7 details. • Reduce a page of information to a list of 7 to 10 important points.
🗣️ III. Suasion <ul style="list-style-type: none"> • Make a simple formal suggestion; provide reason. • Make a simple prediction of consequences. • Make a verbal request for an item. 	👂 III. Suasion <ul style="list-style-type: none"> • Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. 	📖 III. Business/Service Texts <ul style="list-style-type: none"> • Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. 	✍️ III. Business/Service Messages <ul style="list-style-type: none"> • Convey business messages as written notes. • Fill out forms.
🗣️ IV. Information <p>Presentations</p> <ul style="list-style-type: none"> • Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. • Describe and compare people, places etc. • Describe a simple process. <p>One-on-One & Group Interaction</p> <ul style="list-style-type: none"> • Ask for and provide information in an interview related to daily activities. • Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty. 	👂 IV. Information <ul style="list-style-type: none"> • Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). • Suggest an appropriate conclusion to a story based on inference. 	📖 IV. Informational Texts <ul style="list-style-type: none"> • Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text on a familiar topic. • Demonstrate comprehension of standard maps, basic diagrams, basic graphs. <p>Information /Reference & Study Skills</p> <ul style="list-style-type: none"> • Access and locate 2 pieces of information in CD-ROM ESL educational software. • Access and locate information through tables of content, indexes and glossaries. 	✍️ IV. Presenting Info. & Ideas <ul style="list-style-type: none"> • Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.

This **Learner Profile** provides a brief overview of a learner's general English language ability at the end of LINC level 6. The information is adapted from the *Global Performance Descriptors in the Canadian Language Benchmarks 2000*.

Speaking, CLB 7

- Communicates comfortably and reasonably fluently in most common daily situations, with frequent self-corrections and/or rephrasing
- Participates in conversations involving problem solving and decision making
- Speaks on familiar concrete topics for 5 to 10 minutes, to describe, present a detailed analysis or a comparison
- Uses a variety of structures and an expanded inventory of concrete and common idiomatic language
- Uses phone on familiar and routine matters, but clarifying unknown details may still present communication problems
- Grammar and pronunciation errors are still frequent but rarely impede communication

Listening, CLB 7

- Comprehends main points and most important details, and follows most conversations (formal, informal and routine work-related) on familiar topics at a descriptive level, at a normal rate of speech
- Understands an expanded inventory of concrete and idiomatic language
- Understands more complex indirect questions about personal experience, familiar topics and general knowledge
- Follows short predictable phone messages on familiar matters, but has problems following unknown details on unfamiliar matters
- Sometimes requires slower speech, repetitions and reworking, and has difficulty following a faster conversation between native speakers

Reading, CLB 6

- Follows the main ideas, key words and important details in one-page plain language authentic prose and non-prose (including formatted) texts
- Locates three to five pieces of information in prose passages, charts and schedules for analysis, comparison and contrast
- Reads one-page texts, notes, memos, letters, schedules and itineraries
- Gets new information about familiar topics from reading mostly factual texts with clear organization
- Sometimes guesses meaning of new words by inference and context clues
- Uses a concise unilingual ESL/EFL learner dictionary regularly

Writing, CLB 6

- Effectively conveys familiar information in 1- or 2-paragraph letters and compositions
- Fills out detailed job application forms with short comments on previous experience, abilities and strengths
- Reproduces information and can take simple notes from short oral presentations or from reference materials
- Conveys information from a table, graph or chart in a coherent paragraph
- Writes down everyday phone messages
- Demonstrates good control over simple structures, but has difficulty with some complex structures and produces some awkward sounding phrases



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

I: Social Interaction

Face to face or on the phone with familiar individuals or small informal groups of 3 to 5 people in mostly familiar, clear and predictable, but moderately demanding contexts (e.g., real world environment; limited support). Topics are familiar, non-personal, mostly concrete but also abstract. Rate of speech is slow to normal.

1. **Introduce a guest, speaker formally to a large familiar group.**
2. **Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction, hope.**
Uses appropriate non-verbal behaviour.
3. **Confirm own comprehension.**
Uses repeating back and paraphrasing.
4. **Use a number of strategies to keep the conversation going.**
Such as asking follow-up information questions. Uses appropriate non-verbal behaviour.
5. **Hold the floor.**
6. **Resume after interruption.**
7. **Change topic.**
8. **Take live phone messages with 5 to 7 details.**
Answers, greets, clarifies and confirms accuracy of information, closes conversation. Gets all the details in the message right.

II: Instructions

9. **Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks.**
Conveys the sequence of steps, uses clear reference, precise vocabulary, correct stress and intonation: listener can follow the instructions.

III: Suasion

10. **Give and respond to a warning; discourage others.**
11. **Request a word. Ask for and respond to recommendations or advice.**
12. **Make an extended suggestion on how to solve an immediate problem or make an improvement.**

IV: Information

*Presentations are 10 minutes on a familiar concrete topic with visuals for a small familiar or unfamiliar audience in a familiar setting.
Group interaction is with 3 to 5 people on non-personal, familiar, mostly concrete but also abstract topics and issues.*

Presentations

13. **Give a summary/report of the main points of a presentation by someone else.**
14. **Tell a story, including a future scenario.**
15. **Describe, compare and contrast in detail 2 events, jobs or procedures.**
16. **Describe a moderately complex process.**
For all presentations: has coherent connected discourse; uses an introduction, development, conclusion, explicit markers and logical connectors; simple grammar structures with clear present, past and future; spatial, personal and textual references with only some errors; adequate vocabulary for topic; detailed descriptions; uses appropriate eye contact, body language, voice volume, rate, etc.

One-on-One and Group Interaction

17. **Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.**
Explains the nature of inquiry; initiates questions to gather, analyze and compare information needed; responds to questions; summarizes and repeats back; gives thanks for the information; speaks intelligibly: listener can follow.
18. **Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.**
19. **Express or ask about possibility, probability.**



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

Listening texts are monologues, presentations, lecturettes, dialogues and conversations with 3 to 4 participants, live or taped. Topics are mostly personally relevant, with general abstract concepts and ideas, with an expanded inventory of concrete and idiomatic language. Speech is clear and at a slow to normal rate. Learner is adequately briefed for focused listening and may require one or two repetitions.

I: Social Interaction

Exchanges are approximately 5 minutes long, or 8 to 12 turns, each turn up to 5 sentences.

- 1. Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.**

Identifies factual details and inferred meanings. Identifies functional value of utterances (e.g., thanking, complaining, hoping). Identifies situation, relationship, mood/attitude of participants.

II: Instructions

Instructions are clear and explicit, with some visual clues, but not always presented in a step-by-step format. Length is 10 to 12 steps with up to 15 details (less on the phone).

- 2. Understand sets of instructions related to simple technical and non-technical tasks.**
- 3. Understand simple directions on the phone.**
- 4. Understand simple messages left on voice-mail (with 5 to 7 details).**

For all instructions: Follows clear spoken instructions as required. Follows sequence markers and other linguistic clues in the text to comprehend the order of steps. Seeks clarification and confirmation where possible. Completes the task.

III: Suasion

- 5. Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.**

Identifies main idea, factual details, words and expressions, and inferred meanings. Identifies functional value of utterances as directive requests/reminders, orders or pleas. Predicts consequences and outcomes.

IV: Information

Presentation or interaction is informal with the use of visuals and 10-15 minutes long, on familiar topics. Speech is clear, at a normal rate.

- 6. Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.**
- 7. Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.**



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

Reading texts are up to one page long (3 to 5 paragraphs), mostly in plain language with occasional idioms, with clear organization, related to familiar contexts. Texts have a range of common vocabulary, but usually not beyond the first 1,500 of the most frequent word families of spoken English and the top 200 words of the academic word list (Coxhead). Learner is adequately briefed for focused reading.

I: Social Interaction Texts

Text is up to one page long and related to a personal or common experience, or a familiar context.

- 1. Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies.**
Identifies factual details and inferred meanings. Identifies purpose of the text, the reader-writer relationship, the attitude of the writer and the context.

II: Instructions

Instructions are clear and explicit, for everyday situations, used with some visual clues, but not always presented in a step-by step-form. They include up to 10-step procedures.

- 2. Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred.**
Carries out the task.

III: Business/Service Texts

Text has a clear organizational structure. Text types include business brochures, memos, form letters, notices, announcements, work orders, invoices, course calendars.

- 3. Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.**
Identifies main intent, main idea, factual details and some inferred meanings. Identifies writer's purpose, intent and attitude. Identifies the communicative value of the text and its parts. Finds pieces of information by scanning paragraphs.
- 4. Find 2 or 3 pieces of information in moderately complex formatted texts.**
Finds pieces of information by scanning extensive directories or forms.

IV: Informational Texts

Moderately complex descriptive or narrative texts, 1 page long on familiar topics and partly predictable to learner, in print or electronic form. Text types include reports, interviews, news items, stories with explanations and examples, cycle diagrams, flow charts, time lines/schedules.

- 5. Show comprehension of a 1-page moderately complex descriptive/narrative text on a familiar topic.**
Identifies factual details and inferred meanings. Identifies/states the main idea and key details. Retells or summarizes the story. Relates sequence of steps in a cycle. Guesses meaning of words and expressions from textual clues. Predicts what will happen next in the text.
- 6. Demonstrate comprehension of a cycle diagram, flow chart and a timeline/schedule.**
Interprets a cycle diagram or a timeline/schedule chart.
- 7. Access/locate/compare 2 or 3 pieces of information in a CD-ROM electronic reference source.**



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

I: Social Interaction

Addressees are familiar. Topics are of immediate everyday relevance. Learner writing is 1 or 2 short paragraphs.

- 1. Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.**
Conveys the message: reader can follow the text. Uses language and content that are appropriate and relevant to the occasion. Conveys main ideas and supports them with detail in a basic paragraph structure. Makes few errors in simple grammatical structures, vocabulary, spelling, punctuation, format/layout.

II: Reproducing Information

Text to reproduce is up to 1 or 1.5 pages or a short oral text (10 to 15 minutes long) Texts are varied and may be of a specialized or technical nature. Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing.

- 2. Take notes from an oral presentation or a page of written information.**
Reduces written or oral information to important points with accurate details. Records names, addresses, numbers, dates, times, directions and other details legibly and with correct spelling. Copies important or new words and details off the board or screen (where relevant).

III: Business/Service Messages

Messages are 5 to 6 sentences or 1 paragraph long. Forms are moderately complex in format, 30 to 40 items long.

- 3. Convey business messages as written notes.**
Conveys a clear message to the recipient. Conveys a sense of audience in language and format. Demonstrates good use and control of simple structures, vocabulary, spelling and punctuation.
- 4. Fill out moderately complex forms.**
Fills out forms with required information. Spells accurately and follows punctuation conventions.

IV: Presenting Information and Ideas

Learner writing is 1-2 paragraphs long, on a familiar and personally relevant topic. Where necessary for the task, learners must include information from other sources (e.g., drawing, photographs, diagrams, reference text/ research information).

- 5. Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process.**
Addresses the purpose of the task. Expresses main ideas and supports them with details. Demonstrates good control of simple grammatical structures (some difficulty with complex structures). Demonstrates adequate vocabulary for the topic. Provides accurate descriptions, comparisons, account of events in the report/story, sequence of stages in a process. Provides an introduction, development and conclusion, and an adequate paragraph structure in the text. Uses appropriate logical connectors. Demonstrates accurate spelling and punctuation (makes minor errors only). Presents text legibly.

SPEAKING (CLB 7)	LISTENING (CLB 7)	READING (CLB 6)	WRITING (CLB 6)
<p>🗣️ I. Social Interaction</p> <ul style="list-style-type: none"> • Introduce a guest, speaker formally to a large familiar group. • Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. • Confirm own comprehension. • Use a number of strategies to keep the conversation going. • Hold the floor. • Resume after interruption. • Change topic. • Take live phone messages with 5 to 7 details. 	<p>👂 I. Social Interaction</p> <ul style="list-style-type: none"> • Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval. 	<p>📖 I. Social Interaction Texts</p> <ul style="list-style-type: none"> • Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies. 	<p>✍️ I. Social Interaction</p> <ul style="list-style-type: none"> • Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.
<p>🗣️ II. Instructions</p> <ul style="list-style-type: none"> • Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. 	<p>👂 II. Instructions</p> <ul style="list-style-type: none"> • Understand sets of instructions related to simple technical and non-technical tasks. • Understand simple directions on the phone. • Understand simple messages left on voice-mail (with 5 to 7 details). 	<p>📖 II. Instructions</p> <ul style="list-style-type: none"> • Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. 	<p>✍️ II. Reproducing Information</p> <ul style="list-style-type: none"> • Take notes from an oral presentation or a page of written information.
<p>🗣️ III. Suasion</p> <ul style="list-style-type: none"> • Give and respond to a warning; discourage others. • Request a word. Ask for and respond to recommendations or advice. • Make an extended suggestion on how to solve an immediate problem or make an improvement. 	<p>👂 III. Suasion</p> <ul style="list-style-type: none"> • Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. 	<p>📖 III. Business/Service Texts</p> <ul style="list-style-type: none"> • Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. • Find 2 or 3 pieces of information in moderately complex formatted texts. 	<p>✍️ III. Business/Service Messages</p> <ul style="list-style-type: none"> • Convey business messages as written notes. • Fill out moderately complex forms.
<p>🗣️ IV. Information</p> <p>Presentations</p> <ul style="list-style-type: none"> • Give a summary/report of the main points of a presentation by someone else. • Tell a story, including a future scenario. • Describe, compare and contrast in detail two events, jobs or procedures. • Describe a moderately complex process. <p>One-on-One & Group Interaction</p> <ul style="list-style-type: none"> • Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. • Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. • Express or ask about possibility, probability. 	<p>👂 IV. Information</p> <ul style="list-style-type: none"> • Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. • Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse. 	<p>📖 IV. Informational Texts</p> <ul style="list-style-type: none"> • Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. • Demonstrate comprehension of a cycle diagram, flow chart and a timeline/schedule. <p>Information/Reference & Study Skills</p> <ul style="list-style-type: none"> • Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source. 	<p>✍️ IV. Presenting Info. & Ideas</p> <ul style="list-style-type: none"> • Write 1 or 2 paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process.

This **Learner Profile** provides a brief overview of a learner's general English language ability at the end of LINC level 7. The information is adapted from the *Global Performance Descriptors in the Canadian Language Benchmarks 2000*.

Speaking, CLB 8

- Communicates effectively and confidently in most daily practical and social situations and in familiar routine work situations, with an increased ability to respond appropriately to the formality level of the situation
- Speaks on familiar topics for 10 to 15 minutes
- Provides descriptions, opinions, explanations; can synthesize abstract complex ideas and can hypothesize
- Uses a variety of sentence structures and an expanded inventory of concrete, idiomatic and conceptual language
- Uses phone on less familiar and some non-routine matters
- Grammar and pronunciation errors rarely impede communication

Listening, CLB 8

- Comprehends main points, details, speaker's purpose, attitudes, levels of formality and styles
- Follows most conversations and some technical work-related discourse in own field at a normal rate of speech
- Follows discourse about abstract and complex ideas on a familiar topic
- Can determine mood, attitudes and feelings and can understand sufficient vocabulary, idioms and colloquial expressions to follow detailed stories of general popular interest
- Follow clear and coherent extended instructions and directions and phone messages on unfamiliar and non-routine matters
- Often has difficulty following rapid, colloquial/idiomatic or regionally accented speech between native speakers

Reading, CLB 8

- Follows the main ideas, key words and important details in authentic 2- to 3-page texts on familiar topics within only partially predictable contexts
- Texts contain facts and opinions; some information is explicit and some is implied. Inference is required in identifying the writer's bias and the purpose/function of the text
- Locates and integrates several specific pieces of information in visually complex texts (e.g., tables, directories) or across paragraphs or sections of text
- Reads in English for information, to learn the language and to develop reading skills
- Uses a unilingual dictionary when reading for precision vocabulary building

Writing, CLB 8

- Demonstrates fluent ability in performing moderately complex writing tasks such as personal and formal social messages and simple routine business letters three or four paragraphs in length
- Links sentences and paragraphs to form coherent texts to express ideas on familiar abstract topics, with clear main ideas, some supporting details and an appropriate sense of audience
- Writes an outline or a one-paragraph summary from a page-long text
- Demonstrates good control over common sentence patterns, coordination and subordination, spelling and mechanics. Has occasional difficulty with complex structures, naturalness of phrases and expressions, organization and style



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

I: Social Interaction

Face to face or on the phone with mostly familiar individuals or small informal groups of up to 10 people in mostly familiar, clear and predictable, but moderately demanding contexts (e.g., real world environment; limited support). Topics are familiar, non-personal, concrete and abstract.

1. **Introduce a person (e.g., guest speaker) formally to a large unfamiliar audience.**
2. **Express/respond to a formal welcome/toast.**
3. **Express sympathy formally.**
4. **Respond to a minor conflict or complaint.**
5. **Comfort and reassure a person in distress.**
Uses appropriate non-verbal behaviour. Adjusts conversation to appropriate formality level.
6. **Manage conversation. Check comprehension.**
Checks if listener can follow.
7. **Use a variety of strategies to keep conversation going**
E.g., asks follow-up questions.
8. **Encourage others to participate.**
9. **Carry on a brief phone conversation in a professional manner.**
Greets/identifies organization. Provides clear information to simple routine questions. Clarifies/confirms information. Refers/transfers calls. Closes conversation. Speaks intelligibly.

II: Instructions

10. **Give/pass on instructions about an established familiar process or procedure (technical and non-technical).**
Conveys the sequence of steps, uses clear reference, precise vocabulary, correct stress and intonation: listener can follow the instructions.

III: Suasion

11. **Indicate problems and solutions in a familiar area.**
12. **Propose/recommend that certain changes be made in a familiar area.**
Identifies the problem. Indicates possible solutions. Recommends best solution. Provides required details. Speaks intelligibly; listener can follow all details.

IV: Information

Presentation is 15-20 minutes on a familiar topic (may be researched) with visuals for a small familiar and unfamiliar audience in a familiar setting. Group interaction is with a familiar group of up to 10 people on non-personal familiar concrete and abstract topics or issues.

Presentations

13. **Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations.**
14. **Tell a story, which includes an anecdote.**
For all presentations: Addresses the purpose of the task. Expresses main ideas and supports them with details. Provides an introduction, development and conclusion. Provides accurate, coherent and detailed narration, explanation or description. Uses style of presentation and formality in addressing the listener. Demonstrates good use of complex structures (with only minor difficulties) and adequate vocabulary for the topic. Speaks with adequate fluency and intelligibility.

One-on-One and Group Interaction

15. **Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.**
16. **Discuss options.**
Explains or asks about the nature of inquiry or concern and information needed. Initiates questions to gather and compare information needed for decision making. Responds to question with required information. Summarizes and repeats back information. Speech is intelligible; listener can follow all details.
17. **Participate in a debate/discussion or meeting on an abstract familiar topic or issue. Express and analyze opinions and feelings.**
18. **Express doubts and concerns, oppose or support a stand or a proposed solution.**
19. **Qualifies opinions, adds information, elaborates. Uses appropriate non-verbal behaviour.**



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

Listening texts are monologues, presentations, lectures, dialogues and conversations with 3 to 5 participants, live or taped. Speech is clear and at a normal rate. Topics are familiar and general with abstract complex ideas. Topics include detailed stories of general popular interest (events, discoveries) and familiar specialized discourse in own field of work. Learner is adequately briefed for focused listening.

I: Social Interaction

Speech is clear and at a normal rate. Exchanges are 5 to 10 minutes long, or over 15 turns, each turn up to 5 sentences.

- 1. Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements, sympathy and condolences.**
Identifies specific factual details and inferred meanings in video- and audio-mediated listening texts. Identifies situation, relationships between participants and speaker's purpose. Identifies some attitudinal nuance, emotional tone and register of the text.

II: Instructions

Instructions are clear and coherent, but not always presented step by step. Some visual clues may be required. Length is 12 or more steps with up to 20 details (less on the phone).

- 2. Follow an extended set of multistep instructions on technical and non-technical tasks for familiar processes or procedures.**
Completes the task.

III: Suasion

Typical genres include public announcements, commercials and infomercials that contain extended warnings, suggested solutions or recommendations.

- 3. Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations.**
Identifies main intent, main idea, factual details, word and expressions, inferred meanings. Identifies functional value of utterances as warnings, threats, suggestions or recommendations.
- 4. Evaluate the validity of a suggestion or proposed solution.**

IV: Information

Presentation/lecture is informal or semi-formal with the use of visuals and 10 to 15 minutes long, on familiar topics. Speech is clear, at a normal rate.

- 5. Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations.**
Identifies the component parts of the presentation (e.g., introduction, etc.). Identifies phrases and sentences that mark topic introduction, topic development, topic shift and conclusion. Identifies main idea, which is not explicitly stated, and extracts detailed information from the text.
- 6. Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.**



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

Reading texts have clear organization, can be visually complex. Context is relevant and not always familiar and predictable. Text has an expanded inventory of concrete, abstract, conceptual, technical and idiomatic language, usually not beyond the first 2,000 to 3,000 of the most frequent word families of spoken English and all 570 words of the academic word list (Coxhead).

I: Social Interaction Texts

Text is 1 page long (5 to 10 paragraphs). Text types include authentic notes, e-mail messages and letters and related to a personal or common experience, or a familiar context.

- 1. Obtain factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy.**

Identifies factual details and inferred meanings, purpose of text, reader-writer relationship, attitude of writer and context.

II: Instructions

Instructions are multi-step, clear and explicit, for everyday situations, used with some visual clues, but not always presented in a step-by-step form.

- 2. Follow an extended set of multi-step instructions for established process.**
- 3. Follow coherent extended instructional directions.**

Completes the task.

III: Business/Service Texts

Text has a clear organizational structure. Text types include written proposed solutions, recommendations and proposals, statements of rules, regulations, laws and norms of behaviour and formatted texts such as advertising features, business/form letters, brochures.

- 4. Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour.**

Identifies main intent, main idea, factual details, some inferred meanings, writer's purpose, intent and attitude. Identifies communicative value of text and its parts.

- 5. Locate and integrate 3 or 4 pieces of information contained in moderately complex formatted texts.**

IV: Informational Texts

Up to 3 pages (8 to 15 paragraphs long) with clear organization in print or electronic form. Text types include news articles, stories, short articles, reports, editorials, opinion essays, ideas and graphics contained in charts and graphs.

- 6. Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.**

Identifies factual details and inferred meanings (70-80%). Identifies main idea, organization of text, topic sentences and logical relationship links between paragraphs. Follows the sequence of narration or process even when events are out of sequence. Infers meaning of words from context clues. Distinguishes facts from opinions. Evaluates ideas in text, draws conclusions and expresses own opinion. Hypothesizes how something works.

- 7. Express in alternate forms verbal ideas and graphics contained in charts, graphs.**
- 8. Access and locate several pieces of information in on-line electronic reference sources.**

Uses effective search strategy and tools.



Performance conditions are italicized and help instructors develop level-appropriate tasks. Performance indicators appear under numbered CLB competency statements and provide sample criteria for assessing a learner's ability to accomplish a competency.

I: Social Interaction

Addressees are familiar. Topics are of immediate everyday relevance. Learner writing is 1 or 2 short paragraphs.

- 1. Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy; clarifying minor conflict; or giving reassurance.**
Addresses purpose of the task. Expresses main ideas and gives details. Conveys a sense of audience (language, format and content are appropriate and relevant). Demonstrates good use of most complex structures. Demonstrates adequate vocabulary for the topic.

II: Reproducing Information

Text to reproduce is 1 to 2 pages or a short oral text (10 to 15 minutes long). Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing.

- 2. Write instructions about an established process or procedures given in live demonstration, over the phone or from pre-recorded audio/video material.**
Addresses the purpose of the task. Conveys essential information to the reader. Presents text in legible handwriting or print, with clear layout.
- 3. Write an outline or a summary of a longer text.**
Addresses purpose of the task. Reduces information to main points with accurate supporting details (with no major omissions). Conveys a sense of audience in format and content. Demonstrates good use of complex grammatical structures, vocabulary, spelling and punctuation. Text is legible.

III: Business/Service Messages

Messages are 2 or 3 paragraphs in length. Forms have over 40 items/pieces of information. Brief texts required in pre-set formats are 1 to several sentences, up to 1 paragraph long.

- 4. Convey 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.**
Addresses the purpose of the task. Conveys essential information to the reader. Conveys a sense of audience in language format and audience. Demonstrates good use and control of complex grammatical structures, vocabulary, spelling and punctuation. Presents text in legible handwriting or print, with clear layout.
- 5. Fill out forms and other materials in pre-set formats with required brief texts.**
Fills out all form sections with required information.

IV: Presenting Information and Ideas

Learner writing is 3 or 4 paragraphs long, on non-personal, abstract but familiar topics and issues. Where necessary for the task, learners must include information from other sources.

- 6. Write 3 or 4 paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.**
Address the purpose of the task. Expresses main ideas and gives supporting details. Conveys a sense of audience. Provides an introduction, development, conclusion. Presents text as a coherent, connected whole with good use of logical connectors (however, but). Demonstrates accurate spelling and punctuation. Text is legible.
- 7. Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.**
(performance indicators as in #6)

SPEAKING (CLB 8)	LISTENING (CLB 8)	READING (CLB 7,8)	WRITING (CLB 7,8)
<p>🗣️ I. Social Interaction</p> <ul style="list-style-type: none"> • Introduce a person formally to a large unfamiliar audience. • Express/respond to a formal welcome/toast. • Express sympathy formally. • Respond to a minor conflict or complaint. • Comfort and reassure a person in distress. • Manage conversation. Check comprehension. • Use a variety of strategies to keep conversation going. • Encourage others to participate. • Carry on a brief phone conversation in a professional manner. 	<p>👂 I. Social Interaction</p> <ul style="list-style-type: none"> • Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences. 	<p>📖 I. Social Interaction Texts</p> <ul style="list-style-type: none"> • 7: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction. • 8: Obtain factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy. 	<p>✍️ I. Social Interaction</p> <ul style="list-style-type: none"> • 7/8: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to: 7: appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope and 8: sympathy, clarifying a minor conflict, or giving reassurance.
<p>🗣️ II. Instructions</p> <ul style="list-style-type: none"> • Give/pass on instructions about an established familiar process or procedure (technical and non-technical). 	<p>👂 II. Instructions</p> <ul style="list-style-type: none"> • Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures. 	<p>📖 II. Instructions</p> <ul style="list-style-type: none"> • 7: Follow a set of written instructions on 10-to-13-step everyday procedures related to simple technical and non-technical tasks. • 7: Follow everyday instructional texts. • 8: Follow an extended set of multi-step instructions for established process. • 8: Follow coherent extended instructional directions. 	<p>✍️ II. Reproducing Information</p> <ul style="list-style-type: none"> • 7: Take notes from pre-recorded longer phone messages on public information lines or voice-mail messages with 7 to 10 details. • 7: Take notes in point form from an oral presentation. • 7/8: Write an outline or summary of a longer text. • 8: Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material.
<p>🗣️ III. Suasion</p> <ul style="list-style-type: none"> • Indicate problems and solutions in a familiar area. • Propose/recommend that certain changes be made in a familiar area 	<p>👂 III. Suasion</p> <ul style="list-style-type: none"> • Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. • Evaluate the validity of a suggestion or proposed solution. 	<p>📖 III. Business/Service Texts</p> <ul style="list-style-type: none"> • 7/8: Identify factual details and inferred meanings in written: 7: moderately complex texts containing assessment, evaluation, advice 8: proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. • 7/8: Locate 3 or 4 pieces of information in moderately complex formatted texts. (CLB 8: Locate and integrate the information). 	<p>✍️ III. Business/Service Messages</p> <ul style="list-style-type: none"> • 7: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. • 8: Convey 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. • 7/8: Fill out moderately complex forms. (CLB 8:with required brief texts)
<p>🗣️ IV. Information</p> <p>Presentations</p> <ul style="list-style-type: none"> • Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. • Tell a story, including an anecdote. <p>One-on-one and group interactions</p> <ul style="list-style-type: none"> • Ask for/provide detailed information related to personal needs, varied daily activities and routine work requirements. • Discuss options. • Participate in debate/discussion/ or meeting on abstract familiar topic/issue. • Express and analyse opinions and feelings. • Express doubts and concerns, oppose or support a stand or a proposed solution. 	<p>👂 IV. Information</p> <ul style="list-style-type: none"> • Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations. • Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic 	<p>📖 IV. Informational Texts</p> <ul style="list-style-type: none"> • 7: Demonstrate comprehension of a 1-or-2-page moderately complex extended description, report or narration on a familiar topic. • 8: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. • 7: Demonstrate comprehension of moderately complex tables, graphs, diagrams and flow charts. • 8: Express in alternate forms verbal ideas and graphics in charts, graphs. • 7/8: Access and locate 3 or 4 (CLB 7) or several (CLB 8) pieces of information in on-line electronic reference sources. 	<p>✍️ IV. Presenting Info. & Ideas</p> <ul style="list-style-type: none"> • 7: Write 2 or 3 paragraphs to: narrate a familiar sequence of events from the past; tell a story or provide a detailed description, comparison. • 8: Write 3 or 4 paragraphs to narrate a historical event; to tell a story; to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process. • 8: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

ACADEMIC SKILLS

UNIT 1: Note Taking and Study Skills 71

UNIT 2: Writing Paragraphs and Essays 81

Note Taking and Study Skills

Note taking involves actively listening to or reading a text and utilizing an effective note-taking technique. It also involves using own notes to study for a test, to write a summary or a report, or to remember information. Effective note taking can help learners process and retain information to enhance their test performance.

Study skills, such as textbook reading strategies, test-taking and preparation strategies, and summarizing and paraphrasing techniques, are beneficial for many LINC learners. Learners may encounter several kinds of test situations, such as English language proficiency tests, college entrance tests, professional licensing exams, drivers licence tests, first aid certification tests, Canadian citizenship test or ongoing tests and exams in academic settings.

This unit provides ideas for practising note-taking and study strategies.

Note Taking and Study Skills

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Note Taking and Study Skills**.*

- LINC 5** ✍ CLB 5-II: Reduce a page of information to a list of seven to 10 important points.
- LINC 6** ✍ CLB 6-II: Take notes from an oral presentation or a page of written information.
- LINC 7** ✍ CLB 7-II: Take notes in point form from an oral presentation.
✍ CLB 7/8-II: Write an outline or a summary of a longer text.

Note Taking and Study Skills

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Note Taking

- **Preparing to take notes**

Skimming text for organization; writing notes to predict content; using pre-reading/pre-listening strategies

- **Note-taking strategies for reading**

Annotating a text (highlighting and underlining key ideas, writing in margins); writing notes to identify main ideas and supporting details (using bulleted notes, column notes, mapping or charting strategies); noting transition words that signal main ideas, details and examples

- **Note-taking strategies for listening**

Using telegraphic language (omitting prepositions, articles), symbols and abbreviations; noting key concepts (listening for stressed phrases, repeated concepts, transition words); reviewing notes after lecture (annotating own notes, adding clarifying information, highlighting main ideas)

Study Skills

- **Reading for study purposes**

Assembling resources; using textbook reading strategies, such as skimming for gist, pre-reading, reading chapter summaries, annotating text, distinguishing main ideas from supporting details, recognizing opinions, claims and supporting evidence

- **Using study strategies**

Posing wh-questions from readings/resources and answering them; posing questions that require analysis, assessment of or a response (opinion) to the text and answering them; using note-taking techniques; rephrasing, summarizing and paraphrasing texts

Test Taking

- **Answering true/false and multiple-choice questions**

Interpreting statements with negatives and with qualifying words (*always, every, all, usually, seldom, in some circumstances*); distinguishing between statements with stated or factual meanings and statements with implied meanings; dealing with non-understanding (guessing, skipping, deducing word meaning from context)

- **Answering short answer questions**

Using only relevant information; using words from the questions; giving examples

- **Answering essay questions**

Understanding expectations in questions that begin with cue words such as *analyze, compare, critique, define*

Outlining: writing a thesis statement, supporting thesis in paragraphs, connecting paragraphs, writing a conclusion



Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening
p.313**

**Reading
Strategies
p.319**

**Writing
Process
p.320**

Note Taking and Study Skills

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in workplace and study settings.

Workplace

- Taking notes to remember information in a workplace training session, such as using a new computer system
- Preparing for and taking workplace required tests, such as Workplace Hazardous Materials Information Systems (WHMIS), CPR or Food Handlers certification test
- Taking pre-employment tests, such as the Test of Workplace Essential Skills (TOWES)
- Taking professional designation exams, such as the Professional Engineers Ontario (PEO) or the Certified General Accountants (CGA) exam
- Taking sector-specific English language proficiency exams such as the Canadian English Language Benchmark Assessment for Nurses (CELBAN)
- Note taking in meetings
- Writing notes in a daily work log

Study

- Using note-taking strategies to take notes from texts or during lectures
- Reviewing notes to study for an exam
- Paraphrasing an article
- Summarizing assigned readings
- Highlighting and annotating a text to identify key concepts
- Reading the chapter summary section and table of contents in a college textbook to prepare for reading
- Preparing for and writing tests, such as the General Education Development (GED) Grade 12 equivalency test, college entrance exams or English language proficiency tests (to meet entrance requirements for university)
- Taking notes from information in a training manual for a volunteer position
- Preparing for and taking tests such as first aid, driver's licence or Canadian citizenship tests

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Education p. 298

Learners can practise various note-taking strategies from written and oral texts about the education system in Ontario, education opportunities, tuition costs, licensing and certification requirements, related legislation, credit transfer, student loans or entry procedures for college. They can use their notes to write summaries or an outline for a presentation.

Learners can access online information on study skills, note taking, learning styles, memorization and concentration strategies. They can access study materials and sample tests found on college websites.

Employment p. 300

Learners can practise note-taking strategies in role-plays about job interviews, informational interviews and meeting situations. They can refer to their notes to ask questions, clarify and summarize information.

Learners can practise taking, organizing and using notes from informational texts on employment opportunities, employment preparation programs, labour market trends and statistics. They can research standardized exams used for professional licensing purposes and complete online practice tests.

Note Taking and Study Skills

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. In small groups, describe your study habits and challenges. Include details about where, how and when you like to study. Offer suggestions for coping with challenges.

2. Listen to a fragment of a lecture. Use telegraphic language symbols and abbreviations to take notes. Exchange notes with a partner and retell noted information.

3. Listen to a 10-minute instructor-prepared presentation. In pairs, use different assigned note-taking techniques to take notes. Compare notes and discuss the effectiveness of each note-taking technique.

4. Read a text and take notes by writing main ideas and supporting details in separate columns. Use notes to answer comprehension questions on reading.

5. Under time limit, analyze a graph to answer comprehension questions (e.g., from online test preparation websites) to prepare for a language proficiency exam. In pairs, discuss answers.

6. Read an instructional text (e.g., on a word-processing technique, an application process or an academic credentialing procedure). Complete half-finished instructor-prepared notes using a sequencing note-taking strategy (e.g., flow chart, bulleted sequenced list).

7. Take notes from a descriptive text. Compare accuracy of notes with a partner. Share notes and discuss the note-taking technique.

8. Write the answer to a sample writing question from a test preparation website using the given topic, time allotment, and length of response (short answer to one paragraph). Exchange with a partner for peer review.

Targeted Competencies

🗣️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

📌 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation (...).

📌 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).

📖 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

📖 CLB 5-IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.

📖 CLB 5-II: Understand and follow moderately complex written instructions for seven- to 10-step procedures.

✂️ CLB 5-II: Reduce a page of information to a list of seven to 10 important points.

✂️ CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.

Note Taking and Study Skills

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a 10-minute presentation to compare particular study or note-taking strategies (e.g., Cornell note-taking system, mapping, SQ3R study strategy). Include a handout.

2. Listen to a 10- to 15-minute lecture. Take notes to identify main points and supporting details. Refer to own notes to orally summarize the lecture.

3. Listen to a 10- to 15-minute talk on tips for answering different types of test questions (e.g., short answer, multiple-choice, essay type). Write tips in point form.

4. Read a text and annotate by highlighting, underlining, and writing notes or symbols in margins to distinguish key points from supporting details. Compare annotated text with a partner and give reasons for highlighting and underlining specific sections.


5. Read a text and write different types of comprehension questions (to test another learner). Exchange in pairs and answer each other's questions.


6. Locate and complete an online or print survey about your learning style. Share and discuss results with a partner.


7. Write one or two paragraphs to compare researched findings on effective study habits to own habits.


8. Write notes from researched material to prepare for a presentation on an assigned topic.

Targeted Competencies


 CLB 7-IV: Describe, compare and contrast in detail two (...) procedures.


 CLB 7-IV: Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.


 CLB 7-IV: Give a summary/report of the main points of a presentation by someone else.


 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description (...).


 CLB 6-II: Take notes from an oral presentation (...).

 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

 CLB 6-III: Fill out moderately complex forms (30 to 40 items).

 CLB 6-IV: Write one or two paragraphs to: (...) provide a detailed description and comparison of (...) routines; or to describe a simple process.

 CLB 6-II: Take notes from an oral presentation or a page of written information.

Note Taking and Study Skills

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give detailed instructions on how to use a particular note-taking or test-taking strategy. Class practises strategy and discusses effectiveness.

2. Give a 15- to 20-minute presentation about standardized tests (e.g., GED, TOEFL, IELTS, TOWES). Include details about purpose, requirements, cost, administration and scoring.

3. Listen to a 10- to 15-minute presentation/talk in which causes and effects are discussed (e.g., causes of global warming or poverty). Take notes using a cause and effect note taking technique, such as mapping or shapes with causes and effects written in them. Use connecting lines to illustrate the causes and effects. Compare with partner's notes.

4. Listen to a 10- to 15-minute presentation or lecture and take notes. Refer to notes to identify the organization or structure of the lecture and create an outline of the presentation, illustrating main ideas and details.


5. Read and answer multiple-choice questions on a practice test (to prepare for IELTS, GED, TOWES, TOEFL). Discuss answers with a partner.


6. Locate and access online information on Canadian licensing exam in own profession. Take notes for own use.


7. Write a two- to three-paragraph summary from notes on information researched online about a test (e.g., a professional licensing exam, a standardized test or college entrance test). Include a description of the test and the test-taking procedure.


8. Write a short essay in response to an essay-type test question that begins with a common cue word (e.g., *describe, compare, analyze, critique* or *outline*).


Targeted Competencies


 CLB 8-II: Give/pass on instructions about an established familiar process or procedure (technical and non-technical).


 CLB 8-IV: Give a presentation to describe and explain a complex structure, system or process based on research. (...).


 CLB 8-IV: Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations.


 CLB 8-IV: Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations.

 CLB 8-II: Take notes from an oral presentation.

 CLB 7-IV: Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic.

 CLB 7-IV: Access and locate three or four pieces of information in online electronic reference sources (...).

 CLB 7/8-II: Write an outline or a summary of a longer text.

 CLB 8-IV: Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.

Note Taking and Study Skills

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Terms for note-taking/study strategies and techniques
Highlighting, underlining, linear, mapping, charts, flow charts, abbreviations, symbols, telegraphic language, Cornell note taking (putting keywords from notes as cues in the margins), bulleted notes, graphic organizers (fishbone map, concept map), memorization, concentration, reading for study purposes
- Abbreviations commonly found in note taking
etc., b/c, b4, w/o, w/in, vs., yr., e.g., i.e., min., max.
- Symbols commonly found in note taking
#, &, @, \$, +, =
- Telegraphic language commonly found in note taking:
Avoiding articles, prepositions, pronouns, the verb to be, and other auxiliary verbs
- Cue words and phrases in multiple-choice and true/false statements, such as:
Qualifiers expressing absolutes: *no, never, ever, not always, every, all*
Qualifiers expressing frequency: *usually, often, generally, may, seldom*
Double negatives: *Smoking outdoors is not illegal.*
- Cue words for essay-type test questions
analyze, discuss, compare, contrast, critique, define, summarize, illustrate, outline, prove, evaluate, relate

Grammar

- Transition words and phrases that signal purpose of the text, examples, new concepts, thought endings, sequence or chronology, cause and effect, and conclusions.
- Word formation (prefixes, suffixes) to deduce meanings of unknown words: *pre-, ment*
- Parallel structures (Correct: *Mrs. Brown is a hard-working, dedicated and organized manager.*
Incorrect: *Mrs. Brown is a hard-worker, dedicated and organized.*)

Pronunciation

- Intonation changes and pausing to signal new or important information (*Historically, / scientists believed / that ... / / however / / ...*)
- Major and minor stress in multi-syllable words (*chronological, chronology*)
- Content words and major stress for reading academic information aloud

Independent Learning and Research

To gain knowledge, learners can:

- research online information on note-taking techniques.
- research print and online resources for tips on study skills and test taking.
- access college websites for information on entrance exams and test preparation material.
- research specific standardized tests.

To gain practice, learners can:

- read a variety of texts and practise taking notes, summarizing and paraphrasing parts of them.
- listen to a variety of presentations and talks and practise pre-listening, active listening, note-taking and post-listening strategies.
- research and practise using specific study strategies and note-taking techniques, such as SQ3R (Survey, Question, Read, Recite, Review), concept mapping or the Cornell note-taking system.
- practise writing summaries and making charts and lists of key concepts from texts.
- locate and complete practice versions of tests and exams.

Note Taking and Study Skills

Teaching Suggestions and Resources

Teaching Suggestions

- Demonstrate different note-taking techniques and have learners practise them.
- Use class presentations, talks (live or recorded) and readings to practise taking notes on topics that are familiar and of interest to learners.
- Have learners share/exchange their notes with each other to expose them to note-taking styles.
- Supply learners with a list of abbreviations to use for note-taking purposes.
- Encourage learners to describe their preferred note-taking techniques.
- Have learners share their test-preparation strategies.
- Encourage learners to ask questions about texts (and answer their own questions) to build study skills.
- Have learners practise taking online sample tests and exams to expose them to test and exam formats.
- Use free podcasts of lectures for listening material.

Resources

Books

- *Academic Encounters, Life in Society: Reading, Study Skills and Writing.* K. Brown and S. Hood. Cambridge University Press, 2002.
Provides material for teaching reading, writing and study skills, including note taking and summarizing. Topics include media and society, gender issues, crime and the environment.
- *Academic Listening Encounters Human Behaviour: Listening, Note Taking, Discussion.* M. Espeseth. Cambridge University Press, 1999. 🎧
Focuses on listening, note-taking and discussion skills using authentic materials. Topics include health, intelligence, non-verbal messages and relationships. Listening materials on CD.
- *Academic Listening Encounters: Life in Society. Listening, Note Taking, and Discussion.* K. Sanabria. Cambridge University Press, 2004. 🎧
Focuses on listening, note-taking and discussion skills using authentic materials. Topics include media and society, gender issues, crime and the environment. Listening materials on CD.
- *Foundations: Critical Thinking, Reading, and Writing. Your one-stop guide to succeeding in post-secondary studies.* V. Shea and W. Whitla. Pearson Education Canada Inc., 2001.
Geared towards the post-secondary learner: covers a wide range of study skills, including preparing for and taking tests and exams. A good resource for instructor background information.
- *Lecture Ready 2: Strategies for Academic Listening, Note-taking, and Discussion.* P. Sarosy and K. Sherak. Oxford University Press, 2006. 🎧
Includes lectures with activities to practise listening, note taking and discussion strategies. Topics include marketing, media, social sciences and linguistics. Listening materials on CD.

LINC Licensed Software

- Clarity Study Skills Success! > Listening: Listen to a Lecture
> Research > Notes: The Cornell System

Sample Internet Search Terms and Websites

- note-taking strategies
- study skills
- ETS: <http://www.ets.org>
- graphic organizers
- test-taking strategies
- Cornell note-taking system
- textbook reading strategies
- lecture podcasts

Includes links to detailed information about various tests, such as TOEFL, TOEIC and TSE.

Writing Paragraphs and Essays

Paragraph writing is common in workplace and study contexts. In a community college or university, learners are expected to compose clear paragraphs and essays. They write paragraphs to summarize, paraphrase, explain, describe, compare, analyze, evaluate, synthesize and report on researched texts and observations. By learning how to write paragraphs and essays, learners can better meet assignment requirements for course work and performance requirements in the workplace.

This unit provides ideas for teaching learners about the structure and components of paragraphs and essays, cohesive devices that make paragraphs clear and readable, and editing techniques.

Writing Paragraphs and Essays

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Writing Paragraphs and Essays**.*

- LINC 5** ✍ CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.
- LINC 6** ✍ CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process.
- LINC 7** ✍ CLB 7/8-II: Write an outline or a summary of a longer text.
✍ CLB 7-IV: Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison.
✍ CLB 8-IV: Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.
✍ CLB 8-IV: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

Writing Paragraphs and Essays

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Writing a Paragraph

- **Identifying the purpose of a paragraph**
To describe; to relate the steps in a process; to narrate a story, a sequence of events or routine; to compare things, people, places; to give information; to persuade
- **Identifying the components of a paragraph**
Topic sentence or main idea; supporting details; concluding sentence
- **Writing a paragraph**
Steps in the writing process (pre-writing, drafting, revising, editing)
Identifying main idea or purpose of the paragraph
Writing the topic sentence (expressing the main idea, writing supporting details)
Using transitions and techniques to make the paragraph cohesive
Writing a concluding sentence

Writing an Essay

- **Identifying the type and purpose of an essay**
Informative, persuasive, compare and contrast, problem and solution, report
- **Identifying organizational features of an essay**
Title, introduction and thesis statement; main ideas and supporting details in each paragraph; concluding paragraph; bibliography
- **Preparing to write an essay**
Researching the topic; brainstorming; mapping the main idea and supporting details; outlining; developing a thesis statement
- **Drafting an essay**
Writing a thesis statement and introductory paragraph; writing the body paragraphs (supporting thesis); using transitions and cohesive devices; inserting quotations from research; citing sources; writing a conclusion; writing a bibliography

Editing

- **Checking grammar, spelling and punctuation**
- **Checking organization, cohesion and coherence**
All sentences relate to the main idea; each paragraph has a topic sentence and supporting details
- **Editing strategies**
Editing; spell-checking; re-reading aloud; developing a list of common errors

Learning Links

These Learning Links list additional skills that complement this unit.

**Note
Taking
p.317**

**Reading
Strategies
p.319**

Writing Paragraphs and Essays

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in study or community settings.

Study

- Summarizing a text
- Writing a one-page essay on a researched topic
- Writing a paragraph to compare and contrast
- Developing a thesis statement for an essay
- Researching and writing a paragraph to explain a process, such as the election, law-making or citizenship granting process
- Writing a three-paragraph essay as part of a standardized language proficiency test
- Paraphrasing a text to demonstrate comprehension
- Writing a book report
- Writing observations and interpretations in a journal
- Writing an essay to describe a historical event
- Writing a paragraph to describe education and career goals
- Writing a paragraph to accompany a college or university application package stating reasons for applying

Community

- Writing a response to an opinion expressed in a newspaper article
- Writing a paragraph to describe a celebration for a community newspaper
- Contributing a paragraph to a community group or school newsletter

Instructors can use themes to provide varied contexts for developing unit skills. For example:

At Home in Our Community and the World p. 284

Learners can write paragraphs and essays to describe, summarize, or compare and contrast environmental issues, human rights issues, legislation or current events. They can write paragraphs to describe trends and relationships illustrated in graphs and statistical charts relating to climate change, imports and exports, or levels of poverty in different nations around the world.

Canadian Culture p. 290

Learners can practise writing paragraphs about different aspects of Canadian culture. They can describe social activities and celebrations, compare and contrast Canadian customs and practices with those of other countries, or inform others about an element of Canadian culture. They can write about their views on immigration, cultural diversity or a specific social issue in Canada.

Family and Relationships p. 302

Learners can write paragraphs to describe a family member or compare living arrangements of Canadian families with families in home country. They can describe graphs or data tables containing statistics about marriage and divorce rates, living arrangements, family size or income by family type in Canada. They can write about family roles and responsibilities, present their views on marital or parenting issues, or discuss family problems and solutions.

Writing Paragraphs and Essays

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Interview a partner to obtain information about a significant event in his/her life in preparation for writing a descriptive paragraph about him/her (e.g., task 8).

2. Listen to a 10-minute presentation about citing sources of information included in essays. Word process and re-format scrambled footnotes or endnotes using appropriate citing conventions.

3. Listen to a 10-minute instructor talk about the parts of a paragraph and the paragraph writing process. Take notes and retell.

4. Read a descriptive text about a person or a place. Identify the main idea (topic sentence) and supporting details. Locate and underline transitions that make the paragraph cohesive.


5. Read information contained in a graph. Complete a paragraph (with information missing) to describe the graph.


6. Access an online text on an assigned topic related to writing tips and strategies (e.g., writing a descriptive paragraph, writing a summary, types of paragraphs, editing strategies, using transitions). Share information with a partner.


7. Write a paragraph to relate a sequence of events (e.g., your weekend, your daily morning routine, your exercise schedule). Share with a partner and peer edit. Use standard editing symbols.


8. Write a descriptive paragraph (e.g., task 1) about a significant event in the life of another learner. Write a topic sentence, supporting details and a concluding statement.


Targeted Competencies


 CLB 6-IV: Ask for and provide information in an interview related to daily activities.


 CLB 6-II: Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text.


 CLB 6-III: Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements (...).

 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

 CLB 5-IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.

 CLB 5-IV: Access and locate two pieces of information (...).

 CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.

 CLB 5-IV: Write a paragraph to (...) describe a person, object, scene, picture, procedure or routine; or to explain reasons.

Writing Paragraphs and Essays

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Make a 10-minute oral presentation on a writing topic (e.g., pre-writing, the writing process, editing, making an outline, the descriptive paragraph, the compare/contrast paragraph). Include a handout and a visual.

2. Listen to a five-minute news report that includes causes of an event (e.g., severe weather, disease). Identify cause-and-effect transition words and phrases and possible causes. Write a paragraph to describe the event.

3. Listen to a five-minute story relating a chronological sequence (e.g., a series of related events, a story). Listen for transitions (e.g., *then, before that, first, at last*) to chart events in sequence. Write a paragraph to retell the story.

4. Read an online encyclopedia entry on a familiar topic (e.g., a celebration, a historical event, a famous person, an animal). Identify links between paragraphs, transition words and phrases. Outline the structure of the text.

5. Read a timeline (e.g., immigration patterns, population growth, greenhouse gas emissions). Using an instructor-provided topic sentence, complete a paragraph to support the claim made in the topic sentence.

6. Read the first three paragraphs of a four-paragraph essay. Write a concluding paragraph.

7. Write and word process one or two paragraphs to describe a familiar process (e.g., cooking a meal, travelling by transit to a location, meditation). Exchange paragraphs with a partner and provide feedback on clarity. Proofread, spell-check and revise.

8. Write a two-paragraph summary of a researched text on plagiarism from a university/college policy or a study skills website. Include indicators of plagiarism, consequences, and ways to avoid it.

Targeted Competencies

🗨️ CLB 7-IV: Describe a moderately complex process.

🗨️ CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.

✍️ CLB 6-IV: Write one or two paragraphs to: (...) provide a detailed description (...).

🗨️ CLB 7-IV: Identify rhetorical signals of chronological order (...).

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

📖 CLB 6-IV: Demonstrate comprehension of a cycle diagram, flow chart and timeline/schedule.

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

✍️ CLB 6-IV: Write one or two paragraphs to (...) describe a simple process.

✍️ CLB 6-IV: Write one or two paragraphs to: (...) provide a detailed description (...).

Writing Paragraphs and Essays

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give oral feedback on a partner's three- to four-paragraph essay using criteria provided by the instructor or brainstormed by the class.

2. Listen to/watch a 10- to 15-minute talk/documentary about a problem and a proposed solution (e.g., video on climate change, presentation on obesity, unemployment or population growth). Listen for the main idea, supporting facts, details and recommendations. Take notes to use for an essay.

3. Read several paragraphs with the topic sentences missing. Write appropriate topic sentences to complete each paragraph. Compare with a partner.

4. Research online editing/proofreading resources and create an editing checklist for own use.


5. Read a one- or two-page unedited text (e.g., learner writing). Locate and correct errors referring to a list of common errors.


6. Write three or four paragraphs to express the main idea and supporting details illustrated in a graph or table. Cite the graph source. Exchange with a partner for peer editing.


7. Write two paragraphs to summarize a longer text. Include a quote and an in-text citation/reference to the original text. Spell check, proofread and revise.

8. Write three paragraphs to respond to an opinion text (e.g., an editorial or newspaper article). Paraphrase the author's opinion or claim, then agree or disagree, giving reasons.


Targeted Competencies


 CLB 8-III: Indicate problems and solutions in a familiar area.


 CLB 8-III: Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations.


 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. (...).

 CLB 7-IV: Access and locate three or four pieces of information in on-line electronic reference sources.

 CLB 7-IV: Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic.

 CLB 8-IV: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

 CLB 7/8-II: Write (...) a summary of a longer text.

 CLB 8-IV: Write three or four paragraphs (...) to express or analyse opinions on a familiar abstract topic (...).

Writing Paragraphs and Essays

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Nouns related to paragraphs and essays
footnotes, bibliography, quotations, topic sentence, main idea, thesis statement, factual/supporting detail
- Reporting verbs for indirect quotations from sources in paragraphs and essays
say, claim, report
- Actions related to paragraphs, reports and essays
informing, persuading, comparing, contrasting, proposing, solving, evaluating, brainstorming, outlining, mapping, clustering, summarizing, paraphrasing

Grammar

- Transition words and phrases to identify structure of a paragraph or essay
sequence: *first, second, third, previously, prior to this, soon, at this time*
cause and effect: *consequently, therefore, as a result*
comparison and contrast: *but, in contrast, however*
- Coordinating conjunctions to combine two independent clauses in descriptive paragraphs
and, but, nor, yet, so, or
- Definite and indefinite articles
- Subject-verb agreement (Correct: *There are a number of books on the floor.* Incorrect: *There's a number of books on the floor.*)
- Word order in sentences

Pronunciation

- Low-rise intonation on transition words when reading aloud to make their purpose clear
(previously/ /, afterwards/ /, however/ /)
- Reading aloud to help with editing for grammatical correctness and tone

Other

- Bibliography styles, citing from Internet, citation styles (APA, MLA), editing symbols, formatting
- Capitalization, punctuation, spelling

Independent Learning and Research

To gain knowledge, learners can:

- research online resources that provide tips on how to write paragraphs, essays and reports.
- research online resources that provide information on editing and editing checklists.

To gain practice, learners can:

- use authentic materials to practise identifying parts of a paragraph and essays.
- practise brainstorming, outlining, clustering and mapping in preparation for writing essays.
- paraphrase and summarize informational texts of interest.
- write entries in a journal.

In the community, learners can:

- read and write responses to newspaper articles.
- attend writing workshops and continuing education courses.
- write their own family, class, school newsletter.

Writing Paragraphs and Essays

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss writing routines, experiences and preferences (e.g., journal, letter writing, note taking).
- Provide many samples (learner written and print) of paragraphs and short essays and have learners identify paragraph components.
- Use common errors from learners' writing to develop editing checklists for learner use.
- Involve learners in the development of editing checklists and paragraph/essay evaluation rubrics.
- Encourage learners to use computers during the writing process (word processing, using online thesaurus and dictionary, formatting, submitting work by e-mail).
- Encourage learners to use computer functions for editing (inserting comments, tracking changes, grammar-check, spell-check, document statistics, e.g., word count).
- Discuss the importance of citing sources of information used in paragraphs and essays and the implications of plagiarism.
- Discuss footnoting conventions.

Resources

Authentic

- newspapers, magazine articles, journals, learner-written paragraphs and essays

Books

- *Academic Encounters: Life in Society. Reading, Study Skills and Writing.* K. Brown and S. Hood. Cambridge University Press, 2002.
Provides instructors with material for teaching reading, writing and study skills.
- *Effective Academic Writing 1: The Paragraph;*
- *Effective Academic Writing 2: The Short Essay;*
- *Effective Academic Writing 3: The Essay.*
J. Davis, R. Liss, P. Mayer, A. Savage, M. Shafiei. Oxford University Press, 2006.
- *Foundations: Critical Thinking, Reading, and Writing. Your one-stop guide to succeeding in post-secondary studies.* V. Shea and W. Whitla. Pearson Education Canada Inc, 2001.
Geared towards the post-secondary learner: covers a range of study skills, including writing essays and reports.

LINC Licensed Software

- Clarity Study Skills Success! > Writing: Writing an Essay

Sample Internet Search Terms and Websites

- paragraph writing • editing strategies • essay writing • paraphrasing • summarizing
- Ontario College Writing Exemplars: <http://www.hol.on.ca/ocwe>
Includes 70 samples of graded authentic first-year college student writing with task descriptions and commentaries; rating system is aligned with Canadian Language Benchmarks (CLB writing 5-9).
- Ohio ESL @ Ohio University: <http://www.ohiou.edu/esl/english/writing/activities.html>
Includes resources for ESL learners on sentence, paragraph structure and essay-writing skills.
- University of Toronto Advice on Academic Writing: <http://www.utoronto.ca/writing/advice.html>
Includes information on reading, researching, planning, organizing and writing essays and reports.

BUSINESS WRITING

UNIT 3: Notes, Memos and E-mail Messages 93

UNIT 4: Formal Letters and Reports..... 103

Notes, Memos and E-mail Messages

This unit presents business writing skills involved in writing notes, e-mail messages and workplace memoranda. Business writing is common in community and workplace settings. Learners may need to write notes to their child's teacher, send e-mail messages to various organizations to inquire about services, to report problems, to make requests, or simply to follow up on a face-to-face or telephone conversation. In workplace settings, memos and e-mail messages are commonly used to pass on or request information between co-workers.

This unit offers ideas for practising the skills involved in writing notes, e-mail messages and memos. These skills include determining the purpose of writing, stating the message, writing supporting details, and using the format, tone and style appropriate for the situation. Learners can evaluate their own and peer writing and practise peer editing.

Notes, Memos and E-mail Messages

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Notes, Memos and E-mail Messages**.*

- LINC 5**
- ✍ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.
 - ✍ CLB 5-III: Convey business messages as written notes.
- LINC 6**
- ✍ CLB 6-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing and responding to congratulations, thanks, apology or offer of assistance.
 - ✍ CLB 6-III: Convey business messages as written notes.
- LINC 7**
- ✍ CLB 7-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.
 - ✍ CLB 7-III: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations or warnings.
 - ✍ CLB 8-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy; clarifying a minor conflict; or giving reassurance.
 - ✍ CLB 8-III: Convey business messages as written notes, memoranda, letters of requests, or work record log entries, to indicate a problem, to request a change, or to request information.

Notes, Memos and E-mail Messages

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Writing Notes

- **Identifying the purpose and the reader(s) of the note**
- **Writing the message of the note**
Giving information; requesting (information, appointment/contact, favour); apologizing; explaining; giving reasons; reminding
- **Applying note-writing principles**
Keeping the message short and informative; using a neutral tone and informal or semi-formal style

Writing Memos

- **Determining the purpose and the reader(s) of the memo**
- **Using the heading segment of the memo**
Completing the *To, From, Date,* and *Subject* lines (using correct names and job titles; summarizing the content of the memo in the subject line)
- **Writing the message**
Stating the purpose (to inform, to confirm or verify information, to solve a problem); providing the context or background information; giving reasons or details; requesting action, reminding; ending the memo
- **Formatting the memo**
Using a computer template; word processing (formatting styles and features)

Writing E-mail Messages

- **Determining the purpose and the reader(s) of the message**
Deciding when e-mail is appropriate
Stating the subject of the message
Addressing readers: using formal and informal salutations; following agreed upon conventions of copying
- **Writing the message**
Providing or requesting information; updating; making or responding to requests; making arrangements; reporting and explaining facts and details; offering suggestions or recommendations; closing the message
- **Observing the rules of e-mail etiquette**
Using the appropriate tone (formal or informal) and style (conversational, factual); applying capitalization and punctuation principles; responding to e-mail messages

Additional Language Functions and Strategies

- Using salutations, greetings and closings
- Linking sentences and paragraphs
- Summarizing
- Paraphrasing
- Avoiding negative tone
- Strategies for improving clarity, conciseness and coherence
- Strategies for proofreading and editing

Learning Links

This Learning Link lists additional skills that complement this unit.

Writing
Process
p.320

Notes, Memos and E-mail Messages

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- A note to a child's teacher to request a meeting or inform about child's absence
- An e-mail message to a community centre to request information about registration for course/sport activity
- An e-mail message to a travel agency to inquire about travel arrangements
- An e-mail message to an Internet service provider to report problems with service
- A note to inform someone about your visit while he/she was absent
- An e-mail message to request information about a product or service advertised online
- An e-mail message to a retailer or service provider to request removal from a mailing list
- An e-mail message to a potential employer to request information about job opportunities

Workplace

- A note to a co-worker asking that he/she take phone messages during your absence
- A memo to all employees to inform about a special event or company celebration
- An e-mail message to team members to update on work progress
- An e-mail message to another department to request information or documentation
- A memo to a superior to suggest a solution to a problem or propose a change
- An e-mail message to the payroll department to submit routine information (work hours, sick days, etc.)
- A memo or e-mail message to a colleague to pass on instructions on new work procedures
- An e-mail message to a client to solve an issue, answer a question or communicate a change

Study

- An e-mail message to a teacher/professor to inform about absence
- An e-mail message to the registrar's office to request documents
- An e-mail message to an instructor/professor to submit an assignment
- Exchanging e-mail messages with peers to discuss assignments or projects
- An e-mail message to an instructor/professor to seek feedback on a project
- Participating in a class listserv to discuss assignments and class readings

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Commercial Services and Business p. 294

Learners can practise writing e-mail messages as customers or clients to obtain information about, to request or to complain about various products or services.
Learners can practise responding to e-mail messages and notes as business owners.

Employment p. 300

Learners can practise writing notes, memos and e-mail messages related to various workplace situations. They can learn about and practise various ways of communicating and documenting in the context of different organizational cultures. They can also practise using different degrees of formality when writing to superiors or peers.

Notes, Memos and E-mail Messages

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss in small groups various workplace scenarios (e.g., discuss a conflict, report on an incident). Decide if a memo or e-mail message is needed to communicate and who should receive it.

2. Listen to a set of instructions on how to set up an e-mail account. Write a note to a peer (e.g., a co-worker, a classmate) to pass on instructions.

3. Listen to a caller leaving a message for another person (e.g., to cancel or reschedule an appointment, to change trip arrangements). Write a note to that person including important details of the message.

4. Read a thread (exchange) of four e-mail messages. Identify the relationship between the writers and answer comprehension questions about the context and details.


5. Read examples of memos and/or e-mail messages with missing heading segments. Identify the author and the subject of each message.


6. Write four to six clauses on a fax cover sheet to accompany documents sent (e.g., a job application, banking records, proof of payment). Explain the situation briefly and request a response.


7. Write a short note (four to six clauses) to inform about a situation (e.g., a child's teacher about child leaving early, a co-worker about a problem that occurred). Edit and proofread in pairs.


8. Write a three- to five-sentence e-mail message to a group (e.g., company employees, LINC learners) to invite them to a special function (e.g., potluck picnic, movie night). Include directions.


Targeted Competencies


 CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

 CLB 6-II: Understand a set of instructions when not presented completely in point form; sequence/order must be inferred from the text.


 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.

 CLB 5-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.

 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

 CLB 6- III: Convey business messages as written notes.

 CLB 5-III: Convey business messages as written notes.

 CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing (...) invitations, quick updates, feelings.

Notes, Memos and E-mail Messages

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss and compare in small groups two different e-mail messages/memos responding to the same situation. Evaluate their style, tone and effectiveness, and suggest improvements.

Targeted Competencies

🗨️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings, qualify opinion, express reservations, approval, disapproval.

2. Give a 10-minute presentation/demonstration to describe various formatting and technical features in e-mail correspondence (e.g., attachments, sending a blind copy, creating a mailing list). Answer questions from the class.

🗨️ CLB 7-IV: Describe a moderately complex process.

3. Listen to a 10- to 15-minute recording/simulation of a team meeting to discuss a project. Identify main points and important details. Write an e-mail to an absent co-worker summarizing the meeting outcomes.

🗨️ CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to (...) complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.

4. Read a three- to five-paragraph memo reporting a problem and requesting action. Discuss in small groups and suggest a solution. Respond by e-mail.

📖 CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing (...) requests.

5. Read a spam message. Answer comprehension questions and decide if the message is legitimate.

📖 CLB 6-I: Identify factual details in moderately complex notes, e-mail messages (...).

6. Write an e-mail message to a co-worker or a friend to relate events during his/her absence (e.g., events of the day, a celebration he/she missed). Use spell-check and thesaurus features when proofreading.

✍️ CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story (...).

7. Write a one- to two-paragraph memo to a superior or a peer to address a problem in the workplace. Use an instructor-made scenario to describe the problem and request suggestions/recommendations for a solution.

✍️ CLB 6-III: Convey business messages as written notes.

8. Write a one- to two-paragraph e-mail message responding to a request for information (e.g., about registration procedures for a program with a community centre, about details of own LINC program or centre). Refer to authentic calendars and information booklets for details.

✍️ CLB 6-III: Convey business messages as written notes.

Notes, Memos and E-mail Messages

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a one-on-one meeting (e.g., parent and teacher about child's behaviour, service provider and client about poor service) in response to an e-mailed complaint. Refer to the message to discuss the particulars of the message.

2. Give instructions on using e-mail and sending memos in a company. Refer to company's policies and job descriptions to include reporting procedures in the instructions.

3. Listen to telephone messages for someone else and write a memo to report them. Include important factual details and callers' comments.

4. Read examples of e-mail messages or memos responding to/following up on problems. Identify writers' intentions and attitudes, and evaluate effectiveness of the messages.

5. Locate and read online information about e-mail etiquette. Summarize main points for future use.

6. Write a memo or an e-mail message to co-workers or team members to explain a newly demonstrated procedure (e.g., how to set up an online conference call, how to apply revisions to a document). Exchange with a partner and provide feedback.

7. Exchange e-mail messages in groups of four to divide and schedule work load for a class project. Present a work plan to the class.

8. Write a one- to two-paragraph e-mail message responding to a flame (rude or hostile message) from a co-worker or a study group peer.

Targeted Competencies

🔊 CLB 8-I: Respond to a minor conflict or complaint.
🔊 CLB 8-I: Manage conversation. Check comprehension.

🗨️ CLB 8-II: Give/pass on instructions about an established familiar process or procedure (technical and non-technical).

🗨️ CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.
✍️ CLB7-III: Convey business messages as written notes to pass on routine information (...).

📖 CLB 7-III: Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice.

📖 CLB 7-IV: Access and locate three or four pieces of information in online electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources.

✍️ CLB7-II: Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material.

✍️ CLB 8-III: Convey business messages as written notes, memoranda, letters of request, or work log entries, to indicate a problem, to request a change, or to request information.

✍️ CLB 8-I: Convey a personal message in a formal short letter or note, or through e-mail, (...) clarifying a minor conflict (...).

Notes, Memos and E-mail Messages

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

- Vocabulary & Expressions**
- Terms related to elements of memos and e-mail messages
headings, subject line, copy notation, attachment
 - Terms related to electronic communication
flame, spam, smilies, mailing tree, thread
 - Salutations, greetings and closings
 - Expressions for pleasure, surprise, regrets, and other feelings appropriate for the purpose and tone
I am really glad ..., I am disappointed to hear..., Thanks a million ...
 - Formal and informal registers
- Grammar**
- Verb tenses: past, present and future for writing about actions and events
 - Subject and verb agreement. (Correct: *There are a number of books on the floor.* Incorrect: *There's a number of books on the floor.*)
 - Preposition collocations: *be aware of .., attach this to ..., arrange for ...*
 - Embedded questions in polite requests. (*Can you inform the manager when the meeting is?*)
- Pronunciation**
- Reading message aloud to check for tone
- Other**
- Punctuation and capitalization in e-mail messages
 - Formatting features: memo templates, formatting an e-mail message
 - Editing and proofreading conventions and symbols

Independent Learning and Research

To gain knowledge, learners can:

- research online resources on memo writing and e-mail etiquette.
- research editing conventions and symbols.

To gain practice, learners can:

- exchange e-mail messages with each other as part of classroom activities and tasks.
- communicate with an instructor via e-mail.
- edit each other's work.
- develop an editing checklist for own use.

Notes, Memos and E-mail Messages

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss conventions for writing notes, memos and e-mail messages.
- Use computer-based instruction in teaching business writing to make classroom tasks as real-life as possible.
- Use e-mail as a tool for communicating with learners (send general instructions or individual feedback as e-mail messages).
- Discuss e-mail etiquette.
- Encourage learners to communicate with one another using e-mail (to give news or to send written texts for peer editing).
- Encourage learners to develop typing speed and accuracy.
- Include activities to practise spell-checking, using thesaurus, tracking changes or inserting comments when editing own and peer's work on the computer.
- Discuss advantages and disadvantages of relying on thesaurus or spell check features.
- Write notes to learners (e.g., about their progress, submitted assignment, extra work to do) and encourage them to respond in writing.

Resources

Authentic

- Authentic office correspondence, such as memos, notes and e-mail messages
- Office training materials and guidelines on internal written communications
- Correspondence manuals and desktop resources

Books

- *Email English*. P. Emmerson, Macmillan Publishers Limited, 2004.
This resource offers language practice in e-mail writing related to general or business situations. It includes activities and tasks focusing on style and register as well as lists of functional phrases.
- *Writing for the Real World: An Introduction to Business Writing*. R. Barnard and A. Meehan. Oxford University Press, 2005.
This ESL resource has activities and reference material to develop writing skills in a business context.

Sample Internet Search Terms and Websites

- memo writing • e-mail writing • business writing
- Online Writing Lab: <http://owl.english.purdue.edu>
Offers resources on a variety of writing texts such as business letters, memos, e-mail messages and academic writing. Ready-made handouts provide information about content, formatting, editing and proofreading. There is a section for ESL learners.
- MacMillan Business English: www.businessenglishonline.net/emailenglish/worksheets.htm
Includes 32 free downloadable worksheets with activities and tasks in e-mail writing.

Formal Letters and Reports

Formal business writing, including letters and reports, is common in many settings and situations. In community settings, learners may need to write letters to communicate formally with institutions for various purposes: to request information or action, to complain, or to make an inquiry. In workplace settings, formal letters are used for external communication with company clients or other organizations. Reports may include accident and incident reports, workplace reports on routine work or projects, or academic research and case study reports.

This unit provides ideas for building business-writing skills. These skills include structuring the message, developing paragraphs, providing background information and supporting details, and using the appropriate tone and degree of formality. Learners can simulate writing letters and reports for various purposes and situations as well as practise peer evaluation and editing of their written work.

Formal Letters and Reports

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Formal Letters and Reports**.*

- LINC 5** ✍ CLB5-III: Convey business messages as written notes.
- LINC 6** ✍ CLB 6-III: Convey business messages as written notes.
- LINC 7** ✍ CLB 7-III: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations or warnings.
✍ CLB 8-III: Convey business messages as written notes, memoranda, letters of requests, or work record log entries, to indicate a problem, to request a change, or to request information.

Formal Letters and Reports

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Writing Formal Letters

- **Determining the purpose and reader(s) of the letter**
To inform, to inquire, to request or order, to complain, to thank, to apologize, to follow up
- **Composing the letter**
Including parts of a business letter: date, sender's address, inside address, salutation, body, closing, notations
Structuring the message: opening (stating the main point); middle (providing background information and supporting details); closing (restating the purpose and requesting action)
Using the appropriate tone and degree of formality
- **Selecting the layout and formatting the letter**
Using a block, modified block or semi-block format; choosing fonts and spacing

Writing Reports

- **Determining the style and reader(s) of the report**
Informal report (written as a memo or letter); formal report (containing a cover and table of contents); report form
Identifying the reader's needs, expectations and knowledge
Using the appropriate tone (factual, objective)
- **Determining the purpose of the report**
To report/document, to analyze, to evaluate, to recommend, to propose, to compare
- **Researching and gathering information**
- **Structuring the report**
Organizing information: chronological or geographical order, by subject, from strongest to weakest, or according to cause and effect
Writing an outline: using headings and subheadings
Developing parts of a report: summary, introduction, discussion, conclusion(s) and recommendation(s)
- **Integrating text with tables, graphs and diagrams**
- **Integrating text with citations, quotations from research, statistics and facts**
- **Listing bibliography or references**
- **Formatting a report**
Selecting headings and subheadings; using templates

Additional Language Functions and Strategies

- Summarizing
- Describing
- Comparing
- Recommending and proposing
- Giving reasons
- Stating the purpose
- Paraphrasing
- Linking sentences and paragraphs
- Strategies to improve clarity, coherence and conciseness
- Strategies for proofreading and editing

Learning Links

These Learning Links list additional skills that complement this unit.

Internet
Search
p.315

Note
Taking
p.317

Writing
Process
p.320

Formal Letters and Reports

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- A letter of inquiry or clarification to a government representative in a sponsorship or visa case
- A letter of complaint to a public utility, service provider or a retailer about products and services
- A letter of request to have money refunded for a malfunctioning product or poor service
- An accident report to document vehicle damage for the police or insurance company
- An incident report/letter to a landlord to describe damage or vandalism
- A letter to a teacher or school principal in response to a complaint about a child's behaviour

Workplace

- A proposal to implement a change or a new system in the workplace
- A letter of apology to a client/customer for service delays
- A sales letter to promote a new service or product
- A letter of inquiry to a potential supplier or subcontractor asking about services and prices
- A report or entry in a work record log detailing routine activities such as weekly sales, daily and weekly responsibilities
- A business trip expense report
- A semi-annual and annual employee evaluation
- A workplace accident report form
- A report to describe and compare two suppliers and their products/services
- A letter to a supervisor to request a transfer or change of duties, roles and responsibilities
- A letter of resignation

Study

- A research report of findings for an academic course
- A summary of a conference presentation comparing research findings
- A case study report with an analysis of data and findings
- A progress report for a college practicum session in social work, nursing or early childhood education study programs
- A report on own progress and activities for co-op program

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Banking and Finance p. 286

Learners can research banking services, types of financial institutions or types of investments and prepare formal reports on a researched topic. They can write formal letters to ask for information, cancel a service, make a complaint, or make a request.

Employment p. 300

Learners can simulate writing workplace reports such as incident reports, work log entries or status reports. They can research different companies and write a report comparing their organizational structure or culture.

Formal Letters and Reports

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss scenarios of workplace situations. Decide if a letter is an effective way of dealing with each situation. Identify the purpose and the recipient of each letter.

Targeted Competencies

🗣️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

2. Give a five- to seven-minute oral account of a road accident based on a completed accident report form and an accompanying diagram.

🗣️ CLB 6-IV: Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences.

3. Listen to a witness relating an incident (e.g., an act of bullying, vandalism or harassment). Use own notes to complete an incident report form.

🗣️ CLB 6-IV: Identify main ideas, supporting details, statements and examples in descriptive or narrative presentation (...).

✍️ CLB 5-III: Fill out forms.

4. Read a workplace accident report. Answer comprehension questions and illustrate what happened in a diagram.

📖 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

5. Conduct online research on an assigned topic for a report (e.g., Canadian history, patterns of settlement, demographic trends). Take notes and organize information in a specific order (e.g., cause and effect, chronological, geographical) to prepare a short report.

📖 CLB 5-IV: Access and locate two pieces of information in CD-ROM ESL educational software.

6. Rewrite a poorly written letter of inquiry or request. Use the appropriate tone and degree of formality. Format and edit the letter on a computer.

✍️ CLB 5-III: Convey business messages as written notes.

7. Write a one-paragraph letter of request (e.g., requesting parental leave, mortgage renewal, cancellation of service). Include relevant details. Exchange in pairs for peer editing.

✍️ CLB 5-III: Convey business messages as written notes.

8. Write a letter placing an order (e.g., for catering services, office furniture). Include details of delivery and payment. Exchange in pairs. Respond to the order negatively (e.g., unable to deliver the service on time or no goods in stock).

✍️ CLB 5-III: Convey business messages as written notes.

Formal Letters and Reports

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss examples of poorly written formal letters. Give suggestions for improvement.

2. Discuss in small groups various letters of complaint or request and written responses to them. Evaluate tone, style and effectiveness of the messages.

3. Listen to a 10- to 15-minute oral report (e.g., on settlement issues, making a law, global warming). Identify the purpose and organizational order of the report. Put scrambled paragraphs or outline headings of the written version in the correct order.

4. Listen to an oral report on the duties and performance of a former volunteer. Write a letter of reference for the volunteer.


5. Read three- to five-paragraph business letters making and cancelling arrangements for services (e.g., catering or landscaping services). Complete a work schedule/ calendar with details of arrangements.


6. Read a narrative or descriptive report (e.g., comparing two suppliers, describing settlement issues). Retell main points.


7. Write an entry for a work record log based on an oral description of performed tasks and duties.


8. Write a one- to two-paragraph formal letter to thank someone for an act of kindness or exceptional handling of a situation (e.g., to a job counsellor after getting a job, to an MPP after being helped in a personal matter). Include details of the situation.


Targeted Competencies


 CLB 7-III: Make an extended suggestion on how to solve an immediate problem or make an improvement.

 CLB 7-IV: Participate in a small group discussion/ meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.


 CLB 7-IV: Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.

 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in extended description, report or narration when events (or stages) are reported out of sequence.

 CLB 6-I: Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies.

 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

 CLB 6-III: Convey messages as written notes.

 CLB 6-III: Convey business messages as written notes.

Formal Letters and Reports

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a telephone conversation in response to a customer's letter of complaint (e.g., about incorrect billing, about misplaced order). Clarify the problem and offer a solution.

2. Listen to a 10- to 15-minute recording of a meeting to discuss progress on a work project. Take notes and use them to write an outline of a progress report.

3. Read different letters of complaint. Identify and compare phrases expressing dissatisfaction, complaint, and hope. Answer comprehension questions about reader-writer relationship and important details.

4. Read a proposal (e.g., to implement a new design, work arrangement, policy) up to three pages in length. Paraphrase main points and predict how the recommended solution would work.

5. Write a summary of a formal report to present at a team meeting.

6. Write a two- to three-paragraph formal letter of request (e.g., to request time off work, to request refund). In pairs, exchange letters and write a response.

7. Write conclusions and recommendations for an unfinished report (e.g., health research report, Statistics Canada report).

8. Write a short informal report on a researched topic (e.g., comparing two education systems, explaining a manufacturing process).

Targeted Competencies

☞ CLB 8-I: Respond to a minor conflict or complaint.
☞ CLB 8-I: Carry on a brief phone conversation in a professional manner.

🔗 CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.

📖 CLB 7-I: Identify factual details and inferred meanings in moderately complex (...) letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction.

📖 CLB 8-III: Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; (...).

✍ CLB 7/8-II: Write an outline or a summary of a longer text.

✍ CLB 7-III: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings.
✍ CLB 8-III: Convey business messages as (...) letters of request (...) to indicate a problem, to request a change, or to request information.

✍ CLB 8-IV: Write three or four paragraphs (...) to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.

✍ CLB 7/8-IV: Write two to three (CLB 7) or four (CLB 8) paragraphs (...) to provide a detailed description, comparison (CLB 7) or explanation of a phenomenon or a process (CLB 8).

Formal Letters and Reports

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Terms related to elements of formal letters and reports
inside address, salutation, copy notation, enclosure, executive summary
- Expressions for opening and closing formal letters
I would like to ..., This is to..., I am looking forward to ...
- Salutations and complimentary closings in formal letters
Dear Sir, Dear Mr. XYZ, Sincerely Yours, Truly, Best Regards

Grammar

- Passive voice to describe things and processes
(The decision was made unanimously.)
- Parallel structures
(Correct: Mrs. Brown is a hard-working, dedicated and organized manager. Incorrect: Mrs. Brown is a hard worker, dedicated and organized.)
Defining and non-defining adjective clauses to describe things and people
(The order that we placed on January 5 was not processed. vs. Our order, which we placed on January 5, was not processed.)
- Transitions and logical connectors to link clauses and sentences:
however, therefore, nevertheless, and, or, but

Other

- Formal and informal registers
- Letter and report formats
- Writing paragraphs
- Spelling, punctuation, capitalization

Independent Learning and Research

To gain knowledge, learners can:

- research online resources on business correspondence and reports.
- read examples of government, corporate and academic reports.
- collect, read and analyze examples of formal letters.
- research online resources on writing skills.

To gain practice, learners can:

- use computers to practise word-processing features and formatting styles in formal letters and reports.
- develop a list of expressions commonly used in formal letters and reports.
- develop own templates for different types of letters.

Formal Letters and Reports

Teaching Suggestions and Resources

Teaching Suggestions

- Encourage learners to bring business letters they receive. Discuss style and tone as well as parts and format of the letters.
- Discuss conventions and styles used in business letter and report writing.
- Integrate computer skills such as formatting text or using templates in teaching business writing.
- Provide tasks to practise organizing information, summarizing or writing concisely for reports.
- Develop error correction activities based on learners' writing samples.
- Involve learners in peer editing to practise proofreading skills.
- Encourage learners to write and send formal letters to gain practice and confidence.
- Encourage learners to develop an editing checklist for own use.

Resources

Authentic

- Formal letters of various styles, formats and purposes such as letters from public utilities, telephone companies or banks
- Government, corporate and academic reports on topics of interest to learners (e.g., government health reports, Statistics Canada reports, annual company/organization reports)
- Accident/personal injury and incident report forms
- Sample work record logs or school report cards

Books

- *Summertown Business Skills: Writing Skills*. A. Laws. U.K: Summertown Publishing, 1999.
Includes information and practice in letter and report writing.
- *Writing for the Real World 2: An Introduction to Business Writing*. R. Barnard and A. Meehan. Oxford University Press, 2005.
Includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc.
Includes a unit on writing a short report.

Sample Internet Search Terms and Websites

- business writing
- business letters
- letter writing
- formal reports
- informal reports
- proofreading
- editing
- Online Writing Lab: <http://owl.english.purdue.edu>
Offers resources on a variety of writing texts such as business letters, memos, e-mail messages, and academic writing, ready-made handouts on content, formatting, editing and proofreading. There is a section for ESL learners.

INTERACTING WITH OTHERS

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Social Interaction

Social interaction takes place in a variety of settings for different purposes. It can be one-on-one or in groups in both formal and informal situations in settings such as workplace, home or school. Each setting has specific characteristics and conventions of behaviour and language. Interacting with others requires an understanding of various elements of communication: the linguistic aspects of communication, an awareness of cultural norms in different social situations, topics of conversation suitable in specific contexts, and the language registers that people use when socializing in specific contexts.

This unit addresses language functions and strategies commonly used when interacting with others. It includes task ideas for expressing sympathy, condolences or congratulations and expressing appreciation and gratitude. It also suggests strategies for managing conversations and avoiding miscommunication.

Social Interaction

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Social Interaction**.*

- LINC 5**
- 🗣️ CLB 6-I: Open, maintain and close a short routine formal conversation. Introduce a person (e.g., guest speaker) formally to a small familiar group. Make or cancel an appointment or arrangement. Express/respond to apology, regrets and excuses. Indicate partial comprehension. Take turns by interrupting. Encourage conversation by adding supportive comments.
 - 👂 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.
 - 📖 CLB 5-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.
 - ✍️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.
- LINC 6**
- 🗣️ CLB 7-I: Introduce a guest, speaker formally to a large familiar group. Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.
 - 🗣️ Confirm own comprehension. Use a number of strategies to keep the conversation going. Hold the floor. Resumé after interruption. Change topic.
 - 👂 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants, containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.
 - 📖 CLB 6-I: Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies.
 - ✍️ CLB 6-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.
- LINC 7**
- 🗣️ CLB 8-I: Introduce a person (e.g., guest speaker) formally to a large unfamiliar group. Express/respond to a formal welcome/toast. Express sympathy formally. Respond to a minor conflict or complaint. Comfort and reassure a person in distress.
 - 🗣️ CLB 8-I: Manage conversation. Check comprehension. Use a variety of strategies to keep conversation going. Encourage others to participate.
 - 👂 CLB 8-I: Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expressions of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences.
 - 📖 CLB 7-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction.
 - 📖 CLB 8-I: Obtain factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy.
 - ✍️ CLB 7-I: Convey a personal message in a formal short letter or note, or through e-mail, responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.
 - ✍️ CLB 8-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy; clarifying a minor conflict; or giving reassurance.

Social Interaction

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Social Interaction One-on-One

- **Engaging in small talk**

Greeting and leave-taking; using appropriate small-talk subjects (weather, sports, films, news); inviting; expressing and inquiring about plans and intentions; predicting and speculating; showing interest; respecting personal space

- **Interacting socially**

Welcoming; making/breaking arrangements; sharing information; complimenting; showing interest, sympathy, disappointment, indifference; apologizing; asking for and giving factual information; explaining; discussing; expressing and eliciting opinions, feelings; comforting

Social Interaction in a Group

- **Interacting informally**

Engaging in small talk; greeting and introducing, initiating and maintaining a conversation; closing a conversation

- **Interacting in business situations**

Engaging in small talk; greeting and introducing self and others; giving/responding to suggestions and complaints; offering assistance; initiating, maintaining and closing conversations

- **Interacting at formal functions**

Greeting and introducing self and others, initiating and maintaining a conversation; making a toast; giving speeches

Conversation Strategies

- **Recognizing factors affecting communication**

Non-verbal communication (gestures, facial expressions, voice, touching, space, posture, eye contact, non-verbal vocalizations); appropriate and inappropriate use of humour; cultural differences; different world views; varying degrees of politeness; differences in cross-cultural communication

- **Maintaining conversations**

Handling interruptions; taking turns; initiating topics of conversation; maintaining conversations; expressing attention and interest; asking for and expressing information, opinions, attitudes; avoiding a topic

- **Avoiding miscommunication**

Requesting repetition or clarification or confirmation; using expressions of non-understanding; rephrasing when not understood by others; restating information to confirm what was heard; practising active listening techniques

Additional Language Functions and Strategies

- Using humour appropriately
- Participating in discussions
- Understanding non-verbal behaviour
- Expressing and responding to congratulations, condolences, gratitude, compliments

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening
p.313**

**Discussions
and Debates
p.314**

**Non-Verbal
Communication
p.316**

Social Interaction

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Going out with a friend or acquaintance
- Organizing a neighbourhood event, e.g., street party or a yard sale with neighbours
- Hosting a celebration of various cultural groups
- Participating at a parent/teacher meeting in a local school
- Engaging in conversations with strangers
- Interacting with family, friends and neighbours at a dinner party, birthday or other social function
- Hosting a party
- Interacting with sales/service people
- Participating in social functions, e.g., weddings, funerals, religious celebrations
- Attending an open house in a community agency or school

Workplace

- Engaging in conversations with colleagues
- Having lunch with a co-worker
- Interacting with people from other departments
- Interacting with management staff
- Attending a formal party at work
- Participating in conversations in a customer service context
- Meeting new people at a workshop or conference reception
- Networking with potential employers, customers
- Discussing employment options and strategies with a mentor

Study

- Having lunch/coffee with other students
- Participating in an online chat room
- Participating in conversations, discussions, debates with other students
- Participating in a job fair at the college or school; meeting employers
- Mingling at a conference reception to meet other delegates
- Hosting a class farewell party for someone
- Participating in college/university clubs or organizations

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Canadian Culture p. 290

Learners can research and discuss Canadian customs and norms for interacting in formal and informal social situations (e.g., birthdays, weddings, funerals, dinner parties, open houses, work-related gatherings) and can simulate conversations in any of these settings. They can practise a number of language functions including: giving and responding to invitations, expressing and responding to compliments, apologies, regrets, excuses, condolences, appreciation, disappointment and satisfaction/ dissatisfaction. They can also discuss cultural differences between Canada and their country of origin.

Family and Relationships p. 302

Learners can practise language strategies for managing conversations, avoiding miscommunication and handling minor conflicts with family members, neighbours or friends in a variety of settings.

Social Interaction

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Call a friend, neighbour or classmate to decline an invitation. Apologize and give a reason.

Targeted Competencies

🗨️ CLB 6-I: Make or cancel an appointment or arrangement.

🗨️ CLB 6-I: Express/respond to (...) excuses.

2. Simulate mingling at a social event. Open the conversation with an introduction, keep the conversation going by adding supportive comments and close the conversation.

🗨️ CLB 6-I: Open, maintain and close a short routine formal conversation.

🗨️ CLB 6-I: Encourage conversation by adding supportive comments.

3. Listen to two- to five-minute video or audio taped dialogues. Identify the opening, pre-closing, closing, and leave-taking expressions in each dialogue.

🗨️ CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.

4. Listen to two- to five-minute audio-taped dialogues where speakers are angry, disappointed, upset, excited, etc. Identify the situation, the relationship between speakers and their emotional states.

🗨️ CLB 6-I: Identify mood/attitude of participants.

5. Read short notes containing phrases for expressing and responding to compliments. Determine which are appropriate and which are not.

📖 CLB 5-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments (...).

6. Read a personal letter between friends giving a description of events, feelings, likes, dislikes and preferences. Answer comprehension questions.

📖 CLB 5-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitation, likes, dislikes, preferences.

7. Write a three- to five-sentence note/e-mail message of invitation to someone in the class for a fictitious social function. Include clear directions to the location. Respond to invitations from others.

✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations (...).

8. Write a one-paragraph e-mail message to a classmate describing feelings about living in Canada.

✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing (...) feelings.

Social Interaction


Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.


Sample Tasks


1. Role-play a phone conversation to make an arrangement for an outing (e.g., picnic, day at the beach) with friends. Include the date, time, place, directions to the place and what to bring.

Targeted Competencies


 CLB 7-I: Take live phone messages with five to seven details.


2. Role-play introducing a guest or speaker and giving impromptu thank you speeches at formal social functions.


 CLB 7-I: Introduce a guest, speaker formally to a large familiar group.

 CLB 7-I: Express and respond to gratitude, appreciation (...).


3. Simulate an open house (e.g., home or workplace). Take on the roles of host, guests. Practise opening, maintaining and closing conversations.

 CLB 7-I: Use a number of strategies to keep the conversation going.


 CLB 7-I: Confirm own comprehension.

 CLB 7-I: Change topic.


4. Listen to a five-minute instructor-made dialogue of someone complaining to a colleague about an issue in the workplace. Identify the nature of the problem and implications in the dialogue. Predict the outcome.


 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to (...) complaint, hope, disappointment, (...), dissatisfaction, (...), disapproval.

5. Read an obituary in the newspaper and answer questions about the person's life and accomplishments.


 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

6. Read newspaper reviews and locations of screenings for three to four movies currently in theatres. Retell details to a friend and make arrangements to attend a movie that both agree on.


 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

 CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities (...).

7. Write a one- to two-paragraph personal letter or e-mail message to a friend or colleague to congratulate them on a significant achievement.

 CLB 6-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations (...).

8. Write a five- to six-sentence note to a friend or neighbour with instructions on taking care of your home/pet while you are away.

 CLB 6-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to (...) offer of assistance.

Social Interaction

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play expressing sympathy and comforting someone who has lost a loved one.

2. Participate in a small group conversation at a business function. Encourage participation and keep conversation going.

3. Listen to short instructor-made speeches for a variety of purposes (e.g., to welcome a speaker, say farewell, propose a toast, congratulate on an achievement). Identify the purpose of the speech and specific formal phrases used for each type of speech.

4. Listen to dialogues between superiors and employees. Identify the degree of formality, mood and attitude of each speaker, and the appropriateness of the conversation topics.



5. Read thank-you letters expressing gratitude for support/assistance received and answer questions about the relationship between the writer and the recipient, mood, and other details.




6. Read a response to a letter of complaint. Determine attitude of the writer, the intent of the letter, the nature of the problem and the proposed solution.


7. Write a one- to two-paragraph formal letter to a school teacher or principal responding appropriately to a concern about child's behaviour and asking for an interview.


8. Write a one- to two-paragraph note to a co-worker who is ill. Express sympathy and hope for a quick recovery. Offer to provide assistance.


Targeted Competencies


 CLB 8-I: Express sympathy formally.
 CLB 8-I: Comfort and reassure a person in distress.


 CLB 8-I: Manage conversation. Check comprehension.
 CLB 8-I: Use a variety of strategies to keep conversation going.
 CLB 8-I: Encourage others to participate.


 CLB 8-I: Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expressions of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards (...).

 CLB 8-I: Identify stated and unspecified details about mood, attitude, situation and formality in discourse (...).

 CLB 7-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation (...).

 CLB 8-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing (...) response to a complaint (...).

 CLB 7-I: Convey a personal message in a formal short letter or note, or through e-mail, (...) responding to complaint (...).

 CLB 7/8-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to hope (CLB 7) and sympathy (CLB 8).

Social Interaction

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Words and phrases used to express condolences, sympathy, congratulations, appreciation in speaking and writing (*Please accept my condolences ... I'm delighted to hear... If there's anything I can do for you and your family...*)
- Phrases, expressions used in socializing (*If you don't mind my asking ... I'm sure we've met before, my name is ... Is this your first time in Windsor?*); “ice breakers” to start conversations
- Expressions used in language of social interaction (*pleased to welcome... happy to toast X or I'd like to propose a toast to ... It is my great pleasure to introduce to you...*)
- Formal and informal ways to address the audience (*pleased to have the opportunity to ... delighted to be here today to...*)

Grammar

- Tag questions for small talk (*It's a nice day, isn't it?*)
- Rejoinders or additions (*So do I, Neither is she*)
- Questions for conversation management
- Gerunds as objects of prepositions in expressions of apologies (*I'm sorry for not calling you.*), thanks (*Thank you for helping me.*), disappointment (*He's disappointed about not being able to attend the event.*)

Pronunciation

- High-rise intonation pattern to indicate surprise, shock, yes-no questions and tag questions (*Did he really/ leave?/ /; He didn't leave, did he?/ /*)
- Rise-fall intonation pattern in wh-questions (*Where did he move to/ after he left Toronto?/ /*)
- Hand gestures inviting the other person to continue, expressing whether or not an idea is acceptable or unacceptable to the speaker, emphasizing points or displaying excitement
- Non-word vocalizations (*um-hmm, aba, wow*) and head motions to express interest and encourage the speaker to continue

Independent Learning and Research

To gain knowledge, learners can:

- share own experiences of situations where miscommunication occurred.
- observe interaction and body language in various social settings (formal social gatherings, workplace interactions, informal get-togethers, etc.).
- watch TV talk shows and interview programs to observe how people ask and respond to questions, handle disagreements, express or handle strong opinions, express ideas and feelings.
- share observations about socio-cultural nuances in social interaction that can cause misunderstandings (e.g., *We should get together sometime* as not being a serious invitation).

To gain practice, learners can:

- attend celebrations and events at work, school or in own communities and interact socially in real-life situations.
- attend job fairs to meet and interact with potential employers.

In the community, learners can:

- attend community events to observe social interaction and practise small talk.
- send notes, letters and e-mails to friends and colleagues expressing congratulations, condolences, best wishes, appreciation.

Social Interaction

Teaching Suggestions and Resources

Teaching Suggestions

- Compare Canadian customs and norms for various social occasions (e.g., weddings, funerals, births, housewarmings) with those of other countries.
- Discuss the importance of non-verbal communication.
- Discuss gender differences in social interaction/communication.
- Consider cultural influences in social interaction.
- Include simulation activities of common social events (e.g., weddings, funerals, baby showers, housewarmings, cocktail parties) where learners can practise interacting with one another.
- Practise strategies for avoiding miscommunication in the classroom.
- Encourage learners to share own experiences of miscommunication.
- Encourage learners to purposefully investigate language use (e.g., greetings, leave-taking) and bring results to discuss in class.
- Discuss how workplace culture is impacted by hierarchy, status, gender and age.

Resources

Authentic

- greeting cards, invitation letters, notices of social and community events
- newspaper birth and death notices and advice columns
- podcasts of interviews with celebrities or politicians

Books

- *A Grab Bag of Socializing*. E. Ganong and D. Ingram. Grab Bag Publishing, 2002.
Includes a range of socializing activities for various contexts; includes a CLB index that matches oral skills at CLB 1-12 levels with the individual activities.
- *50 One-Minute Tips for Better Communication*. P.E. Bozek. Thomson Course Technology/ Crisp Learning, 1998.
Includes tips and strategies for non-verbal communication.
- *Have Your Say: Intermediate Communication Activities*. I. McKay. Oxford University Press, 1999.
- *Tapestry 2nd Edition: Listening and Speaking 3*. K. Carlisi and S. Christie. Heinle & Heinle, 2000.
Includes a chapter on intercultural and male/female communication.
- *Tapestry 2nd Edition: Listening and Speaking 4*. R.L. Oxford. Heinle & Heinle, 2000. 🎧
Includes a chapter on small talk.

LINC Licensed Software

- ELLIS Senior Mastery > Casual Introductions and Small Talk: Making Introductions

Sample Internet Search Terms and Websites

- conversation strategies • conversation skills • small talk • interviews podcasts
- WriteExpress: www.writeexpress.com/acceptance.htm
Includes tips for writing notes and letters for a variety of purposes (e.g., appreciation, complaints, congratulations, farewells, invitation). Also has sample letters.

Workplace Teams and Reporting Relationships

In most workplace settings, learners will be required to work in teams. Effectively participating in teams includes social interaction skills such as asking for assistance and clarification, consulting with others, giving and responding to feedback and following instructions. It also requires the communication skills for managing conflict, such as active listening, dealing with difficult personalities and expressing opposing opinions.





















Communicating appropriately within reporting relationships involves understanding the chain of command, respecting workplace conventions and interacting with superiors and subordinates in the appropriate manner.

This unit provides ideas for practising strategies for effective communication within reporting relationships as well as some of the skills needed to work effectively on a team.

Workplace Teams and Reporting Relationships

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Workplace Teams and Reporting Relationships**.*

- LINC 5**
-  CLB 6-I: Open, maintain and close a short routine formal conversation. Make or cancel an appointment or arrangement. Express/respond to apology, regrets and excuses. Take turns by interrupting. Encourage conversation by adding supportive comments. Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.
 -  CLB 6-II: Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point form sequence of single clauses.
 -  CLB 6-III: Make a simple formal suggestion; provide reason.
 -  CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.
 -  CLB 6-II: Understand a set of instructions when not presented completely in point form; sequence/order must be inferred from the text.
- LINC 6**
-  CLB 7-I: Confirm own comprehension. Use a number of strategies to keep the conversation going. Hold the floor. Resumé after interruption. Change topic.
 -  CLB 7-III: Give and respond to a warning; discourage others. Request a word. Ask for and respond to recommendations or advice. Make an extended suggestion on how to solve an immediate problem or make an improvement.
 -  CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
 -  CLB 7-IV: Participate in a small group discussion/meeting; express opinions and feelings; qualify opinion, express reservations, approval and disapproval.
 -  CLB 7-II: Understand sets of instructions related to simple technical and non-technical tasks.
 -  CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events are reported out of sequence.
 -  CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events; tell a story; provide a detailed description and comparison (...) or to describe a simple process.
- LINC 7**
-  CLB 8-I: Respond to a minor conflict or complaint. Manage conversation. Check comprehension. Use a variety of strategies to keep conversation going. Encourage others to participate.
 -  CLB 8-III: Indicate problems and solutions in a familiar area. Propose/recommend that certain changes be made in a familiar area.
 -  CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
 -  CLB 8-IV: Express and analyse opinions and feelings.
 -  CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.
 -  CLB 8-II: Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures.
 -  CLB 7-III: Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice.
 -  CLB 8-IV: Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.

Workplace Teams and Reporting Relationships

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Interacting in Teams

- **Identify the type of team and its purpose**
Permanent team to complete ongoing projects; project team to complete a specific task or project; multidisciplinary team that includes members with different/complementary skill sets
- **Participating in teams**
Asking for advice, assistance and clarification; consulting with others; making suggestions; giving and responding to feedback; collaborating with others; discussing roles and responsibilities; identifying different communication styles (collaborative, argumentative, etc.)
- **Managing a team**
Requesting/giving information; giving instructions; delegating tasks; giving constructive criticism; offering suggestions/advice; mediating conflict; dealing with difficult personalities; expressing concern, doubt, opinions; giving feedback to team members

Reporting Relationships

- **Performing leadership roles**
Delegating tasks; giving instructions; providing feedback; managing teams; making decisions; requesting and clarifying information
- **Interacting as an employee**
Asking for advice, assistance and clarification; consulting with others; giving suggestions and advice; giving and responding to feedback, reporting information, following instructions; using degrees of formality appropriate to the situation; acknowledging own mistakes; agreeing, disagreeing, reaching consensus

Communicating Effectively

- **Strategies for effective communication**
Presenting information clearly; listening actively; asking for clarification; understanding cultural differences in communication styles; using non-verbal communication appropriately; giving constructive feedback; rephrasing negative statements in a positive manner

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening
p.313**

**Discussions
and Debates
p.314**

**Non-Verbal
Communication
p.316**

Workplace Teams and Reporting Relationships

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in the workplace settings.

Workplace

- Participating on a workplace health and safety committee
- Reporting a problem to a manager
- Discussing a difference of opinion with another team member
- Giving constructive feedback to other team members
- Participating in a training session on team building
- Managing difficult personalities on a team (e.g., someone who is aggressive, not completing assignments on time)
- Following instructions from a team leader
- Discussing a conflict situation with a union representative
- Coordinating aspects of a project with teams from other departments
- Participating on a project team to complete a specific task/project
- Participating on a multidisciplinary team in a health care or technical setting
- Participating in a brainstorming session to generate new ideas
- Meeting with colleagues to set goals, develop a work plan, prioritize tasks, share information, complete a task
- Participating in disciplinary meetings at work
- Reporting an unresolved issue with a manager to a higher authority (e.g., director, vice-president)
- Reporting a problem to an outside authority (e.g., Workplace Safety and Insurance Board; Human Rights Tribunal)
- Participating in a performance evaluation

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Employment p. 300

Learners can find out about workplace culture and employer expectations regarding workplace teams. They can research information about the role of labour unions in resolving conflicts at work.

Learners can research information about how to work effectively in teams and role-play different team scenarios to resolve a conflict, give suggestions and advice. They can practise strategies for active listening and avoiding miscommunication. They can practise reporting information to a superior.

They can learn about how cultural differences affect reporting relationships and how decisions are made.

Workplace Teams and Reporting Relationships

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed list of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Simulate a team meeting to plan a project. Discuss various options for the project (e.g., fundraising: different ways to raise money, school newsletter: different layouts). Agree on the best option.

2. Role-play a dialogue between a manager and an employee (e.g., to report a problem, request a leave of absence, discuss progress on a project).

3. Listen to a 10-minute discussion about a work plan with deadlines. Complete a worksheet identifying tasks, deadlines and other work plan details.

4. Listen to a 10-minute presentation (e.g., about interacting in a team, cross-cultural communication) and write seven to 10 important points. Compare the accuracy or usefulness of own points with others in the class.

5. Read an instructor-made outline of a work project. Create a timeline of deliverables to assist in meeting the project deadline.

6. Read a text about management styles (online or in print). Answer comprehension questions.

7. Write a one-paragraph memo/e-mail message reporting the outcome of a team meeting to a superior.

8. Write/word-process a paragraph to describe personal experiences of working in teams.

Targeted Competencies

🗣️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

🗣️ CLB 6-IV: Ask for and provide information in an interview related to daily activities.

📄 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation (...).

📄 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).

📖 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

📖 CLB 5-IV: Demonstrate comprehension of a two- to three-paragraph moderately complex descriptive or narrative text on a familiar topic.

✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to (...), quick updates, feelings.

✉️ CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a (...) procedure or routine; or to explain reasons.

Workplace Teams and Reporting Relationships

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed list of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a one-on-one meeting between a manager and an employee about a problem in the workplace (e.g., work not meeting expectations). Indicate problem and give suggestions for improvement.

2. Practise conversation management strategies in a simulated team meeting: presenting opinions/ideas, agreeing and disagreeing politely, changing the subject, resuming after an interruption, confirming own comprehension of information presented by others.

3. Listen to instructor-read situations involving ineffective team leaders (e.g., someone with an autocratic management style, someone who is disorganized, a poor listener, etc.). Identify what was inappropriate and suggest more effective ways of managing/participating in a team.

4. Listen to a list of strategies for resolving conflicts in teams. Create a table and sort items into effective and ineffective strategies.

5. Read an organizational flow chart. Discuss instructor-made conflict scenarios and decide who the problems should be reported to.

6. Complete a self-evaluation quiz (online or print) to assess own team-building skills or leadership style.

7. Write a one-paragraph e-mail message to team members and superior to cancel a team meeting with an explanation and an apology. Request that the meeting be rescheduled and include a proposed new date and time.

8. Write one to two paragraphs to summarize results of the self-assessment quiz in task 6. Include areas in need of improvement.

Targeted Competencies

🗨️ CLB 7-III: Make an extended suggestion on how to solve an immediate problem or make an improvement.

🗨️ CLB 7-IV: Participate in a small group discussion/meeting; express opinions and feelings; qualify opinion, express reservations, approval and disapproval.

🗨️ CLB 7-I: Confirm own comprehension. Use a number of strategies to keep the conversation going. Hold the floor. Resumé after an interruption. Change the topic.

📖 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.

📖 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.

📖 CLB 6-IV: Demonstrate comprehension of a cycle diagram, flow chart (...).

📖 CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing (...) specifications.

✉️ CLB 6-I: Convey a personal message (...) through e-mail (...), expressing apology (...).

✉️ CLB 6-IV: Write one or two paragraphs to: (...) provide a detailed description (...).

Workplace Teams and Reporting Relationships

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed list of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Brainstorm cost-cutting measures for an instructor-made scenario of a project that is over budget. Discuss advantages and disadvantages of different options. Come to a consensus about the best option.

2. Role-play a dialogue between an employee and a higher authority (e.g., vice-president) to report a conflict with a manager (e.g., inappropriate behaviour; offensive comments, unrealistic work demands).

3. Role-play a decision-making team meeting from the perspectives of different personality types using role cards (e.g., the visionary, the challenger, the collaborator, extrovert, introvert).

4. Listen to a simulated role-play (e.g., task 2). Make inferences about each personality type using information on an instructor-made worksheet.

5. Read online or print personality profiles from a standard personality test (e.g., Myers Briggs, True Colors). Combine personality types to create an effective team and give reasons for choices.

6. Read a one- to two-page performance evaluation and identify areas that need improvement. Suggest ways to make the improvements.

7. Write two to four paragraphs to evaluate team dynamics in a role-played team meeting.

8. Write/word-process a one- to two-paragraph letter of resignation. State reasons for leaving and express gratitude opportunities gained through the position.

Targeted Competencies

🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
🗣️ CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

🗣️ CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.

🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
🗣️ CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

🗣️ CLB 8-IV: Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations. Identify facts, opinions and attitudes in conversations about complex ideas or a familiar topic.

📖 CLB 7/8-IV: Access and locate three or four (CLB 7) or several (CLB 8) pieces of information in online electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources.

📖 CLB 7-III: Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice.

✍️ CLB 7/8-IV: Write two to three paragraphs (CLB 7) or three to four paragraphs (CLB 8) to provide a (...) detailed description, comparison.

✍️ CLB 7-II: Convey a personal message in a formal short letter or note, or through e-mail, expressing (...) appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.

Workplace Teams and Reporting Relationships

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Vocabulary related to different types of teams
multidisciplinary, ad hoc, self-directed
- Words and phrases used to describe cause and effect
as a result of... subsequently...; compare and contrast: as opposed to ... in comparison with ...
- Phrases and vocabulary to express opinions, ideas, agreement, disagreement, consensus
I concur with X ..., I see your point but ..., To some extent you're right but ..., I'd like to add this point about ...
- Phrases for making suggestions and recommendations, expressing possibility and probability
I propose that, It might not be a bad idea to ..., Here's what I think would work ...
- Expressions and idioms to describe team work
great minds think alike, two heads are better than one, team spirit, team player, pull your weight, go the extra mile

Grammar

- Modals for suggestions and recommendations (*We should ..., Perhaps they could ...*)
- Conjunctions: *and, but, therefore, otherwise*
- Indirect speech to report what happened in a meeting (*He said we had to report to Mr. Ross.*)

Pronunciation

- Affective intonation for expressing positive and negative affect (conciliation, interest, distress, discomfort, etc.)
- Word stress on the main verb in a modal-verb pair (*We should try.*)
- Stress on the negative (*We can't finish by 5.*)

Independent Learning and Research

To gain knowledge, learners can:

- research information about cross-cultural communication, communication styles, business communication.

To gain practice, learners can:

- work on a team to complete class projects and rotate members for exposure to different personality types and work styles.

In the community, learners can:

- volunteer in a community organization and participate in a team to complete a specific task or project (e.g., organize an event, raise funds).
- join a student group/community organization or committee to gain practice participating in discussions, expressing ideas and opinions, and responding to questions.
- observe reporting relationships between staff and employees in stores, banks and organizations.

Workplace Teams and Reporting Relationships

Teaching Suggestions and Resources

Teaching Suggestions

- Include projects and group assignments to give learners opportunities to work in teams.
- Encourage learners to share feedback on class assignments with each other.
- Practise rephrasing negative statements in a more positive manner.
- Discuss communication styles (e.g., direct, indirect, passive, assertive, aggressive).
- Research communication styles that contribute to effective teams.
- Discuss how cultural differences can impact on the effectiveness of a team and reporting relationships.

Resources

Authentic

- Organizational charts and job descriptions that indicate reporting relationships; sample work plans, sample minutes of team meetings

Books

- *Games Teams Play: Dynamic Activities for Tapping Work Team Potential.* L. Bendaly. McGraw Hill Ryerson, 1996.
Includes 50 activities to help groups become high performance teams.
- *Handshake: A Course in Communication.* P. Viney and K. Viney. Oxford University Press, 1996.
Integrates verbal/non-verbal communication skills; provides many real-life scenarios with concrete tasks and role-plays.
- *Working in Teams: A Team Member Guidebook.* S. Pokras. Crisp Learning, 2002.
Provides communication activities and case studies relating to teamwork.

LINC Licensed Software

- Clarity Study Skills Success! > Speaking: Giving a Short Talk
- ELLIS Senior Mastery > Unit 11: Discussing Business

Sample Internet Search Terms

- team-building
- communication strategies
- cross-cultural communication
- personality assessment

Customer Relations

This unit deals with customer relations from the perspective of staff and customers or clients.
























In the community, situations involving customer relations include shopping (online, on the phone, in person) for products or services and making complaints about products or service quality. In the workforce, they include interacting with customers or clients in sales, service, management or counselling positions.

This unit provides ideas for practising skills and strategies relating to customer relations, such as requesting information about services or products, complaining or responding to complaints about goods or services, and making comparisons and handling various sales techniques.

Customer Relations

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Customer Relations**.*

- LINC 5**
-  CLB 6-I: Open, maintain and close a short routine formal conversation.
 -  CLB 6-I: Express/respond to apology, regrets and excuses.
 -  CLB 6-III: Make a simple formal suggestion; provide reason.
 -  CLB 6-III: Make a verbal request for an item.
 -  CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.
 -  CLB 6-I: Identify mood/attitude of speakers.
 -  CLB 6-III: Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.
 -  CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
 -  CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.
- LINC 6**
-  CLB 7-I: Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.
 -  CLB 7-II: Request a word. Ask for and respond to recommendations or advice.
 -  CLB 7-II: Make an extended suggestion on how to solve an immediate problem or make an improvement
 -  CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants, containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.
 -  CLB 6-I: Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies.
 -  CLB 6-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.
- LINC 7**
-  CLB 8-I: Respond to a minor conflict or complaint.
 -  CLB 8-I: Comfort and reassure a person in distress.
 -  CLB 8-I: Manage conversation. Check comprehension.
 -  CLB 8-III: Indicate problems and solutions in a familiar area.
 -  CLB 8-III: Propose/recommend that certain changes be made in a familiar area.
 -  CLB 7-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction.
 -  CLB 7-I: Convey a personal message in a formal short letter or note, or through e-mail, responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.
 -  CLB 8-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy; clarifying a minor conflict; or giving reassurance.

Customer Relations

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Interacting as a Customer

- **Identifying cultural differences and styles in customer service**
Hard sell, soft sell
- **Inquiring about, comparing and requesting services, products; placing orders**
- **Bargaining and negotiating prices or services**
- **Handling sales techniques**
Refusing and disagreeing politely; stating one's point firmly; requesting details
- **Understanding a sales/service contract**

Interacting with a Customer

- **Identifying characteristics of good customer service**
Applying appropriate communication strategies and techniques
- **Providing service, assistance, explanation, solutions to problems**
Explaining, describing, clarifying information/details about a service or product; giving instructions and directions; offering advice, suggestions or recommendations; taking orders
- **Promoting and selling products/services**
Describing and demonstrating features and details; persuading; negotiating; discussing terms and options
- **Writing a persuasive letter/email to promote a sale, product or service**

Making and Handling Complaints

- **Making a complaint on the phone and face-to-face**
Stating and explaining a problem; describing defect or malfunction; requesting action; expressing feelings appropriate to the situation; speaking with the manager
- **Filling out a refund form, complaint form**
- **Writing a letter of complaint**
Using appropriate style, format and message
- **Responding to a complaint verbally and in writing**
Requesting information; listening carefully; apologizing; giving reasons, explaining what happened; promising action; being tactful and positive; writing a letter of apology; writing a letter of refusal
- **Following up on an unresolved complaint**
Writing a letter; speaking with a supervisor

Additional Language Functions and Strategies

- Requesting to speak to someone; requesting assistance or service
- Expressing satisfaction/dissatisfaction, gratitude
- Agreeing/disagreeing
- Making concessions
- Clarifying explanations, procedures, instructions and directions
- Paraphrasing and restating information
- Expressing concern and empathy; reassuring
- Acknowledging own mistakes

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening
p.313**

**Non-Verbal
Communication
p.316**

Customer Relations

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community and workplace settings.

Community

- Inquiring about and arranging services, e.g., catering for a family function
- Requesting services such as Internet connection, hotel reservations, car rental over the phone or online
- Making complaints, e.g., to a landlord about problems such as lack of heat, parking, property damage
- Inquiring about credit card or mortgage options and selecting the most favourable service
- Returning faulty equipment and requesting a refund
- Comparing quotations for services from different contractors; negotiating a contract for a renovation
- Filing a formal complaint about problems with service, e.g., from a telephone or cable company
- Filing a written complaint about patient care in a hospital
- Negotiating a better price, e.g., car, furniture, appliances

Workplace

- Providing information about services or products
- Dealing face-to-face with complaints about defective products or unfriendly service
- Interacting with customers over the phone about problems in service delivery
- Dealing with an unreliable subcontractor or supplier
- Responding to letters of complaints about poor service or faulty products
- Coping with difficult behaviour from clients
- Handling own mix-ups, omissions or misplaced orders at work with customers
- Dealing with an irate customer over the phone
- Giving a presentation/demonstration of a product or service
- Persuading a customer/client to purchase a product or service
- Closing a sale

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Banking and Finance p. 286

Learners can role-play requesting information about a bank account, loan or mortgage, credit card or telephone service. They can compare mortgage rates or service charges at two banks and practise bargaining for the best rate.

Community and Government Services p. 296

As a customer, learners can role-play requesting services, asking for information, clarifying and appealing a decision about government or community services, such as Ontario Works, Ontario Drug Benefit, Canada Child Tax Benefit, the GST credit, subsidized daycare or housing. As an employee, learners can practise providing and clarifying information and handling complaints.

Employment p. 300

Learners can practise making and responding to complaints in the context of many different jobs that involve working with customers/clients, such as a restaurant server, cashier, bank teller, mortgage officer, sales representative or guidance counsellor.

Customer Relations

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Phone a store and ask about the availability/price of a product and store hours.

Targeted Competencies

☎ CLB 6-I: Take phone messages with three to five details.

2. Role-play making and responding to a complaint about poor service (e.g., late delivery, misplaced order) or a faulty product (malfunctioning appliance).

☎ CLB 6-I: Express/respond to apology, regrets and excuses.

3. Watch a variety of television commercials or infomercials. Listen for the company's claims about their product or customer service. Identify the claims and any hidden messages.

👂 CLB 6-III: Demonstrate comprehension of details and speakers' purpose in suggestions, advice, encouragements and requests.

4. Listen to a role-played interaction between a salesclerk and a customer making a complaint. Complete a worksheet with information heard (e.g., nature of the problem, customer's expectations, salesperson's response and mood).

👂 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, (...), apologies, regrets, excuses, problems in reception and communication.

👂 CLB 6-I: Identify mood/attitude of participants.

5. Read the warranties for an item (e.g., computer, television, coffee maker) made by two different manufacturers. Make comparisons and decide which is better.

📖 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

6. Read and compare the return policies for different stores.

📖 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

7. Write a paragraph describing a product or service for a promotional flyer.

✍ CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, (...).

8. Write a one-paragraph e-mail complaining about the service received in a store.

✍ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail expressing (...) feelings.

Customer Relations

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play negotiating the price of something (e.g., car, piece of furniture, home renovation) with a partner. Agree on a mutually acceptable price.

Targeted Competencies

🗣️ CLB 7-IV: Ask for and provide detailed information related to personal needs (...).

2. Role-play responding politely to different types of sales pitches (soft sell, aggressive).

🗣️ CLB 7-I: (...) Respond to recommendations or advice.

3. Listen to a role-played dialogue with a customer thanking a business owner for handling his/her complaint and solving a problem with poor service. Complete a cloze text with information.

👂 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, (...), disappointment, satisfaction and dissatisfaction (...).

4. Listen to a 10-minute peer presentation on a procedure to file a consumer complaint with a government agency or an academic complaint with a college. Take notes and write a summary of main steps.

👂 CLB 7-II: Understand sets of instructions related to simple technical and non-technical tasks.

5. Read online information about community or government agencies offering consumer rights protection. Report findings to the class.

📖 CLB 6-IV: Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source.

6. Read a contract for a service (e.g., home renovation, insurance coverage) and answer comprehension questions.

📖 CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.

7. Write a one-paragraph e-mail message thanking someone for their business.

✍️ CLB 6-III: Convey business messages as written notes.

8. Fill out an incident form after listening to a story about a situation with an aggressive customer.

✍️ CLB 6-III: Fill out moderately complex forms (30 to 40 items long).

Customer Relations

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Brainstorm a list of survey questions about learners' experiences with customer service at large, well-known stores. Conduct a class survey.

Targeted Competencies

🗣️ CLB 8-IV: Ask for and/or provide detailed information related to personal needs, (...).

2. Role-play a dialogue between a bank representative and a customer complaining about additional service charges, extra interest payment or late deposit.

🗣️ CLB 8-I: Respond to a minor conflict or complaint.

3. Listen to a 10- to 15-minute presentation on characteristics of good customer relations. Complete a table with dos and don'ts.

🗣️ CLB 8-IV: Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations.

4. Listen to instructor-made telephone dialogues of salespeople interacting with customers. Answer questions about the purpose and outcome of the call, level of formality, mood and attitude of the speakers.

🗣️ CLB 8-III: Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations.

5. Research the same type of service offered by various providers (e.g., interest/insurance rates, resumé-writing services, on-campus services at different universities) and create a table to compare findings.

📖 CLB 7/8-IV: Access/locate three or four (CLB 7) or several (CLB 8) pieces of information in online electronic reference sources.

6. Read online testimonials (from blogs, company websites) about customer service at particular stores (e.g., Home Depot, Wal-Mart, IKEA). Report information to the class.

📖 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.

7. Write a one- to two-paragraph letter requesting a refund for a product or service that did not meet expectations.

✉️ CLB 8-III: Convey business messages as written (...) letters of request, (...), to indicate a problem, to request a change, or to request information.

8. Summarize survey results of task one in two to three paragraphs.

✉️ CLB 7/8-IV: Write two or three paragraphs (CLB 7), three or four paragraphs (CLB 8) to (...) provide a detailed description.

Customer Relations

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Terms related to problems, mistakes, complaints/grievances
It was a clerical error, shortage of staff, a computer error
- Idioms to describe predicaments, problems, things that went wrong
Put yourself in someone else's shoes, to have a lot of nerve, be sick and tired
- Expressions for polite refusal, advice, suggestion, expectation, criticism
I am dissatisfied with the service I received.
- Paraphrasing: negative messages without using negative words
You failed to submit the form on time. vs. We are still waiting for you to submit the form.
- Polite ways of addressing people

Grammar

- Modals in polite requests and suggestions (*Could you ... , Would you ... , Would you mind if ...*)
- Subjunctive to emphasize a point (*It is essential/ imperative that this item be delivered on time.*)
- Causative verbs: *make/ have/ get someone do something; have something done*
- Passive voice (*The item was damaged when I opened the package.*)

Pronunciation

- Low-rise to high-rise intonation patterns in greetings and requests to sound polite
- Rise-fall to fall intonation patterns in statements and demands to sound firm
- Use of the pause to sound more dramatic or meaningful
- Sentence stress on the keyword of a sentence (*I would like to talk/ to the manager. / /*)

Independent Learning and Research

To gain knowledge, learners can:

- research where and how to file complaints (about incorrect billing, poor service, etc.).
- conduct an online search to locate consumer agencies and information related to customer service and consumer rights.
- research company websites to find out about their approach to customer service.

To gain practice, learners can:

- develop checklists of expressions appropriate in various customer service situations.
- call stores for information about hours of operation, location, product availability.
- role-play real-life customer service situations class members have experienced.

In the community, learners can:

- observe salespeople in different situations (offering services, handling complaints) and report on the effectiveness/appropriateness of their responses.
- invite a customer service trainer to do a presentation for the class.

Customer Relations

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss cultural differences in dealing with customers/clients and the impact these differences may have on face-to-face or phone interactions.
- Compare customer service in Canada to that in other countries.
- Show video clips of customer service situations and encourage learners to analyze situation and suggest alternative ways of handling them.
- Develop scenarios using own materials and learners' experiences related to customer service. Use these scenarios for classroom role-plays.
- Encourage learners to practise active listening techniques in the classroom in the context of customer relations.
- Debate the pros and cons of shopping online vs. shopping in person.
- Discuss tips and strategies for negotiating the price of an item or service (e.g., car, piece of furniture, home renovation).

Resources

Authentic

- Brochures and guest speakers from customer service departments of insurance companies, telemarketing firms, utilities, hotels and retail stores
- Brochures from professional associations (e.g., Retail Council of Canada, Better Business Bureau)
- Customer service DVDs/videos that provide model dialogues and communication strategies to deal with different types of customer behaviour on the phone and in person.

Books

- *Calming Upset Customers: Staying Effective During Unpleasant Situations*. R. Morgan. Crisp Publications/Thomson Learning, 2003.
A training resource with techniques for non-judgmental and active listening, non-verbal communication and giving feedback to defuse customer anger.
- *Customer Care Excellence: How to Create an Effective Customer Service Strategy*. 4th ed. S. Cook. Kogan Page, 2002.
Tips and strategies on how to get and keep customers through good customer service.

LINC Licensed Software

- ELLIS Senior Mastery > Discussing Business: Customer Complaints

Websites

- Canadian Consumer Information Gateway: <http://consumerinformation.ca>
Includes information on consumer rights and filing a complaint.
- Settlement.org: www.settlement.org > Are You New to Ontario > Consumer Information
Includes information for newcomers on consumer rights and responsibilities, making complaints.
- WriteExpress: www.writeexpress.com
Includes links to tips on writing effective complaint letters

Resolving Conflicts

Conflicts are inevitable when interacting with others. The potential for differences of perspectives, serious disagreements, friction and disputes exists in all types of relationships. In the community, conflicts can occur as the result of a misunderstanding between neighbours, a disagreement between a parent and teacher, or a dispute between a landlord and tenant. In the workplace, conflict situations can occur between co-workers, between subordinates and superiors, or with suppliers or contractors. In an academic context conflicts can arise between members of a study team or with an academic adviser.

This unit provides ideas for practising some of the skills and strategies needed for managing and/or resolving conflicts, such as problem-solving, giving and receiving feedback, and implementing conflict resolution techniques.

Resolving Conflicts

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Resolving Conflicts**.*

- LINC 5**
- 🗣️ CLB 6-I: Express/respond to apology, regrets and excuses.
 - 🗣️ CLB 6-I: Encourage conversation by adding supportive comments.
 - 🗣️ CLB 6-I: Indicate partial comprehension.
 - 👂 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, (...), apologies, regrets, excuses, problems in reception and communication.
 - 👂 CLB 6-I: Identify mood/attitude of participants.
 - 👂 CLB 6-III: Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.
 - ✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to (...) feelings.
- LINC 6**
- 🗣️ CLB 7-I: Express and respond to (...) complaint, disappointment, dissatisfaction, satisfaction and hope.
 - 🗣️ CLB 7-I: Confirm own comprehension.
 - 👂 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope disappointment, satisfaction, dissatisfaction, approval and disapproval.
 - ✉️ CLB 6-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to (...) apology or offer of assistance.
- LINC 7**
- 🗣️ CLB 8-I: Respond to a minor conflict or complaint.
 - 🗣️ CLB 8-I: Comfort and reassure a person in distress.
 - 🗣️ CLB 8-I: Manage conversation. Check comprehension.
 - 🗣️ CLB 8-III: Indicate problems and solutions in a familiar area.
 - 🗣️ CLB 8-III: Propose/recommend that certain changes be made in a familiar area.
 - 👂 CLB 8-III: Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations.
 - ✉️ CLB 8-I: Convey a personal message in a formal short letter or note, or through e-mail, (...) clarifying a minor conflict; or giving reassurance.

Resolving Conflicts

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Identifying Conflicts

- **Identifying sources of conflict**
Different priorities, poor communication, unrealistic expectations, competing interests, need for power and control
- **Recognizing styles of conflict management**
Avoiding (not taking action, withdrawing, avoiding); competing (fighting, intimidating, forcing); accommodating (yielding, compromising); problem-solving (listening, understanding, evaluating options, reaching agreement)

Understanding and Preventing Conflicts

- **Setting boundaries**
Understanding and using direct and indirect language to set boundaries; clarifying roles, responsibilities, decision-making processes and decision-making responsibilities; rejecting an offer and saying *no*
- **Active Listening**
Listening carefully, clarifying, repeating in own words to confirm comprehension; acknowledging the feelings and contributions of others
- **Expressing and responding to points of view**
Expressing emotions without blaming others (using *I* statements, using statements that express taking responsibility for own emotions); using supportive statements in response to others' emotions; asking open-ended questions; applying active-listening techniques
- **Managing conflicts**
Analyzing the potential for conflict; determining the best strategy for managing the conflict (e.g., collaborating, compromising, accommodating, avoiding); assessing the situation; coming to an agreement; communicating information to others

Resolving Conflicts

- **Problem-solving steps**
Clarifying and defining the conflict and cause (using active-listening strategies); exploring and expressing options (brainstorming options); choosing a resolution strategy (prescribing a solution, agreeing on a solution by consensus, compromising)
- **Formal conflict resolution strategies**
Following workplace/organizational policies/procedures for managing and resolving conflicts; documenting and reporting (completing incident report forms); resorting to legal procedures (lawyer, court, mediation, arbitration); making a formal complaint with a tribunal (Human Rights Tribunal of Ontario, Landlord and Tenant Board)

Additional Language Functions and Strategies

- Giving and receiving constructive criticism
- Expressing apology, responsibility, regret, sympathy and understanding
- Requesting clarification or confirmation
- Using interpretive summaries in response to listening to conflict descriptions

Learning Links

These Learning Links list additional skills that complement this unit.

**Discussions
and Debates**
p.314

**Non-Verbal
Communication**
p.316

Resolving Conflicts

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- A disagreement between neighbours about noise, shared parking, garbage, etc.
- A disagreement between a landlord and a tenant
- A conflict with a salesperson, e.g., about poor service
- A dispute over land use in the community
- A conflict with a friend, acquaintance or family member
- A dispute with a contractor
- A conflict between two or more people involving the police
- A disagreement with a government employee about a service, e.g., Employment Insurance, Ontario Works
- A dispute between a parent and child's teacher, e.g., about behaviour, marks, teaching style

Workplace

- A complaint from customer/client about a product or service
- A conflict with a supplier, e.g., about late delivery
- A conflict among staff members, e.g., inappropriate comments or jokes
- A misunderstanding based on cultural differences among staff members
- Friction between co-workers
- A conflict between team members, e.g., over workload issues
- A difference of opinion between a supervisor and an employee, e.g., about work performance, scope of duties, dress
- A labour dispute involving the union

Study

- A dispute among members of a study group, e.g., about sharing workload
- A difference of perspectives between the administration and students on a policy
- A problem between an instructor and a student, e.g., about plagiarism, marks

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Canadian Law p. 292

Learners can research information relating to landlord and tenant or workplace legislation, immigration issues or family law to find out about resolving conflicts formally through legal channels. Learners can refer to specific laws, such as the Federal Child Support Guidelines to resolve conflicts.

Employment p. 300

Learners can practise using strategies for preventing and managing conflicts with co-workers, management or other staff in the workplace.

Family and Relationships p. 302

Learners can practise the language of social interaction and suasion for preventing and settling disputes, rebuilding broken relationships, and resolving conflicts with family, community members, work colleagues and study group members. They can practise setting boundaries by being direct in their responses to requests.

Resolving Conflicts

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play dealing with a conflict situation (e.g., smoking, habitual lateness, broken arrangement, offensive remarks) using instructor-made role cards.

2. Brainstorm solutions to a conflict scenario (e.g., landlord/tenant about a rent increase; manager/employee about missing deadlines; student/professor about marks).

3. Listen to a two- to five-minute description of a conflict situation (e.g., conflict among staff members in a department meeting, conflict between school principal and parent). Identify the source of the conflict and the attitude of the participants. Make suggestions about the best possible solution.

4. Listen to dialogues where speakers are expressing regrets, apologies. Identify the nature of the conflict and phrases used to open and close the conversation, express regrets and apologies.

5. Access an online FAQ index to locate questions and answers about procedures for filing a formal complaint (e.g., Ontario Human Rights Commission, the Landlord and Tenant Board). Answer comprehension questions.

6. Read a two- to three-paragraph story about a family conflict from the perspective of one of the family members involved. Identify the source of the problem and other key details.

7. Write a one-paragraph letter or note to a friend or colleague expressing regrets and apologies for an incident.

8. Write a paragraph about a conflict situation and how it was resolved. Include suggestions on how the conflict could have been avoided.

Targeted Competencies

🗨️ CLB 6-I: Express/respond to apology, regrets and excuses.

🗨️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.
🗨️ CLB 6-III: Make a simple prediction of consequences.

🔍 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, (...), apologies, regrets, excuses, problems in reception and communication.

🔍 CLB 6-I: Identify mood and attitude of participants.

🔍 CLB 6-IV: Suggest an appropriate conclusion to a story based on inference.

🔍 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, (...), apologies, regrets, excuses, problems in reception and communication.

📖 CLB 5-IV: Access and locate information through tables of content, indexes and glossaries.

📖 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to (...), feelings.

✉️ CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene (...), or to explain reasons.

Resolving Conflicts

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play disagreeing strongly and resolving a conflict (e.g., between neighbours, colleagues or study group members) about an issue (e.g., excessive noise, use of laundry facilities or lab equipment).

Targeted Competencies

🗣️ CLB 7-I: Express and respond to (...) disappointment, dissatisfaction (...).
🗣️ CLB 7-I: Confirm own comprehension.

2. Discuss body language in pictures (or video clips without sound) of conflict situations. Identify and discuss message conveyed by body language.

🗣️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion (...).
🗣️ CLB 7-IV: Express or ask about possibility, probability.

3. Listen to a fragment (up to five minutes) of a taped television show involving a dispute between two or more people. Identify the source of the conflict and predict how the dispute will be resolved.

👂 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to (...) complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.

4. Listen to a 10- to 15-minute presentation by a guest speaker (e.g., from a family counselling service) about resolving family conflicts. Answer questions on a worksheet.

👂 CLB 7-II: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description (...).

5. Read a letter about a relationship conflict from an advice column in a newspaper. Agree/disagree with advice given and state reasons.

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

6. Read a two- or three-paragraph newspaper article about a conflict in the community. Answer comprehension questions.

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

7. Fill out an incident report form (30 to 40 items long) relating to an instructor-made description about a conflict situation.

✍️ CLB 6-III: Fill out moderately complex forms.

8. Write a description of a role-played (or videotaped) conflict between two or more people. Compare own description of events with that of others in the class.

✍️ CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story (...).

Resolving Conflicts

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a conflict situation involving a controversial community issue (e.g., over land use, an environmental concern). Roles include different perspectives (e.g., opposing, supporting, waffling). Negotiate a solution.

2. Role-play a one-on-one dialogue between friends or acquaintances (e.g., declining an offer, refusing an unwanted request). Use strategies to avoid a conflict.

3. Role-play a one-on-one meeting between a manager and an employee to negotiate a resolution to a conflict (e.g., tardiness in completing assignments, work that is incomplete, treatment of others in the workplace). Come to a mutually acceptable agreement to resolve the conflict.

4. Discuss a case study about someone who is being discriminated against or whose rights are being violated. Decide on appropriate course of action.

5. Listen to a taped television show (without visuals) of a conflict situation and answer questions on a worksheet. Identify mood and attitude of participants in the situation.

6. Research strategies online for preventing or mediating a conflict. Answer comprehension questions.

7. Read instructor-made case studies of conflict situations. Predict how the conflicts will be resolved.

8. Write procedures for conflict resolution for own LINC class.

Targeted Competencies

🗨️ CLB 8-III: Indicate problems and solutions in a familiar area.

🗨️ CLB 8-III: Propose/recommend that certain changes be made in a familiar area.

🗨️ CLB 8-I: Respond to a minor conflict or complaint.

🗨️ CLB 8-IV: Discuss options.

🗨️ CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities (...).

🗨️ CLB 8-IV: Discuss options.

🗨️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.

🗨️ CLB 8-I: Identify stated and unspecified details about mood, attitude, situation and formality in discourse (...).

📖 CLB 7/8-IV: Access and locate three or four (CLB 7) or several (CLB 8) pieces of information in online electronic (...) or print reference sources.

📖 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.

✍️ CLB 7/8-IV: Write two or three paragraphs (CLB 7) or three or four paragraphs (CLB 8) to provide a detailed description and explanation of a phenomenon or a process.

Resolving Conflicts

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Vocabulary related to negative feelings and emotions
frustrated, irate, furious, annoyed, disappointed, incensed, irritated, fuming, infuriated
- Expressions related to causes of conflict
nitpicking, heckling, back-stabbing, nagging, in your face
- Idioms relating to conflict
not to see eye to eye, to pull the wool over someone's eyes, to stab someone in the back, to go behind someone's back, to let the cat out of the bag, to lose face
- Phrasal verbs for styles of conflict resolution
put off, trade off, put up with, give up
- Idioms for conflict resolution
to play it by ear, to not rock the boat, to go with the flow, to meet someone halfway, to put yourself in someone else's shoes, to be all ears, to ride out the storm, to bury the hatchet
- "I" statements for stating feelings, taking responsibility and setting boundaries

Grammar

- Passive voice for reporting conflicts (*It was reported that ... , The issue was resolved.*)
- Noun clauses as subjects and objects (*What was making him mad was ... ; She was angry about what he said.*)
- Past unreal conditional (*If that hadn't happened, we wouldn't have ...*)
- Modal verbs of necessity: *must, need to; should/ have to; have to got*
- Past modals (*You shouldn't have ...*) and possibility (*We could/ should have ...*)

Pronunciation

- Intonation patterns (high-rise, low-rise, rise-fall, fall, and fall-fall) to allow a range from polite questioning to standing one's ground firmly
- Tone, volume and speed to convey mood and attitude
- Negating hand gesture to slow down or stop unacceptable suggestions, hand to heart gesture to display sincerity

Independent Learning and Research

To gain knowledge, learners can:

- conduct online research on strategies for preventing and resolving conflicts.
- reflect on the effectiveness of own strategies for resolving conflicts.

To gain practice, learners can:

- listen to phone-in talk shows to improve listening skills.
- use strategies to resolve conflicts (stating own feelings/perceptions using *I* statements, validating the other person's point of view, coming to a mutual agreement on the cause of the problem, negotiating a resolution).
- use communication strategies to prevent conflict (e.g., active listening, clarifying and confirming information).

In the community, learners can:

- read authentic rules, regulations, and bylaws from the community (condominium bylaws, housing rules, non-profit organization policies) on handling/mediating conflict.
- attend training seminars and workshops on conflict resolution.
- observe, discuss and analyze the way conflicts are dealt with in situations in the community.

Resolving Conflicts

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss different perceptions of what constitutes a conflict.
- Discuss cultural differences in dealing with anger, giving and receiving criticism and resolving conflicts.
- Encourage learners to discuss own experiences of dealing with conflicts in Canada and home country.
- Utilize case studies, real-life scenarios, simulations, discussions, and role-plays about conflicts.
- Develop scenarios using learners' real-life experiences.
- Record dialogues from multimedia resources, television and radio for listening practice.
- Create cloze exercises based on recorded dialogues.
- Access free mediation services; invite a guest speaker to address the class.
- Encourage cooperative learning practices in the classroom.

Resources

Authentic

- School board mediators/guest speakers on zero tolerance, bullying and school violence
- Sample policy and procedures manuals for formal conflict resolution strategies

Books

- *Business Across Cultures: Effective Communication Strategies*. L. English and S. Lynn. Addison-Wesley, 1995.
A case study approach to cross-cultural conflict and resolution in the workplace; includes information gap and role-play activities to build speaking fluency.
- *From Conflict to Creativity: How Resolving Workplace Disagreements Can Inspire Innovation and Productivity*. S. Landau, B. Landau and D. Landau. Jossey-Bass, 2001.
Outlines a collaborative model for resolving workplace conflicts.
- *Giving and Receiving Feedback: Building Constructive Communication – A Crisp Fifty-Minute Series Book*. P. Hathaway. Thomson Course Technology, 1998.
Includes strategies for giving and receiving feedback and handling constructive criticism.

Sample Internet Search Terms and Websites

- conflict resolution • active listening • problem-solving
- tribunals: Human Rights, Landlord and Tenant Board
- Yale University Online Conflict Management Curriculum: <http://yale.edu/peace/curriculum2002.htm>
Includes strategies for dealing with conflict, problem-solving, negotiation, speaking and listening skills, cross-cultural communication. Includes role-plays, discussions and activities.

LOOKING FOR A JOB

Unit 9: Job Search Strategies	157
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Job Search Strategies


















Finding a job is a priority for most newcomers. Many want to continue working in their profession or trade and need to acquire skills and strategies that will help them find employment.

This unit focuses on practising skills that will enable learners to research the job market in their career area, conduct self-assessments, set goals and map out job search strategies. Ideas for classroom tasks include researching access to a profession or trade, accessing government services and programs related to job search, locating employment opportunities in their field, researching and comparing skill sets, or developing a network of contacts through cold calling and information interviews.

Job Search Strategies

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Job Search Strategies**.*

- LINC 5**
-  CLB 6-I: Make or cancel an appointment or arrangement.
 -  CLB 6-IV: Ask for and provide information in an interview related to daily activities.
 -  CLB 6-I: Open, maintain and close a short routine formal conversation.
 -  CLB 6-III: Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.
 -  CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
 -  CLB 5-IV: Convey business messages as written notes.
- LINC 6**
-  CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
 -  CLB 7-III: Request a word. Ask for and respond to recommendations or advice.
 -  CLB 7-IV: Describe, compare and contrast in detail two events, jobs, or procedures.
 -  CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.
 -  CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.
 -  CLB 6-II: Convey business messages as written notes.
- LINC 7**
-  CLB 8-I: Carry on a brief phone conversation in a professional manner.
 -  CLB 8-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
 -  CLB 8-III: Identify stated and unspecified meanings in extended (...) suggestions and recommendations.
 -  CLB 7-IV: Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print references sources.
 -  CLB 8-IV: Access/locate several pieces of information in on-line electronic reference sources.

Job Search Strategies

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Researching Job Market

- **Researching labour force characteristics**
Researching trends in industries and economic indicators
- **Accessing job search programs and services**
Using HRSDC offices and employment resource centre; locating community-based job search/job readiness programs
- **Researching own occupation**
Using job profiles on government websites; reading job descriptions; researching professional organizations in own field; researching evaluation of credentials and licensing process; researching employment opportunities
- **Researching potential employers**
- **Reading job advertisements**
Selecting and comparing sources of job advertisements (print and online); analyzing and understanding various types of job advertisements; reading hidden messages (e.g., recognizing a recruiter's ad)
- **Using recruiters/employment agencies**
- **Volunteering**
Assessing benefits of volunteering; researching volunteer opportunities; inquiring about volunteer opportunities

Self-Assessment

- **Analyzing own qualifications**
Identifying hard and soft skills, related experience and personal attributes; comparing own qualifications to job requirements
- **Setting goals**
Comparing types of employment: permanent, temporary or contract work
Identifying benefits of different employment options for own career building
Identifying steps to reach a goal
- **Mapping out job search and networking strategies**

Networking: Cold Calling and Information Interviews

- **Structuring a cold call**
Preparing for the call; starting a conversation; introducing oneself; stating the purpose of the call; describing/explaining a situation; requesting specific information; requesting an information interview; taking notes
- **Following up on a cold-call contact**
- **Participating in an information interview**
Planning the interview; asking for and providing information; requesting advice, suggestions and recommendations; talking about future plans, intentions, possibilities; taking notes
- **Writing a thank-you letter or an e-mail message**

Learning Links

These Learning Links list additional skills that complement this unit.

Internet
Search
p.315

Reading
Strategies
p.319

Note
Taking
p.317

Job Search Strategies

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community and workplace settings.

Community/Workplace

- Calling an organization or a company to inquire about volunteering or employment opportunities in own field
- Contacting a professional or trade association for information about licensing process, and employment requirements and opportunities
- Researching hard skills related to own profession; researching opportunities for upgrading or acquiring those skills
- Researching soft skills needed for a position in own field
- Reading job descriptions and job advertisements to obtain information about most commonly required qualifications in own field
- Reading job advertisements for hidden messages
- Contacting employment agencies to obtain information about employment opportunities or required qualifications
- Meeting with a mentor to discuss career goals and job search strategies
- Making cold calls to meet with professionals in own field
- Researching print and online job search resources
- Joining job search clubs
- Contacting employment resource centres to inquire about services
- Meeting with an EI counsellor or Ontario Works worker to discuss job training and job search programs

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Community and Government Services p. 296

Learners can research and visit local community service agencies or organizations offering job search programs or workshops. They can practise calling service providers to obtain the information related to their job search needs, or to register for workshops or mentorship programs. Learners can research EI and Ontario Works supported programs and services to assist them in their job search.

Employment p. 300

Learners can read and discuss articles and online information about labour market trends and their impact on own professional field. They can give presentations on researched information about various companies, workplace culture issues or styles of management. They can research and talk about professional codes of ethics and professional standards, and compare them to those in other countries.

Job Search Strategies

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Simulate a telephone conversation to arrange for an information interview. Introduce yourself, briefly describe your situation and request an appointment.

2. Role-play an information interview with a networking contact. Inquire about typical job responsibilities, required qualifications and employment opportunities in the company.

3. Listen to a two- to five-minute role-played cold call. Identify and write expressions for requests, excuses, suggestions, advice, opening and closing the dialogue. Identify mood and attitude of speakers.

4. Read an online career profile of profession of choice. Answer questions about the profession (e.g., educational/licensing requirements, employment prospects, average salary, work hours).


5. Read an online job advertisement in own profession. Identify hard and soft skills. Compare own skills to those required for the job.


6. Locate companies to contact for information about employment possibilities using an employment/company directory. Create and word-process a table with names, addresses and types of jobs offered to use for cold calls.


7. Write a one-paragraph e-mail message thanking someone for an information interview.

8. Summarize main points of an online article containing advice about interpreting and responding to job online advertisements.


Targeted Competencies


 CLB 6-I: Make or cancel an appointment or arrangement.


 CLB 6-IV: Ask for and provide information in an interview related to daily activities.


 CLB 6-III: Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements (...).


 CLB 6-I: Identify mood/attitude of participants.

 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

 CLB 5-III: Convey business messages as written notes.

 CLB 5-II: Reduce a page of information to a list of seven to 10 important points.

Job Search Strategies

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Simulate a telephone call requesting and providing information about volunteer opportunities (e.g., with a local charity, non-profit organization or a company in own field).

2. Role-play a conversation with an employment counsellor/mentor. Describe own situation, request information and ask for assistance/advice on finding a job.

3. Give a 10-minute presentation comparing two researched jobs in own field (e.g., civil engineer and technologist, registered nurse and registered practical nurse). Use online or print resources to research information.

4. Listen to a guest speaker's 10- to 15-minute presentation on job search strategies. Take notes and write a summary of the presentation in point form.


5. Research information on evaluating foreign credentials. Create a table comparing types and cost of evaluation offered by various organizations.


6. Read job seekers' profiles. Locate online or newspaper ads that match the profiles. Identify matching soft and hard skills found in both profiles and ads.


7. Research academic upgrading or ways of accessing own profession (e.g., bridging, internship or mentoring programs, EAP). Present information to the class. Include details about eligibility and cost.


8. Write a one-paragraph e-mail message to an employment agency inquiring about employment opportunities. Include a brief outline of own professional background.


Targeted Competencies


 CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.


 CLB 7-III: Request a word. Ask for and respond to recommendations or advice.


 CLB 7-III: Make an extended suggestion on how to solve an immediate problem or make an improvement.


 CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.


 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration (...).

 CLB 6-II: Take notes from an oral presentation or a page of written information.

 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

 CLB 6-II: Convey business messages as written notes.

Job Search Strategies

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a networking cold call (or a telephone information interview) using an instructor-prepared scenario. Another learner evaluates effectiveness of the role-play.

2. Read a description of a situation and a job seeker's profile. In small groups, discuss and map out possible networking and job search strategies.

3. Listen to a peer's 10- to 15-minute presentation about community job search resources. Complete a chart with information on places, types of services and access (e.g., in person, workshops, Internet).

4. Listen to a five- to 10-minute recorded TV talk (e.g., Career TV) or guest speaker's presentation on job search strategies. Order speaker's suggestions from the most to the least useful.

5. Locate and compare three job advertisements of personal interest. Create a table to compare qualifications required, responsibilities and salaries.

6. Research job profiles (e.g., Ontario Skills Passport, Job Futures, Essential Skills) and job search websites. Map out own job strategy or strategy for a job seeker's profile.

7. Read information on recent employment or industry trends (e.g., Statistics Canada monthly Labour Force Survey). Prepare a summary.

8. Write a one- to two-paragraph letter/e-mail message to a potential mentor requesting assistance and advice in job search.

Targeted Competencies

🗨️ CLB 8-I: Carry on a brief phone conversation in a professional manner.

🗨️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.

🗨️ CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

🗨️ CLB 8-IV: Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations.

🗨️ CLB 8-III: Identify stated and unspecified meanings in extended (...) suggestions and recommendations.

🗨️ CLB 8-III: Evaluate the validity of a suggestion or proposed solution.

📖 CLB 8-III: Locate and integrate three or four pieces of information contained in moderately complex formatted texts.

📖 CLB 7/8-IV: Access/locate three or four (CLB 7), several (CLB 8) pieces of information in on-line electronic reference sources.

📖 CLB 8-III: Locate and integrate three or four pieces of information contained in moderately complex formatted texts.

📖 CLB 7-IV: Demonstrate comprehension of moderately complex tables, graphs, diagrams and flow charts.

✉️ CLB 7-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, (...), satisfaction, hope.

Job Search Strategies

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

- Vocabulary & Expressions**
- Terms related to occupations, professional designations, job characteristics and job descriptions
 - Terms related to job search process
headhunter, employability skills, area of expertise
 - Abbreviations and jargon used in job advertisements
 - Idioms related to job qualifications, skills and abilities
to learn the ropes, get one's foot in the door, climb the corporate ladder
 - Action verbs
drafted, implemented, trained, developed, managed
- Grammar**
- Word formation: nouns and adjectives (*efficient – efficiency; knowledge – knowledgeable*)
 - Present and past unreal conditionals (*If I were fluent in French, I could apply for this job. Had I known this earlier, I would have applied for this job.*)
 - Non-identifying adjective clauses (*NOC, which is available online and in print, is a great job search resource.*)
 - Identifying adjective clauses (*I have skills that are required for this position.*)
- Pronunciation**
- Intonation to divide sentences into thought groups (*I have extensive experience with computers/ / and am certified in Lotus Notes.*)
 - Intonation patterns to indicate friendliness and engagement
 - Syllable stress (*expert – expertise*)

Independent Learning and Research

To gain knowledge, learners can:

- use job search websites for job listings and information about job search.
- research online resources related to occupations, trades and professions, such as National Occupational Classification (NOC), Ontario Skills Passport, Essential Skills.
- research Essential Skills and Employability Skills for information about skills and attributes needed in the workplace.
- research job advertisements in own field and create a list of commonly required qualifications, skills and attributes.
- research volunteer opportunities available in their field/sector.

To gain practice, learners can:

- apply for volunteer positions.
- contact employment agencies and inquire about employment opportunities in their field.
- make cold calls and report the results to the class.

In the community, learners can:

- attend job search workshops organized by settlement and community agencies.
- contact trade and professional associations for information relevant to their job search goals.
- attend job fairs or join job finding clubs to practise networking skills.
- visit HRSDC and other employment resource centres and review resources pertinent to their profession/job profile.

Job Search Strategies

Teaching Suggestions and Resources

Teaching Suggestions

- Invite a former learner who has obtained employment to share his/her success story and offer advice.
- Ask learners to share their experiences in job searching and networking, and evaluate the effectiveness of the strategies used.
- Ask learners to cold call companies of their choice and report to class.
- Use computers for research and word-processing (e.g., creating a list of useful websites, e-mailing, copying information from websites).
- Invite a settlement or community agency worker to give a presentation or workshop on job search and networking related topics.
- Encourage learners to document their job search, networking strategies and contacts (e.g., have a binder of contacts, useful websites, log of cold calls made, copies of e-mail messages sent) and evaluate effectiveness of strategies used.
- Encourage learners to get involved in the community and seek volunteer opportunities or participate in workshops, presentations or job fairs.

Resources

Authentic

- Print or online articles, job advertisements
- Guest speakers: HRSDC offices, community or settlement agencies, company HR staff members

Books

- *Advanced Techniques for Work Search*. Alberta Skills Development, 2002.
- *Career Monographs*. University of Toronto Press (updated yearly)
Current information on over 520 careers matched to NOC.
- *Job Profiles*. University of Toronto Press (updated yearly)
Current information on over 350 careers in easy-to-read format adapted to ESL learners.
- *Job Seeker's Handbook. An Introductory Guide to Finding Work*. Alberta Skills Development, 2002.
- *Job Hunting on the Internet*. R. N Bolles and M.E. Bolles. TSP, 2004.
- *The Employability Skills Portfolio*. University of Toronto Press (updated yearly).

LINC Licensed Software

- ELLIS Senior Mastery > Unit 5: Job Hunting

Sample Internet Search Terms and Websites

- job search strategies
- networking strategies
- soft and hard skills
- jobs online
- employment credentials assessment
- labour market information
- Settlement.org: www.settlement.org > Employment > Finding a Job or Professions and Trades or Labour Market Information
- National Occupational Classification : <http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>
- Essential Skills: http://srv108.services.gc.ca/english/general/home_e.shtml
- Job Futures: www.jobfutures.ca
- Ontario Skills Passport: www.skills.edu.gov.on.ca/OSPWeb/jsp/login.jsp

Resumés and Cover Letters














Preparing and submitting a job application, resumé or cover letter is an important step in finding employment. A well-written resumé and cover letter can demonstrate how an applicant's skills and experience can benefit an employer and can lead to a job interview.

This unit provides ideas for building the language skills needed for resumé and cover-letter writing, such as analyzing and comparing various types of resumés, selecting important information, using specific techniques in listing this information or using effective vocabulary (action verbs, qualifying adverbs). Cover-letter writing skills include structuring paragraphs, highlighting skills to target a specific job, the use of proper letter-writing conventions, and editing strategies.

Resumés and Cover Letters

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Resumés and Cover Letters**.*

- LINC 5**
-  CLB 6-IV: Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences.
 -  CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
 -  CLB 5-III: Fill out forms.
 -  CLB 5-III: Convey business messages as written notes
- LINC 6**
-  CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
 -  CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.
 -  CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.
 -  CLB 6-III: Convey business messages as written notes.
 -  CLB 6-III: Fill out moderately complex forms
- LINC 7**
-  CLB 7-IV: Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print references sources.
 -  CLB 8-IV: Access/locate several pieces of information in on-line electronic reference sources.
 -  CLB 8-III: Fill out forms and other materials in pre-set formats with required brief texts.
 -  CLB 8-III: Convey business messages as written notes, memoranda, letters of request (...).

Resumés and Cover Letters

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Resumés

- **Understanding resumé formats**

Identifying organizational principles, main parts and purposes of a chronological, functional or combination (mixed-type) resumé

Analyzing and comparing various types of resumés, their features and effectiveness; selecting the right resumé format for a specific situation

- **Writing a resumé**

Selecting pertinent information (accomplishments, strengths, skills and abilities); using effective headings; creating lists with short descriptions using note format (no personal pronouns, no articles)

Using appropriate style and techniques in resumé writing (using action verbs, “high impact” words and specific details, using parallel structures); targeting a resumé to a specific job

Formatting a resumé (using word-processing features); editing

- **Submitting a resumé**

Using fax, e-mail or in-person delivery, posting a resumé online

- **Following up on a submitted resumé**

Writing a short letter or e-mail message; making a follow-up phone call

Cover Letters

- **Selecting type and format of a cover letter**

Writing a solicited vs. unsolicited cover letter; using an e-mail message as a cover letter

- **Structuring and writing content of a cover letter**

Including relevant information; observing conventions of cover-letter writing; tailoring information to a job advertisement or position applied for

- **Writing a fax cover sheet**

Job Application Forms

- **Completing print and online applications**

Using point form and short descriptions

- **Recognizing and handling difficult and illegal questions**

Additional Language Functions and Strategies

- Reading business texts/formatted texts
- Scanning for specific information
- Analyzing and selecting information
- Organizing and classifying information in lists
- Describing one’s accomplishments, strengths, skills, abilities
- Summarizing information using point form and brief descriptions

Learning Links

These Learning Links list additional skills that complement this unit.

**Internet
Search
p.315**

**Writing
Process
p.320**

Resumés and Cover Letters

Sample Settings and Themes

Instructors can use the following ideas for developing tasks situated in community/workplace settings.

Community/Workplace

- Completing a job application form for a temporary or volunteer position with a company/organization in own field/sector
- Researching websites with resumés to obtain pertinent vocabulary and “high impact” verbs to use in own resumé
- Reading different types of resumés to select the best type for own use
- Writing an e-mail message to accompany an online application form or a submitted resumé
- Writing a fax cover sheet to accompany a faxed application form or resumé and cover letter
- Rewriting own resumé to target a specific position or company
- Changing the type/format of own resumé to make it most effective
- Comparing different resumés: vocabulary use, amount of detail, effectiveness of selected format
- Contacting a resumé-writing service for advice
- Using an employment resource centre for computer, fax and telephone service

Instructors can use themes to provide varied contexts for developing unit skills. For example:

**Community and
Government
Services**
p. 296

Learners can contact employment resource centres or HRSDC offices to inquire about resumé writing resources and services. They can research settlement and community organizations offering resumé writing workshops and individual job search counselling.

Employment
p. 300

Learners can research information related to employment and occupational trends, pathways to their professions or trades, and skills required in their field. They can apply the researched information in their resumés and cover letters. They can discuss cultural differences in resumé writing between Canada and other countries.

Resumés and Cover Letters

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give instructions to a peer on how to post a resumé online.

Targeted Competencies

- 🗣️ CLB 6-II: Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point from sequence of single clauses.
- ✍️ CLB 5-III: Fill out forms.

2. In small groups, discuss and select the best candidate for a job. Refer to an instructor-prepared scenario and sample job applications of three candidates.

- 🗣️ CLB 6-IV: Describe and compare people (...).
- 🗣️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

3. Listen to a peer's 10-minute talk on education, work experience and accomplishments in own profession. Suggest an appropriate type of resumé (e.g., chronological, functional or combination).

- 👂 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation (...).

4. Read a resumé and answer comprehension questions. Complete a job application form based on information included in the resumé.

- 📖 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

5. Read a completed job application form. Answer questions about person's qualifications, work history, personal attributes and relevant details.

- 📖 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

6. Read different types of resumés for the same applicant (e.g., chronological, functional, combination resumés). Identify common and different elements, and evaluate the effectiveness of each resumé type.

- 📖 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

7. Write a one-paragraph e-mail message to apply for a position and accompany an attached resumé. Exchange with a partner for peer evaluation.

- ✍️ CLB 5-III: Convey business messages as written notes.

8. Prepare a personal fact sheet with information required on typical application forms (e.g., dates, relevant training, education, work experience).

- ✍️ CLB 5-III: Convey business messages as written notes.

LOOKING
FOR A JOB
UNIT 10

Resumés and Cover Letters

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a 10-minute presentation comparing different types/formats of resumés, their purposes, use and effectiveness. Use examples to support the explanations.

Targeted Competencies

🗣️ CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.

2. Role-play a conversation inquiring about a job opening. Complete a two-page job application form for the position.

🗣️ CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.

✍️ CLB 6-III: Fill out moderately complex forms.

3. In small groups, discuss and analyze a resumé. Prepare a list of possible interview questions.

🗣️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.

4. Listen to instructions for using a resumé wizard. Complete a portion of a resumé template using own information.

👂 CLB 7-II: Understand sets of instructions related to simple technical and non-technical tasks.

5. Listen to a five-minute talk about effective resumés and write missing information on a worksheet.

👂 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration (...).

6. Read a three- to five-paragraph cover letter and compare to requirements in a specific job advertisement. Discuss effectiveness of the cover letter.

📖 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

7. Read an article about effective cover-letter writing. Take notes of main information and create a list of dos and don'ts.

📖 CLB 6-II: Take notes from an oral presentation or a page of written information.

8. Write and word-process a one- to two-paragraph email message to accompany a resumé.

✍️ CLB 6-III: Convey business messages as written notes.

Resumés and Cover Letters

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a 15-minute presentation on resumé and cover letter writing tips. Use researched online and print resources. Support the explanations with examples and a handout.

2. Using descriptions of situations/scenarios, job seekers' profiles and their resumés, discuss effectiveness of their resumés and recommend changes.

3. Listen to a 10- to 15-minute peer presentation about education and work experience. Using his/her resumé, ask questions about details.

4. Locate and read online articles containing advice on resumé and cover-letter writing. Create a list of tips to share with the class.

5. Write a combination-type resumé using a chronological resumé and functional resumé for the same person.

6. Complete an online or print application for a job with 40 or more items.

7. Write own resumé using a word-processing template. Exchange with another learner for peer evaluation.

8. Write a three- to four-paragraph cover letter in response to a job advertisement to accompany the resumé from task 7. Prepare a fax cover sheet.

Targeted Competencies

🗨️ CLB 8-IV: Give a presentation to describe and explain a complex structure, system or process based on research.

🗨️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.

🗨️ CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

🗣️ CLB 8-IV: Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations.

📖 CLB 7/8-IV: Access/locate three or four (CLB 7) or several (CLB 8) pieces of information in on-line electronic reference sources.

✍️ CLB 8-III: Fill out forms and other materials in pre-set formats with required brief texts.

✍️ CLB 7-III: Fill out moderately complex forms.

✍️ CLB 8-III: Fill out forms and other materials in pre-set formats with required brief texts.

✍️ CLB 8-III: Fill out forms and other materials in pre-set formats with required brief texts.

✍️ CLB 8-III: Convey business messages as written notes, memoranda, letters of request (...).

LOOKING
FOR A JOB
UNIT 10

Resumés and Cover Letters

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

- Vocabulary & Expressions**
- Terms related to occupations, trades and professions, professional credentials, job characteristics and job descriptions
 - Vocabulary related to skills
hard skills, soft skills, Essential and Employability Skills, transferable skills, portable skills
 - Adjectives and nouns to describe personal qualities and qualifications
 - Action verbs
streamlined, implemented, conducted
 - Adverbs manner to emphasize actions
effectively, diligently, promptly
- Grammar**
- Word formation: nouns and adjectives
efficient – efficiency; knowledge – knowledgeable
 - Past and present tenses to describe education and work experience (*I had already worked for five years when I decided to go to college. I have been working in this company for five years.*)
 - Modals of ability and inability
can, could, be able to
 - Identifying adjective clauses (*I have skills that are required for this position.*)
 - Parallel structures (*I enjoy working with people, solving problems and learning new skills.*)
- Pronunciation**
- Syllable stress in all work-related terms: *implemented, accountant*
 - Sentence stress to emphasize keywords (*I worked there for five years.*)

Independent Learning and Research

To gain knowledge, learners can:

- research online resources related to skills in occupations, trades and professions, such as National Occupational Classification (NOC), Ontario Skills Passport, Job Futures.
- research Essential Skills and Employability Skills to gain knowledge of skills and attributes needed in particular occupations.
- research job advertisements in their field of expertise and create a list of commonly required qualifications, skills and attributes.
- locate and read sample resumés and cover letters.

To gain practice, learners can:

- complete online job application forms or print application forms from a variety of workplaces.

In the community, learners can:

- attend resumé-writing workshops organized by settlement and community agencies.
- seek advice from a mentor on their completed resumé.

Resumés and Cover Letters

Teaching Suggestions and Resources

Teaching Suggestions

- Use authentic resumés and cover letters as models or classroom materials for critical reading and analysis.
- Use computers as a research and word-processing tool to write resumés and cover letters, use resumé templates, or complete online application forms.
- Discuss the cultural aspects of resumé writing (resumé as a selling tool, not having false statements in a resumé).
- Invite a guest speaker from an employment resource centre to give a presentation about resumé-writing skills and strategies.

Resources

Authentic

- Application forms
- Sample resumés and cover letters
- EI and employment resource centre guest speakers

Books

- *High Impact Resumés and Letters. How to Communicate Your Qualifications to Employers. 9th ed.* R. Krannich and W. J. Banis. IMP, 2005.
Provides a collection of sample resumés and cover letters for the Canadian job market. Includes practical tips and suggestions for improvement.
- *Resumé, Application, and Letter Tips for People with Hot and Not-So-Hot Backgrounds.* R. Krannich and C. Krannich. IMP, 2005.
Offers useful strategies and tips on effectively completing application forms and writing resumés and cover letters. It includes examples, websites and quizzes.

Sample Internet Search Terms and Websites

- resumés, effective resumés
- resumé writing
- job application forms
- cover letters, effective cover letters

Job profiles websites:

- National Occupational Classification : <http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>
- Essential Skills: http://srv108.services.gc.ca/english/general/home_e.shtml
- Job Futures: www.jobfutures.ca
- Ontario Skills Passport: www.skills.edu.gov.on.ca/OSPWeb/jsp/login.jsp














Interviews

An interview is an opportunity for applicants to show their strengths and convince an employer they are right for the job. Participating in any type of interview can be intimidating and requires specific skills and strategies. These skills include preparing for the interview, researching common questions and rehearsing responses to them, handling difficult or illegal questions, using appropriate body language and etiquette. Learners can benefit from practising these skills in simulated one-on-one, telephone and panel interviews. They can also apply their writing skills and strategies in writing letters or e-mail messages to express thanks or request references.

Interviews

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Interviews**.*

- LINC 5**
-  CLB 6-I: Open, maintain and close a short routine formal conversation.
 -  CLB 6-I: Avoid answering a question.
 -  CLB 6-IV: Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences.
 -  CLB 6-IV: Ask for and provide information in an interview related to daily activities.
 -  CLB 5-III: Convey business messages as written notes.
- LINC 6**
-  CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
 -  CLB 7-IV: Describe, compare and contrast in detail two events, jobs, or procedures.
 -  CLB 6-III: Convey business messages as written notes.
- LINC 7**
-  CLB 8-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
 -  CLB 8-I: Carry on a brief phone conversation in a professional manner.
 -  CLB 7-IV: Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print references sources.
 -  CLB 8-IV: Access/locate several pieces of information in on-line electronic reference sources.
 -  CLB 8-III: Convey business messages as written notes, memoranda, letters of request (...).

Interviews

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Preparing for an Interview

- **Identifying interview types** (one-on-one, panel, group, telephone; situational, stress, behavioural)
Distinguishing characteristics and typical interviewing strategies
- **Researching the company**
Preparing questions to ask the interviewer
- **Preparing a portfolio to present at the interview**
Assembling and organizing documents and work samples
- **Rehearsing**
Rehearsing responses to common interview questions; using self- and peer-evaluation strategies
- **Requesting references**
Selecting references; asking for references (face-to-face or in a phone conversation, writing a letter or e-mail message); preparing a reference list for an interview

Participating in an Interview

- **Greetings, introductions, small talk**
- **Answering various types of interview questions**
Answering typical open-ended questions, hypothetical and stress questions; describing own experience, education, accomplishments, skills, personal qualities, etc.; using appropriate amount of detail; handling difficult questions; handling illegal questions; avoiding answering questions; buying time; paraphrasing and summarizing
- **Using effective interview strategies**
Stating facts in a positive and powerful way (using action verbs, active voice, qualifying words)
Staying focused during an interview (referring to a topic, handling digressions, reiterating)
- **Creating a good impression**
Using appropriate body language, dress, manners; establishing good rapport

Interview Follow-up

- **Writing a thank-you letter or e-mail message: format and style**
- **Making a thank-you telephone call**
Expressing thanks; requesting feedback
- **Writing a follow-up letter: format and style**
- **Using self-evaluation strategies**
Taking notes; reviewing questions and answers
- **Accepting or declining a job offer**

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening**
p.313

**Internet
Search**
p.315

**Non-Verbal
Communication**
p.316

Interviews

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community and workplace settings.

Community/Workplace

- Calling to arrange for or reschedule an interview, or request directions
- Calling to thank someone for an interview
- Requesting a letter of reference from an instructor or volunteer supervisor
- Applying for a volunteer position in own field
- Participating in a one-on-one interview
- Participating in a panel job interview
- Participating in a telephone interview
- Participating in a group/behavioural/situational interview
- Researching a company/organization before an interview
- Calling/sending an e-mail message to a referee before putting his/her name on a reference list
- Calling an interviewer for feedback after being rejected

Instructors can use themes to provide varied contexts for developing unit skills. For example:

**Community and
Government
Services**
p. 296

Learners can obtain specific information about community and government services that can assist them in their attempts at finding a job (including advice on improving their interviewing skills).

Employment
p. 300

Learners can research company structure, workplace culture, style of management and communication in a company to prepare for an interview. They can simulate styles of interviews reflecting a specific company culture and management style (e.g., formal, casual, hierarchical).

Interviews

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a five- to seven-minute presentation about own education, work experience, accomplishments and additional skills relevant to own profession or area of work sought.

2. Simulate a panel interview in groups of four. Take notes and offer feedback on interview strategies used.

3. Listen to a recorded or videotaped job interview. Answer questions about details of the interview on a worksheet.

4. Read information about a company/organization. Take notes and prepare questions to ask during an interview.


5. Read a two- to three-paragraph reference letter. Answer questions about the applicant.


6. Read a job advertisement. Prepare a list of questions for an interview to obtain additional information about the job.


7. Write a four- to six-clause note/e-mail message requesting a reference.


8. Write a paragraph describing the hiring process in Canada (writing a job description, posting a job, selecting candidates for interview). Include information about typical interview procedures.


Targeted Competencies


 CLB 6-IV: Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences.


 CLB 6-IV: Ask for and provide information in an interview related to daily activities.


 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation (...).

 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive (...) text on a familiar topic.

 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

 CLB 5-III: Convey business messages as written notes.

 CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a (...), procedure or routine; or to explain reasons.

Interviews

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play asking and answering questions in a job interview using a list of typical interview questions.

2. Discuss and evaluate answers, body language and overall impression of a candidate in a video recording of a mock job interview.

3. Listen to a recorded telephone message responding to a job application and inviting someone for an interview. Write down and report important details (time, place, person's and company's name, etc.).

4. Watch a 10- to 15-minute video recording of a job interview and answer comprehension questions. Report the proceedings of the interview to a partner and offer own evaluation of the candidate.


5. Locate and read articles containing job interview advice and recommendations. Create a checklist of tips for a successful job interview for personal use.


6. Write a two-paragraph letter to a friend describing a typical job interview in Canada. Describe cultural differences between a job interview in Canada and own country.


7. Write a one-paragraph e-mail message or a letter to request permission to use someone's name as a reference or to request a letter of recommendation.


8. Write a five- to six-sentence note/e-mail message expressing thanks for an interview and confirming interest in the position.


Targeted Competencies


-  CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.


-  CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.


-  CLB 7-II: Understand simple messages left on voice mail (with five to seven details).

-  CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration (...).

-  CLB 6-IV: Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source.

-  CLB 6-IV: Write one or two paragraphs to (...) provide a detailed description and comparison of people, places, (...) and routines; or to describe a simple process.

-  CLB 6-III: Convey business messages as written notes.

-  CLB 6-III: Convey business messages as written notes.

Interviews

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play appropriate responses to difficult questions (e.g., hypothetical questions, questions about faults and weaknesses) or illegal questions (e.g., about marital status, country of origin).

2. Role-play a situational interview in small groups. Answer hypothetical questions.

3. Simulate a telephone conversation following up on an interview. Ask questions about how the interview could have been better.

4. Role-play a phone conversation declining a job offer. Express thanks and state reasons.

5. Watch a 10- to 15-minute video recording of a mock interview. Answer comprehension questions and offer suggestions for improvement.

6. Locate and access websites with information on job interviews. Compile a list of common interview questions and possible responses.

7. Research a company for an upcoming interview using online and print resources. Prepare candidate's questions for the interview.

8. Write or word-process a letter of reference for a peer based on a scenario and a resumé.

Targeted Competencies

📞 CLB 8-I: Carry on a brief phone conversation in a professional manner.

🗣️ CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.

🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.

📞 CLB 8-I: Carry on a brief phone conversation in a professional manner.

📞 CLB 8-I: Carry on a brief phone conversation in a professional manner.

🗣️ CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.

📖 CLB 7/8-IV: Access/locate three or four (CLB 7) or several (CLB 8) pieces of information in on-line electronic reference sources.

📖 CLB 7/8-IV: Access/locate three or four (CLB 7) or several (CLB 8) pieces of information in on-line electronic reference sources.

✍️ CLB 8-IV: Write three or four paragraphs to express (...) opinions; or to provide a detailed description (...).

Interviews

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Terms related to occupations, trades and professions, professional credentials, job characteristics and job description
- Vocabulary related to skills
hard skills, soft skills, transferable skills, Essential Skills
- Adjectives to describe personal qualities and qualifications
diligent, reliable, qualified
- Action verbs for responding to interview questions
liaised, coordinated, delivered
- Adverbs of manner to emphasize actions
effectively, diligently, promptly

Grammar

- Embedded questions (*Can you tell me who the manager is?*)
- Time clauses (*While I was working, I graduated ...; By the time I completed my B.A., I had been working for five years...*)
- Non-identifying adjective clauses (*NOC, which is available online and in print, is a great job search resource.*)
- Identifying adjective clauses (*I have skills that are required for this position.*)

Pronunciation

- Head tilt and nod to show interest when being interviewed
- Sentence stress on adjectives or adverbs describing key work experience (*I am a certified AUTOCAD technician.*)
- Low-rise intonation in lists (*I took measurements/ /, drew the designs/ /, and calculated the costs./ /*)
- Chunking terms at the phrase level (*I am/ an electrical technician.*)

Independent Learning and Research

To gain knowledge, learners can:

- research online resources related to job interviews: background information, tips and questions.
- research online and print resources and create a list of interview questions for their own use.
- visit HRSDC resource centre and review resources pertinent to interview strategies in their field/sector.

To gain practice, learners can:

- describe their skills, accomplishments, education, work experience.
- apply for volunteer positions.
- rehearse responses to common interview questions.
- interview each other in mock interviews.

In the community, learners can:

- request interviews or attend pre-arranged interviews for volunteer positions and report to the class.
- listen to a guest speaker from an employment agency or HRSDC office to speak about the hiring process and job interviews.
- ask someone in own profession for questions to expect during an interview.

Interviews

Teaching Suggestions and Resources

Teaching Suggestions

- Videotape learners' mock interviews for peer- and self-evaluation.
- Have learners research common interview questions and appropriate responses.
- Have learners practise different types of interviews (e.g., situational, behavioural, stress) in different settings (e.g., one-on-one, panel, phone).
- Invite a guest speaker from an employment agency or the Human Resources department of a company to talk about their hiring process and interviews.
- Discuss the cultural differences between the hiring and interviewing process in Canada and home country.
- Discuss appropriate body language, dress and etiquette during an interview.
- Ask learners to share their own experiences of being interviewed or asking for references.
- Encourage learners to write notes or summaries to answer typical interview questions.
- Create opportunities for learners to rehearse answers to job interview questions and offer feedback to others.
- Discuss inappropriate and illegal interview questions and strategies for handling them.

Resources

Authentic

- Guest speakers from employment resource centres or HRSDC offices
- Resumés, job advertisements, cover letters, reference letters, rejection letters, job offers

Books

- *Interview for Success: A Practical Guide to Increasing Job Interviews, Offers, and Salaries.* R. Krannich and C. R. Krannich. IMP, 2003.
Includes advice for handling the most important steps in the interview process: observing etiquette, handling various types of questions, rehearsing tough interview questions, etc.
- *Preparing for Your Interview.* D. Berk. Crisp Publications, 1990.
A practical guide to interview preparation covering all steps, from company research to follow-up. Includes tips and worksheets with common interview questions.

LINC Licensed Software

- ELLIS Senior Mastery > Unit 9: Job Interview

Sample Internet Search Terms and Websites

- effective interviews
- interview questions and answers
- interview etiquette

Job profiles websites:

- National Occupation Classification: <http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>
- Essential Skills: http://srv108.services.gc.ca/english/general/home_e.shtml
- Job Futures: www.jobfutures.ca
- Ontario Skills Passport: www.skills.edu.gov.on.ca/OSPWeb/jsp/login.jsp

MANAGING INFORMATION

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Reading Articles, Stories and Reports

Reading involves both accessing and understanding a written text. This unit focuses on articles, stories and reports. These texts include newspaper articles, health reports, statistical reports on immigration, employment and labour trends, informational texts (online and print) on any subject, and narrative or descriptive articles and stories.









This unit provides ideas for practising reading skills. These skills include:

- locating, skimming and scanning texts
- reading efficiently
- identifying the purpose, main idea, supporting details and point of view of a text
- using the context of a text to understand new vocabulary
- making inferences, and
- responding to a text.

Reading Articles, Stories and Reports

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Reading Articles, Stories and Reports**.*

- LINC 5**
-  CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.
 -  CLB 5-IV: Access and locate two pieces of information in CD-ROM ESL educational software (if available).
 -  CLB 5-IV: Access and locate information through tables of content, indexes, glossaries.
- LINC 6**
-  CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.
 -  CLB 6-IV: Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source.
- LINC 7**
-  CLB 7-IV: Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic.
 -  CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.
 -  CLB 7/8-IV: Access and locate three or four (CLB 7) or several (CLB 8) pieces of information in online electronic reference sources.

Reading Articles, Stories and Reports

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Locating and Accessing Texts

- **Using an Internet search engine**
Setting a purpose; selecting keywords; reading and evaluating search engine results; selecting appropriate sites; skimming websites
- **Using the library**
Using online library catalogues; searching for books; reading search results; placing a hold; reading synopses of journal articles, descriptions of books and report abstracts
- **Using newspapers and magazines**
Accessing online news sources; using indexes to locate articles; skimming and scanning articles; reading headlines, pictures, captions and first paragraphs for gist
- **Using tables of content and indexes**
Scanning for information

Reading Texts

- **Pre-reading**
Skimming and previewing texts; predicting and anticipating the content; posing questions; connecting content to personal experience
- **Understanding the text**
Taking notes; building vocabulary (using context clues); using dictionaries and thesauri to check unfamiliar words; identifying main ideas and supporting details; understanding the structure of the text; distinguishing facts from opinions
- **Interpreting the text**
Identifying writer's purpose (to explain, persuade, inform), organization of the information and structure of the text and rhetorical devices
Summarizing and paraphrasing; articulating inferences; posing questions for further research; drawing conclusions; evaluating the text for clarity, accuracy, and validity (determining whether stated evidence supports claim)

Using Texts

- **Summarizing the text**
Outlining text information; synthesizing and summarizing; reporting and presenting the main ideas
- **Responding to the text**
Discussing and debating the issues in the text; agreeing or disagreeing; stating interest; articulating differences in point of view, culture, values, assumptions between reader and author; comparing and contrasting two different texts; posing questions for further reflection and research

Learning Links

These Learning Links list additional skills that complement this unit.

**Internet
Search
p.315**

**Note
Taking
p.317**

Reading Articles, Stories and Reports

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Using a public library search engine to find a book
- Using an Internet search engine to find a service
- Conducting online searches to find information on a current news issue
- Reading book descriptions on a bookstore website
- Locating books in a public library based on call numbers
- Skimming several books on the same topic to select the most suitable one
- Reading newspaper articles on current events
- Reading an opinion article on proposed legislation
- Scanning online articles for health-related information
- Reading a short biography of a politician or famous Canadian
- Reading a report on immigration trends, unemployment or the yearly government budget

Workplace

- Using an Internet search engine to research a business you want to work for
- Reading an article on consumer trends for a marketing strategy
- Reading several articles on financial planning strategies to make a decision on which strategy to adopt
- Reading company reports such as financial reports, project updates, annual general reports
- Reading statistical reports for information related to the company's work
- Reading company newsletters
- Reading trade/professional magazines and journals to stay current in a job

Study

- Using a library search engine to find a journal article on a topic for an essay
- Taking notes from an article for a report
- Answering reading comprehension questions on a test
- Scanning a text for specific information to answer comprehension questions
- Taking notes on a textbook, journal article or a newspaper article for an essay
- Writing notes from an article in a graphic organizer for an essay
- Reading a number of sources on the same topic to prepare for writing an essay
- Reading articles for discussion in tutorials
- Researching information for study purposes
- Discussing journal articles or reports in a study group

Instructors can use themes to provide varied contexts for developing unit skills. For example:

**At Home in Our
Community and
the World**
p. 284

Learners can search for, select and read newspaper, magazine, textbook, Internet or journal articles on topics such as civic engagement, adaptation to a new culture, globalization, human rights, current affairs or the environment.

Canada
p. 288

Learners can search for, select and read articles, stories or reports on topics related to Canada, such as the Charter of Rights and Freedoms, multiculturalism, immigration patterns, Canadian cities or Canadian history.

Health and Safety
p. 304

Learners can access, read and interpret texts on topics such as public health, health care, Canadian health indicators, health-care spending, health legislation, health reports and studies.

Reading Articles, Stories and Reports

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss an article about a community issue (e.g., the environment, homelessness or labour market trends). Compare own opinions to author's point of view.

2. Give a five- to seven-minute presentation about a reading strategy (e.g., pre-reading strategy, graphic note-taking technique or a vocabulary development strategy). Demonstrate the strategy to the class and have them practise it.

3. Follow a set of oral instructions for conducting Internet searches to access specific information online (e.g., instructions could include using specific search terms, connectors, limiting search to country, date or domain).

4. Read a two- or three-paragraph text (e.g., description of a holiday destination or a short news item). Write a one-line summary of each paragraph. Compare your summary lines to those of a partner.


5. Read a two- to three-paragraph article about a health issue (e.g., obesity, diabetes). Organize information in a table according to facts and recommendations.


6. Locate and read two entries on the same topic using two online encyclopaedias or two ESL software programs. Compare differences in format, length, style between the entries. Choose favourite and give reasons.


7. Use a detailed index (e.g., an online FAQ index or index of a textbook) to locate specific information.


8. Read the beginning of a two- to three-paragraph story. Write a possible ending to the story and discuss with a partner.

Targeted Competencies


 CLB 6-IV: Participate in a small group discussion (...) on non-personal familiar topics and issues: express opinions, feelings, obligation, (...)

 CLB 6-IV: Describe a simple process.


 CLB 6-II: Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text.


 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

 CLB 5-II: Understand/follow moderately complex everyday texts.

 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

 CLB 5-IV: Access and locate two pieces of information in CD-ROM ESL educational software.

 CLB 5-IV: Access and locate information through tables of contents, indexes, glossaries.

 CLB 5-II: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine (...).

Reading Articles, Stories and Reports

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. In small groups, discuss impressions/opinions about an article, story or book you have read recently. State reasons for your opinions/impressions.

Targeted Competencies

🗣️ CLB 7-IV: Participate in a small group discussion/meeting; express opinions and feelings (...).

2. Discuss what you already know, what you want to learn about the topic and what you think you may learn (e.g., KWL pre-reading strategy) prior to reading an informational text.

🗣️ CLB 7-IV: Express or ask about possibility, probability.

3. Listen to a five-minute explanation about how to use a library search engine system (e.g., to put a hold on a book, locate a particular text, conduct a search within a subject). Use the search engine to locate a book and place a hold.

🔍 CLB 7-II: Understand sets of instructions related to simple technical and non-technical tasks.

4. Locate online articles about an assigned topic. Take notes and compare researched material with a partner.

📖 CLB 6-IV: Access/locate/compare two or three pieces of information in a (...) electronic reference source.

5. Read a one-page text on a familiar place (e.g., Canadian home city or town, another country). Note the main idea and supporting details of each paragraph. Answer comprehension questions.

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

6. Read a short story by a Canadian author. Look up unfamiliar words in an online dictionary. Copy entries to create own glossary.

📖 CLB 6-IV: Access/locate (...) information in an electronic reference source.

7. Take notes from a one-page cause and effect informational article. Graphically represent contributing causes (e.g., using a fishbone diagram or chain diagram). Compare diagram with a partner.

📝 CLB 6-II: Take notes from (...) a page of written information.

8. Write and word-process an article based on a newspaper headline, picture and caption.

📝 CLB 6-IV: Write one or two paragraphs to: (...) tell a story (...).

Reading Articles, Stories and Reports

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss and give opinions about a controversial issue presented in a text (e.g., from an editorial or newspaper article).

Targeted Competencies

🗣️ CLB 8-IV: Participate in a debate/discussion (...) on an abstract familiar topic or issue.

2. Read a short story. Have an in-class book club meeting to discuss impressions of the story.

🗣️ CLB 8-IV: Participate in a debate/discussion (...) on an abstract familiar topic or issue.

🗣️ CLB 8-II: Encourage others to participate.

3. Discuss differences in point of view, culture, values or assumptions between you and the writer of an article or story.

🗣️ CLB 8-IV: Express and analyse opinions and feelings.

4. Listen to a five- to 10-minute televised report of a news item and compare it to a report of the same item in a newspaper or online. Answer questions. Discuss differences in details included.

📖 CLB 8-IV: Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations.

5. Compare how the same news item about a controversial issue is reported in three different newspapers (e.g., public demonstration, a foreign policy issue). Make inferences about political bias.

📖 CLB 7-IV: Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic.

6. Conduct an online search of several texts on the same topic. Skim search results, select a few that meet assigned criteria (e.g., have a government domain). Skim web pages to compare them. Select your favourite, share with a partner and give reasons for your choice.

📖 CLB 8-IV: Access and locate several pieces of information in on-line electronic reference source.

7. Read an eight- to 15-paragraph report that describes changes over time (e.g., immigration report, interest rates, labour trends). Draw conclusions and make predictions about the future. Highlight the facts in the report that support your conclusion.

📖 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.

8. Summarize a one- to two-page article or report on an assigned topic.

✍️ CLB 7/8-II: Write an outline or a summary of a longer text.

Reading Articles, Stories and Reports

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

- Vocabulary & Expressions**
- Terms related to online research
search engine, keywords, URL, pop-up, scroll, domain, icon, link, hyperlink, download, sidebar, directories, web page, navigation menu, bookmark, cache, hypertext
 - Terms related to reading comprehension strategies
questioning, skimming, scanning, previewing, summarizing, developing opinions, outlining, mapping, pre-reading, evaluating, synthesizing
- Grammar**
- Wh- questions to prepare for reading and while reading
What do I think about this topic? What is important about this topic?
 - Subordinating conjunctions that show cause/effect (*because, now that, inasmuch as*), opposition (*even though, although, while*), condition (*if, unless, in the event that, even if*)
 - Order of adjectives (*Toronto is an exceptionally large, multicultural city.*)
 - Prefixes, suffixes and word formation for deducing meaning of unfamiliar words
multi-, pre-, -ment, -ly
- Pronunciation**
- Emphasizing content words and reducing function words when reading aloud (*The red-haired woman with the green and white umbrella ...*)
- Other**
- Reading strategies: SQ3R (Survey, Question, Read, Recite, Review), annotating a text
 - Pre-reading strategies: KWL (what you Know, what you Want to know, what you Learned), brainstorming, concept mapping (e.g., brainstorming web)
 - Vocabulary building strategies using context clues

Independent Learning and Research

To gain knowledge, learners can:

- research online resources for texts on Internet search strategies.
- research online resources for texts on reading skills and strategies, vocabulary building, and efficient reading skills.
- research information about how to evaluate credibility of online information.

To gain practice, learners can:

- develop/express ideas and opinions on topic prior to reading.
- take notes, question, summarize, paraphrase, and express opinions in response to texts.
- apply Internet search strategies and techniques to online searches.

In the community, learners can:

- ask librarians in college/university or community libraries for assistance with searches.
- read abstracts and summaries of articles and textbooks to select relevant material.
- join or form a book club.

Reading Articles, Stories and Reports

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss reading preferences (for news, pleasure, information).
- Assign readings related to topics that are familiar and of interest to learners.
- Discuss unfamiliar vocabulary in a text before reading.
- Introduce and have learners practise vocabulary-building strategies.
- Have learners share search engine results and their selected texts with other learners.
- Use authentic readings from textbooks, newspapers, magazines, journals and online sources.
- Have learners share their opinions about a topic prior to reading.
- Have learners share their reactions to a text after reading.
- Analyze texts for bias, political slant, point of view and attitude.
- Introduce fictional texts from Canadian authors.

Resources

Authentic

- Libraries, librarians, search engines (library and Internet), newspapers, magazines, journals, textbooks, abstracts of journal articles, summaries of textbooks

Books

- *Academic Encounters: Life in Society: Reading, Study Skills and Writing*. K. Brown and S. Hood. Cambridge University Press, 2002.
Provides material for teaching reading, writing and study skills, including reading actively, note taking and academic writing. Topics include media and society, gender issues, crime and environment.
- *Canadian Snapshots: Raising Issues*. F. Bonkowski, G. Kingwell and L. Stephenson. Longman, 2005.
An integrated text for ESL that provides readings on controversial issues. Includes exercises designed to build reading skills.
- *Open Window*. L. Gaetz. Pearson Longman, 2006.
Canadian integrated text for ESL with readings, vocabulary building and comprehension exercises.
- *Strategic Reading 3: Building Effective Reading Skills*. S. Eckstut-Dideeer and J. Richards. Cambridge University Press, 2003.
ESL text designed to build reading, vocabulary-building and critical-thinking skills using a variety of authentic texts (intermediate to high-intermediate).
- *Your Information 4: Advanced Reading Skills*. K. Blanchard and C. Root. Longman, 2000.
ESL text designed to present authentic theme-based readings and reading, vocabulary-building and writing exercises (low-advanced).

LINC Licensed Software

- Clarity Study Skills Success! > Reading

Sample Internet Search Terms

- reading strategies
- pre-reading strategies
- note taking
- vocabulary building
- reading comprehension strategies
- Internet searches

Formatted Texts

The *Canadian Language Benchmarks 2000: Theoretical Framework* defines a formatted text as a document with a specific pre-set graphic and textual format; a display of information in a specific non-prose layout (e.g., application forms, calendars, maps, tables, graphs, charts, diagrams, directories and schematic plans).¹ This unit will focus on lists, tables, graphs, charts and maps and provides ideas for reading, interpreting and using formatted texts in different contexts for a variety of purposes.

Lists and tables refer to information formatted in rows and columns to facilitate an organized display of information. The ability to interpret lists and tables quickly is needed to complete many work tasks efficiently. Though there is a multitude of formatted texts in virtually every workplace, they are just as common in daily life. Indexes, maps, train schedules, product labels and nutrition tables on packaged foods are some examples.

Graphs and charts combine data (numbers, statistics, figures and information) with a visual representation, such as bars, lines, shapes, parts of a circle or pictorial representations. The visual representation facilitates identifying trends, making connections between data and making inferences.

The following chart lists examples of common formatted texts.











Lists	Tables	Graphs/charts	Maps
<ul style="list-style-type: none"> • Directory • Index • Glossary • FAQ list • Checklist • Inventory list • Product price list • Contact list • Code list • Parts list 	<ul style="list-style-type: none"> • T4 slip • Household bill • College calendar • WHMIS label • Train schedule • Nutrition label • Data table • Work schedule • Pay stub 	<ul style="list-style-type: none"> • Bar graph on electricity bill • Pie chart with opinion poll results • Graphs/charts accompanying newspaper or magazine articles • Graphs/charts in business reports 	<ul style="list-style-type: none"> • Transit map • Trail map • Fire exit plan • Floor plan • Shopping mall map • Campground map • Ontario road map • Province, city, country map • Online map • Thematic map

¹ *Canadian Language Benchmarks 2000: Theoretical Framework*, Grazyna Pawlikowska-Smith, 2002, Centre for Canadian Language Benchmarks, p. 74.

Formatted Texts

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Formatted Texts**.*

- LINC 5**
-  CLB 5-III: Find factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
 -  CLB 5-IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.
 -  CLB 5-IV: Access and locate information through tables of content, indexes and glossaries.
- LINC 6**
-  CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.
 -  CLB 6-IV: Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule.
- LINC 7**
-  CLB 7-III: Locate three or four pieces of information contained in moderately complex formatted texts.
 -  CLB 8-III: Locate and integrate three or four pieces of information contained in moderately complex formatted texts.
 -  CLB 7-IV: Demonstrate comprehension of moderately complex tables, graphs, diagrams and flow charts.
 -  CLB 8-IV: Express in alternate forms verbal ideas and graphics contained in charts, graphs.
 -  CLB 8-IV: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

Formatted Texts

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Tables and Lists

- **Identifying organizational features**

Skimming table or list to identify and describe title, column/row headings, use of indentation, bullets and sub-bullets, ordering (alphabetical, by size)

- **Using tables and lists**

For reference: accessing reference source (directory, index, statistical table, schedule); scanning for specific information; skimming for gist

For reading: identifying the main idea; scanning for details; identifying supporting details; identifying trends; making inferences, generalizations, predictions for future

For interpreting: identifying trends; making inferences, generalizations and predictions for future

For other purposes: using data table to support an opinion or illustrate a concept

- **Creating tables and lists**

Graphs and Charts

- **Identifying types and organizational features**

Identifying type and purpose (bar graph, line graph, pie chart, flow chart); identifying organizational features (title, legend, labels on vertical and horizontal axis, scale, bars, line)

- **Interpreting graphs and charts**

Identifying the purpose and main idea represented in the graph; identifying supporting details; identifying trends; making inferences and predictions

- **Creating graphs and charts**

Creating graphs from data tables; selecting the most effective graph/chart to represent data; creating graphs/charts with software or online tools; evaluating created graphs

Maps and Diagrams

- **Organizational features of maps**

Identifying legend, index, scale, intersecting travel distance lists, speed conversion chart

- **Using maps and diagrams**

Maps: locating online and print map sources (map websites, city transit offices, thematic maps on Statistics Canada); determining, describing and following directions; estimating distances; comparing travel routes

Diagrams: understanding and following a floor plan; following sequenced diagrams and exploded diagrams (exploded and labelled furniture assembly diagram, sequenced printer toner removal diagrams)

Learning Links

This Learning Link lists additional skills that complement this unit.

Internet
Search
p.315

Formatted Texts

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Using a bus, train or flight schedule to plan arrival and departure arrangements
- Using a measurement conversion table to determine metric equivalents for a recipe in imperial measures
- Referring to nutritional labels to compare value of foods
- Referring to mortgage loan tables or child support guidelines tables to determine monthly amount
- Understanding how each tax dollar is spent using a pie chart
- Understanding graphs on home utility bills illustrating monthly consumption
- Understanding pie-charted results of opinion polls
- Using a map to find directions, or to determine transit routes
- Following exploded diagrams illustrating the steps in assembling furniture
- Interpreting an organizational chart of the structure of the government or court system
- Interpreting a flow chart of a process

Workplace

- Creating or using a contact or inventory list
- Referring to a work schedule to determine employee hours
- Understanding employment earnings statements, T4 slips, pension statements
- Understanding a WHMIS label
- Creating an expense report
- Understanding graphs in company annual reports
- Using graphs to analyze sales figures over time
- Creating pie charts to show company spending on different categories of items
- Interpreting a graphic representation of the reporting structure of a company
- Diagramming a business process
- Using a flow chart (or comparing two) to identify areas for improvement in a workplace process
- Referring to an exploded drawing to determine how something is assembled
- Entering client contact information in a database

Study

- Creating graphs from data tables to illustrate an idea, trend or issue
- Creating graphs, tables or diagrams to accompany presentations or reports
- Answering graph-interpretation questions on academic assessment tests, such as college entry, IELTS or TOEFL tests
- Interpreting graphs that accompany textbook information
- Making inferences from graphed data
- Interpreting a flowcharted application, credit transfer or degree procedure
- Creating a diagram to illustrate relationships between central elements and details in a text
- Referring to course timetables and schedules

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Canadian Culture p. 290

Learners can practise reading, interpreting and discussing graphs and charts accompanying texts about issues related to Canadian society (e.g., Canadian population, family size, family type, education, income, employment type, literacy, immigration, visible minorities, leisure activities, household spending, mother tongue languages). They can identify trends, make inferences, comparisons and generalizations.

Travel and Transportation p. 306

Learners can access and interpret graphs, data tables and charts displaying information about rates of accident and traffic offences, the use of seatbelts or the process of obtaining a driver's license. They can access and interpret road, trail, city, province, country, world maps, transit or driving direction maps (in print and online).

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Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Describe and compare the differences and similarities between Canada and home country. Locate and read graphs, charts or data tables (e.g., illustrating climate, health or mortality indicators) for information.

2. Use a legend to locate information on a map (e.g., an elevator on a subway map, a water pump on a campground map or a museum on a city map). Give directions to a partner without revealing destination. Partner follows directions on map and identifies destination.

3. Read online flight schedules. Select the best flight for a trip based on instructor-made criteria (e.g., budget, departure/arrival times, availability to travel).

4. Read nutrition labels for two similar types of packaged foods (e.g., frozen dinners or yogurt). Using computer software, organize nutrition facts into a pie chart and compare food products according to criteria (e.g., percentage of fat, sodium, fibre).

5. Access and scan the subject index on the Statistics Canada website to locate relevant data tables, graphs or articles on an assigned topic.

6. Read an exploded and labelled drawing (e.g., car parts, computer, printer, photocopier) to remove a part for replacement. Refer to drawing to describe process.

7. Read and compare online opinion poll result tables (e.g., Canadian Opinion Research Archive, see online resource section of this unit). Make generalizations about how opinions on an issue (e.g., the environment, education or smoking) have changed over time.

8. Write a paragraph to narrate the sequence of data changes in a bar graph showing monthly data (e.g., temperature, spending, crime patterns or immigration).

Targeted Competencies

🗨️ CLB 6-IV: Describe and compare people, places, etc.

🔍 CLB 6-II: Understand a set of instructions when not presented completely in point form (...).

📖 CLB 5-IV: Demonstrate comprehension of standard maps (...).

📖 CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts including formatted texts.

📖 CLB 5-III: Identify factual details (...) in moderately complex (...) formatted texts.

📖 CLB 5-IV: Access and locate information through tables of content, indexes and glossaries.

📖 CLB 5-IV: Demonstrate comprehension of standard (...) diagrams (...).

📖 CLB 5-IV: Demonstrate comprehension of standard (...) basic graphs.

✍️ CLB 5-IV: Write a paragraph to relate/narrate a sequence of events (...).

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Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a 10-minute presentation on a process (e.g., application, appeal, credit transfer, immigration or election process). Class completes a flow chart to illustrate process.

2. Refer to the work schedules of committee members while role-playing a telephone conversation with the committee chairperson to set the date/time for a meeting which all members can attend.

3. Follow oral instructions to access and create a spreadsheet with headings using computer software. Input data, then follow instructions to convert the data table to a graph or chart.

4. Read a text about trends (e.g., immigration patterns, high school drop-out rate, divorce rate) over a period of time. Create a table to represent the data. Refer to table to discuss trends.


5. Read a line graph depicting a trend (e.g., source countries of immigrants to Canada in two different decades, company sales figures over time, population density or unemployment rate). Answer questions about the graph.


6. Use online instructions (e.g., MapQuest website) to get to a location and chart the route on a city map.


7. Read two government budget tables from two different years or two different governments. Compare spending and discuss changes with a partner.


8. Write one or two paragraphs to describe the changes in the budgets from task 7.


Targeted Competencies


 CLB 7-IV: Describe a moderately complex process.


 CLB 7-IV: Ask for and provide detailed information related to (...) routine work requirements.


 CLB 6-IV: Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule.


 CLB 7-II: Understand sets of instructions related to simple technical and non-technical tasks.

 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

 CLB 6-IV: Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule.

 CLB 6-IV: Access/locate (...) information in an (...) electronic reference source.

 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

 CLB 6-IV: Write one or two paragraphs to: (...) provide a detailed description and comparison (...).

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Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Design and conduct a survey (e.g., about eating, spending, exercise or TV viewing habits). Tabulate data, and then compare results with the results of a similar survey of Canadians on the Statistics Canada website.
2. In small groups, design and conduct a class opinion poll about an issue (e.g., education, income tax cuts or the environment). Using computer software, create a pie chart to illustrate results.
3. Listen to a proposed suggestion in which the speaker makes claims to support the suggestion (e.g., increased funding for police services is needed to fight rising crime). Locate and refer to relevant online data tables, charts or graphs to evaluate the validity of the speaker's claims.
4. Listen to/watch a 10- to 15-minute presentation that includes the use of graphs (e.g., online oral presentation with graphs, or a clip from a documentary like *An Inconvenient Truth*). Note the main idea and supporting details and discuss the use and effectiveness of visuals/formatted text in contributing to your understanding.
5. Read a university or college calendar and select four courses of interest. Complete a weekly timetable to ensure there are no scheduling conflicts.
6. Find specific information in a WHMIS supplier label or a material safety data sheet (e.g., product identifier, hazard symbol(s), precautionary statements, first aid measures, supplier identification).
7. Research information and related statistics online (e.g., Statistics Canada, Environment Canada, Government of Canada) about an assigned topic to write a short report.
8. Write a paragraph to describe trends indicated in tables or graphs displaying data over time (e.g., average income, family size, ages of Canadians, election results, imports, crime or climate).

Targeted Competencies

- 🗣️ CLB 8-IV: Ask for/or provide detailed information related to personal needs, varied daily activities (...).
- 🗣️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.
- 🔍 CLB 8-II: Evaluate the validity of a suggestion or proposed solution.
- 📖 CLB 7-IV: Demonstrate comprehension of moderately complex tables, graphs, diagrams and flow charts.
- 🔍 CLB 8-IV: Identify the main idea (which is not explicitly stated), organization and specific details in extended oral presentations.
- 📖 CLB 7-III: Locate three or four pieces of information contained in moderately complex formatted texts.
- 📖 CLB 7-III: Locate three or four pieces of information contained in moderately complex formatted texts.
- 📖 CLB 7-IV: Access and locate three or four pieces of information in online electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources.
- ✍️ CLB 8-IV: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.
- 📖 CLB 8-IV: Express in alternate forms verbal ideas and graphics contained in charts, graphs.

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Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Terms for kinds and features of maps and diagrams
thematic map, legend, index, exploded diagram, schematic
- Terms for kinds and features of graphs, charts, tables and lists
bar, pie, line, scatter graph, x-axis, y-axis, title, label, bar, legend, fractional part, headings, subheading, ordered, unordered, bulleted
- Terms and phrases useful for describing trends and data changes in graphs
bar/line graphs: decrease, fall, drop, decline, shrink, all time low, remain stable, remain constant, stagnate, steady, increase, climb, rise, all time high, plateau
Pie charts: percentage, largest portion, rate, smallest portion, segments, components, opinion polls, majority, minority, most, fewest
- Adjectives and adverbs to describe the degree of change
slightly, dramatically, strong, greater, lesser, greatest

Grammar

- Verb tenses to describe changes in data
decrease, decreased, may/will decrease, has been decreasing
- Prepositions used to describe changes in data over time
increased by 10% over two years, from 1998 to 2000
- Transitions (to describe flow charts, graphs, charts)
Indicating sequence: *first, second, next, then, finally*
Indicating cause and effect: *consequently, hence, therefore*
Indicating comparison/contrast: *likewise, similarly, in contrast*

Pronunciation

- Pronunciation of the regular past tense
decreased, stabilized, listed
- Sentence stress to draw listener attention to important information (*We can see/ that there was a substantial/ decline/ in the crime rate./*)
- Syllable stress, phrasing and intonation for numbers (*The WHO reports that/ three thousand/, seven hundred/, and forty-two// people/ have contracted/ bird flu/ to date./*)

Independent Learning and Research

To gain knowledge, learners can:

- conduct online searches for tips on reading and interpreting graphs, charts, tables and maps.
- conduct online searches for articles with accompanying statistical tables, charts and graphs.
- conduct online searches for websites that include collections of statistical tables and graphs.

To gain practice, learners can:

- create graphs using sets of data from Statistics Canada website.
- access the collection of thematic maps on the Statistics Canada website and practise describing them.
- use online graph creators or application software to create graphs and charts.
- collect a variety of graphs and charts and describe them to the class.
- develop a list of common terms and phrases useful for describing graphs.
- complete online comprehension questions related to interpreting graphs and charts (TOEFL or GED preparation websites).
- use online maps and directions websites (such as MapQuest) to practise reading or giving directions.

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Teaching Suggestions and Resources

Teaching Suggestions

- Introduce data tables, graphs and charts related to topics that are familiar and of interest to learners.
- Use a variety of graphs, data tables, teaching kits, learning resources and thematic maps on the Statistics Canada website.
- Use application software (Excel, PowerPoint, Word) to create graphs, charts, lists and data tables.
- Use authentic maps and floor plans (building fire exit, mall).
- Encourage learners to use thesauri, dictionaries and glossaries to build list-reading and scanning skills.
- Use online graph-reading sample test questions.

Resources

Authentic

- Statistical graphs, charts and thematic maps (www.statcan.ca > census > geography > thematic maps) from the Statistics Canada website
- Organizational flow charts of businesses, government departments, educational institutions
- Labelled diagrams and exploded diagrams in assembly manuals
- Graphs, charts, maps and diagrams accompanying newspaper and website articles, annual reports, home utility bills
- City, province, road, trail, transit maps, floor plans
- Stock market tables

Books

- *Document Use at Work*. L. Fownes and J. Evetts. BC Construction Industry Skills Improvement Council, 2004.
Provides information about the structure of workplace formatted texts and developing formatted text reading skills. Sample documents are reproducible.

LINC Licensed Software

- Clarity Study Skills Success! > Visuals

Sample Internet Search Terms and Websites

- graph and chart practice
- graph vocabulary
- Statistics Canada teacher's kits
- Statistics Canada (articles by subject)
- Statistics Canada learning resources
- Canadian Opinion Research Archive: www.queensu.ca/cora/3trends.html
Contains summary tables of Canadian opinion poll results on several topics.
- WriteFix: www.writefix.com/graphs
Includes a section titled Write About Graphs, Charts and Tables; includes tips on writing about graphs for the IELTS exam.
- Statistics Canada: www.statcan.ca > Summary Tables > Overview
Includes brief overview articles on social and economic trends with accompanying graphs.
- Statistics Canada: Statistics, Power from Data: www.statcan.ca/english/edu/power/toc/contents.htm
One of Statistics Canada's online learning resources, Statistics, Power from Data, includes a learning module on graph types and an on-line graph creator.
- Statistics Canada: Census Teacher's Kits: www.statcan.ca > Learning Resources > Teachers > Teacher's Kits > Census Teacher's Kits
Includes statistics, graphs and charts and accompanying analysis questions on census-related topics
- Essential Skills: <http://srv108.services.gc.ca> > Authentic Workplace Materials
Part of the Essential Skills website, a collection of 60 Authentic Workplace Materials (forms, tables, graphs, brochures, regulations) used in Canadian workplaces.

Policies, Procedures and Legislation

This unit includes ideas for exposing learners to some of the skills involved in accessing and understanding policies, procedures and legislation.

Policies include contracts, statements of rules and regulations, and procedures to implement them. Written contracts specify the terms and conditions of an agreement. Learners are likely to encounter contracts such as life, health and auto insurance policies; mortgage or loan contracts; service contracts (on appliances or furnaces); product warranties; tenancy agreements and employment contracts.

Policy statements set by organizations, institutions or workplaces define acceptable and unacceptable behaviour. They include policies about e-mail, smoking, anti-discrimination, anti-harassment, termination, drug and alcohol use, health and safety, leaves of absence, and dress. Policies are often accompanied by procedures that list the methods of implementing and enforcing them.

Legislation includes Canadian laws (Acts and regulations) used to administer justice and ensure that people's rights are protected.















The Acts are statements of law while the regulations impact on how the legislation works in practice.

Learners can benefit from an exposure to a multitude of contracts, policies, procedures and legal processes, and from practising the language skills needed for accessing legal information and rights, and interpreting, discussing and following policies and procedures.

Policies, Procedures and Legislation

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Policies, Procedures and Legislation**.*

- LINC 5**
-  CLB 5-III: Identify factual details and some inferred meanings in moderately complex business or service texts, including formatted texts.
 -  CLB 5-IV: Access and locate information through tables of content, indexes and glossaries.
 -  CLB 5-IV: Fill out forms.
- LINC 6**
-  CLB 7-III: Make an extended suggestion on how to solve an immediate problem or make an improvement.
 -  CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.
 -  CLB 5-IV: Fill out moderately complex forms.
- LINC 7**
-  CLB 8-III: Propose/recommend that certain changes be made in a familiar area.
 -  CLB 8-II: Follow an extended set of multi-step instructions for established process.
 -  CLB 7-III: Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice.
 -  CLB 8-III: Identify factual details and some inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour.
 -  CLB 7-IV: Access and locate three or four pieces of information in online electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference source.
 -  CLB 8-IV: Access/locate several pieces of information in online electronic reference sources.
 -  CLB 7-III: Fill out moderately complex forms.
 -  CLB 8-III: Fill out forms and other materials in pre-set formats with required brief texts.

Policies, Procedures and Legislation

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Contracts and Written Agreements

- **Understanding contracts (verbal and written)**
Identifying structure and purpose of a contract; defining key terms; summarizing key details; identifying terms and conditions of a contract
- **Comparing features of contracts**
Comparing and contrasting (two insurance policies, mortgage agreements, employment contracts); evaluating; selecting best contract; negotiating terms
- **Breaking a contract**
Identifying and accessing legal rights and advice; following procedures for breaking a contract; accessing and following procedures for suing for a breach of contract

Policies and Procedures

- **Understanding policies and procedures**
Accessing policies and procedures; requesting information about policies; identifying purpose of a policy; identifying and following procedures to implement policies
- **Using policies**
Referring to a policy to solve a conflict or access rights; informing others of a policy; reporting a policy breach (describing a scenario, admitting fault); understanding procedures for enforcing a policy
- **Evaluating and proposing policies and procedures**
Identifying need for a policy; evaluating effectiveness of a current policy or of procedures to enforce policy; proposing a new policy or changes to an existing policy (expressing an opinion, giving supporting reasons)

Legislation

- **Understanding the law-making process**
Identifying steps in the legislative process (proposing legislation, debating a bill, voting on the bill, royal assent)
- **Accessing legislation and legal procedures**
Identifying sources of information about Canadian legislation (e-laws, ministry websites); identifying and accessing sources of legal advice (legal aid clinics, lawyers, courts, tribunals)
- **Understanding Canadian legislation**
Identifying purpose and types of common legislation; paraphrasing legislation; comparing with other countries; making inferences about Canadian values
- **Understanding and following legal procedures**
Identifying and accessing the appeal process and correct channels of appeal; completing required forms; stating a claim; pleading a case; describing a situation; providing evidence; observing court etiquette; giving testimony as a witness

Learning Links

These Learning Links list additional skills that complement this unit.

**Discussions
and Debates**
p.314

**Internet
Search**
p.315

**Reading
Strategies**
p.319

Policies, Procedures and Legislation

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Accessing and following school board policies and procedures for enrolling or transferring a child or requesting special education services
- Understanding procedure for buying or selling home, getting a loan or mortgage
- Negotiating best terms of a mortgage or loan
- Comparing car, home or life insurance policies
- Following reporting procedures after a car accident
- Following legal procedures for filing a small claims court claim e.g., suing a contractor for faulty renovations
- Following procedures for disputing a traffic ticket
- Appealing a government agency decision
- Accessing legal advice and representation
- Understanding tenant rights, details of a lease agreement

Workplace

- Understanding employer policies about benefits, pension, holidays, pay increases, performance reviews and terminations
- Following union procedures for grievances
- Following workplace safety procedures for fire drills
- Identifying ineffective workplace procedures and proposing new ones
- Developing implementation procedures for a new policy on handling customer complaints
- Enforcing store policies regarding returned products
- As an employer, following legislated procedures for paying Employment Insurance premiums for employees
- Following procedures for suing an employer for a breach of contract
- Referring to an anti-harassment policy to inform someone of inappropriate workplace behaviour
- Accessing Employment Insurance application procedures after a lay off

Study

- Understanding school policy statement on plagiarism
- Accessing university/college procedures for academic misconduct
- Accessing and following academic credential evaluation procedures
- Understanding code of student rights and responsibilities
- Understanding tuition payment policies
- Following student loan or bursary application procedures
- Following procedure for filing a complaint about a final grade
- Using legislation to advocate for own and others rights regarding special services (for a learning disability)
- Using and citing legislation in essays
- Researching history of a public policy for a report

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Canadian Law p. 292

Learners can locate and read legislation (e.g., the Consumer Protection Act) and complaint procedures regarding the binding nature of oral and written contracts, consumer agreements and warranties. They can access, read and discuss plain language guides and fact sheets on Ontario human rights legislation and complaint procedures. They can identify and define the prohibited grounds of discrimination in the Human Rights Code.

Education p. 298

Learners can locate, read, interpret, follow and discuss policies, procedures and laws related to child's education such as specific policies and procedures in schools and school boards. They can research information about policies and legislation related to own education such as post-secondary admissions and financial assistance.

Policies, Procedures and Legislation

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a conversation with a mortgage or insurance representative to request a competitive rate. Refer to rates from competing financial institutions to negotiate the rate.

2. Role-play a conversation between a new employee and a human resources staff person. Request and provide information about company policies regarding statutory holidays, hours of work or benefits. Refer to written policy for information (see online resource section).

3. Listen to a 10-minute presentation about a policy, procedure or legislation (e.g., guest speaker on loans, insurance, tenant issues). Take notes to prepare a summary.

4. Listen to a portion of a televised court dialogue (e.g., a show about small claims court). Answer questions about the claims and supporting evidence.

5. With an assigned scenario (e.g., a high rent increase, an eviction, demand to work overtime), locate information about relevant legislation through an index or table of contents (e.g., FAQ index on the Landlord and Tenant Board website, or table of contents in the online Guide to the Employment Standards Act).

6. Read a parking ticket. Retell the procedure for dealing with the ticket (e.g., paying, disputing).

7. Complete a 20- to 30-item form to file a formal complaint (e.g., an Application for a Rent Reduction form from the Landlord and Tenant Board website). Exchange forms with a partner and evaluate for legibility and completeness.

8. Write/word-process a one-paragraph letter to cancel an insurance policy (e.g., home, car). State reasons and date of cancellation.

Targeted Competencies

🗨️ CLB 6-III: Make a simple formal suggestion; provide reason.

🗨️ CLB 6-III: Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.

🔍 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).

🔍 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation (...).

📖 CLB 5-IV: Access and locate information through tables of contents, indexes, glossaries.

📖 CLB 5-III: Identify factual details and some implied meanings in moderately complex business or service texts, including formatted texts.

✍️ CLB 5-III: Fill out forms.

✍️ CLB 5-III: Convey business message as written notes.

Policies, Procedures and Legislation

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Hold a meeting to propose a policy in response to an ongoing workplace problem (e.g., harassment, parking problems, extended lunch breaks). Refer to sample policies for guidance.

Targeted Competencies

🗨️ CLB 8-III: Propose/recommend that certain changes be made in a familiar area.

2. Give a 10-minute presentation describing a type of policy or a legal process (e.g., employment contracts, life insurance policies, dealing with contract breaches, the appeal process, making a claim in small claims court). Include a handout of a glossary.

🗨️ CLB 7-IV: Describe a moderately complex process.

3. Listen to a five-minute description detailing the terms of an oral agreement for a home repair. Complete a chart with relevant details of contract.

🗨️ CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meaning in an extended description, report or narration when events (or stages) are reported out of sequence.

4. Listen to a televised enactment of a trial. Identify court participants (plaintiff, defendant, judge, lawyer), facts of the dispute, the claim and defence, directive orders. Summarize the terms of settlement.

🗨️ CLB 7-III: Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.

5. Read an instructor-provided scenario of a landlord and tenant conflict (e.g., about a rent increase, eviction, breaking a lease), and refer to related legislation from Landlord and Tenant Board website to discuss conflict and appropriate action.

📖 CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.

6. Scan an employee benefits package to determine whether different health procedures (e.g., specific medication, dental procedure, prosthesis) will be covered.

📖 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

7. Read an online human rights or tenant case summary (see online resource section). Answer questions to identify the claim, related legislation and decision.

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

8. Write a one- to two-paragraph letter detailing the terms of a verbal agreement (e.g., between a parent and caregiver, contractor and homeowner). Include terms of agreement and request signatures.

✍️ CLB 6-III: Convey business messages as written notes.

Policies, Procedures and Legislation

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss and debate a controversial piece of legislation (e.g., same-sex marriage, Youth Protection Act, Ontario Works Act). Express opinions to support or oppose the legislation. State reasons.

2. Listen to the automated telephone service of the Ontario Human Rights Commission. Navigate the main menu to access information on what you need to do to initiate a complaint about suspected discrimination. Take notes and compare with a partner.

3. Listen to a 10- to 15-minute talk about accessing a community service or an education opportunity (e.g., social services, college academic upgrading). Take notes to chart (showing sequence) the procedures for accessing the service.

4. Locate and read online information about an assigned legislation (e.g., the Employment Standards Act, the Residential Tenancies Act, the Ontario Human Rights Code). Take notes to prepare a presentation.

5. Read a one-page insurance policy. Paraphrase the terms of the policy. Refer to an online glossary of terms (e.g., from the Insurance Board of Canada website).

6. Read a one-page tenant lease agreement. Answer questions on details about the terms of the lease (e.g., length, pets, subletting, parking).

7. Research process/procedures (on Citizenship and Immigration Canada website) for applying for a Canadian tourist visa for a family member or sponsoring a relative. Write a letter to the relative describing the procedure.

8. Complete a small claims court form (Plaintiff's Claim form) to make a claim against a partner (e.g., damage to property, motor vehicle accident, wrongful dismissal) using role cards detailing the conflict. Partner responds by completing a Defence to Plaintiff's Claim form (forms on Ontario Court Services website).

Targeted Competencies

🗣️ CLB 8-IV: Participate in a debate/discussion (...) on an abstract familiar topic or issue.

🔍 CLB 8-III: Identify stated and unspecified meanings in extended (...) suggestions and recommendations.

🔍 CLB 8-IV: Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations.

📖 CLB 8-IV: Access/locate several pieces of information in on-line electronic reference sources.

📖 CLB 8-III: Identify factual and inferred meanings in (...) statements of rules, regulations, laws and norms of behaviour.

📖 CLB 8-III: Identify factual and inferred meanings in (...) statements of rules, regulations, laws and norms of behaviour.

📖 CLB 7-IV: Access and locate three or four pieces of information in online electronic reference sources.

✍️ CLB 7-IV: Write two or three paragraphs to (...) provide a detailed description.

✍️ CLB 8-IV: Fill out moderately complex forms in pre-set formats with required brief texts.

Policies, Procedures and Legislation

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- General terms related to contracts
fine print, binding, enforceable, lawsuit, sue, claim, oral, handshake, contract, subcontract, agreement, policy, terms and conditions, offer
- Terms related to specific kinds of contracts (e.g., terms on tenancy, collective agreement, life insurance or employment contracts)
- Terms related to legal procedures
plaintiff, defendant, claim, trial, settlement conference, judge, appeal, evidence, direct examination, offences, subpoena, contempt of court, cross-examination, indictable offence, preliminary inquiry, Supreme Court, provincial courts of appeal, tax court, provincial court, small claims court, witness, crown attorney, defence lawyer, jury, plea bargain

Grammar

- Passive voice to avoid mentioning who performed action (*The tenant was ordered to leave.*)
- Modals of necessity, obligation, expectation, advice and prohibition
have to, must, got to, supposed to, had better, shouldn't, should, must not
- Subjunctive to express importance or urgency (*It is important that she be heard.*)

Pronunciation

- Chunking major sentence parts in conditional clauses (*If you don't pay the fine, / you could be sentenced to jail time./*)
- Syllable stress on noun phrases/compounds (*first offence, lawsuit, non-binding*) and on multi-syllable words (*violation, obligation, parental, mandatory*)

Independent Learning and Research

To gain knowledge, learners can:

- conduct online searches for sample contracts, policies, procedures, plain language guides to legislation.
- research policies related to specific issues (harassment, dress, holidays, safety, school board).
- read clear language guides on legislation and legal procedures, such as guides on Ontario Small Claims Court website.

To gain practice, learners can:

- listen to telephone information lines on legislation or procedures, such as Ontario human rights, or landlord and tenant issues.
- write policy statements about ongoing classroom or community issues.
- compare policy statements about specific topics from different organizations.

In the community, learners can:

- collect various fact sheets, pamphlets and guides (at government offices, community centres, doctor's offices, legal aid clinics, courts) explaining policies, procedures or legislation, and share with the class.
- find out about services offered by community legal aid clinics and advocacy organizations.
- ask staff at community organizations, libraries, businesses for clarification about specific policies.

Policies, Procedures and Legislation

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss differences in law enforcement procedures between Canada and other countries.
- Have learners locate and share sources of legal information and support.
- Use resources providing listening (e.g., webcasts of parliamentary debates, televised debates, court shows), and reading materials (e.g., online guides to Acts, debate transcripts, court case summaries).
- Encourage learners to compare Canadian policies and legislation with those of other countries.
- Involve learners in proposing, debating and writing LINC centre-related policies and procedures.
- Involve learners in evaluating the effectiveness and clarity of policies and procedures based on criteria.
- Discuss or debate proposed and existing legislation.

Resources

Authentic

- E-laws (Ontario: <http://www.e-laws.gov.on.ca>, Canada: <http://laws.justice.gc.ca>)
- Community Legal Education Ontario (CLEO): booklets and pamphlets about Ontario legislation
- Online plain language guides to legislation
- Court case summaries (Supreme Court of Canada, Ontario Court, Ontario Human Rights Commission websites)
- Guest speakers (legal aid representative, human resources specialist, insurance representative)
- Workplace and organization policies and procedures (anti-discrimination, safety, harassment, equity, smoking) from community centres, workplaces, government offices, schools and hospitals
- Store and online return policies and warranties
- Authentic contracts and agreements (insurance, tenancy, lease, service, employment, warranty)

Books

- *Canada Works 2nd ed.* J. Bond and G. Nicholson. 2002. (available for download on <http://atwork.settlement.org>). Includes a unit on policies and procedures.
- *Workwrite: Policies and Procedures.* K. Geraci. Preparatory Training Programs. 2005. Includes a broad range of authentic Canadian policy, procedures, regulations and guidelines documents with accompanying activities.

Websites

- Ontario Ministry of Labour: www.labour.gov.on.ca
Includes plain language guides to Employment Standards and Occupational Health and Safety Acts.
- Ontario Landlord and Tenant Board: www.ltb.gov.on.ca
Includes plain language guides to the Act.
- HR Council for the Voluntary/Non-Profit Sector: www.hrvc-rhsbc.ca > HR Toolkit > Sample Policies
Includes sample policies from Canadian organizations and information on human resources topics.
- Ontario Human Rights Commission: www.ohrc.on.ca/english/cases/index.shtml
Includes case summaries, a paragraph to one page long.
- Ontario Ministry of the Attorney General: www.attorneygeneral.jus.gov.on.ca > Small Claims Court
Includes clear language guides to small claims court procedures, glossaries and forms.
- Community Law School: www.rivernet.net/~cls/teaching_materials.html
An Ontario charity that produces teaching modules and handouts about Ontario social welfare law, such as housing, social assistance, disability, unemployment and human rights laws.

Presentations

Presentation skills are useful and often needed in study and workplace settings. In post-secondary settings, students are commonly expected to present essays orally, research findings or reports. In many workplace settings, presentations are common: to sell a product, present an idea, report on department progress during a meeting, train employees, inform others or propose a marketing strategy.

This unit provides ideas for practising presentation skills, such as researching a topic, considering the audience, preparing visuals and speaking notes, opening a presentation, using nonverbal communication, using visuals, answering questions and closing a presentation. These presentation skills can be used in a variety of other situations, such as describing professional experience in a job interview, presenting a case in court or explaining a situation during a community meeting.

Presentations

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Presentations**.*

- LINC 5**
- 🗣️ CLB 6-IV: Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences.
 - 🗣️ CLB 6-IV: Describe and compare people, places, etc.
 - 🗣️ CLB 6-IV: Describe a simple process.
 - 👂 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation (...).
- LINC 6**
- 🗣️ CLB 7-IV: Give a summary/report of the main points of a presentation by someone else.
 - 🗣️ CLB 7-IV: Tell a story, including a future scenario.
 - 🗣️ CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.
 - 🗣️ CLB 7-IV: Describe a moderately complex process.
 - 📝 CLB 6-II: Take notes from an oral presentation (...).
- LINC 7**
- 🗣️ CLB 8-IV: Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations.
 - 🗣️ CLB 8-IV: Tell a story, which includes an anecdote.
 - 📝 CLB 7-II: Take notes in point form from an oral presentation (...).
 - 📝 CLB 8-II: Write instructions about an established process or procedures given in a live demonstration (...).

Presentations

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Preparing for a Presentation

- **Identifying and selecting the purpose and style of the presentation**
Purpose: to inform, persuade, compare, train, sell
Style: formal, informal, interactive, presentational
- **Defining the presentation audience, mode of delivery, length and content**
- **Researching the topic**
Reading and selecting information; taking notes
- **Developing the structure and preparing the agenda or outline**
Organizing information; selecting main points; using point form in an outline
- **Preparing supporting materials: visuals, notes and handouts**
Presenting information/data as a table, graph, chart, diagram; writing a summary of main points; using titles and keywords for speaker's notes

Giving a Presentation

- **Opening the presentation**
Welcoming the audience; introducing the subject; outlining the structure; giving instructions about questions
- **Presenting the subject**
Relating events and actions; describing, comparing and contrasting; describing a process; giving instructions and directions; recommending; suggesting; explaining; Signposting (signalling part of a structure)
- **Using visuals**
Describing and restating information in charts, graphs, diagrams and tables
Using PowerPoint slides

Concluding a Presentation

- **Summing up**
Recapping; retelling main points; thanking audience
- **Requesting and answering questions**
- **Peer evaluation**
Requesting and giving feedback; using feedback forms

Additional Language Functions and Strategies

- | | | |
|---------------------|--|--|
| • Summarizing | • Clarifying | • Asking questions to engage listeners |
| • Paraphrasing | • Sequencing | • Handling interruptions |
| • Emphasizing | • Linking ideas | • Greeting a group and taking leave |
| • Analyzing a point | • Using appropriate body language and clear speech | |
| • Giving examples | | |

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening
p.313**

**Non-Verbal
Communication
p.316**

Presentations

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Reporting activities of school council or committee
- Making a speech during a community group meeting
- Presenting an idea in a brainstorming meeting
- Proposing a change or a solution to a problem during a neighbourhood group meeting
- Demonstrating safety procedures during a tenant group meeting
- Presenting and comparing two options, solutions, services to a community group (e.g., street parking, road signs)
- Presenting a community issue or concern to a city counsellor
- Presenting at a conference

Workplace

- Demonstrating a product to a customer
- Proposing an idea to superiors
- Presenting a status report
- Making a presentation for a department on changes to a work schedule or procedure
- Presenting a solution to a workplace problem in a team
- Making a presentation on a project outline and timeline
- Delivering a short presentation on department work progress during a staff meeting
- Describing a company's facilities to visitors or clients
- Presenting a comparison of two suppliers or contractors and their services, products and prices
- Presenting information at a staff training session
- Making a presentation in a job interview

Study

- Comparing/contrasting two authors, political figures, stories in a class presentation
- Presenting the results of a research report
- Describing a science experiment
- Making a presentation on a literary piece, poem, novel
- Presenting a paper or work on a project in an academic interview

Instructors can use themes to provide varied contexts for developing unit skills. For example:

At Home in Our Community and the World p. 284

Learners can research online and print resources on issues related to globalization, the environment and international relations. They can practise giving persuasive or descriptive presentations on those topics using supporting materials (e.g., handouts, notes, visuals). They can invite community guest speakers and listen to talks or presentations on local/community issues such as municipal bylaws or community services.

Canada p. 288

Learners can practise giving descriptive and comparative/contrastive presentations on events from Canadian history, great Canadians, Canadian regions/provinces and government. They can create visuals such as lists, tables or charts based on Statistics Canada website to accompany presentations about government budgets, activities and spending, past elections, demographic issues or economic growth indicators.

Canadian Law p. 292

Learners can practise giving descriptive presentations on employment or immigration laws. They can practise persuasive presentations to recommend changes to existing laws or propose new laws, bylaws, policies or procedures. Learners can present various legal processes or procedures of interest to the class.

Presentations

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a five- to seven-minute presentation to describe and compare people or places (e.g., historical figures from own country and Canada, two companies, two places of interest). Prepare and use visual aids.

2. Give a five-minute talk to relate a sequence of events (e.g., weekly activities in a department meeting, own education and employment history in a job interview, activities and events leading to a current news event). Answer questions from peers.

3. Give a five- to seven-minute presentation to describe a process or procedure (e.g., obtaining a driver's licence, using ESL software, receiving and filing documents at work). Create a flow chart or diagram to illustrate the process.

4. Listen to a presentation from task 1 or 2 and write main points. Identify and list logical connectors and sequence markers signalling parts of the presentation.


5. Listen to/watch a recorded presentation demonstrating a product or process (e.g., demonstration of a recipe, vehicle features, workplace software). Write down main points in the correct order.


6. Read an instructional text on giving a presentation (e.g., from online articles or online workplace training materials). Write an outline.

7. Write a paragraph summarizing contents of a presentation (from tasks 1, 2 or 3).


8. Prepare and word-process an outline for a presentation using researched materials.


Targeted Competencies


 CLB 6-IV: Describe and compare people, places, etc.


 CLB 6-IV: Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences.


 CLB 6-IV: Describe a simple process.

 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation (...).

 CLB 6-II: Understand a set of instructions when not presented completely in point form; sequence/order must be inferred from text.

 CLB 5-II: Understand and follow moderately complex written instructions for seven- to 10-step procedures.

 CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.

 CLB 5-II: Reduce a page of information to a list of seven to 10 important points.

Presentations

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a group presentation about a researched topic (e.g., compare two settlement agencies and their services, describe how a law is passed in Canada, describe a manufacturing process). Each speaker presents own part/aspect of the presentation.

2. Summarize and retell main points of a peer's presentation (e.g., demonstration, description, training). Refer to own notes.

3. Listen to/watch a 10- to 15-minute recorded presentation (e.g., demonstration of a product, training in new work procedure, description of manufacturing process). Identify rhetorical markers signalling the presentation purpose and style; answer comprehension questions.

4. Listen to a peer's presentation. Complete a flow chart with details of the sequence/structure of the presentation (e.g., opening with introduction, presentation of agenda, body, closing remarks).

5. Research online information on tips for giving effective presentations. Develop a list of criteria for evaluating class presentations.

6. Write a one-paragraph e-mail message or a note to a guest speaker thanking him/her for a presentation. Include feedback on the presentation and express gratitude.

7. Listen to a peer's presentation. Complete an instructor-prepared feedback form (30 to 40 items long). Include recommendations for improvement.

8. Write main points and important details of a 10- to 15-minute oral/TV presentation. Compare notes in pairs.

Targeted Competencies

🗨️ CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.

🗨️ CLB 7-IV: Describe a moderately complex process.

🗨️ CLB 7-IV: Give a summary/report of the main points of a presentation by someone else.

🔍 CLB 7-IV: Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.

🔍 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.

📖 CLB 6-IV: Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source.

✉️ CLB 6-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing (...) thanks (...).

📄 CLB 6-III: Fill out moderately complex forms.

✍️ CLB 6-II: Take notes from an oral presentation (...).

Presentations

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Give a 15- to 20-minute presentation on a researched topic. Synthesize information from different sources and include a diagram/chart to illustrate the explanation.

2. Give a 15- to 20-minute presentation describing or demonstrating a technical process (e.g., using workplace or LINC computer software). Use a diagram or illustrations to support the explanations. Answer questions from peers and have peers perform tasks according to instructions from the presentation.

3. Listen to a peer's presentation describing and comparing two processes or procedures (e.g., entering university/college in home country and Canada, becoming a licensed professional, election procedures). Create and complete a table to show differences.

4. Listen to a 10- to 15-minute live or recorded presentation/lecture. Complete a table with expressions of opening, closing, changing topic, sequencing, cause and effect, and comparison used in the presentation. Prepare a checklist for personal use.


5. Read a chart or graph containing statistical data related to a presentation topic. Write a summary of the information to be included in the presentation.


6. Read handouts/PowerPoint slides from a peer's presentation. Evaluate their effectiveness. Answer comprehension questions about the structure, main ideas and details of the presentation.


7. Write an outline and develop slides for a researched presentation using PowerPoint.


8. Prepare and word-process a feedback form for a presentation. Compare and discuss evaluation criteria in small groups.


Targeted Competencies


 CLB 8-IV: Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations.


 CLB 8-II: Give/pass on instructions about an established familiar process or procedure (technical and non-technical).


 CLB 8-IV: Identify main idea (which is not explicitly stated), organization, and specific details in extended oral presentations.


 CLB 8-IV: Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.

 CLB 8-IV: Express in alternate forms verbal ideas and graphics contained in charts, graphs.

 CLB 7-III: Locate three or four pieces of information in moderately complex formatted texts.

 CLB 8-III: Locate and integrate three or four pieces of information contained in moderately complex formatted texts.

 CLB 7/8-II: Write an outline or a summary of a longer text.

 CLB 8-III: Convey 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.

Presentations

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

- Vocabulary & Expressions**
- Terms related to elements and structure of a presentation
persuasive presentation, visuals, cue cards, props, transparency, recapping
 - Expressions to signal parts/structure of a presentation
first of all ...; that's all I have to say about ...; turning to ...; as an illustration ...
 - Professional or technical jargon for demonstrations or descriptions of technical processes
- Grammar**
- Transitions to show “and” relation: *additionally, as a matter of fact, likewise*
 - Transitions to show a “but” relation: *actually, however, in either case, at any rate*
 - Transitions to show time/sequence: *briefly, in conclusion, in sum, secondly*
 - Transitions to show a “why/because” relation: *as a result, hence, otherwise, thus*
 - Passive voice to describe a process or procedure: *The research has been conducted ...*
- Pronunciation**
- Intonation to chunk sentences into phrases (*The company/ opened its first retail store/ in 1985./*)
 - Gestures to show liveliness and to focus audience attention (*This graph- gesture- shows you - gesture - that every person surveyed believed the product would be useful.*)
 - Low-rise intonation pattern on the end of each phrase to keep the audience listening, to sound persuasive, or to indicate a continuing list (*The benefits/ of switching/ to this supplier/ are obvious/ when we look at factors/ such as cost//, convenience//, and dependability./*)

Independent Learning and Research

To gain knowledge, learners can:

- research online resources to find tips on public speaking and making presentations.
- compare dos and don'ts from various resources and share with the class.

To gain practice, learners can:

- use their research to write speaking notes and handouts.
- use PowerPoint to create slides, outline and handouts for their presentations.
- use Excel to create graphs or charts to illustrate their presentations.
- prepare and make individual or group presentations in the classroom.

In the community, learners can:

- attend community events, workshops and demonstrations to identify and observe various types of presentations.
- observe/analyze presentation techniques of guest speakers.
- listen to talks, lectures, presentations on the radio/TV.
- join a Toastmaster's Club or other clubs that give suggestions on effective public speaking.

Presentations

Teaching Suggestions and Resources

Teaching Suggestions

- Include many learner-prepared presentations on various topics and issues.
- Involve learners in giving constructive feedback after peer presentations.
- Encourage learners to use PowerPoint, Excel and Word to create supporting materials for their presentations.
- Encourage learners to practise speaking to a large group (class) as often as possible.
- Include telling stories and giving short speeches or talks in daily/weekly teaching routines.
- Have learners present information as a part of jigsaw reading activities.
- Use various kinds of visuals in lessons as examples of supportive materials for a presentation.
- Involve learners in presenting to other classes.
- Discuss feelings (anxiety, confidence) about giving presentations.
- Include pronunciation activities to practise effective use of voice (speed, clarity and tone).

Resources

Authentic

- Toastmaster's Club <http://toastmasters60.org/clubs/findclub.htm>
- Advertisements of speakers in local/community newspapers and flyers
- Community centres, universities, colleges, Chambers of Commerce or other institutions that host events with guest speakers

Books

- *Communicating in Business: A Short Course for Business English Students. 2nd. ed.* S. Sweeney. Cambridge University Press, 2004. 📖
Includes a module on presentations (Module 3) with 4 units offering activities and checklists for self- or in-class study.
- *Oxford Business English Skills: Effective Presentations.* J. Comfort. Oxford University Press, 2004.
- *Speaking Solutions: Interaction, Presentation, Listening, and Pronunciation Skills.* C. Matthews. New York, Pearson Education, 1994.
Includes a unit (Unit 5) on developing a presentation using a step-by-step approach, including group or individual activities, learning strategies and pronunciation practice.

LINC Licensed Software

- Clarity Study Skills Success! > Speaking: Giving a Short Talk

Sample Internet Search Terms and Websites

- effective presentations • public speaking
- Business Presentations and Public Speaking in English: www.englishclub.com/speaking/presentations.htm
An ESL learner tutorial set up as a mini-presentation; includes sample language as well as review and test questions.
- Effective Presentations: www.kumc.edu/SAH/OTEd/jradel/effective.html
Includes two on-line tutorials: Developing Effective Presentations and Designing Effective Visual Aids as well as links to other presentation websites.

MEETINGS

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Meetings for Different Purposes

Meetings are common in community, workplace and study settings. Learners may need to participate in meetings for different purposes: to discuss community issues with a neighbourhood group, to make a decision in a work or study team, to solve a problem at work, or to brainstorm and discuss classroom-related matters.

This unit provides ideas for teaching language skills and strategies used in group meetings (one-on-one meetings are addressed in unit 17). These skills include discussing options, expressing opinions, talking about plans and intentions, making recommendations and suggestions, giving constructive feedback, and analyzing and comparing ideas. In simulated group meetings, learners can develop strategies for interrupting, taking turns, clarifying, changing topics and handing over. Learners can also practise taking on various roles (as chair, recorder or participant) during classroom meetings.

MEETINGS
UNIT 16

Meetings for Different Purposes

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Meetings for Different Purposes**.*

- LINC 5**
- 🗣️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.
 - 🧠 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).
- LINC 6**
- 🗣️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.
 - 🗣️ CLB 7-IV: Express or ask about possibility, probability.
- LINC 7**
- 🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
 - 🗣️ CLB 8-IV: Express and analyse opinions and feelings.
 - 🗣️ CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

Meetings for Different Purposes

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Meeting Purposes

- **Identifying advantages and disadvantages of holding a meeting**
- **Determining the purpose of a meeting for a particular situation**
 - Discussion and debate: asking for and stating opinions; discussing options; analyzing and comparing
 - Giving information: asking for and providing information, details, description
 - Decision making: decision-making process; reaching a consensus; making concessions
 - Planning: talking about future plans, intentions, trends; asking for and making suggestions and recommendations
 - Brainstorming: discussing options; analyzing and comparing, generating ideas
 - Problem-solving: describing a situation, problem, solution, procedure; asking for and giving advice, recommendations, suggestions
 - Giving feedback: asking for advice and suggestions; giving constructive feedback
 - Emergency: describing a situation, problem; giving advice; agreeing and disagreeing

Selecting the Kind and Style of Meeting

- **Identifying an organizational context**
 - A community meeting, a corporate meeting, a team meeting
- **Identifying the kind of meeting**
 - Based on purpose and objective (a one-on-one, small or large group, formal or informal meeting)
 - Based on participant availability, convenience and available technology (a face-to-face meeting, conference call, web conference)
- **Determining the number of participants, their availability, needs and interests**

Planning Elements of a Meeting

- **Identifying pre-meeting activities**
 - Determining space, seating and meeting time; preparing an agenda and visuals; developing a planning checklist
- **Identifying characteristics of an effective meeting and criteria for evaluation**

Additional Language Functions and Strategies

- | | | |
|------------------------------|---|---|
| • Making introductions | • Handing over | • Clarifying |
| • Opening a meeting | • Interrupting and handling interruptions | • Recapping and summarizing to indicate comprehension |
| • Taking turns | • Asking for clarification or explanation | • Closing a meeting; leave-taking |
| • Asking permission to speak | | |
| • Changing topics | | |

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening**
p.313

**Discussions
and Debates**
p.314

**Non-Verbal
Communication**
p.316

Note Taking
p.317

Presentations
p.318

MEETINGS UNIT 16

Meetings for Different Purposes

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Meeting of a parent group to plan a field trip, concert or special event for children
- Volunteer meeting to plan a fundraising strategy and assign tasks
- Neighbourhood group meeting with a city/town councillor to discuss a neighbourhood issue, e.g., parking by laws, garbage collection, installing traffic lights
- Meeting of a tenant association to discuss security issues with management
- Condominium corporation board meeting
- Hospital volunteer training session to provide information about care-giving procedures
- City/town hall public meeting

Workplace

- Team meeting to review, plan and schedule project work
- Brainstorming session to find ways to improve systems or reporting procedures
- Interdepartmental meeting to delegate work tasks
- General staff information meeting on workplace issues
- Small group meeting of co-workers to plan a company function
- Team meeting with supervisors to receive feedback on a project
- Small group meeting with a supervisor to mitigate a conflict
- Trade union meeting to discuss and prioritize labour contract issues
- Staff meeting to make a decision
- Conference call to discuss a work plan, give feedback, provide information
- Web/video conferencing to include participants unavailable for a face-to-face meeting

Study

- Training workshops
- Informational seminars
- Discussing project with a team
- Student association meeting to elect a new president
- Meeting of a study group
- Meeting with an academic adviser to discuss marks, academic performance or assignments
- Web conferencing to discuss class assignments

Instructors can use themes to provide varied contexts for developing unit skills. For example:

At Home in Our Community and the World p. 284

Learners can simulate various community meetings in the classroom and then arrange to participate in a real one. Meeting scenarios can be based on city/town-related issues, human rights issues, community concerns or rental disputes. They could also be simulated meetings of community and volunteer groups, or neighbourhood meetings to solve problems, reach a decision or brainstorm ideas.

Employment p. 300

Learners can role-play meetings for a variety of purposes in the workplace: to plan and assign workplace tasks, make a decision (e.g., choice of software or contractor), or generate ideas for increasing efficiency in the office. They can practise using various degrees of formality and taking roles in meeting scenarios.

Meetings for Different Purposes

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Participate in a simulated team meeting (e.g., work team meeting for a project, study group meeting for an assignment). Select a topic for the project or assignment. Discuss options and express opinions.

2. Hold a class meeting to plan and delegate work on a group project (e.g., a class/school newsletter, a fundraising event, a simulated work project). Assign work to small groups.

3. Observe/listen to different kinds of role-played small group meetings. Identify the kind and purpose of each meeting (e.g., a brainstorming meeting, an emergency meeting, a feedback meeting).

4. Watch/listen to a part of a recorded meeting. Identify the meeting purpose and predict the outcomes.

5. Read a text on kinds and purposes of meetings. Create and word-process a table listing purposes, settings and outcomes of various meetings.

6. Read an online/print resource and a dictionary to prepare and word-process a glossary of terms related to meetings.

7. Write a point-form summary of main information from a one-page article on kinds and purposes of meetings.

8. Write a paragraph describing a class or group meeting from tasks 1 to 3. Word-process the text and have it proofread by a peer.

Targeted Competencies

🗨️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

🗨️ CLB 6-I: Indicate partial comprehension.

🗨️ CLB 6-I: Take turns by interrupting.

🗨️ CLB 6-III: Make a simple formal suggestion; provide reason.

🗨️ CLB 6-IV: Participate in a small group discussion/meeting (...).

🗨️ CLB 6-IV: Identify main ideas, supporting details, statements and examples in a group interaction.

🗨️ CLB 6-IV: Identify main ideas, supporting details, statements and examples in a group interaction (...).

🗨️ CLB 6-IV: Suggest an appropriate conclusion to a story based on inference.

📖 CLB 5-IV: Demonstrate comprehension of a two-to three-paragraph moderately complex descriptive or narrative text on a familiar topic.

📖 CLB 5-IV: Access and locate information through tables of content, indexes and glossaries.

✂️ CLB 5-II: Reduce a page of information to a list of seven to 10 important points.

✂️ CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; (...) to describe procedure or routine.

MEETINGS
UNIT 16

Meetings for Different Purposes

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Plan various meetings in small groups according to situations (e.g., parent council meeting to plan a budget, department meeting to find a solution to a shipping problem, student group meeting to discuss assignments). Establish the kind of the meeting, the number of participants, structure and setting. Present to the class.

2. Participate in a small group brainstorming meeting (e.g., to generate ideas on fundraising for a local charity, topics for classroom teaching) to practise using brainstorming techniques.

3. Participate in a small group decision-making meeting following a formal decision-making process (e.g., consensus, voting, executive decision).

4. Watch a taped enactment of a meeting (e.g., from TV or a movie). Identify the purpose of the meeting, factual details, phrases used to interrupt, change the topic, open and close the meeting.

5. Research online resources about meetings for specific purposes assigned by the instructor (e.g., a brainstorming meeting, information meeting, formal meeting). Give a 10-minute presentation and answer questions from the class about related issues (e.g., preparing an agenda, procedures, roles).

6. Read minutes of a meeting. Take notes of main points and report the meeting proceedings and results to a partner.

7. Take notes on brainstorming strategies used in a meeting (e.g., in task 2). In pairs, compare notes.

8. Write an evaluation of the effectiveness of a meeting in serving its purpose (e.g., brainstorming, decision making, feedback). Include details about techniques used during the meeting. Use notes from task 6.

Targeted Competencies

🗣️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.

🗣️ CLB 7-IV: Express or ask about possibility, probability.

🗣️ CLB 7-I: Confirm own comprehension.

🗣️ CLB 7-I: Use a number of strategies to keep the conversation going.

🗣️ CLB 7-I: Hold the floor.

🗣️ CLB 7-I: Resumé after interruption.

🗣️ CLB 7-I: Change topic.

🗣️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.

📖 CLB 7-III: Demonstrate comprehension of details and speaker's purpose (...).

📖 CLB 6-IV: Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source.

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

📝 CLB 6-II: Take notes from an oral presentation or a page of written information.

📝 CLB 6-IV: Write one- to two-paragraphs to relate a familiar sequence of events, (...), provide a detailed description (...).

MEETINGS
UNIT 16

Meetings for Different Purposes

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Discuss descriptions of various community, workplace or academic situations in groups. Decide whether or not a meeting is needed, who should attend, venue, equipment and agenda.

2. Role-play a meeting in groups (e.g., a department meeting to discuss goals, strategies and sales targets). Each group role-plays the same meeting but with a different number of participants and seating arrangement. Evaluate effectiveness of each meeting.

3. Hold a classroom meeting taking on instructor-assigned roles. Use strategies for interrupting, handling interruptions, taking turns, asking permission to speak, handing over, and recapping and summarizing.

4. Listen to recorded fragments of various meetings and complete a table with types and purposes of meetings. Identify language elements indicating each kind and purpose (e.g., *Let's come up with some ideas ...*, or *We need to find a solution ...*).

5. Read eight- to 15-paragraph minutes of a team meeting for a project (e.g., designing a new filing system, planning an academic project). Answer comprehension questions about the meeting purpose and outcomes.

6. Read online information about tele- and web conferences. Discuss advantages and disadvantages for meeting purposes.

7. Write a description of the decision-making process used in a meeting. Use a flow chart as an illustration.

8. Write a one- to two-paragraph memo to a peer reporting the outcome of a role-played meeting (e.g., task 2 or 3).

Targeted Competencies

🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.

🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
🗣️ CLB 8-III: Indicate problems and solutions in a familiar area.

🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
🗣️ CLB 8-I: Manage conversation. Check comprehension.
🗣️ CLB 8-I: Encourage others to participate.

🔍 CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.

📖 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.

📖 CLB 8-IV: Access/locate several pieces of information in on-line electronic reference sources.

✍️ CLB 8-IV: Write a paragraph to relate/explain information in a table, graph, flow chart and diagram.

✍️ CLB 8-III: Convey business messages as written notes, memoranda, letters of requests or work record log entries, to indicate a problem, to request a change or to request information.

MEETINGS UNIT 16

Meetings for Different Purposes

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Terms related to meetings
agenda, consensus, chairperson, recorder, minutes, quorum, etc.
- Vocabulary related to types, purposes, structure and procedures of meetings
brainstorming, to reach a consensus, to vote by proxy
- Conversation management expressions for agreeing, disagreeing, stating an opinion, interrupting, handing over, clarifying, etc.
(I think you're right; I'm afraid I disagree; In my opinion ...; What do you think?; I understood you to say that ...)
- Formal and informal registers

Grammar

- Passive voice to describe things and processes (*The decision was made unanimously.*)
- Passive voice to report facts and opinions (*This issue is said to be ...; It is believed that ...*)
- Modals for speculations and conclusions about the past: *might have, must have*
- Adverb clauses of reason and contrast (*Since we discussed this issue earlier, there is no need for a meeting. Meetings can be an effective way of making important decisions though they can be time-consuming.*)
- Subordinating conjunctions of reason and contrast: *because, since, on account of the fact that, even though, while, in spite of the fact that*

Pronunciation

- Syllable stress in multi-syllable words related to meetings (*agenda, minutes, suggestions, technology*)
- Emphasis on content words and reduction of function words for clarity and timing. (*My second point/ relates/ to Bev's suggestion. / /)*
- Contrastive stress to convey clearly which of two or more possibility is being referred to (*Do you agree with option one, option two or option three?*)

Independent Learning and Research

To gain knowledge, learners can:

- research online resources on types and purposes of meetings.
- develop a questionnaire on various types and purposes of meetings and survey staff in the LINC centre to gain knowledge about meetings.

To gain practice, learners can:

- hold meetings in class for various purposes (e.g., to choose interesting guest speakers for the program, work on a project such as a class/school newsletter).
- rotate roles (a recorder, a facilitator) in class meetings.
- download web-conferencing software in a computer lab and hold web conferences to work on class projects.

In the community, learners can:

- attend various community meetings (school, library, local community centre, neighbourhood group).
- attend local government meetings (e.g., town/municipal council, provincial legislature) to identify procedures and protocols, levels of formality, forms of address in formal meetings, and compare to other meetings.

Meetings for Different Purposes

Teaching Suggestions and Resources

Teaching Suggestions

- Involve learners in group activities to offer further practice.
- Use brainstorming meeting techniques in classroom procedures to elicit ideas/information from learners.
- Involve learners in making decisions around elements of the program (e.g., selection of topics or materials).
- Encourage learners to use various conversation management strategies and discussion techniques in every class, not only when related to meetings.
- Use video recordings of meetings (from movies, training materials) or record written texts for listening practice.
- Encourage learners to develop lists containing expressions pertinent to various types and purposes of meetings.
- Encourage learners to get involved in the community and participate in meetings

Resources

Authentic

- Handbooks, pamphlets and workshop materials developed for various community groups on effective meetings, procedures, strategies, etc.
- Sample minutes from meetings

Books

- *Communicating in Business. A Short Course for Business English Students.* S. Sweeney. Cambridge University Press. 2000. 🎧
Includes a module on meetings with four units offering activities and checklists for self- or in-class study.

LINC Licensed Software

- Ellis Business Series > Business Meetings and Discussions

Sample Internet Search Terms and Websites

- meetings
- types of meetings
- effective meetings

One-on-One Meetings

One-on-one meetings are the most common type of meeting. They can be formal or informal, planned or impromptu. They include chance meetings that create an opportunity to discuss an important issue, or scheduled appointments over the phone, online or face-to-face.

Learners will encounter many one-on-one meetings in various contexts. In community contexts, learners may meet with a child's teacher, a financial adviser, medical specialist, insurance representative, loan or mortgage officer, immigration official, government representative or social service worker. In workplace contexts they may meet with a potential employer, a supervisor, union representative, co-worker or contractor. In study contexts they may meet with a professor or instructor, co-student, guidance or admissions counsellor.

Regardless of the context or degree of formality, learners can benefit from practising language skills and strategies to ensure productive and effective one-on-one meetings. These strategies include initiating a one-on-one meeting, expressing concerns, agreement/disagreement, making requests, setting a purpose and maintaining it during the meeting, listening actively, and ending a meeting.

MEETINGS
UNIT 17

One-on-One Meetings

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **One-on-One Meetings**.*

- LINC 5**
- ☞ CLB 6-I: Open, maintain and close a short routine formal conversation.
 - ☞ CLB 6-I: Indicate partial comprehension.
 - ☞ CLB 6-I: Avoid answering a question.
 - ☞ CLB 6-I: Encourage conversation by adding supportive comments.
 - ☞ CLB 6-IV: Ask for and provide information in an interview related to daily activities.
- LINC 6**
- ☞ CLB 7-I: Confirm own comprehension.
 - ☞ CLB 7-I: Use a number of strategies to keep the conversation going.
 - ☞ CLB 7-I: Change topic.
 - ☞ CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
- LINC 7**
- ☞ CLB 8-I: Manage conversation. Check comprehension.
 - ☞ CLB 8-I: Use a variety of strategies to keep conversation going.
 - ☞ CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.
 - ☞ CLB 8-IV: Discuss options.

One-on-One Meetings

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Preparing for a One-on-One Meeting

- **Identifying and selecting type and style of the meeting**
Impromptu meeting, scheduled appointment, formal interview, telephone meeting
- **Using appropriate degree of formality** (a formal vs. informal meeting)
- **Defining objectives**
- **Preparing a plan or an agenda**
Using point form for a summary or plan

Participating in a One-on-One Meeting

- **Initiating an impromptu or informal meeting**
Asking permission to speak to someone; requesting a meeting; stating a purpose or topic of the meeting
- **Strategies to maintain the purpose of a meeting**
Referring to main topic; handling digressions; confirming comprehension; clarifying; interrupting and handling interruptions; asking for clarification or explanation
- **Participating in a discussion**
Starting a conversation; initiating a topic of discussion; presenting one's point of view/opinion; agreeing and disagreeing; persuading; handing over; requesting a turn; describing a situation, a problem, solution or procedure; comparing; describing differences; giving instructions
- **Listening during a meeting**
Using strategies and techniques for active listening
- **Ending a meeting**
Recapping and summarizing what was said to indicate comprehension; closing a meeting/discussion; confirming or promising action; referring to next meeting or contact

Evaluating a One-on-One Meeting

- **Identifying characteristics of an effective meeting and criteria for evaluation**
- **Self- and peer evaluation**
Giving constructive feedback, handling criticism

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening**
p.313

**Discussions
and Debates**
p.314

**Non-Verbal
Communication**
p.316

One-on-One Meetings

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Meeting with a school principal/teacher to discuss a child's problem at school (e.g., being bullied, poor academic performance or special needs)
- Meeting with an MP or MPP regarding a personal matter (e.g., sponsoring a relative) or a community issue (e.g., a neighbourhood petition)
- Meeting with a mortgage officer to negotiate mortgage payment conditions
- Meeting with a networking contact/mentor to inquire about accessing own profession
- Meeting with a contractor to discuss a renovation and obtain a quotation
- Meeting with an employment counsellor to discuss job search options
- Meeting with a lawyer or an immigration consultant

Workplace

- Meeting with a supervisor to report progress on a project
- Reviewing workplace procedures with a new worker
- Conducting a telephone meeting with a Human Resources representative to review documents related to own work or position
- Meeting with a subordinate to convey a customer's complaint
- Meeting with a supervisor to discuss a performance appraisal
- Meeting with a co-worker to solve a problem (e.g., ineffective communication procedures, filing errors, delayed orders or shipments)
- Meeting with a co-worker to discuss and divide workload
- Meeting with a client to discuss services and estimated costs

Study

- Seeking input on an assignment from a professor
- Discussing a project with another student
- Meeting with a counsellor to inquire about full-time/part-time study options leading to specific career goals
- Meeting with a teacher/instructor to request a reference
- Meeting with a professor to discuss progress on a thesis or report

Instructors can use themes to provide various contexts for developing unit skills. For example:

At Home in Our Community and the World
p. 284

Learners can simulate one-on-one meetings about city/town-related issues, human rights issues, community concerns or rental disputes. They can role-play meetings with government representatives, workplace supervisors, counsellors or legal representatives.

Community & Government Services
p. 296

Learners can practise one-on-one meetings with government or community representatives for information about services such as Ontario Works, Canada Pension Plan, Income Tax filing assistance, community legal assistance, or housing.

Employment
p. 300

Learners can role-play one-on-one meetings for various workplace situations (e.g., between two co-workers or superior and subordinate) to clarify policies or procedures, make a complaint, arrange holiday time, review performance on the job, review or negotiate salary. They can also practise giving instructions, describing work procedures or explaining a company policy in one-on-one meeting scenarios.

One-on-One Meetings

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a short impromptu meeting (e.g., with a teacher on a child's progress at school, with a co-worker on recent e-mail message). Apologize and give excuses for cancelling a previously arranged meeting.
2. Simulate an interview meeting (e.g., job interview, parent-teacher interview, meeting with a college guidance counsellor). Ask and respond to questions according to a scenario.
3. Listen to a two- to five-minute recorded or role-played one-on-one meeting to seek advice (e.g., with a mortgage specialist or a contractor on recommended service, a feedback meeting with a supervisor). Write down and retell suggestions.
4. Listen to part of a recorded one-on-one meeting. In pairs, suggest and role-play a conclusion to the meeting.
5. Listen to a 10-minute presentation on preparing for a one-on-one meeting (e.g., parent-teacher or job interview). Write down steps in the correct order.
6. Read a memo giving an account of a one-on-one meeting (e.g., with a customer, with a co-worker). Answer true/false questions about the purpose, procedures and outcome of the meeting.
7. Write the details about an arranged meeting from a telephone message (e.g., date, time, person's name, location, directions).
8. Write a one-paragraph e-mail message or letter to a friend/colleague about a one-on-one meeting. Describe details of the meeting and own feelings about the outcome.

Targeted Competencies

- 🗨️ CLB 6-I: Open, maintain and close a short routine formal conversation.
- 🗨️ CLB 6-I: Express/respond to apology, regrets and excuses.
- 🗨️ CLB 6-IV: Ask for and provide information in an interview related to daily activities.
- 🗨️ CLB 6-I: Indicate partial comprehension.
- 🗨️ CLB 6-III: Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.
- 🗨️ CLB 6-IV: Suggest an appropriate conclusion to a story based on inference.
- 🗨️ CLB 6-II: Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from text.
- 📖 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.
- 📞 CLB 5-II: Take live phone messages, voice-mail messages (...) with five to seven details.
- ✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing (...) quick updates, feelings.

MEETINGS
UNIT 17

One-on-One Meetings

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play an impromptu one-on-one meeting (e.g., with a co-worker, study group member or financial adviser in a bank). Request an informal meeting and ask for advice on a work-related or personal matter (e.g., applying for a leave of absence, feedback on a written assignment, or mortgage payment options).

2. Role-play scenarios of one-on-one meetings (e.g., between manager and secretary on routine work procedures or schedule, between college counsellor and student on course selections, between client and insurance broker on choosing a policy). A third learner (a recorder) takes notes and reports the meeting to the class.

3. Role-play a one-on-one meeting to make a complaint (e.g., with an academic adviser, a colleague or a manager in a company or organization providing a service or product). Negotiate a mutually acceptable solution to the problem.

4. Listen to a five-minute recording of a one-on-one meeting and retell main points in the order presented.

5. Listen to a five-minute recording of a one-on-one meeting and write down expressions for making complaints, showing satisfaction, dissatisfaction, approval, and disapproval. In groups, discuss alternative ways of expressing these functions and create a checklist for personal use.

6. Read a two- to three-paragraph e-mail message reporting a one-on-one meeting. Answer questions about the purpose, participants, procedures and outcome of the meeting.

7. Read a report (e.g., a child's report card, an incident report). Prepare questions for a one-on-one meeting.

8. Write a one-paragraph e-mail message summarizing the outcomes of a role-played one-on-one meeting.

Targeted Competencies

🗨️ CLB 7-III: Request a word. Ask for and respond to recommendations or advice.

🗨️ CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.

🗨️ CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.

📝 CLB 6-II: Take notes from an oral presentation (...).

🗨️ CLB 7-I: Express and respond to (...) complaint, disappointment, dissatisfaction, hope.

🔍 CLB 7-IV: Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.

🔍 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.

📖 CLB 6-I: Identify factual details in moderately complex notes, e-mail messages, letters (...).

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

✉️ CLB 6-I: Convey a personal message in a formal short letter, note or through e-mail (...).

One-on-One Meetings

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Take turns expressing weak, strong or neutral opinions in a one-on-one meeting using role cards and assigned discussion topics. Create a list of expressions used to vary the strength of the opinions.

Targeted Competencies

🗣️ CLB 8-IV: Express and analyse opinions and feelings.

2. Role-play a meeting (e.g., two students or co-workers working on a project). Use role cards with individual schedules and tasks to agree on deadlines and division of work.

🗣️ CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.

🗣️ CLB 8-IV: Discuss options.

3. Hold a one-on-one meeting using role cards (e.g., parent/principal, customer/mortgage specialist or student/guidance counsellor meeting). Two other learners evaluate the meeting using brainstormed criteria and offer feedback.

🗣️ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.

🔍 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants (...).

4. Watch 10- to 15-minutes of a videotaped one-on-one meeting (e.g., on weekly assignments/things to do/work procedures). Identify the purpose of the meeting, situation and attitude of participants. Write down key ideas and details on a worksheet.

🔍 CLB 8-I: Identify stated and unspecified details about mood, attitude, situation and formality in discourse (...).

5. Listen to a 10-minute recording of a meeting (between supervisor and worker on inappropriate behaviour or dress). Identify degree of formality, expressions for opening and closing the meeting, checking understanding, warning and making suggestions.

🔍 CLB 8-III: Identify stated and unspecified meanings in extended warnings, (...), suggestions and recommendations.

6. Research information about one-on-one meetings using online or print reference materials and prepare a summary of tips.

📖 CLB 8-IV: Access/locate several pieces of information in on-line electronic reference sources.

7. Read a two-page performance evaluation of an employee and locate specific areas of concern that need to be addressed in a one-on-one meeting.

📖 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.

8. Write a two- to three-paragraph memo/e-mail message reporting procedures of a meeting (task 2 or 3). E-mail the message to others in the class for peer correction.

✉️ CLB 7-III: Convey business messages as written notes to pass on routine information (...).

One-on-One Meetings

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

- Vocabulary & Expressions**
- Verbs for speaking: *talk over, discuss, debate, negotiate*, etc.
 - Formal and informal expressions to request a meeting
Do you have a minute? Could you spare five minutes for ...? Do you think we could discuss this some time soon?
 - Conversation management expressions
What do you think about ... ? I am afraid I disagree ... ; Do you see my point ?
 - Idioms related to communication, conversations or discussion
to beat around the bush, on second thought, to put one's cards on the table, in a nutshell
 - Formal and informal registers; ways to address figures of authority
- Grammar**
- Modal verbs for polite requests: *could, would, would mind*
 - Passive voice to report ideas and facts
 - Adverbials: viewpoint, focus, and negative: *simply, perhaps, clearly, unfortunately*
 - Subjunctive in noun clauses (*It is essential that this order be processed as soon as possible.*)
 - Grammar structures used in formal language (passive voice, modals, etc.)
- Pronunciation**
- Affective intonation to express emotion and attitudes
 - Volume, speed and tone to express mood and attitude
 - Non-verbal vocalizations to indicate active listening, agreement or disagreement
 - Head nods and tilts to indicate active listening

Independent Learning and Research

To gain knowledge, learners can:

- research online resources on one-on-one meetings and prepare tips and techniques for own use.

To gain practice, learners can:

- form or join discussion groups (e.g., a book club) with classmates and hold discussions on various topics.
- develop a list of useful expressions for various language functions used during a meeting (e.g., initiating or changing a topic, interrupting a speaker).
- develop checklists for self-evaluation and use them in and beyond the classroom.

In the community, learners can:

- attend real-life meetings to solve various issues (e.g., obtain a credit card, register a child for a daycare) and report their experiences to classmates.

One-on-One Meetings

Teaching Suggestions and Resources

Teaching Suggestions

- Involve learners in pair and group work.
- Ask learners to share their experiences of participating in meetings.
- Have learners compare cultural differences in meeting-related communication in their home country and Canada.
- Include peer and self-evaluation in classroom procedures (proofreading a memo or agenda, evaluating learner's performance in a role-play).
- Encourage learners to watch/listen to discussions and debates on TV/radio to analyze and emulate the desired communication strategies.
- Use computers for appropriate tasks related to meetings, such as tasks involving research on effective meetings, writing a memo or preparing an agenda.
- Encourage learners to get involved in the community and participate in meetings.

Resources

Books

- *Communicating in Business: A Short Course for Business English Students. 2nd ed.* S. Sweeney. Cambridge University Press, 2004. 🎧
Includes a module on meetings with four units offering many activities and checklists for self- or in-class study.
- *Have Your Say: Intermediate Communication Activities.* I. McKay. Oxford University Press, 1999.
Includes activities and tasks for one-on-one communication situations.

Sample Internet Search Terms and Websites

- meetings
- types of meetings
- effective meetings
- meetings podcasts
- University of Michigan Office of Student Activities and Leadership: www.lso.umich.edu/ > Leadership Resources > Handouts > Minutes and Record Keeping, or Running Effective Meetings or Giving Effective Feedback
Designed for university students, includes various handouts on topics relevant to starting and operating an organization, such as leadership skills, active listening, meetings, effective feedback.
- 3M Meeting Network: www.3m.com/meetingnetwork/readingroom/meetingguide_impromptu.html
A commercial website geared towards customers in business communities; includes a guide on impromptu, one-on-one and informal meetings and a collection of articles on various issues related to meetings including structure, procedures, principles and participants.

Formal Meetings

Learners may encounter situations in which they are expected to participate in a formal meeting. For example, in community settings, learners might attend annual general meetings, committee meetings or board of director meetings for community agencies, neighbourhood groups or charities. In workplace settings, learners may need to participate in formal staff meetings, departmental meetings and shareholder meetings.

This unit provides ideas for practising skills and strategies for participating in formal meetings, such as opening and closing a formal meeting, writing an agenda, taking minutes and expressing opinions. Learners can assume different roles (chair, secretary, participant) to build language skills.

MEETINGS
UNIT 18

Formal Meetings

CLB Competencies

Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Formal Meetings**.

- LINC 5**
- ☞ CLB 6-I: Introduce a person (e.g., a guest, speaker) formally to a small group.
 - ☞ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.
 - ☞ CLB 6-I: Open, maintain and close a short routine formal conversation.
 - ☞ CLB 6-I: Indicate partial comprehension.
 - ☞ CLB 6-I: Avoid answering a question.
 - ☞ CLB 6-I: Encourage conversation by adding supportive comments.
 - ☞ CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).
- LINC 6**
- ☞ CLB 7-I: Introduce a guest, speaker formally to a large familiar group.
 - ☞ CLB 7-I: Confirm own comprehension.
 - ☞ CLB 7-I: Use a number of strategies to keep the conversation going.
 - ☞ CLB 7-I: Hold the floor.
 - ☞ CLB 7-I: Change topic.
 - ☞ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.
 - ☞ CLB 7-IV: Express or ask about possibility, probability.
- LINC 7**
- ☞ CLB 8-I: Introduce a person (e.g., guest, speaker) formally to a large unfamiliar audience.
 - ☞ CLB 8-I: Manage conversation. Check comprehension.
 - ☞ CLB 8-I: Use a variety of strategies to keep conversation going.
 - ☞ CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
 - ☞ CLB 8-IV: Express and analyse opinions and feelings.
 - ☞ CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

Formal Meetings

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Meeting Structure

- **Preparing for a meeting**
 - Identifying the need for a meeting; identifying the participants and their roles; developing an agenda; arranging the logistics (venue, equipment, refreshments); circulating the minutes from the previous meeting
- **Identifying elements of a formal meeting**
 - Opening the meeting (introductions, welcomes and regrets)
 - Reviewing the agenda
 - Examining the minutes from the last meeting
 - Following agenda items
 - Making motions and/or decisions (following decision-making procedures, voting strategies)
 - Closing the meeting (summarizing, thanking, leave-taking)
- **Following up on a meeting**
 - Reporting key outcomes; writing the minutes

Participants and Their Roles

- **Chair/Facilitator**
 - Identifying and assigning roles; opening the meeting
 - Facilitating the discussion (mediating disputes, summarizing, clarifying, concluding)
 - Closing the meeting (summarizing the outcomes, assigning tasks)
- **Secretary/Recorder**
 - Distributing information prior to the meeting (e.g., minutes of previous meeting, agenda, relevant handouts)
 - Consulting with the Chair
 - Taking minutes
- **Participants**
 - Presenting ideas and arguments; stating preferences; agreeing; disagreeing; taking the floor; expressing support/opposition; asking for and expressing opinions; challenging ideas and opinions; making suggestions and recommendations; expressing reservations; compromising, persuading; listening actively
- **Strategies for participating in a meeting**
 - Interrupting and handling interruptions; stating things in a positive manner; questioning; negotiating; clarifying information; changing topic; expressing emphasis; expressing certainty; commenting; using appropriate etiquette for formal meetings

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening**
p.313

**Discussions
and Debates**
p.314

**Non-Verbal
Communication**
p.316

Note Taking
p.317

Presentations
p.318

MEETINGS
UNIT 18

Formal Meetings

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- Board of directors meeting for a condominium, local charity, housing co-op, daycare
- Community meeting to discuss a land use issue (e.g., parking, development, garbage collection)
- All-candidates pre-election meeting
- City/town meeting
- Meeting with an MP/MPP/Councillor to raise a neighbourhood or community issue
- Parent council meeting
- Collaborative meeting to organize an event (e.g., a local community fundraiser)

Workplace

- Health and safety committee meeting
- Union representative meeting
- Union meeting
- Staff meeting
- Meeting to discuss a departmental work plan
- Meeting to decide on the marketing strategies for a new product line
- Meeting to decide on the key objectives of a project

Study

- Student council meeting
- Meeting to clarify an issue (e.g., English proficiency requirements for potential students)
- Committee meeting (e.g., anti-racism, student newsletter, special event)
- Advocacy meeting to organize around an issue (e.g., cutbacks in services, higher tuition costs)

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Community and Government Services p. 296

Learners can role-play formal community meetings such as annual general meetings, board of directors meetings or committee meetings of non-profit organizations, schools, community centres or advocacy groups.

Learners can take on the roles of elected politicians, candidates, community members or organization members and simulate formal meetings for a variety of purposes (e.g., to make decisions, present information, debate issues). Other activities could involve planning the meeting and agenda, listening to presentations and debates in the meeting, expressing support or opposition, making decisions and writing minutes.

Employment p. 300

Learners can simulate formal workplace meetings for different purposes such as sharing information, making a decision or solving a problem. They can assume different roles such as the chairperson, secretary, meeting participant or outside observer. They can also practise a variety of language functions including giving suggestions and opinions, giving presentations, agreeing and disagreeing and expressing doubts or concerns.

Formal Meetings

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play small talk conversations before a meeting. Initiate, carry on and close the conversation.

2. Role-play chairing a problem-solving meeting. Practise taking turns by interrupting, adding supportive comments, expressing opinions.

3. Listen to short instructor-made dialogues containing apologies and excuses for not being able to attend a meeting. Identify expressions used for apologies and regrets. Identify the mood and attitude of the recipient.

4. Read a two- or three-paragraph text describing procedures in formal meetings. Answer true/false questions on a worksheet.

5. Read a two- or three-paragraph text describing a problem to be discussed at a meeting and answer questions (can be used with task 2).

6. Write/word-process an agenda for a formal meeting using an instructor-made scenario. Include location, date, time and items to be discussed.

7. Write/word-process a one or two-paragraph letter inviting participants to a meeting. Include a set of instructions on how to get to the meeting location.

8. Respond in writing to the invitation to the meeting (e.g. from task 7) with regrets. Include reasons for not being able to attend.

Targeted Competencies

🗨️ CLB 6-I: Open, maintain and close a short routine formal conversation.

🗨️ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

🗨️ CLB 6-I: Take turns by interrupting.

🗨️ CLB 6-I: Encourage conversation by adding supportive comments.

👂 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling appointments, apologies, regrets, excuses (...).

👂 CLB 6-I: Identify mood and attitude of participants.

📖 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

📖 CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic.

✂️ CLB 5-IV: Reduce a page of information to a list of seven to 10 points.

✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail expressing or responding to invitations, quick updates (...).

✉️ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail expressing or responding to invitations, quick updates (...).

MEETINGS
UNIT 18

Formal Meetings

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Practise introducing various participants in a meeting. Include a brief bio.

2. Role-play a formal decision-making meeting. Make motions.

3. Listen to instructions for planning an upcoming meeting (venue, participants, content). Prepare a to-do list and draft an agenda for the meeting.

4. Listen to simple phone directions on how to get to a meeting and chart the directions on a map.


5. Analyze one page of minutes from a formal meeting (e.g., parent-teacher committee or a school council meeting) and answer comprehension questions.


6. Research online information on strategies for writing effective minutes of a meeting.


7. Write one or two paragraphs relating own experiences of participating in a formal meeting.

8. Take notes from a recorded segment of a meeting (e.g., task 2). Use notes to write missing information in the instructor-prepared minutes.


Targeted Competencies


 CLB 7-I: Introduce a guest, speaker formally to a large familiar group.


 CLB 7-IV: Participate in a small group discussion/meeting; express opinions and feelings, express reservations, approval, disapproval.


 CLB 7-III: Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.

 CLB 6-II: Take notes from an oral presentation (...).

 CLB 7-II: Understand simple directions on the phone.

 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

 CLB 6-IV: Access/locate/compare two or three pieces of information in (...) an electronic reference source.

 CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, (...) or routines; or to describe a simple process.

 CLB 6-IV: Take notes from an oral presentation (...).

Formal Meetings

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play chairing a formal meeting with a difficult participant (e.g., someone who dominates the conversation, is negative, interrupts frequently). Chair the meeting and respond appropriately to each person.

2. Role-play participating in a formal meeting to solve a problem (e.g., inefficient system in the workplace or community organization). Give a short presentation using a diagram to explain a solution to the problem. Debate the pros and cons of suggestions presented by others.

3. Attend a formal meeting (e.g., an annual general meeting of a community organization) or watch a taped meeting. Listen for phrases used to open and close the meeting, vote on an issue, express opinions, etc., and complete an instructor-made worksheet.

4. Listen to the presentations in task 2 and evaluate the validity of each suggestion using a list of brainstormed criteria (e.g., whether or not the solution is possible, whether the time frame is realistic).


5. Locate and read information online to prepare for a presentation in task 2. Take notes to use during a meeting.


6. Read minutes from a staff meeting. Answer comprehension questions, pinpoint problem areas and decide on next steps.


7. Write a two- to three-paragraph formal letter or e-mail message to a participant in a meeting to clarify own perception of a minor conflict during a meeting. Express an apology.


8. Write/word-process the minutes from a role-played or recorded meeting.


Targeted Competencies


 CLB 8-I: Respond to minor conflict or complaint. Manage the conversation. Check comprehension. Use a variety of strategies to keep the conversation going. Encourage others to participate.


 CLB 8-IV: Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations.


 CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.


 CLB 8-IV: Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations.

 CLB 8-III: Evaluate the validity of a suggestion or proposed solution.

 CLB 8-IV: Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources.

 CLB 7-IV: Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic.

 CLB 8-I: Convey a personal message in a formal short letter or note, or through email, (...) clarifying a minor conflict or giving reassurance.

 CLB 8-II: Write an outline or a summary of a longer text.

MEETINGS
UNIT 18

Formal Meetings

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Words and phrases related to formal meetings
agenda, chairperson, timing, quorum, minutes, matters arising, introduce a motion, seconded, consensus, actions, apologies/regrets, resolutions
- Phrasal verbs related to meetings
takes off, set up, look over, push back, set back, put off
- Phrases expressing restatement, contrast and summarizing
In fact, this meeting ... ; Although we started late, ... ; In short, this was a very productive meeting.

Grammar

- Passive voice for formal tone (*This meeting is adjourned.*)
- Subjunctive to express importance or urgency (*It is important that we come to an agreement.*)
- Fronted negatives (*Under no circumstances will we agree to these terms.*)

Pronunciation

- Contrastive stress to indicate which of several options is preferred (*Yuri/, would you like to sit here/ or over there?//*)
- Chunking at the phrase level to make information easier to process (*The first order of business/ is to elect/ new officials./*//)
- Non-verbal communication to indicate politeness and deference: appropriate head tilting, nodding, smooth gestures

Independent Learning and Research

To gain knowledge, learners can:

- research online and library resources for information about protocols and procedures in formal meetings.
- observe a parliamentary debate and compare the meeting structure with that of other formal meetings.
- access and read minutes from government debates (provincial or federal, city/town council).

To gain practice, learners can:

- use formal language and meeting procedures when participating in class debates.
- participate in parent council meetings, join a volunteer committee or attend the annual general meeting of a local community group.
- take notes during classroom meetings and later organize them into minutes.

In the community, learners can:

- join volunteer committees (e.g., anti-racism, women's group).

Formal Meetings

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss the protocols and procedures for conducting formal meetings and how they differ from other types of meetings.
- Discuss strategies for handling difficult participants in a meeting (e.g., participants who are rude, interrupt frequently, are contradictory/negative).
- Discuss body language in a meeting (e.g., pencil-tapping, rolling eyes, doodling, etc.).
- Practise strategies for compromising in order to reach a consensus in the classroom (e.g., to make decisions regarding a school trip, future topics to be covered in class in a needs assessment).
- Practise summarizing information and note taking to prepare for taking minutes or making presentations in a meeting.
- Arrange for students to attend a meeting (e.g., annual general meeting of a local community group, a parliamentary debate) to practise listening skills.
- Use computers for tasks related to meetings such as online research on formal meetings, writing an agenda or minutes.

Resources

Authentic

- Podcasts of formal meetings
- Handbooks, pamphlets and workshop materials developed for various community groups on effective meetings, procedures, strategies, etc.
- Sample minutes to review how the purpose of the meeting is achieved
- Sample agendas

Books

- *Business Builder: Book 2*. P. Emmerson. Macmillan Publishers Limited, 2004.
Includes a module on discussions and meetings. It also has reproducible materials for in-class practice or self-study.
- *Communicating in Business: A Short Course for Business English Students*. S. Sweeney. Cambridge University Press. 2000. 📖
Includes a module on meetings with four units offering many activities and checklists for self- or in-class study.
- *Effective Meeting Skills*. M.E. Haynes. Crisp Publications, 1997.
Offers information about meeting procedures, participants' roles, strategies and techniques for effective meetings. It includes worksheets and gambits to practise meeting-related skills.
- *The Language of Meetings*. M. Goodale. Language Teaching Publications, 2000.

LINC Licensed Software

- Clarity Study Skills Success! > Speaking: Giving a Short Talk
- ELLIS Senior Mastery > Unit 11: Discussing Business
- ELLIS Business Series > Business Meetings and Discussions

Sample Internet Search Terms

- formal meetings
- effective meetings
- writing minutes
- podcasts

TELEPHONE CALLS

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Personal Calls

The telephone is an essential part of everyday communications. This unit provides ideas for practising telephone communication skills in everyday situations: to talk to friends, to arrange personal matters with service providers or government offices, or to obtain information.

The telephone skills included in this unit focus on making and receiving calls, leaving and taking messages as well as accessing and using telephone services. Learners can practise structuring a call, participating in simulated calls with various scenarios, or navigating automated answering systems. They can practise the language strategies needed for opening, maintaining and closing telephone conversations as well as handling being put on hold or being transferred to a wrong number.

Personal Calls

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Personal Calls**.*

- LINC 5**
- 👂 CLB 6-I: Make or cancel an appointment or arrangement.
 - 👂 CLB 6-I: Indicate partial comprehension.
 - 👂 CLB 6-III: Take phone messages with three to five details.
 - ✍️ CLB 5-II: Take live phone messages, voice-mail messages or pre-recorded information with five to seven details.
- LINC 6**
- 👂 CLB 7-I: Confirm own comprehension.
 - 👂 CLB 7-I: Resumé after interruption.
 - 👂 CLB 7-I: Change topic.
 - 👂 CLB 7-III: Take live phone messages with five to seven details.
 - 👂 CLB 7-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making or cancelling appointments, apologies, regrets, excuses, problems in reception and communication.
 - 👂 CLB 7-II: Understand simple directions on the phone.
 - 👂 CLB 7-II: Understand simple messages left on voice mail (with five to seven details).
- LINC 7**
- 👂 CLB 8-I: Manage conversation. Check comprehension.
 - 👂 CLB 8-I: Use a variety of strategies to keep conversation going.
 - 👂 CLB 8-I: Carry on a brief phone conversation in a professional manner.
 - ✍️ CLB 7-II: Take notes from pre-recorded longer phone messages on public information lines or voice-mail messages with seven to 10 details.
 - ✍️ CLB 8-II: Write instructions about an established process or procedures given (...) over the phone (...).

Personal Calls

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Receiving Calls

- **Answering the phone**
Greeting; inquiring about the call/caller; responding to a wrong number or to an unwanted call; accepting/refusing a collect call; answering a call for another person
- **Participating in a call**
Listening for the purpose of the call, main ideas and relevant details; maintaining a conversation (asking for/giving information); confirming comprehension; clarifying; asking for repetition or explanation; taking notes
- **Taking a message**
Asking the caller to leave a message; taking down important information (name and phone number of caller, date and time of call, requested action); confirming information taken (repeating back, clarifying, asking for repetition or spelling)
- **Recording greetings**

Making Calls

- **Preparing for a call**
Identifying the goal; preparing questions or relevant information; writing notes
- **Opening a call**
Greeting; identifying self; requesting a person, an extension or to have a call transferred; identifying self and the purpose of the call
- **Participating in a call**
Making inquiries; making, rescheduling, cancelling and confirming appointments; placing orders; making reservations; making complaints; making emergency calls
Maintaining a conversation; confirming comprehension; clarifying; asking for repetition or explanation; listening actively; interrupting and handling interruptions; using formal and informal registers; taking notes
Ending the call
- **Leaving a message**
Preparing the message; taking notes
Giving pertinent information (own name, time and purpose of call)
Requesting action (to return the call, provide information, to send e-mail)
Closing the message (leaving and restating name and phone number; leave-taking)
- **Navigating automated answering systems**
Following instructions and directions; identifying the main points of the message; taking notes
- **Handling being put on hold or transferred to a wrong extension**

Using Telephone Services

- **Understanding landline and cell phone contracts**
- **Accessing, understanding and comparing cell phone, long-distance and service packages**
- **Locating phone numbers in online and print directories**

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening
p.313**

**Non-Verbal
Communication
p.316**

**Note Taking
p.317**

Personal Calls

Sample Settings and Themes

Instructors can use the following ideas for developing tasks situated in community settings.

Community

- Calling to arrange or cancel an appointment (e.g., with a doctor, hairdresser, accountant)
- Calling a retailer or service provider to inquire about products/services, hours of operation and location
- Calling to obtain medical test results
- Calling customer service to inquire about an ordered item
- Listening to an automated answering system to find out about a bus, train or plane schedule
- Calling to order a service or product from a catalogue or menu
- Calling a friend to thank him/her for a dinner, to invite him/her to a party, or to pass on a message from another person
- Calling a LINC centre to inform staff about own absence
- Leaving a message about a child's absence on a school voice mail
- Answering telemarketing and solicitation calls
- Calling a library to order or renew books
- Calling to make a reservation at a restaurant, travel agency or performing arts centre
- Placing a collect call, three-way call or an operator-assisted call
- Making a 911 call to report an accident or emergency
- Calling the police station to report a theft, break-in or disturbance in the neighbourhood
- Taking a message for a family member or a roommate
- Leaving a message with a friend to request a call or to pass on some news
- Calling a service provider (e.g., a telephone or utility company) to complain about poor service or additional charges
- Answering a call from a teacher to discuss a child's behaviour or progress at school
- Navigating an automated answering system to check own account or credit card balance
- Following instructions on the phone (e.g., to install or troubleshoot software, to operate equipment)
- Calling to thank someone for an interview, a meeting or a special favour
- Calling a pharmacy to refill a prescription
- Using the telephone to do personal banking
- Participating in a telephone survey

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Banking and Finance p. 286

Learners can role-play telephone calls to banks and other financial institutions to inquire about services, hours of operation, location, etc. They can role-play reporting a stolen or lost credit card. They can also role-play conversations dealing with collection agencies.

Community and Government Services p. 296

Learners can practise listening to information lines (government or other) to obtain information and report back to the class. They can make telephone calls to various government agencies and community organizations to request assistance, inquire about particular services or practise understanding instructions given over the phone.

Travel and Transportation p. 306

Learners can role-play telephone calls with a travel agent to compare flight or travel package information and discuss trip details. They can practise listening to travel information lines advertising last-minute packages, or highway/road conditions phone lines (Ontario highway conditions 1-800-268-4686).

Personal Calls

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a call to arrange/reschedule/cancel an appointment (e.g., with a physician, for a job interview, with a child's teacher). Write down and restate the details.

2. In pairs, simulate leaving and taking messages for a roommate or family member in a variety of situations (e.g., a friend requesting a return call, a company scheduling a job interview). Write a three- to five-sentence note reporting the message.

3. Role-play receiving a call from a telemarketer. Use strategies to decline an offer (e.g., to purchase a newspaper subscription, to purchase a vacation time-share).

4. Listen to a recorded telephone greeting from a service provider (e.g., a bank, a dental office, a store). Write down the details of the message: hours of operation, location, available services, and telephone options (e.g., press pound) presented in the message.

5. Listen to a fragment of a recorded telephone conversation between friends (e.g., arranging an outing, choosing a gift for another friend). Role-play the ending to the conversation.

6. Listen to fragments of different telephone conversations. Identify the speakers, their relationship, moods and attitudes. Suggest an opening and closing for each conversation.

7. Read instructions on using common cell phone features (e.g., text messaging, downloading a ringer, forwarding a call). Retell the steps to a partner.

8. Write a note to friend or a family member to pass on a voice-mail message (e.g., to reschedule an appointment, to inform about the placed order). Record name and telephone number of caller, time called and relevant details using correct spelling.

Targeted Competencies

📞 CLB 6-I: Make or cancel an appointment or arrangement.

📞 CLB 6-I: Take phone messages with three to five details.

✉️ CLB 5-II: Take live phone messages, voice-mail messages or pre-recorded information with five to seven details.

🗣️ CLB-IV: Take turns by interrupting.

📞 CLB-I: Indicate partial comprehension.

🔗 CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation.

🔗 CLB 6-IV: Suggest an appropriate conclusion to a story based on inference.

🔗 CLB 6-I: Identify mood/attitude of participants.

📖 CLB 5-II: Understand and follow moderately complex written instructions for seven- to 10-step procedures.

✉️ CLB 5-II: Take live phone messages, voice-mail messages or pre-recorded information with five to seven details.

TELEPHONE
CALLS
UNIT 19

Personal Calls

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Make a phone call to inquire about a field trip for the class (e.g., art gallery, museum). Ask about possible tours, entrance fees, how to make the arrangements (such as booking in advance) and method of payment. Report findings to the class and choose the best option for the field trip.

2. Role-play a call to thank someone for a kind act (e.g., a returned lost wallet, a dinner or gift).

3. Simulate leaving voice-mail messages for friends using instructor-prepared scenarios. Record and replay your messages for peer evaluation.

4. Role-play answering a phone call (e.g., from a contractor, bank representative, school) for a family member or a roommate. Take a message and confirm details.

5. Call transit information and ask for directions to a specific destination. Take notes and mark the route on a transit map.

6. Listen to telephone messages left on voice mail. Take notes for own use and answer comprehension questions.

7. Read a print or online article on a telephone related topic (e.g., etiquette, handling obscene or harassing calls). Prepare a list of tips to share with peers.

8. Write a short story about a personal experience (humorous or otherwise) of using the phone in Canada.

Targeted Competencies

📞 CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.

📞 CLB 7-I: Express and respond to gratitude, appreciation, (...) satisfaction and hope.

📞 CLB 7-IV: (...) provide detailed information related to personal needs (...).

📞 CLB 7-III: Take live phone messages with five to seven details.

📍 CLB 7-II: Understand simple directions on the phone.

📍 CLB 7-II: Understand simple messages left on voice mail (with five to seven details).

📖 CLB 6-IV: Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic.

✍️ CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description (...).

Personal Calls

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a telephone call in response to a letter (e.g., a letter from a service provider about new services, an offer from a credit card company or travel agency). Refer to details of the letter during the call.

2. Make a telephone call to a company/organization to inquire about volunteer opportunities. Request to speak to the volunteer coordinator, introduce self and explain own situation. Close the conversation appropriately.

3. Listen to the navigational instructions on the main menu of an information line (e.g., Landlord and Tenant Board, Citizenship and Immigration Canada). Take notes and create a chart outlining menu options.

4. Listen to fragments of role-played or recorded telephone conversations containing conflict situations (e.g., parent-child about a curfew, two friends about unpaid debt). Identify speakers' moods, attitudes and opinions.

5. Read cell phone plans offered by three different companies. Compare each for the types and number of calls included, cost and any additional features. Choose the best plan for personal use and state reasons.

6. Write instructions/directions on using Skype or Google Talk in a simulated phone conversation.

7. Write a one- to two-paragraph letter of complaint to follow up on a recorded or role-played telephone conversation with a customer service representative (e.g., about a refund for undelivered service, incorrect billing). Include the factual details and speaker's comments; request action.

8. Write main points and important details of a pre-recorded message from various menu options on a public information line (e.g., tenant hotline, Employment Standards Information Centre). Report findings to the class.

Targeted Competencies

📞 CLB 8-I: Carry on a brief phone conversation in a professional manner.

📞 CLB 8-I: Use a variety of strategies to keep conversation going.

📞 CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.

📞 CLB 8-I: Carry on a brief phone conversation in a professional manner.

📞 CLB 8-II: Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures.

📞 CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.

📖 CLB 8-III: Locate and integrate three or four pieces of information contained in moderately complex formatted texts.

✍️ CLB 8-II: Write instructions about an established process or procedures given (...) over the phone.

✍️ CLB 8-III: Convey business messages as written notes, (...) letters of request (...) to indicate a problem.

✍️ CLB 7-II: Take notes from pre-recorded longer phone messages on public information lines or voice-mail messages with seven to 10 details.

Personal Calls

Sample Language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks. The following items are examples.

Sample Language

Vocabulary & Expressions

- Phrases indicating problems in comprehension
I'm sorry, I didn't get what you meant. Could you please slow down?
- Phrases for comprehension checks
Do you mean ...? Is it ...?
- Phrases of introduction and answering
Speaking. Who is calling please? This is John Smith speaking. May I ask who is calling?
- Hesitation and stalling devices
Well ..., Actually ...,
- Phrases signalling the end of a call
I've got to run; I'll let you go; I should get going.

Grammar

- Coordinating conjunctions (e.g., *and, but, or, for, so*. *I'll call you tomorrow so we can continue the conversation.*)
- Transitions: *however, therefore, in addition, meanwhile*
- Embedded questions in polite requests (*Do you know when I could call back?*)
- Indirect speech in reported messages (*She said she would send a fax.*)

Pronunciation

- High-rise intonation pattern on “*hello*” when answering the phone, yes-no questions, and to express surprise or shock
- Numbers and letters as individual content words in phrases of a maximum of two to three content words so that the listener can take notes (*My number is 416/342/76/54.*)
- Non-verbal vocalizations such as “*ubbul*” and “*hmm*” to indicate comprehension, to encourage the speaker to continue or to hold place rather than be silent

Independent Learning and Research

To gain knowledge, learners can:

- conduct online or library searches for resources on telephone skills and telephone etiquette.
- obtain information about telephone features and services.

To gain practice, learners can:

- access and use online phone directories.
- use Skype or Google Talk to simulate telephone conversations in the classroom.
- tape own voice-mail messages and review to make improvements.
- call different companies/organizations that have pre-recorded messages to improve listening skills.

In the community, learners can:

- call public places and inquire about their hours of operation, locations, services or featured attractions.
- call government information lines and listen to pre-recorded information on topics of interest.

Personal Calls

Teaching Suggestions and Resources

Teaching Suggestions

- Discuss telephone and cell phone etiquette.
- Tape students' role-played or simulated conversations for peer or self-evaluation.
- Develop telephone scripts based on real-life situations to use in the classroom.
- Develop multi-player scripts to simulate real-life situations (e.g., calling a tow service, then calling an employer about the late arrival, finally calling the car mechanic).
- Have students call public places and report back to class on their experiences.
- Have students practise active listening strategies when participating in telephone conversations.
- Provide activities to practise telephone note taking.
- Include pronunciation activities to practise proper use of voice (clarity, tone and speed) in telephone conversations.

Resources

Authentic

- Print and online information on telephone services
- Print and online telephone directories (e.g., Canada411: www.canada411.ca)
- Training materials on telephone skills
- Recorded information on organization/company answering systems, government and community information lines (e.g., Ontario Highway conditions: 1-800-268-4686)

Books

- *Telephone Skills from A to Z: The Telephone Doctor Phone Book*. N.J. Friedman. Thomson Learning, 1995.
- *Telephone English*, J. Hughes. Macmillan Publishing Ltd., 2003.

Sample Internet Search Terms and Websites

- telephone skills
- telephone etiquette
- telephone gambits
- Canada 411: www.canada411.ca
Includes over four million phone listings and postal codes.

Professional Calls

This unit provides ideas for teaching professional telephone skills. These skills can be applied in various workplace situations such as receiving and transferring incoming calls, dealing with clients, selling products or services over the phone, placing calls to co-workers about routine matters, receiving technical instructions over the phone, or taking and passing on messages to superiors or co-workers.

The ideas included in this unit provide opportunities for learners to develop and apply professional telephone strategies and techniques, such as listening actively and using appropriate voice to project a professional image.

Professional Calls

CLB Competencies

*Learners can demonstrate many different CLB competencies through this unit. The following competencies are directly related to **Professional Calls**.*

- LINC 5**
- 👂 CLB 6-I: Make or cancel an appointment or arrangement.
 - 👂 CLB 6-I: Indicate partial comprehension.
 - 👂 CLB 6-III: Take phone messages with three to five details.
 - 📞 CLB 5-II: Take live phone messages, voice-mail messages or pre-recorded information with five to seven details.
- LINC 6**
- 👂 CLB 7-I: Confirm own comprehension.
 - 👂 CLB 7-I: Resumé after interruption.
 - 👂 CLB 7-I: Change topic.
 - 👂 CLB 7-III: Take live phone messages with five to seven details.
 - 👂 CLB 7-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making or cancelling appointments, apologies, regrets, excuses, problems in reception and communication.
 - 👂 CLB 7-II: Understand simple directions on the phone.
 - 👂 CLB 7-II: Understand simple messages left on voice mail (with five to seven details).
- LINC 7**
- 👂 CLB 8-I: Manage conversation. Check comprehension.
 - 👂 CLB 8-I: Use a variety of strategies to keep conversation going.
 - 👂 CLB 8-I: Carry on a brief phone conversation in a professional manner.
 - 📞 CLB 7-II: Take notes from pre-recorded longer phone messages on public information lines or voice- mail messages with seven to 10 details.
 - 📞 CLB 8-II: Write instructions about an established process or procedures given (...) over the phone (...).

Professional Calls

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Receiving Calls

- **Answering a company phone**
Greetings and company identification; offering assistance
Screening calls: identifying the purpose of the call; identifying and connecting to the right person, handling unwanted calls
- **Transferring the call**
Identifying the right person to connect; putting a caller on hold; handling concurrent calls
- **Participating in the call**
Providing and asking for information; explaining; giving reasons; giving and receiving instructions; offering advice and suggestions; scheduling and cancelling appointments; summarizing main points at the end of the call; confirming important information; taking notes
- **Solving problems and handling complaints**
Apologizing; admitting fault/mistake; giving reasons; explaining; offering help; suggesting solutions; expressing regret; agreeing and disagreeing; handling accusations
- **Applying professional telephoning strategies and techniques**
Listening actively; projecting empathy and a positive attitude; checking understanding and solving communication problems; using objective, accurate and polite language; using the appropriate speed, clarity, volume and tone of voice

Making Calls

- **Preparing for a call**
Setting a goal for the call; gathering information about the target company/caller
- **Participating in a call**
Identifying oneself and the company; requesting a person or department; stating the reason for the call; dealing with the "secretarial barrier"
Asking for information; making requests; placing orders; arranging and confirming appointments and meetings; making complaints; indicating problems
Closing the call: recapping important information; requesting or confirming action; confirming important details (names, dates, times, phone numbers, addresses); thanking

Messages

- **Leaving Messages**
Preparing the message; giving pertinent information (own name and job title, company name, time of the call, reason for the call); requesting action (to return the call, to call back with information, to send e-mail); closing the message (leaving and restating the name and phone number; leave-taking)
- **Taking Messages**
Asking the caller to leave a message; taking down important information (name and phone number of the caller, date and time of the call, requested action); confirming information taken (repeating back, clarifying, asking for repetition or spelling); writing an e-mail message or memo to report telephone messages; using *While You Were Out ...* form

Learning Links

These Learning Links list additional skills that complement this unit.

**Active
Listening**
p.313

**Non-Verbal
Communication**
p.316

Note Taking
p.317

Professional Calls

Sample Settings and Themes

Instructors can use the following ideas for developing tasks situated in workplace settings.

Workplace

- Receiving and transferring incoming calls for an office
- Calling clients of a medical office to schedule/reschedule appointments
- Placing a call to order supplies or to follow up on a placed order
- Calling another department to obtain missing data or information related to a work project
- Dealing with a customer complaint about a late delivery
- Reporting a phone conversation with a client or supplier to a superior
- Conducting a telephone survey for a company
- Selling a product or a service over the phone (e.g., newspaper subscription, duct cleaning or landscaping services)
- Receiving a call inquiring about company products or services
- Leaving a message with the technical support department to report a computer software problem
- Calling company customers about outstanding accounts
- Booking a facility or arranging catering for a company social event
- Soliciting donations for a charity over the phone
- Answering the phone for a co-worker or superior who is absent
- Placing multiple calls to arrange a meeting with a group of colleagues
- Responding to an inquiry about job opportunities with the company
- Passing on telephone messages to own supervisor or co-worker as memos or e-mail messages
- Passing on instructions or troubleshooting tips to a client or co-worker over the phone (e.g., how to install software, how to amend files)
- Discussing details of a work schedule or a project with a co-worker over the phone
- Calling to report an absence from work

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Community and Government Services p. 296

Learners can listen to community or government information lines or make telephone calls to obtain information about specific services. They can practise making and receiving phone calls involving inquiries, complaints or requests.

Employment p. 300

Learners can practise making and receiving phone calls in a variety of workplace situations. Learners can take on different roles (e.g., a receptionist, technical support or salesperson) and practise telephone skills relating to a particular position. They can also simulate phone calls to outside contractors, suppliers or clients.

Learners can practise telephone scenarios for different purposes: to discuss work-related issues, arrange meetings, pass on information, handle incoming calls for the company or request assistance.

Professional Calls

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play receiving phone calls placing orders (e.g., for takeout food, landscaping services, refilling a prescription). Write down important details and pass on the order to a third learner.

2. Simulate receiving calls from clients in an office/small business (e.g., dental office, hair salon). Schedule, cancel and reschedule appointments as requested using an instructor-prepared appointment book.

3. In pairs, simulate a co-worker's call requesting assistance in troubleshooting a computer-related problem (e.g., setting up a computerized mailing list, using a word-processing feature). Give clear instructions and confirm the caller's comprehension.

4. Listen to telephone conversations of a receptionist handling multiple calls. Write down expressions for greeting, transferring a call, putting a call on hold, leave-taking.

5. Listen to a fragment of a telephone conversation about a customer complaint (e.g., a late delivery or misplaced order). Suggest ways to handle an angry caller and role-play the ending to the conversation.

6. Read a scrambled set of instructions on how to deal with an irate caller. Sequence steps in instructions correctly.

7. Locate addresses and phone numbers of businesses offering a certain type of service (e.g., pest control, desktop publishing) in an online telephone directory. Create and word-process a table with findings.

8. Write down telephone messages recorded on a company's voice mail. Use telephone message forms.

Targeted Competencies

📞 CLB 6-I: Take phone messages with three to five details.

📞 CLB 6-III: Make a verbal request for an item.

📞 CLB 6-I: Make or cancel an appointment or arrangement.

📞 CLB 6-I: Open, maintain and close a short routine formal conversation.

📞 CLB 6-II: Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.

🔍 CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, (...) problems in communication.

🔍 CLB 6-IV: Suggest an appropriate conclusion to a story based on inference.

📖 CLB 5-II: Understand and follow moderately complex written instructions for seven- to 10-step procedures.

📖 CLB 5-IV: Access and locate information through tables of content, indexes and glossaries.

📞 CLB 5-II: Take live phone messages, voice-mail messages or pre-recorded information with five to seven details.

TELEPHONE
CALLS
UNIT 20

Professional Calls

Sample Tasks, LINC 6

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Explain how to set up a working meeting using a three-way call with a telephone service or on the Internet (e.g., Google Talk, Skype). Use instructional materials obtained online.

2. Role-play leaving and taking messages for a co-worker or a superior who is absent (e.g., a call from another department, a client, a spouse). Pass on the messages verbally to a third learner.

3. Record a greeting message for a school or own business. Include hours of operation, location and information pertinent to the situation (e.g., services offered, registration requirements).

4. Listen to a five-minute phone conversation between a client and a customer service representative. Evaluate effectiveness of telephone strategies used and suggest ways to improve the conversation.

5. Role-play a call to a client to inquire about his/her address and directions to complete a delivery order. Confirm the details of the delivery.

6. Listen to a business voice-mail message (e.g., a customer placing an order, calling for information about the company or cancelling an appointment). Take notes including the name of the caller, the nature of the call and any follow-up that is required.

7. Read an instruction manual for a company's voice-mail system. Answer comprehension questions.

8. Write a list of tips on professional telephone manner. Refer to information researched online.

Targeted Competencies

📞 CLB 7-II: Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks.

📞 CLB 7-I: Take live phone messages with five to seven details.

📞 CLB 7-II: Give clear instructions and directions related to moderately complex familiar (...) tasks.

📞 CLB 7-I: Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.

📞 CLB 7-II: Understand simple directions on the phone.

📞 CLB 7-II: Understand simple messages left on voice mail (with five to seven details).

📖 CLB 6-II: Follow a set of common everyday instructions (up to 10 steps) when not presented in point form: sequence/order must be inferred.

📝 CLB 6-II: Take notes from an oral presentation or a page of written information.

Professional Calls

Sample Tasks, LINC 7

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks

1. Role-play a telephone interview for a job. Respond to questions and inquire about opportunities with the company.

Targeted Competencies

- 📞 CLB 8-I: Carry on a brief conversation in a professional manner.
- 📞 CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.

2. Simulate placing and receiving difficult calls (e.g., from a persistent salesperson, a job candidate who failed a job interview).

- 📞 CLB 8-I: Carry on a brief conversation in a professional manner.
- 📞 CLB 8-I: Use a variety of strategies to keep conversation going.

3. Role-play a telephone conversation to obtain or verify data with another department (e.g., confirming information for a sales report, gathering data for a presentation). Refer to soft or hard copies of documents to ask questions.

- 📞 CLB 8-IV: Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.

4. Listen to a set of instructions on an information line (e.g., how to book a driver's licence test, how to apply for a health card). Write the instructions in point form and report to a small group.

- 📞 CLB 8-II: Follow an extended set of multi-step instructions on (...) processes or procedures.
- ✍️ CLB 8-II: Write instructions about an established process or procedures given (...) over the phone or from pre-recorded audio (...) material.

5. Listen to a role-played or recorded telephone conversation of a work team scheduling project work. Complete a work plan, including assigned duties and deadlines.

- 📞 CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.

6. Read a one-page letter or e-mail message from a client containing a complaint. Identify reasons for client's dissatisfaction and suggest solutions. Follow up with a phone call.

- 📖 CLB 8-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction.

7. Complete an incident report form of a customer complaint. Include details of a telephone conversation with the customer.

- ✍️ CLB 8-III: Fill out forms and other materials in pre-set formats with required brief texts.

8. Write a two- to three-paragraph memo to inform staff about procedures for handling incoming calls and taking telephone messages.

- ✍️ CLB 8-II: Write instructions about an established process or procedures (...).

Professional Calls

Sample language and Independent Learning

Instructors should select vocabulary, grammar and pronunciation items based on learner needs and the requirements of specific tasks in the lesson. The following items are examples.

Sample Language

Vocabulary & Expressions

- Phrases indicating problems in comprehension
I am sorry I didn't get what you meant. Could you please slow down?
- Phrases for comprehension checks
Do you mean ...? Is it ...?
- Phrases of introduction and answering
Speaking. Who is calling please? This is John Smith speaking. May I ask who is calling?
- Hesitation and stalling devices
Well ..., Actually ...,
- Phrases signalling the end of a call
I've got to run; I'll let you go; I should get going.
- Phrases for putting a call on hold, transferring a call or connecting to someone
Can you hold? I'm transferring you to ...

Grammar

- Indirect speech in reported messages
He said he would be here at 4:00.
- Embedded questions in polite requests
Can you tell me when the store closes?

Pronunciation

- High-rise intonation pattern to demonstrate a polite telephone manner (*Hello/, this is Gerhard's Shipping//. How may I direct your call?//*)
- Forced choice intonation pattern for offering choices (*Would you like/ the repair person/ to come between 8-11// or 11-2//?*)
- Informational stress on new key information (*My name/ is Satinder Grewal.//*)

Independent Learning and Research

To gain knowledge, learners can:

- conduct online and library searches for tips on professional/business telephone skills.
- interview secretarial staff in community, workplace or academic settings about their roles and experiences of using the telephone.

To gain practice, learners can:

- take on duties of a receptionist at a LINC centre for a day: answer the phone in a professional manner, make appointments and take messages.
- develop scripts or gambits for telephone dialogues pertinent to their workplace.
- record their telephone conversations and analyze them.
- cold-call companies and organizations inquiring about volunteer opportunities.
- listen to pre-recorded messages on information lines.

In the community, learners can:

- call a local community centre and inquire about programs offered.
- call a community service number and obtain information.
- volunteer to answer calls at a call centre.

Professional Calls

Teaching Suggestions and Resources

Teaching Suggestions

- Ask learners to share their positive and negative experiences of making professional calls.
- Have learners listen to information lines or pre-recorded greeting messages and report findings to the class.
- Develop multi-player scripts with learners to simulate real-life workplace situations (e.g., a secretary calling to book a hotel for a superior, then calling to book a flight, and then calling the superior with the information about arrangements).
- Include pronunciation activities to practise clear speech and appropriate use of voice (clarity, tone and speed).
- Have learners practise various telephone conversations and messages in a computer lab using Skype, Google Talk or MSN Messenger.
- Brainstorm workplace situations involving the telephone and develop activities or tasks to practise them.
- Practise strategies for handling irate or aggressive callers.
- Discuss etiquette relating to professional calls.
- Practise gambits for professional calls.

Resources

Authentic

- Telephone manuals and policies on telephone use
- Instruction manuals for telephones and answering systems

Books

- *Telephone Courtesy and Customer Service. 3rd. ed.* L. Finch. Crisp Learning, 2000.
A practical guide on telephone skills relating to customer service.
- *Telephone Skills from A to Z: The Telephone Doctor Phone Book.* N.J. Friedman. Thomson Learning, 1995.

Sample Internet Search Terms

- telephone etiquette
- active listening/telephone
- communication skills/telephone

Themes

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At Home in Our Community and the World

Theme Development Ideas

Current Events and World News

- **Current Events**
Political events; international, domestic, local news; proposed laws; controversial issues; social and economic issues; newly released research studies; government reports
- **Bias in News Reporting**
News coverage of the same event in different newspapers, radio and telecasts; racial bias
- **Mass Media Influence on Perceptions**

Globalization

- **Global Economy and Free Trade Agreements**
Influence on Canadian and local economies; influence on employment trends and opportunities; Canadian imports and exports
- **Advantages and Disadvantages of Globalization**
Unequal economic development and wealth distribution; monopolies in certain industries and economic sectors; labour issues and disadvantaged economies; effects of globalization on business, culture, language and daily life
- **Canada in the Global Village**
Canada's international relations; Canada and the USA; the role of Canada in the UN; Canada and the G8; international aid
- **Human Rights in the World**
Human rights violations; political asylum and refugee policies in Canada; human rights and democracy

Environment

- **Global Warming**
Endangered regions and species; long- and short-term consequences, natural disasters and changes in weather patterns
- **Environmental Protection**
Organizations and political parties, Kyoto Accord; national and provincial legislation, municipal bylaws (e.g., pesticide ban); protected areas and species in Canada and Ontario; alternative sources of energy
- **Recycling and Waste Management**
Municipal programs and regulations on reducing waste and recycling; reducing, reusing, recycling at home; living "green": using public transit or low-emission vehicles; using organic products

Resources

- *News in Review*
One-hour educational tapes by CBC on Canadian and world issues
- CBC: www.cbc.ca/ottawa/esl/index.html
CBC ESL pilot project containing 10 lessons with radio/TV clips, before/while/after listening activities at various levels of difficulty. Lesson 6: Environment vs. Jobs
- CBC: http://archives.cbc.ca/for_teachers
Collection of CBC archival radio and TV clips organized by topics; teaching tips and sample activities
- Foreign Affairs Canada: http://geo.international.gc.ca/canada_un/new_york
> Canada at the United Nations
- Canada International: www.canadainternational.gc.ca
> Canada and the World > Canada in the World
Includes information about Canada's role in the world, foreign policy issues
- Environment Canada: www.ec.gc.ca
- Green Ontario: <http://greenontario.org>
A guide to conservation in Ontario
- World Bank: <http://worldbank.org>
> Youthlink > Issues
Offers information on social issues, environment and globalization
- Recycling Council of Ontario: <http://rco.on.ca>

Books

- *NorthStar: Listening and Speaking, High Intermediate, Second Edition*, Unit 5: You Will Be This Land
- *NorthStar: Listening and Speaking, Advanced, Second Edition*, Unit 8: Warriors Without Weapons
- *NorthStar: Reading and Writing, High Intermediate, Second Edition*, Unit 5: 21 Century Living
- *Read on Canada*, Chapter 5: Canada and the Global Village

At Home in Our Community and the World

Linking Themes to Units

ACADEMIC SKILLS

Unit 2: Writing Paragraphs and Essays

Learners can:

- write paragraphs (writing a topic sentence, developing an idea, providing supporting details), informative/persuasive essays, and reports on environmental issues such as pollution, urban sprawl or global warming.
- write letters in response to newspaper editorials on a controversial issue or a political event.

BUSINESS WRITING

Unit 4: Formal Letters and Reports

Learners can:

- write formal letters to town/city officials to request or propose changes related to their community or neighbourhood (e.g., garbage collection or quality of drinking water).
- write reports to summarize researched information about local recycling and waste management programs, to analyze a current political issue or to evaluate media bias in reporting news.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports

Unit 13: Formatted Texts

Unit 14: Policies, Procedures and Legislation

Unit 15: Presentations

Learners can:

- research online resources on topics of interest related to current events, the global economy, Canada's role in the G8, or refugee policies in Canada. They can create a list of recommended resources to share with classmates and use them for presentations or discussions.
- read newspaper and magazine articles on current political events, international or local news, or controversial issues, and compare coverage and bias.
- read tables and graphs with statistical data on gas emissions, GDP or economic growth indicators, then interpret, compare and present the data.
- use maps and diagrams when reading, discussing or making presentations about issues such as environmentally sensitive areas in Canada and around the world, climate change or local conservation areas.
- discuss and propose policies or procedures related to waste management or environmental protection in their community.
- locate, read and explain or discuss environmental protection laws and bylaws.
- research, prepare and make presentations on: changes in the economy, culture and language caused by globalization, regions and species affected by global warming, Canada's international relations with the learner's country, or a current social issue.
- invite guest speakers and listen to presentations on municipal recycling programs, organic products and food, or provincial parks and conservation areas.

MEETINGS

Unit 16: Meetings for Different Purposes

Learners can:

- participate in group discussions and debates on topics related to globalization, such as its effect on the Canadian economy and culture, the growing gap between developed and underdeveloped countries, or Canada's role in the UN peacekeeping.
- have a small group discussion about gender bias in media, a problem-solving meeting to reduce the amount of waste at school/LINC centre, or a brainstorming meeting to generate ideas and suggestions about living "green".

Banking and Finance

Theme Development Ideas

Personal Finances

• Banking Services

Types of financial institutions: banks, credit unions, virtual banks, Money Mart; types of accounts: savings, chequing, joint; types of banking: telephone, Internet, face-to-face, using bank machines, direct deposits; types of services: certified cheques, bank drafts, money orders, wire transfers of funds overseas; bank fees and service charges; debit cards

• Investments

Types of investments: Registered Education Savings Plan (RESP); Registered Retirement Savings Plan (RRSP), non-registered plans; stocks, bonds, mutual funds; rates of return; obtaining investment advice

• Insurance

Types of policies: life, mortgage, disability, home, car; premiums, deductibles, coverage

Establishing and Using Credit

• Borrowing Money

Personal loans; line of credit/equity line of credit; income tax refund loans; student loans; overdraft protection; home mortgages: types of mortgages, terms of repayment; interest charges; collection agencies

• Credit Cards

Building a credit history; selecting the best credit card; applying for a card; lost or stolen credit cards; credit checks; maintaining a good credit rating; credit counselling and debt management; Air Miles and other rewards cards; identity theft

Taxes

• Personal Income Tax

Personal income taxes: filing a tax return, tax preparation services, claims on tax return; tax credits: GST rebates, Child Tax credit; consequences of not filing or making a false return; tax audits; appealing a decision; strategies for reducing income taxes

• Other Taxes

Business taxes, property taxes, sales taxes

Resources

- Canadian Newcomer Magazine: www.cnmag.ca
> Issue #7 – Fall 2005: The Changing Face of Banking in Canada
Includes articles on credit unions, getting a mortgage and comparing the five major banks
- Canadian Bankers Association: www.cba.ca
> Resource Centre > Information booklets
Includes information on opening a bank account, using a bank machine and guides to investments and mortgages
- Citizenship and Immigration Canada: www.cic.gc.ca
> After You Arrive > Advice for Newcomers
Provides information for newcomers including details on banking
- Ontario Association of Credit Counselling Services: www.oaccs.com/agencies.html
Includes counselling and financial planning services and referrals in regional centres across Ontario
- Financial Consumer Agency of Canada: www.fcac-acfc.gc.ca > For Consumers
Includes information on banking, credit, loans and debt
- Settlement.org: www.settlement.org/site/CI
> Consumer Information > Personal Finance
> Taxation
- Revenue Canada: www.cra-arc.gc.ca
> Individuals > Learning About Taxes
Includes an online course about the basics of taxation and filing a tax return

Banking and Finance

Linking Themes to Units

BUSINESS WRITING

Unit 4: Formal Letters and Reports

Learners can:

- write formal letters to cancel a financial arrangement or to appeal a tax decision.
- write reports to compare various forms of investments, services of financial institutions or to present insurance policies.

INTERACTING WITH OTHERS

Unit 7: Customer Relations

Learners can:

- role-play requesting and providing information about a bank account, loan, insurance product or service charges.
- role play persuading a customer to purchase an insurance policy or RESP.
- simulate making and handling complaints about service charges or rising insurance premiums.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports

Unit 13: Formatted Texts

Unit 14: Policies, Procedures and Legislation

Unit 15: Presentations

Learners can:

- read online or print articles about the major Canadian banks or trends in the financial sector.
- research information online about mortgages and loans, or investing in the stock market.
- access, read and discuss diagrams, graphs and charts comparing types of investments and yield/rates of return, bank service charges, interest rates or stock prices.
- complete sections of personal income tax forms (e.g., tax credits for different scenarios).
- read about specific policies and procedures relating to banking, making investments and filing tax returns.
- listen to presentations about different investment options and the stock market.
- present comparisons of financial investments or credit cards.

MEETINGS

Unit 17: One-on-One Meetings

Learners can:

- role-play meetings with a bank representative or a financial adviser to arrange a loan, RRSP, RESP, to inquire about investment options or mortgage terms.
- simulate a meeting with a tax specialist to discuss claims.
- simulate a meeting with an insurance representative to discuss car, life, disability or home insurance policies.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- make calls to financial service providers to find out about products, services and hours of operation.
- phone Revenue Canada's income tax hotline for information about filing a tax return.

Canada

Theme Development Ideas

History

- **Aboriginal Peoples**

First Nations, Inuit and Métis; varieties of languages and cultures among bands; relations with each other and Europeans; displacement to reserves; residential schools; land treaties; Native self-determination

- **Immigration**

Settlement of Europeans; French and English culture; past practices and attitudes towards minorities (e.g., Chinese Head Tax; treatment of the Japanese during WW2); trends in immigration; geographical patterns of settlement

- **Key Historical Events**

European settlement; fur trade; British rule; Confederation; settlement of the West; Canada and the world wars; the Constitution Act

Geography

- **Geographical Regions**

Provinces and territories; capitals and major cities; languages spoken; agricultural lands; natural resources; major industries; tourism

- **Major Cities**

Urban development; population density and growth; major industries; famous landmarks; pollution and environmental issues

- **Natural Landscapes and the Environment**

Physical geography: mountain ranges, the Canadian Shield, etc.; natural landmarks (e.g., Niagara Falls); preservation of the natural environment; national parks; wildlife; weather patterns

Government and Citizenship

- **Structure of Government**

Levels of government; relations between levels; responsibilities of each level; legislative process; responsibilities of House of Commons, Senate; roles of government members (Members of Parliament, Members of Provincial Parliament, City Councillors, etc.)

- **Elections**

Federal, provincial and municipal elections; political parties and leaders; campaigns; voter eligibility; procedures on election day

- **Citizenship**

Becoming a citizen; rights and responsibilities of Canadian citizens; rights of Canadians abroad

Resources

- Department of Canadian Heritage: www.culture.ca
Includes information on Canadian heritage, Native history and culture
- Historica: www.histori.ca
Resources and links for teachers and students on a variety of topics about Canadian history
- Canadian Museum of Civilization: www.civilization.ca
> Educational and Teacher Resources > History
Includes materials on topics such as Native peoples, Canadian history and immigration
- Statistics Canada: www.statcan.ca
> Maps and Geography
Includes interactive maps, thematic maps and reference maps by geographic area
- Environment Canada: www.ec.gc.ca
Includes information on air, water, nature, pollution and climate change
- Elections Canada: www.elections.ca
Includes electoral information such as political parties, electoral districts, registration, policy and law
- Citizenship and Immigration Canada: www.cic.gc.ca
Includes information on policy, legislation, research, statistics, online newsletter and publications
- Parliament of Canada: www.parl.gc.ca
> About Parliament > Education
Includes educational programs, classroom resources and background resources about Parliament (including an e-guide titled *How Canadians Govern Themselves*)

Canada

Linking Themes to Units

ACADEMIC SKILLS

Unit 1: Note Taking and Study Skills

Unit 2: Writing Paragraphs and Essays

Learners can:

- answer questions about Canada (e.g., Canadian history, geography, the political system in Canada) to prepare for exams (e.g., citizenship preparation exam).
- write paragraphs and essays (using a topic sentence, developing an idea, providing supporting details), on topics related to Canada such as roles of leaders, structure of government, the legislative process, a Canadian historical event, the effectiveness of electoral procedures, a city or place of interest.
- write paragraphs or essays to describe or compare Canadian geographical regions, provinces or settlement patterns, or to analyze and express opinions about events from Canadian history.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports

Unit 13: Formatted Texts

Unit 14: Policies, Procedures and Legislation

Unit 15: Presentations

Learners can:

- research online or print resources on topics of interest related to Canadian history, geography, Aboriginal peoples, the political system in Canada.
- access, read and discuss tables, graphs and charts showing statistics about Canada such as population density and growth, election results, settlement patterns.
- use maps and diagrams when reading, discussing or making presentations about Canada.
- read and discuss information about legislation related to Canada such as Native treaties, the Charter of Rights and Freedoms, the Canadian Multiculturalism Act or the Constitution.
- research, prepare and give presentations on topics related to Canada such as the history of Aboriginal peoples, European settlement or Canadian cities.
- listen to presentations or participate in workshops on topics such as becoming a Canadian citizen, registering to vote or procedures on an election day.

MEETINGS

Unit 16: Meetings for Different Purposes

Learners can:

- participate in role-plays or debates on issues about Canadian history or government.
- participate in group or class discussions on immigration patterns, responsibilities of different levels of government, rights of Canadians abroad or current economic issues concerning Canada.
- debate controversial, social or political issue, or a political party platform on an issue.
- watch/read online summaries, transcripts or podcasts of city council meetings or legislature debates.

Canadian Culture

Theme Development Ideas

Social Interaction and Issues

- **Types of Social Activities and Celebrations**

Formal/informal parties/receptions; holidays (New Year's, Thanksgiving), special days (Halloween, Mother's Day); social activities and celebrations in Canada and other countries; customs and practices; appropriate/acceptable social behaviour and non-verbal communication (eye contact, handshaking); cultural variations of social interaction and communication

- **Social Issues**

Types of social issues (e.g., poverty, homelessness); social issues in other countries; political party platforms vis-à-vis social issues

Cultural Diversity

- **Multiculturalism**

Canadian multiculturalism compared to other countries; effect of multiculturalism on Canadian identity; ethno-cultural groups and associations; advantages of diversity; tolerance of cultural differences; peaceful conflict resolution; international language programs

- **Aboriginal Peoples**

First Nations, Inuit, Métis; bands and languages; art and culture; effect of European settlement on aboriginal cultures; cultural practices; social issues

National Unity

- **Canadian Regions and Cultures**

Relations and cultural differences among regional communities (Quebec, Newfoundland, eastern Canada, western Canada); Native self-government; separatist movements in Canada (Quebec, western Canada); role of Canadian Constitution in creating unity

- **Language**

Effect of bilingualism on Canadian culture; language laws and practices in Canada compared to other countries

- **Canadian Identity**

What makes Canada unique; effect of U.S. culture (and other cultures) on Canadian identity; role of Canadian Constitution in developing identity; Canadian arts and artists; significant Canadians

Resources

- Canadian Newcomer Magazine: www.cnmag.ca
 - > Issue #6 – Summer 2005: The Rules of Living in Canada
- Statistics Canada: www.statcan.ca
 - > Find Statistics by Subject
 - Includes statistics on Aboriginal peoples, ethnic diversity and immigration, culture and leisure
- Assembly of First Nations of Canada: www.afn.ca
 - Includes information about current issues and policies related to Native peoples in Canada
- Unity Canada: www.uni.ca
 - Includes information about Canadian unity
- Government of Canada – Culture, Heritage and Recreation: www.culturecanada.gc.ca
 - Includes information on Native cultures, multiculturalism as well as programs and services relating to culture and recreation
- Department of Canadian Heritage: www.culture.ca
 - Provides information about Canadian culture and society

Books

- *Our Own Stories: Cross-Cultural Communication Practice*

Canadian Culture

Linking Themes to Units

ACADEMIC SKILLS

Unit 1: Note Taking and Study Skills **Unit 2: Writing Paragraphs and Essays**

Learners can:

- locate, read and take notes on texts related to Canadian culture such as the effect of European settlement on Native culture, Quebec separatism, regional differences in Canada, or social issues.
- practise answering questions on texts about Canadian culture to prepare for tests/exams (e.g., Canadian citizenship exam).
- write paragraphs and essays on topics related to Canadian culture such as social customs or a particular social issue.

INTERACTING WITH OTHERS

Unit 5: Social Interaction

Learners can:

- role-play interactions at social events (e.g., funerals, weddings, housewarming parties, networking meetings).
- write e-mails, notes and letters for social events and celebrations (invitations to social events, thank-you notes after various events).
- discuss factors affecting communication in a multicultural society (personality, cultural differences, level of tolerance).

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports **Unit 15: Presentations** **Unit 13: Formatted Texts**

Learners can:

- read online and print articles about social issues or different aspects of Canadian culture, and synthesize or compare the presented information.
- research and discuss tables, diagrams, graphs and charts showing statistics on topics such as immigration patterns, spending habits, income levels, types of housing, education attainment, family structure, family size and living arrangements, and make inferences about Canadian culture and values.
- research, prepare and give presentations on issues related to Canadian culture, social issues or leisure activities.
- listen to presentations about specific social issues in Canada.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- call local community centres for information about leisure activities, cost, schedules.
- role-play calling friends, neighbours and co-workers and inviting them to a social event or declining offers to attend an outing.
- listen to taped phone messages about movie screenings, museum exhibits or other attractions and note details such as location, time, cost, etc.

Canadian Law

Theme Development Ideas

Human Rights

- **Ontario Human Rights Code**
Definitions of terms (discrimination, harassment); prohibited areas of discrimination (housing, services, employment, etc.); prohibited grounds of discrimination (race, ancestry, creed, etc.); complaint process; who the Code applies to
- **Charter of Rights and Freedoms**
The Constitution; basic rights (democratic, mobility, legal rights, equality, etc.); fundamental freedoms (religion, thought, belief, expression, etc.); recourse when rights have been denied; who/which organizations the Charter applies to
- **Canada Human Rights Act**
Harassment, discrimination, prohibited grounds; who the Act applies to; complaint procedures

Law Enforcement

- **The Police**
Reporting auto accidents or thefts; 911 calls; spot checks; RIDE program; Amber Alert; Neighbourhood Watch; arrest procedures; criminal reference checks; crime statistics
- **Criminal Law**
Criminal Code of Canada; the court system; court etiquette; criminal charge procedure; obtaining a pardon; crime statistics; jury duty; Youth Criminal Justice Act
- **Civil Law**
Disputes (violence, negligence, breach of contract); theft; small claims court; suing; making a claim; court participants and procedures; wills and estates
- **Legal Services**
Lawyers; community legal clinics (eligibility, services offered); paralegals

Other

- **Consumer Law**
Buying a house; Internet fraud; telephone fraud; Consumer Protection Act
- **Immigration Law**
Citizenship process; rights and responsibilities of a permanent resident; sponsorship process; immigration procedures; point system; refugee status
- **Housing Law**
Residential Tenancies Act (evictions, rent increases, pets); property taxes; real estate law
- **Family Law**
Child Support Guidelines; Divorce Act; family court; family violence; Child and Family Services Act (child abuse, Children's Aid Societies); same sex couples; wills; power of attorney; guardianship

Resources

- Ontario Human Rights Commission: <http://ohrc.on.ca>
Includes fact sheets, case summaries and plain language guides to the Ontario Human Rights Code, definitions, complaint process. Information line: 1-800-387-9080
- Canadian Heritage: www.pch.gc.ca
> Publications > Human Rights
Includes a guide to the charter of Rights and Freedoms, teacher's manual and student book about rights
- Statistics Canada: www.statcan.ca
> Find Statistics by Subject > Crime and Justice
- Community Legal Education Ontario: www.cleo.on.ca
Includes clear language guides and fact sheets on legal information relating to seniors, tenant rights, immigration, employment, youth justice and disability
- Toronto Polices Services: www.torontopolice.on.ca
> Newcomer Outreach
Includes booklet, DVD about police services, pamphlets and CLB-referenced lesson plans
- Ontario Provincial Police: www.opp.ca
Includes fact sheets on 911, crime prevention, fraud
- Ministry of Government Services: www.gov.on.ca
> Consumer Protection
Includes information on consumer rights, scams, complaint process. Automated information line: 1-800-889-9768 (in Toronto: 416-326-8800)
- Ontario Landlord and Tenant Board: www.ltb.gov.on.ca
Includes forms, clear language guides about the Residential Tenancies Act. Automated Information line: 416-645-8080 (Toronto) or 1-888-332-3234 (outside Toronto)
- Ministry of the Attorney General: www.attorneygeneral.jus.gov.on.ca
Includes guides on child support, court procedures, estates, jury duty, small claims court, family justice

Canadian Law

Linking Themes to Units

ACADEMIC SKILLS

Unit 1: Note Taking and Study Skills **Unit 2: Writing Paragraphs and Essays**

Learners can:

- practise note-taking strategies while reading texts related to different types of legislation.
- research and write paragraphs or short essays on the history of particular laws.
- use paraphrasing and summarizing techniques to describe the laws on various issues.
- write a compare/contrast paragraph or a descriptive paragraph to define a term (e.g., discrimination), to compare a Canadian law to a law in another country, or to describe a sequence of events.

INTERACTING WITH OTHERS

Unit 7: Customer Relations **Unit 8: Resolving Conflicts**

Learners can:

- discuss conflict scenarios (workplace, landlord/tenant, family, consumer), and refer to online texts on related legislation and legal procedures to determine course of action.
- research legal conflict resolution procedures, such as court orders, mediation, small claims court procedures, formal complaint procedures and accessing tribunals.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports **Unit 14: Policies, Procedures and Legislation** **Unit 13: Formatted Texts** **Unit 15: Presentations**

Learners can:

- research and read fact sheets and clear language guides on legal topics (e.g., family, environment, commercial services, health and safety, driving, human rights, immigration) for a presentation.
- participate in small group discussions and debates about controversial proposed or existing legislation or case summaries of authentic cases heard in courts.
- complete e-forms to make a claim or a formal complaint with a tribunal (Human Rights Tribunal, Social Services Tribunal).
- read and interpret flow charts on the Canadian court system, legislative process or claim procedures.
- access, interpret, discuss and compare graphs, charts and tables on topics such as crime statistics, income taxation, traffic violations, or child support guidelines tables.

MEETINGS

Unit 17: One-on-One Meetings

Learners can:

- simulate one-on-one or small group meetings such as court ordered mediation, giving testimony to a justice of the peace, meeting with a lawyer or a telephone meeting with a Human Rights Commission representative to make a formal complaint.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- call various automated telephone information lines, such as the Landlord and Tenant Board, Consumer Protection or the Ontario Human Rights Commission lines. They can navigate the main menu to locate specific information and take notes.

Commercial Services and Business

Theme Development Ideas

Doing Business in Ontario

- **Starting a Small Business**

Type of business: sole-proprietorship, partnership, corporation, home-based business, e-business, franchise, co-operative, consulting, for-profit, not-for-profit; buying an existing business; developing a business plan; market research; financing; funding sources; regulations and licensing; laws and taxes; importing/exporting; registering a small business; assistance for new entrepreneurs

- **Owning a Business**

Permits, licences, documents, patents, copyrights or trademarks, advertising; business accounting; being an employer: hiring employees, pay and benefits, labour standards, occupational health and safety; managing a business; promoting a business

Consumer Information

- **Shopping**

Advice and reviews on products and services; comparison shopping; consumer updates, reports and product recalls; service contracts; warranties; refunds and deposits; product labelling; advertising and marketing issues; shopping online; mail orders; door-to-door sales; catalogue shopping; buying home furnishings, buying big ticket items; leasing or rent-to-own options; travel and time shares; home renovations and repairs; hiring a contractor; smart cards; gift cards

- **Consumer Protection**

Consumer rights; legal and regulatory practices; protection against identity theft; protecting personal and financial data; price wars; fraud; telemarketing; scams

Customer Service

- **Providing Customer Service**

Giving information to customers face-to-face, on the phone, in writing; handling complaints; solving problems

- **Being a Customer**

Requesting information online, by phone, in writing; consumer rights; return policies; service contracts; guarantees and warranties; returning damaged or unwanted goods: exchanges, store credits, repairs and refunds; making complaints: speaking with a supervisor or manager, writing a letter of complaint

Resources

- Canadian Bankers Association: www.cba.ca/en
> Consumer Information > Small Business Services
Includes a publication titled Getting Started in Small Business
- Ontario Ministry of Small Business and Entrepreneurship: www.sbe.gov.on.ca
> Your Guide to Small Business
Includes information on starting and running small businesses
- Ontario Immigration: www.ontarioimmigration.ca
> Doing Business
Includes information about registering or incorporating a business, financing, Ontario business laws and taxes, importing/exporting
- Steps to Employment: www.settlement.org/steps
> Steps Manuals > Entrepreneurs
Provides information on starting a small business in Ontario
- Canadian Newcomer Magazine: www.cnmag.ca
> Issue 14 - Summer 2007, Shopping
- Ministry of Government Services: www.gov.on.ca/MGS
> Consumer Protection
Includes information on consumer rights, tips for buying merchandise and advice on how to prevent fraud
- Settlement.org: www.settlement.org/sys
> Consumer Information > Shopping
Includes consumer information for newcomers with links to useful information on consumer issues in Canada
- Canadian Consumer Information Gateway: <http://consumerinformation.ca>
Includes information on consumer rights and how to file a complaint
- Canadian Newcomer Magazine: www.cnmag.ca
> Issue #8 – Winter 2005, Starting Your Own Business in Canada
- Ontario Ministry of Government Services
Consumer Protection Branch automated information line: 1-800-889-9768 (Toronto: 416-326-8800)
Provides recorded information on the Consumer Protection Act

Commercial Services and Business

Linking Themes to Units

ACADEMIC SKILLS

Unit 2: Writing Paragraphs and Essays

Learners can:

- write paragraphs and essays about a business idea or marketing strategy.
- write descriptive and persuasive paragraphs to describe, compare or promote a product, service or small business.
- write paragraphs evaluating a researched business strategy, an advertising campaign or customer relations of a company.

BUSINESS WRITING

Unit 3: Notes, Memos and E-Mail Messages

Unit 4: Formal Letters and Reports

Learners can:

- write e-mails or letters of inquiry or complaint about a service or purchased item.
- write reports to present and compare forms of business ownership, ways of shopping or government programs for new entrepreneurs.
- write a simplified business plan.
- write promotional e-mail messages to advertise a business.

INTERACTING WITH OTHERS

Unit 7: Customer Relations

Learners can:

- role-play scenarios of providing customer service and being customers.
- role-play making complaints about a product/service, asking for information about a product or service or talking to customers, employers and business contacts.
- make calls to order or inquire about products and services or make arrangements for delivery times.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports

Unit 13: Formatted Texts

Unit 14: Policies, Procedures and Legislation

Unit 15: Presentations

Learners can:

- read articles and stories about fraudulent business practices, scams or other issues related to consumer protection.
- read and interpret charts, tables and graphs containing information about business and consumer trends such as online shopping or identity theft.
- research and read information about legislation about starting a new business.
- listen to presentations about how to start a small business.
- research, prepare and make presentations about government programs for new entrepreneurs, consumer rights or forms of small business financing.

TELEPHONE CALLS

Unit 20: Professional Calls

Learners can:

- role-play telephone calls with customers and clients in sales or service situations.
- make phone calls to inquire about small business registration procedures, government assistance programs or small business laws and taxes, and report the information to the class.

Community and Government Services

Theme Development Ideas

Counselling and Advocacy

- **Employment Counselling**
Career counselling; employment resource centres; HRSDC centres; employment mentoring programs
- **Mental Health Counselling**
Counselling services (in person, telephone) for stress, substance abuse, physical or mental abuse, depression, mental illness, grief, family; kids helpline
- **Housing Advocacy and Counselling**
Landlord and Tenant Board; community housing help centres
- **Credit/Debt Counselling**
Bankruptcy; loan consolidation; debt counselling
- **Advocacy Groups**
Refugee rights; for newcomers; poverty; human rights; environmental; political; disability; violence against women; landlord and tenant advocacy groups

Social Assistance and Emergency Services

- **Government Income Assistance Programs**
Eligibility, application procedures and benefit details for: Ontario Works, Ontario Disability Support Program, Old Age Security programs, Guaranteed Income Supplement
- **Government Assistance (non-income)**
Eligibility, benefits and application procedures for: child-care subsidy, subsidized housing, emergency dental services, legal aid, Child Tax credit
- **Appealing a Government Agency Decision**
Appeal procedures for ministry decisions; legal aid; Social Benefits Tribunal
- **Emergency Services**
Women's shelters; homeless shelters; crisis hotlines; food banks; soup kitchens; emergency Ontario Works assistance; emergency hostels; Children's Aid; emergency health and dental services; ambulance, fire and police

Other Community Services

- **Recreation Facilities**
Municipal recreation programs for children, adults, seniors (e.g., swimming, general interest courses, summer camps); school board/college continuing education courses: locations, registration procedures and cost, eligibility, subsidies
- **Libraries**
Library services and programs; locating books; placing a hold/reserving/renewing materials online

Resources

- 211 Toronto: www.211toronto.ca
> Inventory of Programs and Services Leading to Employment
Includes information about career counselling services for newcomers for any Ontario region
- Canadian Mental Health Association: www.ontario.cmha.ca
Includes links to Ontario services for individuals with a mental illness
- Ministry of Community and Social Services: www.cfcs.gov.on.ca
Includes links to information on Ontario Works, Ontario Disability Support Program, domestic violence
- Service Canada: www.servicecanada.gc.ca
Includes links to federal income support programs and benefits
- Ontario Social Benefits Tribunal: www.sbt.gov.on.ca
Includes information for people who disagree with social assistance decisions
- Human Resources and Social Development Canada: www.hrsdc.gc.ca
Includes forms, information about CPP, disability pensions, low-income subsidies
- Shelternet: www.shelternet.ca
Directory of emergency shelters for abused women Canada-wide, information on safety
- Ontario Ministry of Culture: www.culture.gov.on.ca
> Libraries
Includes library news, statistics, events, online reference library, links to Ontario library websites
- 211Ontario: www.211ontario.ca
An online resource for locating services in Ontario
- Settlement.org: www.settlement.org
> Community and Recreation or Health or Housing

Books

- *Canadian Snapshots, Raising Issues*
Unit 1: Investigating Immigrant Serving Agencies

Community and Government Services

Linking Themes to Units

INTERACTING WITH OTHERS

Unit 5: Social Interaction **Unit 8: Resolving Conflicts**

Learners can:

- engage in small group discussions and debates about the adequacy of current government services, social assistance benefits, political party platforms on income assistance programs.
- discuss conflict scenarios that cannot easily be resolved (e.g., due to anger management difficulties, abuse, depression) and research community counselling services that assist in managing conflicts.

LOOKING FOR A JOB

Unit 9: Job Search Strategies

Learners can:

- research government services and programs that assist in finding a job, such as Ontario Works referrals to job counselling or skills training programs.
- research community services that help specific groups of people find work (e.g., newcomers, youth, people with special needs).

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports **Unit 14: Policies, Procedures and Legislation** **Unit 13: Formatted Texts** **Unit 15: Presentations**

Learners can:

- read online and print texts describing different government and community services.
- research legislation regarding government services, rights to those services, and policies and procedures for accessing the services.
- read and interpret formatted texts related to government and community services, such as parks and recreation guides, registration/application forms, online library catalogues, or tables listing Ontario Works benefit categories, rates and recipients.
- research and prepare a presentation on various community services.

MEETINGS

Unit 17: One-on-One Meetings

Learners can:

- simulate one-on-one meetings with social assistance workers to provide and request information about eligibility, benefits and details about regulations.
- simulate meetings with employment, credit or community counsellors.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- make phone calls to request information about community services. They can call libraries, community centres and employment resource centres to ask about details such as hours of service, cost, eligibility and types of services. They can take notes during phone calls and share the information with the class.

Education

Theme Development Ideas

Education System

- **Overview of the Education System**
Public, separate and private schools; funding (public, private, tuition); property taxes used for education; alternative schools; home schooling; school boards and trustees
- **Pre-school**
Pre-school programs; home care; child-care subsidies; regulated and unregulated daycares
- **Elementary**
Kindergarten; literacy and math testing (EQAO tests); services and programs for students with special needs (learning disabilities, ESL, giftedness, physical impairments); French instruction
- **Secondary**
Ontario Secondary School Diploma and equivalent (GED); correspondence courses; semester system; credits; open house sessions; Ontario Academic Courses (OACs); extra-curricular activities
- **Post-secondary**
Colleges; universities; private vocational schools; internships; co-op programs; distance education; types of degrees/diplomas; admission requirements; application procedures; tuition fees; financial assistance: bursaries, grants, scholarships, loans programs

A Child's Education

- **School Culture**
Parental involvement (school council, fundraising, volunteering); school policies and procedures (anti-bullying, lock-down, nut-free); codes of conduct
- **Child's Progress**
Report cards; parent-teacher interviews; Individual Education Plans (IEP)

Adult Education

- **Post-Secondary Preparation**
Academic upgrading; credit transfer and PLAR; academic credential assessment; English for Academic Purposes, TOEFL, IELTS
- **Employment Preparation Training**
Private vocational schools; apprenticeships; internships; co-op programs; job-related training and upgrading; Enhanced Language Training; sector-specific language training; bridging programs
- **Continuing Education**
English language programs; computer skills training; special interest courses

Resources

- Ontario Ministry of Education: www.edu.gov.on.ca/eng
Includes detailed information about all aspects of the education system in Ontario including curriculum information, EQAO test results, sample report cards, etc.
- Ontario Ministry of Training, Colleges and Universities: www.edu.gov.on.ca
Provides information about post-secondary education
- Ontario Student Assistance Program: <http://osap.gov.on.ca>
Includes information about choosing schools, sources of funding and the loans application process
- Student Awards: www.studentawards.com
Includes information about student awards. Learners can match their personal profiles with scholarships, grants and other cash awards that they would qualify for
- Steps to Employment: www.settlement.org/steps
> Steps Manuals > Education
Sector-specific training manual for the education sector that includes an overview of the education system in Ontario
- Settlement.org: <http://settlement.org/edguide>
> Newcomers' Guides to Education
Provides information about elementary and secondary schools in Ontario including a video about parent-teacher interviews
- Ontario Ministry of Citizenship and Immigration: www.citizenship.gov.on.ca
Includes information about bridging and internship programs
- ELLIS > Senior Mastery > Registering for Classes
LINC software for classroom use

Books

- *NorthStar: Reading and Writing, High Intermediate.*
Unit 7: Homing in on Education

Education

Linking Themes to Units

ACADEMIC SKILLS

Unit 1: Note Taking and Study Skills **Unit 2: Writing Paragraphs and Essays**

Learners can:

- research and take notes on standardized ESL tests and exams (e.g., TOEFL, IELTS) and related study strategies.
- write paragraphs and essays to describe and compare study options leading to a specific career goal, to describe an education institution (a university, a college) or to discuss an issue in the Canadian educational system (e.g., student dropout rate, standardized testing, alternative forms of schooling).

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports **Unit 14: Policies, Procedures and Legislation** **Unit 13: Formatted Texts** **Unit 15: Presentations**

Learners can:

- read about specific policies and procedures in schools, colleges and universities in Ontario.
- research information online about the Canadian education system, a specific university or college or recent trends in education.
- research statistics on trends in education such as tuition costs, enrolment and graduation rates, post-secondary ratings, school EQAO performance.
- find information in university or college course calendars.
- read and find specific information in report cards, school form letters, announcements.
- listen to and give presentations comparing the education system in Canada to other countries, comparing two Canadian post-secondary institutions, or presenting options for academic upgrading and employment preparation training.

MEETINGS

Unit 16: Meetings for Different Purposes **Unit 17: One-on-One Meetings**

Learners can:

- participate in debates and discussions about different issues relating to education in Ontario (e.g., government funding, teachers' salaries, the pros and cons of preschool education).
- role-play parent-teacher interviews to discuss a child's progress or other school-related issues such as bullying incidents or specialized programs for children with special needs.
- role-play meetings with counsellors to inquire about full/part-time study options leading to specific career goals or meetings with instructors to discuss education goals.
- simulate a meeting with an area superintendent to discuss problems with a school.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- role-play calling a school to discuss a school-related issue such as child's performance or behaviour.
- make telephone calls for information about programs offered at specific colleges or universities or for information about courses of interest to them.
- make calls to inquire about registration procedures, tuition fees and financial assistance.

Employment

Theme Development Ideas

Career Development

- **Employment and Occupational Trends**
Economic changes and their impact on the job market; local employment trends and the economy; changing occupations and skill demands
- **Pathways to Trades and Professions**
Job profiles; National Occupational Classification; trade and professional associations; credentials assessment
- **Skills Assessment**
Essential Skills; hard and soft skills; transferable skills
- **Community Resources**
Settlement and community agencies: workshops, counselling, mentorship programs; employment resource centres; HRSDC offices; job fairs and job-seeking clubs

In the Canadian Workplace

- **Companies and Organizations**
Types of companies and organizations; structure of a company/organization; hierarchy and chain of command
- **Workplace Culture**
Cultural differences between the Canadian workplace and other countries; styles of management (hands-off vs. micromanagement); styles of internal communications; dress code; work schedules (flex schedule, work-sharing, telecommuting, compressed work week); practices, norms and ethical standards; professional ethics
- **Trade Unions**
Collective bargaining and collective agreements; labour disputes; grievances; Labour Relations Act

Employment Laws

- **Ontario Employment Standards Act**
Workers' rights; minimum wage; pay and compensation; pay equity; earnings deductions; vacation and leaves (parental, medical, etc.); dismissal and layoff; employment insurance; complaint procedures
- **Human Rights at Work**
Ontario Human Rights Code; workplace discrimination and harassment; employment equity; complaint procedures
- **Safety at Work**
Occupational Health and Safety Act; Workplace Safety and Insurance Board; WHMIS; safety regulations and procedures; unsafe working conditions; employee's rights and responsibilities related to work safety

Resources

- Alberta Learning Information Service: www.alis.gov.ab.ca
> e-CareerShop Catalogue (under Special Features) > View Online Products
Includes several online guides, including Advanced Techniques for Work Search, Skills Plus Handbook: Discovering Your Personal Career Assets, Job Seeker's Handbook: An Introductory Guide to Finding Work, and Let's Talk: A Guide to Resolving Workplace Conflicts
- Settlement.Org at Work: <http://atwork.settlement.org>
> LINC Documents
Includes Looking for Work in Canada: Strategies for New Canadians, three VHS videos and guides (download guides from web site) on job search strategies, applications, resumé and interviews
- Settlement.org: www.settlement.org/site/EM
A website for newcomers with links to job listings, labour market information, employment standards and information on access to professions and trades
- Ministry of Labour: www.labour.gov.on.ca
Includes information about labour relations, Ontario Occupational Health and Safety Act, Ontario Employment Standards Act
- Ontario Human Rights Code: www.ohrc.on.ca
Includes facts sheets, guides and case summaries on human rights issues
- Canadian Language Benchmarks/Essential Skills in the Workplace: <http://itsessential.ca>
> Sample Lesson Plans and Tasks
Includes lesson plans on resumé and cover-letter writing

Books

- *Best Canadian Resumés: 100 Best Canadian-format Resumes and Cover Letters*
Available for order from Federal Publications Inc: www.fedpubs.com/subject/career/best_resumes.htm
- *We'll Manage*
Includes units on corporate structures, job descriptions, performance appraisals
- *Market Leader*
An ESL course book on international business
- *Success in the Workplace*
Includes units on first day on the job, efficiency and attitude, job safety and employer policies
- *Business Case Studies*
Includes case studies based on authentic workplace incidents

Employment

Linking Themes to Units

INTERACTING WITH OTHERS

Unit 6: Workplace Teams and Reporting Relationships **Unit 7: Customer Relations**

Learners can:

- practise communication strategies in role-played interactions with co-workers, superiors, subordinates and customers.
- role-play or simulate workplace situations demonstrating different styles of management, degrees of formality or styles of internal communications.
- role-play interacting with others in situations involving workplace safety issues, grievances or company ethical standards.

LOOKING FOR A JOB

Unit 9: Job Search Strategies **Unit 11: Interviews** **Unit 10: Resumés and Cover Letters**

Learners can:

- research job-related and transferable skills, job search strategies and possible career pathways for class presentations or prepare a summary for personal use.
- use researched information to write different types of resumés and cover letters.
- role-play or simulate possible networking conversations, telephone calls or job interviews.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports **Unit 14: Policies, Procedures and Legislation** **Unit 13: Formatted Texts** **Unit 15: Presentations**

Learners can:

- locate and research online resources on employment standards, human rights issues in the workplace or labour unions.
- refer to diagrams when reading about, discussing or making presentations about company structure, hierarchy or chain of command.
- read classified ads, job specifications and job descriptions.
- read tables and lists with statistical data on employment trends, industries or specific companies. They can practise interpreting, comparing and presenting the data.
- research, prepare and make presentations on ways of accessing own profession or trade, current employment trends related to local economy, or companies/organizations in their professional field/sector.

MEETINGS

Unit 16: Meetings for Different Purposes **Unit 18: Formal Meetings** **Unit 17: One-on-One Meetings**

Learners can:

- write an agenda or minutes for a simulated workplace meeting.
- practise various communication strategies for telephone meetings.
- role-play one-on-one, team or formal meetings in various workplace situations.
- simulate meetings for different purposes and take on different roles (chair, recorder, participant).

Family and Relationships

Theme Development Ideas

Family Structure

• Families

Common-law, same-sex, extended, single parent, with children (adopted, foster, stepchildren); average family size; population by marital status; family trends (in marriage, divorce, number of children, living arrangements); roles of family members; division of household duties

• Children

Child-care arrangements; cultural differences in parental obligations and parenting; laws regarding child protection (supervision, corporal punishment, abuse and duty to report); parental expectations of children; parenting styles

• Seniors

Government income security and drug benefits programs; living and care arrangements (with family, in a nursing home, in a retirement home); cultural differences in senior care

Non-family Relationships

• Friendships

Opportunities for making friends (clubs, hobbies, Internet chat groups); differences in perceptions of friendship; developing and sustaining friendships

• Workplace Relationships

Offensive behaviour; dealing with various people or communication situations (gossip, negativity, jealousy, tension, faulty assumptions, racist remarks, unwanted attention); respecting diversity; workplace friendships

• Neighbours

Privacy issues; cultural differences; conflicts

Relationship Conflicts

• Family Abuse

Child, spousal or elder abuse; laws regarding abuse and procedures for reporting; services for victims (Children's Aid, women's shelters, counselling, anger management courses); telephone helplines

• Separation and Divorce

Legislation (Marriage Act, Divorce Act, Ontario Family Law Act); marriage contracts; division of assets; support obligations; common-law and same-sex obligations and rights

• Parent-Child Conflicts

Communication difficulties; effect of culture on child; peer pressure; discipline; symptoms of drug abuse, eating disorders

• Relationship Difficulties

Exclusion, rejection, jealousy, anger, violence, gossip, differences in expectations; insecurity; counselling services; conflict management and resolution strategies

Resources

- Child and Family Canada: www.cfc-efc.ca
A public education website with over 1000 short documents on Canadian family and child issues
- Ontario Ministry of the Attorney General: www.attorneygeneral.jus.gov.on.ca > Family Justice
Includes fact sheets and guides on family law, child support, family court, powers of attorney, wills
- Department of Justice: www.justice.gc.ca > A-Z index
Publications on abuse, age of consent to sexual activity, court system, child support guidelines, conflict resolution, divorce law questions and answers, booklet titled Abuse is Wrong in Any Language, Youth Criminal Justice Act. Also www.justice.gc.ca/en/ps/fm (fact sheets on violence)
- Ontario Association of Children's Aid Societies: www.oacas.org
Includes information about child abuse and neglect, legislation, statistics and positive parenting
- Settlement.org: www.settlement.org > Legal Services
Includes information about courts, human rights, legal protection, legal aid and the police

Books

- *Academic Encounters: Life in Society*
Unit 1: Marriage, Family and the Home, Unit 3: Growing up Male or Female, Unit 4: Gender Issues Today
- *Academic Listening Encounters: Human Behaviour*
Unit 5: Interpersonal Relationships
- *Academic Encounters: Human Behaviour*
Chapter 9: Friendship, Chapter 10: Love
- *For Your Information 4, Advanced Reading Skills*
Unit 5: Your Place in the Family
- *Open Road*
Chapter 7: Love
- *Open Window, Second Edition*
Chapter 4: Gender Roles, Chapter 5: Human Nature, Chapter 6: Evolution of Adolescence
- *Parallels: Taking a Stand in English*
Unit 3: Gay and Lesbian Families, Commercial Surrogacy

Family and Relationships

Linking Themes to Units

ACADEMIC SKILLS

Unit 1: Note Taking and Study Skills Unit 2: Writing Paragraphs and Essays

Learners can:

- take notes from texts about family and relationships, such as relationship difficulties or sibling relationships.
- write paragraphs and essays on topics such as: own family; cultural differences in family structure, care or living arrangements; marriage or divorce legislation.

INTERACTING WITH OTHERS

Unit 5: Social Interaction Unit 6: Workplace Teams and Reporting Relationships Unit 8: Resolving Conflicts

Learners can:

- participate in small group discussions and debates about controversial proposed or existing legislation about marriage, common-law, same-sex marriage or spousal support.
- discuss factors affecting communication in relationships such as personality differences, communication styles, cultural differences, tolerance level and age.
- read about, discuss and role-play strategies for managing and resolving conflicts.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports Unit 13: Formatted Texts Unit 14: Policies, Procedures and Legislation Unit 15: Presentations

Learners can:

- access, read and discuss tables, diagrams, graphs and charts showing family and relationship statistics in Canada (number of multicultural, single, common-law families, number of children, marriage, working mothers, family violence) and compare these statistics with those of other countries.
- access, read, interpret and discuss workplace policies and procedures related to family and relationships (parental leave, bringing children to work).
- interpret and compare family and relationship policies, procedures and legislation in Canada with those in other countries (support obligations towards a child, adoption, foster care, marriage, common law, divorce).
- use print and online directories to find out about family services, such as counselling or child protection services.
- research, prepare and give presentations on family and relationship issues, such as marital practices and laws, children's rights, gender roles, dating or violence.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- take messages for family members.
- make phone calls to inquire about family support services (child care and counselling).
- call automated information lines for information about laws, rights or responsibilities (parental leave and child support obligations).
- find out about telephone helplines for family crises.

Health and Safety

Theme Development Ideas

Health-Care System

• Medical Care

Canada Health Act; obtaining a health card; health-care coverage in Ontario; private health insurance; fees and services not covered by OHIP; health-care coverage when travelling to other provinces

• Health-care Practitioners

Family physicians and specialists; patient-doctor relationship; hospitals: emergency room, outpatient clinics, hospital stays, patient rights; nurses and their role in health care; therapists; alternative medical practitioners (naturopaths, acupuncturists, etc.); annual physical examinations and screening tests; approaches to treating diseases; palliative and home care

Healthy Living

• Food and Nutrition

Healthy diet; Canada's Food Guide; organic foods; role of diet in preventing diseases or correcting health problems; cultural differences in eating habits, food and nutrition; obesity and dieting; food allergies; safe food handling

• Body and Mind

Fitness and recreation programs; establishing a fitness routine; health benefits of fitness; coping with stress; maintaining mental health; recognizing and dealing with depression

• Modern Diseases

Environmental and genetic factors affecting health (genetically modified food, processed food, pollution, use of pesticides); health-related organizations and charities (e.g., Heart and Stroke Foundation); public awareness campaigns; support groups and community resources; women's health issues; preventive medicine

Safety and Emergencies

• Medical Emergencies

Dangers in the home, at work and outdoors (poisonous substances, electrical or fire hazards); preventing accidents; first aid procedures and techniques (CPR)

• Fire Emergencies

Fire codes and safety standards (e.g., installing smoke detectors); avoiding fire hazards; fire insurance; fire evacuation procedures at home and in the workplace

Resources

- CBC: www.cbc.ca/ottawa/esl/index.html
CBC ESL pilot project containing 10 lessons with radio/TV clips, before/while/after listening activities at various levels of difficulty
- Health Canada: www.hc-sc.gc.ca
Health information such as food and nutrition, Canada's Food Guide, drugs and health products, diseases and conditions
- Settlement.org: www.settlement.org
Includes information about alternative health practitioners, how to locate them and links to further information
- Canadian Pharmacists Association: www.pharmacists.ca
Includes information for consumers on topics such as diseases and conditions, working with your pharmacist and natural medicine
- Canadian Association of Optometrists: www.opto.ca
Includes information about eye exams and fees, eye health library, children's vision and finding an optometrist
- St. John's Ambulance Canada: www.sja.ca
Includes health and safety training kits, safety tips, emergency preparedness information
- Government of Canada, Public Safety: www.safecanada.ca
Includes information about emergencies and disasters, fire prevention, health protection
- Statistics Canada: www.statcan.ca
> Health Reports
A quarterly journal that includes articles and tables and graphs on Canadian health data

Books

- *NorthStar: Listening and Speaking, High Intermediate*
Unit 3: Early to Bed, Early to Rise
Unit 8: Goodbye to the Sit-down Meal
- *NorthStar: Reading and Writing, High Intermediate*
Unit 3: Dying for Their Beliefs
Unit 8: Eat to Live or Live to Eat?
- *Breakthroughs: An Integrated Advanced English Program*
Unit 9: Food for Thought

Health and Safety

Linking Themes to Units

ACADEMIC SKILLS

Unit 2: Writing Paragraphs and Essays

Learners can:

- write paragraphs and essays on topics related to health such as cultural differences in health-care approaches in other countries, effects of the environment on health, or ethical issues concerning modern medical practices.

INTERACTING WITH OTHERS

Unit 7: Customer Relations

Learners can:

- discuss factors affecting communication with health-care practitioners such as family doctors, therapists or pharmacists.
- role-play situations involving asking for an explanation about a medical procedure, discussing alternative ways of treating a health problem or disease, or dealing with a medical emergency.

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports

Unit 13: Formatted Texts

Unit 14: Policies, Procedures and Legislation

Unit 15: Presentations

Learners can:

- research, prepare and give presentations on health and safety issues such as the Canadian health-care system, types of health-care practitioners or cultural approaches to health and fitness.
- listen to presentations or participate in workshops on health and safety issues, e.g., Canada's Food Guide, the benefits of exercise or dealing with emergencies.
- practise using directories such as online phone books to find out about health and safety services and assistance, health-care practitioners, hospitals, police and fire departments.
- access, read and discuss tables, diagrams, graphs and charts showing health and safety trends and statistics in Canada, such as types of popular exercises, the use of alternative health care, obesity rates, or dietary preferences.
- research and read health reports and popular science articles on medical research, modern diseases or ethical issues concerning modern medical practices.
- access, read, interpret and discuss policies, procedures and legislation related to health and safety such as WSIB, workplace health benefit policies, fire evacuation procedures or health-care legislation.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- role-play making, rescheduling or canceling appointments with health-care practitioners or call to inquire about medical tests or procedures.
- simulate making phone calls to report a medical or other emergencies.

Travel and Transportation

Theme Development Ideas

Getting Around

- **Public Transit**
Regular and special needs services; local and long-distance transportation options; maps, routes, directions; safety procedures
- **Alternate Means of Transportation**
Cycling (safety, rules of the road); pedestrian safety; taxis; renting a car (options and rates); car pooling

Driving in Ontario

- **Getting a Driver's Licence**
Graduated licensing system; driver education classes; special licences (for commercial vehicles, trailers); renewing a driver's licence; reporting a lost or stolen licence; documents required to register a vehicle or when driving
- **Driving Laws and Safety**
Safety regulations and requirements (seat belts, child's car seat); drinking and driving laws; accident reporting procedures; accident emergency response; traffic regulations; traffic violations and appeal procedures; radio traffic reports; winter driving
- **Car Insurance**
No-fault insurance and its features; types of insurance policies (coverage and premiums, deductible); insurance rates; demerit point system; shopping for an insurance policy

Travel and Tourism

- **Travelling in Canada**
Places of interest: cities and landmarks, geographical attractions, popular destinations, national and provincial parks, tourist information (centres, websites, information phone lines); regional differences across Canada; weather and time zones; popular ways of vacationing: camping, cottages, resorts; trip-planning services (CAA, travel agencies)
- **Travelling Outside of Canada**
Crossing borders: passport and visa requirements, parental consent to travel with children; airport and airline safety regulations (luggage restrictions), customs declaration, duty-free shopping; tours and group travel: popular destinations, packages, making reservations for accommodations and air travel; places of interest in other countries

Resources

- Canadian Newcomer Magazine: www.cnmag.ca
> Issue 5 - Spring 2005: Transportation, Issue 10 - Summer 2006: Travel
- Canadian Tourism Commission: www.explore.canada.travel
Provides information about Canadian travel such as places to travel, things to do, special events and maps
- Government of Canada, Public Safety: www.safecanada.ca
Includes information about travel and transportation safety; safe travel tips, passports and customs regulations, travel warnings and advisories
- Transport Canada: www.tc.gc.ca
Includes information about air, rail, marine, road transportation, environmental concerns and dealing with emergencies
- Settlement.org: www.settlement.org/index.asp
> Consumer Information > Transportation
Information about obtaining a driver's licence, public transportation systems, taxis, car rentals and special needs transportation
- Canadian Automobile Association: www.caa.ca
Provides information about automotive services, travel, insurance, travel safety and advocacy
- Insurance Bureau of Canada: www.ibc.ca
> Car Insurance
Includes information about various car insurance topics, a glossary of terms and an accident reporting form
- Ministry of Transportation: www.mto.gov.on.ca
Includes information on driver and vehicle licensing, transit systems, maps, road safety and construction reports. Information line 1-800-268-4686 (Toronto: 416-235-4686) provides recorded information on road conditions and closures

Books

- *Gateway to Canada*
Chapters: The Pacific Region, The Prairie Provinces, Central Canada: Ontario, Central Canada: Quebec, The Atlantic Provinces, Canada's North

Travel and Transportation

Linking Themes to Units

ACADEMIC SKILLS

Unit 2: Writing Paragraphs and Essays

Learners can:

- write descriptive paragraphs or essays about places of interest, tourist attractions or vacation destinations in their countries of origin.
- write narrative texts (paragraphs, letters to friends) describing a trip or impressions of places they have visited.

INTERACTING WITH OTHERS

Unit 7: Customer Relations

Unit 8: Resolving Conflicts

Learners can:

- role-play communicating effectively with travel service providers to make reservations, to complain about poor service in a hotel or to request a refund for a cancelled trip.
- role-play using conflict resolution techniques in travel contexts (hotel manager and guest, flight attendant and customer, two drivers at the scene of an accident).

MANAGING INFORMATION

Unit 12: Reading Articles, Stories and Reports

Unit 13: Formatted Texts

Unit 14: Policies, Procedures and Legislation

Unit 15: Presentations

Learners can:

- read travel brochures or other advertising materials to compare information about travel packages and tours, popular destinations and their features, airfares and cost of accommodations.
- use online resources such as directories, travel websites or booking websites to find out about travel services to plan a trip (airlines, hotels, trains, travel agencies).
- access, read and discuss tables, diagrams, graphs and charts showing travel and transportation statistics in Canada such as rates of travel to various countries, number of people owning cars or gas consumption rates.
- access, read, interpret and discuss policies and procedures related to travel and transportation such as airline safety regulations, luggage restrictions, hotel check-in/check-out policies and procedures, or procedures for obtaining or renewing a driver's licence.
- read, compare and discuss car or travel insurance policies.
- research, prepare and give presentations on travel-related topics such as Canadian or international destinations, geographical attractions or popular ways of vacationing in various countries.

TELEPHONE CALLS

Unit 19: Personal Calls

Learners can:

- use the telephone to make reservations or inquire about departures and arrivals (airplanes, trains, buses and hotels).
- make phone calls to obtain information about best insurance coverage and rates, airfares or car rental rates for personal use.

Additional Resources

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Learning Links

Learning Links are one-page skeletal summaries of an area of communication, such as Active Listening or Non-Verbal Communication.

Learning Links can be used by instructors as summary lists of elements that can be taught in the classroom to complement unit skills or as lists of topic areas that can be researched further. They can also be given to learners as a guide for self-study.

Active Listening

Active listening includes a range of behaviours that facilitates understanding others. The benefits of practising active listening include:

- avoiding misunderstanding
- increased respect and understanding of the opinions of others
- increased ability to converse in social situations and in the workplace

Key Active Listening Behaviours

- Being aware of differences in communication behaviours between individuals:
Physical distance between conversants, body movements, touching during conversation, non-verbal vocalizations while listening, eye contact, voice loudness, silence
- Suspending own thoughts, judgments and assumptions about the speaker, interpretation of communication behaviours or interpretation of meaning
- Listening attentively to the words and implied message of the speaker
- Responding verbally and non-verbally (below) to indicate interest, comprehension and empathy

Non-Verbal Indicators of Active Listening

- Eye contact to convey interest
- Appropriate facial expressions
Smile, frown, expressions of concern, confusion
- Posture and use appropriate gestures to indicate interest and reaction
Sitting up straight, facing the speaker, nodding to indicate interest

Verbal Indicators of Active Listening

- Responding verbally to indicate listening
uh-huh, wow, really?, Mmmmmm
- Asking questions or statements to clarify understanding and invite the speaker to elaborate
So what happened next?, How did that make you feel?, I wonder why that happened?, What do you mean?
- Paraphrasing or restating the speaker's message (spoken and implied) in your own words to confirm comprehension. This invites the speaker to confirm or correct your interpretations.
It sounds like this means a lot to you; Hmmm, I can see you're upset about that; So you got the promotion but you're not sure you want the extra responsibility.
- Making statements to validate speaker's feelings and indicate empathy
That must be really difficult, That must have been frustrating.

Internet Search Terms

- active listening
- gestures
- non-verbal communication

Discussions and Debates

Purposes of a Discussion or a Debate

- to exchange ideas, opinions, points of view
- to evaluate own and others' ideas and attitudes
- to critically consider many points of view (to develop critical thinking)
- to examine a case study
- to choose an option, reach a decision or solve a problem as a group
- to apply active listening and conversation strategies

Preparing for a Discussion or a Debate

- Develop knowledge of a topic (e.g., through reading or Internet-based research); paraphrase main points
- Generate ideas, viewpoints and attitudes on the topic
- Formulate own opinions
- Research and take notes of relevant examples, statistics and evidence to support a viewpoint

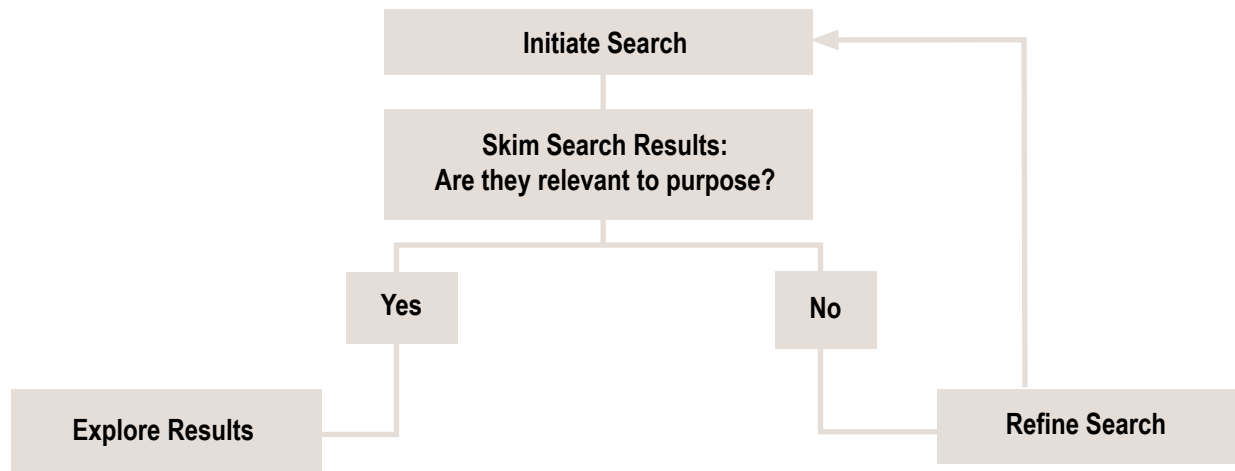
Participating in a Discussion or a Debate

- Ask someone for their opinion about the topic
Ask *yes/no* questions, *or* questions, *wh*-questions, negative questions
Make note of points you want to discuss or that you disagree with
- Give own opinion about the topic
Summarize the discussion or another person's point
Present an argument: express own opinion and feelings and justify them
Use own examples, reasons or details to support the viewpoint
- Express alternative points of view
Summarize the discussion or others' points; clarify own understanding
Express complete agreement or approval
Disagree partially, diplomatically or through doubt
Express reservations or disapproval using a non-judgmental approach
Counter an argument directly; express an anti-thesis
Interrupt appropriately
Ask clarifying questions; request feedback
Acknowledge contributions of others
- Apply active listening strategies
Use non-verbal behaviour to indicate attention
Restate others' opinions or recap the discussion to clarify the point or confirm own understanding
Avoid dominating the discussion and show respect for others

Internet Search Terms

- ESL debates
- debate process
- ESL discussions
- classroom discussions
- effective discussions
- active listening

Internet Search



Initiating Search and Analyzing Search Results

- Choose and access a search engine (e.g., Google, Yahoo, AltaVista) or a Search Directory
- Enter a keyword or phrase in the search box
- Analyze search results
 - Skim the first page of the list of search results
 - Read brief descriptions of results
 - Evaluate the scope of results and the relevance to your purpose: results too broad? too narrow? too numerous?
 - Determine whether to refine the search or to explore some of the results

Refining a Search

- Determine alternate keywords, synonyms and enter in search box
- QUOTATIONS (“...”): Placed around search terms, they limit search results to web pages with all the search terms in exactly the order entered.
- PLUS SIGN (+): Placed between search terms, it limits search results to web pages with both search terms.
- MINUS SIGN (-): Placed in front of a term, it limits search results to web pages without the word after the minus sign.
- OR: Placed between search terms, limits search to results with either word.
- Limit search to results to web pages with a specific domain (.com .org .edu or ca), updated within a specific time period, from a specific country (see search engine tutorials for procedure)

Exploring Results

- Interpret search result (identifying hypertext, parts of the URL, brief description)
- View web pages (using hypertext, cached web pages with search terms highlighted, Back, Forward, Stop, Refresh and Home buttons on tool bar to navigate web pages)
- Use Favorites to store or access direct links to useful websites

Internet Search Terms

- web searching
- evaluating websites
- Internet search tips

Non-Verbal Communication

Non-verbal communication involves the use of body language and voice to convey meaning, attitudes and emotions. Non-verbal communication can:

- clarify, reinforce or contradict verbal communication
- communicate feelings, attitudes, mood and personality
- lead to communication challenges and sometimes communication breakdowns
- be practised (through the observation, usage and interpretation of non-verbal signals)
- vary depending on personality, culture, gender, age and context

Elements of Non-Verbal Communication

Body Language:

- Facial expressions (a smile, frown, raised or furrowed eyebrows)
- Head movements (tilts, nods, shakes)
- Use of touch (greeting hugs/kisses, handshakes, pats)
- Eye contact (lack or length of eye contact, what different types of eye contact can convey: interest, attentiveness, distractedness, suspicion, anger)
- Personal space between speakers
- Posture (turning towards a listener, sitting on edge of chair, crossing arms or legs when sitting, leaning towards another person, putting both hands on hips, slouching)

Voice:

- Rate of speech
- Voice volume
- Intonation: variations in pitch within sentences to convey different meanings and emotions
- Non-verbal vocalizations (use of breath, sounds, pauses)

Classroom Application

- Observe and analyze aspects of non-verbal communication in video clips and exchanges
- Discuss elements of non-verbal communication and the meanings they convey in the context of specific communication tasks
- Use and interpret non-verbal communication in classroom role-plays, dialogues and group interactions
- Demonstrate differences in meaning when using the same verbal message while varying aspects of non-verbal communication
- Compare common non-verbal signals in Canada to those of other countries

Internet Search Terms

- voice volume
- intonation
- ooculesics
- paralanguages
- haptics
- proxemics
- kinesics
- non-verbal communication

Note Taking

Note taking involves four common steps:

- Taking rough notes (distinguishing between main ideas and details, using telegraphic language)
- Clarifying notes (checking for legibility, annotating)
- Organizing notes (choosing the right format)
- Using notes (for summarizing, asking questions, further research, studying, presenting)

Distinguishing Between Main Ideas and Supporting Details

- Main ideas
 - Identify organizational phrases to recognize when main ideas are introduced
 - Recognize signal words to identify a new idea, an opposite idea, a list of ideas, an opinion
 - Listen for stress and intonation to distinguish between main ideas and supporting details
- Supporting details
 - Identify examples
 - Identify academic references (reference to a research study, name of a researcher)
 - Identify definitions or terms
 - Identify statistics (numeral information)
 - Identify names of people, places, titles, etc.

Choosing Format for Organizing Notes

- Columns: Use to clearly show difference between main ideas and details, or to list details for two opposing ideas
- Map: Write main ideas and draw lines to related points; show connections between different parts of a presentation or lecture
- Outline: Use point form with short summaries or lists
- Web: Write details to support an idea, without hierarchy
- Flow chart: Illustrate process; write main ideas in sequence, following the speaker's order

Language Elements to Consider In Note Taking

- Use common symbols such as #, ©, @, \$, +, etc.
- Abbreviate long words and use standard abbreviations such as *PM*, *Prof.*, *e.g.*, *i.e.*, *w/*, *usu.*
- Use telegraphic language
 - Avoid articles, verb “*be*” and other linking verbs, prepositions and pronouns

Internet Search Terms

- Cornell notes
- graphic organizers
- mapping techniques
- note taking

Presentations

Elements to Consider Before Presentation

- The audience (information they already know and need to know)
- The purpose of your presentation (to inform, to persuade, to demonstrate)
- The length of your presentation
- The mode of your presentation
- Use of visuals (what kind? for what purpose?)
- Use of PowerPoint

Preparing a Presentation

- Prepare an outline
- Prepare cue cards or notes
- Prepare visual aids (flip chart, props, display boards with diagrams, illustrations, handouts)
- Develop slides according to outline using PowerPoint

Elements of Delivering a Presentation

- Structure:
 - Introduction/opening
 - Overview of main points
 - Detail of main points
 - Key ideas presented in a clear way and supported with examples or visuals
 - Conclusion: summary of main points
- Non-verbal aspects of delivering a presentation:
 - Eye contact, posture, gestures
 - Voice (tone, speed and clarity) and pronunciation
- Language concepts to consider in presentations:
 - Degree of formality
 - Use of professional jargon
 - Narrative style to keep the audience attentive
 - Transitions and sequencers
 - Recapping and repeating key information; paraphrasing
 - Summarizing
 - Handling questions from the audience
 - Using icebreakers, humour and anecdotes

Evaluation Criteria

- Strengths and weaknesses of the presentation
- Ways to improve the presentation

Internet Search Terms

- effective presentations
- visual aids
- non-verbal communication
- transitions

Reading Strategies

Pre-Reading Activities

- Determine a purpose for reading
- Activate prior knowledge
Brainstorm, discuss, use pictures, visuals or mapping technique to elicit prior knowledge
- Build on prior knowledge
Discuss, question assumptions, elaborate on concepts, compare to knowledge/experiences
- Review key vocabulary
- Preview the text
Skim text, discuss impressions, title, subtitles, paragraph order, topic sentence, organization

During Reading

- Annotate the text and take notes
Underline, highlight, make notes next to text, write main points and important details, organize notes in graphic forms
- Identify transition words and phrases, main ideas and supporting details
- Identify the structure and organization of information in the text; make an outline
- Re-read for a purpose; scan for specific information
- Identify conclusions

After Reading

- Re-read to confirm comprehension; scan for specific information
- Use notes to recall and retell information
- Connect text to own experience and knowledge
- Identify main ideas, supporting details
- Identify the structure of the text or argument
Use an outline or mapping technique (graphic organizer) to show main points, supporting details, cause and effect, sequence, problem and solution, or comparison/contrast; identify discourse connectors used to connect ideas
- Summarize the text, paraphrase a text
- Identify author's tone, point of view and purpose
Identify purpose (to persuade, inform), identify author's assumptions, values and point of view; compare author's point of view with own
- Evaluate validity of author's opinions, and strengths and weaknesses of the text
- Respond to the text
Agree or disagree, state reasons, acknowledge thoughts, feelings, assumptions that the text has provoked; pose questions for further learning or research

Internet Search Terms

- pre-reading strategies
- reading comprehension
- note taking
- critical reading
- summarizing strategies

Writing Process

Pre-writing

- Determine a purpose for writing; consider the reader
- Generate ideas
Gather information through reading and research, take notes, brainstorm, discuss
- Develop an outline
Identify organizational features and components of writing (parts of an essay, report, business letter)

Drafting

- Develop a paragraph
Include a topic sentence, supporting details, a concluding sentence
- Structure your writing
Develop a paragraph (paragraphs) for each idea or part of writing (e.g., introduction and conclusion in a letter)
- Connect paragraphs
Make clear and explicit transitions between paragraphs

Revising

- Check and revise organization, cohesion and clarity of your writing
All sentences of a paragraph relate to the main idea
Each paragraph has a topic sentence and supporting details
The connection between paragraphs is clear
All sentences are concise and accurate
- Consider the reader's needs
Select tone appropriate for the situation or type of writing
Clarify terms, concepts and ideas new to the reader
- Check organization and layout
All paragraphs and parts of writing are in a logical sequence
Organization of writing is reflected in its layout (use of fonts, indent and space)

Editing

- Check sentence structure
Check subject-verb, noun-pronoun agreement
Use correct tenses, word order, apply passive voice where needed or appropriate
Avoid run-on sentences, sentence fragments or comma splices
- Edit for clarity and style
Avoid clichés, tired phrases, jargon or wordiness
- Check the mechanics, spelling and punctuation
- Develop a checklist of common errors to use for editing

Internet Search Terms

- writing process
- steps in writing
- writing essays
- writing paragraphs
- genres of writing

CLB Tools

The CLB Tools in this section include the Planning Checklists and the Spiralling Grids.

Planning Checklists

The Planning Checklists (on the following pages) list the CLB competencies for each of the four skills for each LINC level in a checklist form. They span two pages per LINC level. They can be used in conjunction with a long-range plan to record the planned units or themes, and to indicate (by a checkmark) the competencies for each theme or unit.

Part of the LINC 5 planning checklist is shown below. Using this checklist can help ensure that all the Level Outcomes (CLB competencies) and competency areas are considered in the long-range planning process, and that they are repeated in different contexts.

This area lists the Level Outcomes for each of the four language skills. For each skill, the CLB competencies are organized into competency areas, represented by roman numerals, as follows: I: Social Interaction, II: Instructions, III: Suasion and Business/Service Texts/Messages, IV: Information.

Theme or unit titles can be written here.

Level Outcomes can be checked as they are covered during the program. This can help ensure that a variety of outcomes are covered and that they are spiralled through different themes and units.

LINC 5: Planning Checklist Date Range: <i>Sept- Dec 08</i>		Themes/Units			
		Formal Meetings	Interviews	Presentations	
Speaking, CLB 6	I	Open, maintain and close a short routine formal conversation.	✓	✓	
		Introduce a person (e.g., guest, speaker) formally to a small familiar group.	✓		✓
		Make or cancel an appointment or arrangement.		✓	
		Express/respond to apology, regrets and excuses.			
		Indicate partial comprehension.		✓	
		Take turns by interrupting.			
		Encourage others in a conversation by adding supportive comments.			
		Avoid answering a question.		✓	
		Take phone messages with 3 to 5 details.			
		Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.			
		II			
		III			

Spiralling Grids

The Spiralling Grids (on pages 328-331) list the LINC 5, 6 and 7 CLB competencies for one skill on one page. There are four spiralling grids – one for each skill (speaking, listening, reading and writing).

LINC 5 Speaking, Listening: CLB 6		Themes and Units							
Speaking, CLB 6	I	Open, maintain and close a short routine formal conversation.							
		Introduce a person (e.g., guest, speaker) formally to a small familiar group.							
		Make or cancel an appointment or arrangement.							
		Express/respond to apology, regrets and excuses.							
		Indicate partial comprehension.							
		Take turns by interrupting.							
		Encourage others in a conversation by adding supportive comments.							
		Avoid answering a question.							
		Take phone messages with 3 to 5 details.							
		II	Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.						
		III	Make a simple formal suggestion; provide reason.						
			Make a simple prediction of consequences.						
			Make a verbal request for an item.						
		IV	Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences (5-7 minutes).						
			Describe and compare people, places etc.						
	Listening, CLB 6		Describe a simple process.						
		Ask for and provide information in an interview related to daily activities.							
		Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.							
I		Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.							
		Identify mood/attitude of participants.							
II		Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text.							
III		Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.							
IV		Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).							
	Suggest an appropriate conclusion to a story based on inference.								

Planning Checklist

LINC 5 Reading, Writing: CLB 5		Themes and Units						
Reading, CLB 5	I Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences. (2-3 paragraphs)							
	II Understand and follow moderately complex written instructions for 7-10-step procedures. Understand/follow moderately complex everyday texts.							
	III Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.							
	IV Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text on a familiar topic. Demonstrate comprehension of standard maps, basic diagrams, basic graphs. Access and locate 2 pieces of information in CD-ROM ESL educational software. Access and locate information through tables of content, indexes and glossaries.							
Writing, CLB 5	I Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.							
	II Take live phone messages, voice mail messages or pre-recorded information with 5-7 details. Reduce a page of information to a list of 7-10 important details.							
	III Convey business messages as written notes. Fill out forms. (20-30 items)							
	IV Write a paragraph to relate/narrate a sequence of events; describe a person, object, scene, picture, procedure or routine; or to explain reasons.							

LINC 6 Speaking, Listening: CLB 7		Themes and Units							
Speaking, CLB 7	I	Introduce a guest, speaker formally to a large familiar group.							
		Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.							
		Confirm own comprehension.							
		Use a number of strategies to keep the conversation going.							
		Hold the floor.							
		Resume after interruption.							
		Change topic.							
		Take live phone messages with 5-7 details.							
		II	Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks.						
		III	Give and respond to a warning; discourage others.						
			Request a word. Ask for and respond to recommendations or advice.						
			Make an extended suggestion on how to solve an immediate problem or make an improvement.						
	IV	Give a summary/report of the main points of a presentation by someone else.							
		Tell a story, including a future scenario. (presentations)							
		Describe, compare and contrast in detail 2 events, jobs or procedures. (presentations)							
		Describe a moderately complex process. (presentations)							
		Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (one-on-one interaction)							
		Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. (group interaction)							
		Express or ask about possibility, probability. (group interaction)							
Listening, CLB 7	I	Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.							
	II	Understand sets of instructions related to simple technical and non-technical tasks.							
		Understand simple directions on the phone.							
		Understand simple messages left on voice-mail (with 5 to 7 details).							
	III	Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.							
	IV	Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.							
		Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.							

Planning Checklist

LINC 6

LINC 6
Reading, Writing: CLB 6

Themes and Units

		Themes and Units							
Reading, CLB 6	I	Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies.							
	II	Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred.							
	III	Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. Find 2 or 3 pieces of information in moderately complex formatted texts.							
	IV	Show comprehension of a 1-page moderately complex descriptive/narrative text on a familiar topic. Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule. Access/locate/compare 2 or 3 pieces of information in a CD-ROM electronic reference source.							
Writing, CLB 6	I	Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.							
	II	Take notes from an oral presentation or a page of written information.							
	III	Convey business messages as written notes. Fill out moderately complex forms. (30-40 items)							
	IV	Write 1 or 2 paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process.							

LINC 7 Speaking, Listening: CLB 8		Themes and Units							
Speaking, CLB 8	I	Introduce a person formally to a large unfamiliar audience.							
		Express/respond to a formal welcome/toast.							
		Express sympathy formally.							
		Respond to a minor conflict or complaint.							
		Comfort and reassure a person in distress.							
		Manage conversation. Check comprehension.							
		Use a variety of strategies to keep conversation going.							
		Encourage others to participate.							
		Carry on a brief phone conversation in a professional manner.							
	II	Give/pass on instructions about an established familiar process or procedure (technical or non-technical).							
	III	Indicate problems and solutions in a familiar area.							
		Propose/recommend that certain changes be made in a familiar area.							
	IV	Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations.							
		Tell a story, which includes an anecdote. (presentations)							
	Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements.								
	Discuss options.								
	Participate in a debate/discussion/meeting on an abstract familiar topic or issue.								
	Express and analyse opinions and feelings. (group interaction)								
	Express doubts and concerns, oppose or support a stand or a proposed solution.								
Listening, CLB 8	I	Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences.							
	II	Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures.							
	III	Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations.							
		Evaluate the validity of a suggestion or proposed solution.							
IV	Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations.								
	Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.								

Planning Checklist

LINC 7 Reading, Writing: CLB 7, 8		Themes and Units								
Reading, CLB 7,8	I	CLB-7: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction.								
		CLB-8: Obtain factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy.								
	II	CLB-7: Follow set of written instructions on 10-to-13-step everyday procedures related to simple technical and non-technical tasks.								
		CLB-7: Follow everyday instructional texts.								
		CLB-8: Follow an extended set of multistep instructions for established process.								
		CLB-8: Follow coherent extended instructional directions.								
	III	CLB-7: Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice.								
		CLB-7: Locate 3 or 4 pieces of information in moderately complex formatted texts.								
		CLB-8: Identify factual details and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour.								
		CLB-8: Locate and integrate 3 or 4 pieces of information contained in moderately complex formatted texts.								
	IV	CLB-7: Demonstrate comprehension of a 1- or-2-page moderately complex extended description, report or narration on a familiar topic.								
		CLB-7: Demonstrate comprehension of moderately complex tables, graphs, diagrams and flow charts.								
	CLB-7: Access and locate 3 or 4 pieces of information in on-line electronic reference sources.									
	CLB-8: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.									
	CLB-8: Express in alternate forms verbal ideas and graphics contained in charts, graphs.									
	CLB-8: Access and locate several pieces of information in on-line electronic reference sources.									
Writing, CLB 7,8	I	CLB-7: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction, hope.								
		CLB-8: Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy, clarifying minor conflict or giving reassurance.								
	II	CLB-7: Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with 7 to 10 details.								
		CLB-7: Take notes in point form from an oral presentation.								
		CLB-7/8: Write an outline or a summary of a longer text.								
		CLB-8: Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio/video material.								
	III	CLB-7: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings.								
		CLB-7/8: Fill out forms and other materials in pre-set formats with required brief texts. (4 or more items)								
		CLB-8: Convey 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.								
	IV	CLB-7: Write 2 or 3 paragraphs to narrate a familiar sequence of events from the past; tell a story; or to provide detailed a description, comparison.								
		CLB-8: Write 3 or 4 paragraphs to narrate a historical event; tell a story; to express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.								
		CLB-8: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.								

LINC 5 (CLB 6)	LINC 6 (CLB 7)	LINC 7 (CLB 8)
SPEAKING I: SOCIAL INTERACTION		
<ul style="list-style-type: none"> 🗣️ Open, maintain and close a short routine formal conversation. 🗣️ Introduce a person (e.g., guest, speaker) formally to a small familiar group. 🗣️ Make or cancel an appointment/arrangement. 🗣️ Express/respond to apology, regrets, excuses. 🗣️ Indicate partial comprehension. 🗣️ Take turns by interrupting. 🗣️ Encourage others in a conversation by adding supportive comments. 🗣️ Avoid answering a question. 🗣️ Take phone messages with 3 to 5 details. 	<ul style="list-style-type: none"> 🗣️ Introduce a guest, speaker formally to a large familiar group. 🗣️ Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. 🗣️ Confirm own comprehension. 🗣️ Use a number of strategies to keep the conversation going. 🗣️ Hold the floor. 🗣️ Resume after interruption. 🗣️ Change topic. 🗣️ Take live phone messages with 5 to 7 details. 	<ul style="list-style-type: none"> 🗣️ Introduce a person formally to a large unfamiliar audience. 🗣️ Express/respond to a formal welcome/toast. 🗣️ Express sympathy formally. 🗣️ Respond to a minor conflict or complaint. 🗣️ Comfort and reassure a person in distress. 🗣️ Manage conversation. Check comprehension. 🗣️ Use a variety of strategies to keep conversation going. 🗣️ Encourage others to participate. 🗣️ Carry on a brief phone conversation in a professional manner.
SPEAKING II: INSTRUCTIONS		
<ul style="list-style-type: none"> 🗣️ Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. 	<ul style="list-style-type: none"> 🗣️ Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. 	<ul style="list-style-type: none"> 🗣️ Give/pass on instructions about an established familiar process or procedure (technical or non-technical).
SPEAKING III: SUASION (GETTING THINGS DONE)		
<ul style="list-style-type: none"> 🗣️ Make a simple formal suggestion; provide reason. 🗣️ Make a simple prediction of consequences. 🗣️ Make a verbal request for an item. 	<ul style="list-style-type: none"> 🗣️ Give and respond to a warning; discourage others. 🗣️ Request a word. Ask for and respond to recommendations or advice. 🗣️ Make an extended suggestion on how to solve an immediate problem or make an improvement. 	<ul style="list-style-type: none"> 🗣️ Indicate problems and solutions in a familiar area. 🗣️ Propose/recommend that certain changes be made in a familiar area.
SPEAKING IV: INFORMATION		
<p>Presentations</p> <ul style="list-style-type: none"> 🗣️ Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. 🗣️ Describe and compare people, places etc. 🗣️ Describe a simple process. <p>One-on-One Interaction</p> <ul style="list-style-type: none"> 🗣️ Ask for and provide information in an interview related to daily activities. <p>Interaction in a Group</p> <ul style="list-style-type: none"> 🗣️ Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty. 	<p>Presentations</p> <ul style="list-style-type: none"> 🗣️ Give a summary/report of the main points of a presentation by someone else. 🗣️ Tell a story, including a future scenario. 🗣️ Describe, compare and contrast in detail two events, jobs or procedures. 🗣️ Describe a moderately complex process. <p>One-on-One Interaction</p> <ul style="list-style-type: none"> 🗣️ Ask for and provide detailed information related to personal needs, varied daily activities & routine work requirements. <p>Interaction in a Group</p> <ul style="list-style-type: none"> 🗣️ Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. 🗣️ Express or ask about possibility, probability. 	<p>Presentations</p> <ul style="list-style-type: none"> 🗣️ Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. 🗣️ Tell a story, including an anecdote. <p>One-on-One Interaction</p> <ul style="list-style-type: none"> 🗣️ Ask for/or provide detailed information related to personal needs, varied daily activities & routine work requirements. 🗣️ Discuss options. <p>Interaction in a Group</p> <ul style="list-style-type: none"> 🗣️ Participate in a debate/discussion or meeting on an abstract familiar topic or issue. 🗣️ Express & analyse opinions & feelings. 🗣️ Express doubts and concerns, oppose or support a stand or a proposed solution.

LINC 5 (CLB 6)	LINC 6 (CLB 7)	LINC 7 (CLB 8)
LISTENING I: SOCIAL INTERACTION		
<ul style="list-style-type: none"> 👂 Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling appointments, apologies, regrets, excuses, problems in reception and communication. 👂 Identify mood/attitude of participants. 	<ul style="list-style-type: none"> 👂 Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval. 	<ul style="list-style-type: none"> 👂 Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences.
LISTENING II: INSTRUCTIONS		
<ul style="list-style-type: none"> 👂 Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text. 	<ul style="list-style-type: none"> 👂 Understand sets of instructions related to simple technical and non-technical tasks. 👂 Understand simple directions on the phone. 👂 Understand simple messages left on voice-mail (with 5 to 7 details). 	<ul style="list-style-type: none"> 👂 Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures.
LISTENING III: SUASION (GETTING THINGS DONE)		
<ul style="list-style-type: none"> 👂 Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. 	<ul style="list-style-type: none"> 👂 Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. 	<ul style="list-style-type: none"> 👂 Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. 👂 Evaluate the validity of a suggestion or proposed solution.
LISTENING IV: INFORMATION		
<ul style="list-style-type: none"> 👂 Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). 👂 Suggest an appropriate conclusion to a story based on inference. 	<ul style="list-style-type: none"> 👂 Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. 👂 Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse. 	<ul style="list-style-type: none"> 👂 Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations. 👂 Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.



LINC 5 CLB 5	LINC 6 CLB 6	CLB 7	LINC 7 CLB 8
READING I: SOCIAL INTERACTION			
<ul style="list-style-type: none"> Identify factual details inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences. 	<ul style="list-style-type: none"> Identify factual details in moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies. 	<ul style="list-style-type: none"> Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction. 	<ul style="list-style-type: none"> Obtain factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy.
READING II: INSTRUCTIONS			
<ul style="list-style-type: none"> Understand and follow moderately complex written instructions for 7-10-step procedures. Understand/follow moderately complex everyday texts. 	<ul style="list-style-type: none"> Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. 	<ul style="list-style-type: none"> Follow set of written instructions on 10-to-13-step everyday procedures related to simple technical and non-technical tasks. Follow everyday instructional texts. 	<ul style="list-style-type: none"> Follow an extended set of multi-step instructions for established process. Follow coherent extended instructional directions.
READING III: BUSINESS/SERVICE TEXTS			
<ul style="list-style-type: none"> Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. 	<ul style="list-style-type: none"> Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. Find 2 or 3 pieces of information in moderately complex formatted texts. 	<ul style="list-style-type: none"> Identify factual details and some inferred meanings in moderately complex texts containing assessments, evaluations, advice. Locate 3 or 4 pieces of information in moderately complex formatted texts. 	<ul style="list-style-type: none"> Identify factual details and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. Locate and integrate 3 or 4 pieces of information contained in moderately complex formatted texts.
READING IV: INFORMATIONAL TEXTS			
<ul style="list-style-type: none"> Demonstrate comprehension of a 2 or 3-paragraph moderately complex descriptive or narrative text on a familiar topic. Demonstrate comprehension of standard maps, basic diagrams, basic graphs. 	<ul style="list-style-type: none"> Show comprehension of a 1-page moderately complex descriptive/narrative text on a familiar topic. Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule. 	<ul style="list-style-type: none"> Demonstrate comprehension of a 1-or-2-page moderately complex extended description, report or narration on a familiar topic. Demonstrate comprehension of moderately complex tables, graphs, diagrams and flow charts. 	<ul style="list-style-type: none"> Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. Express in alternate forms verbal ideas and graphics contained in charts, graphs.
<p>Information Literacy/Reference and Study Skills</p> <ul style="list-style-type: none"> Access and locate 2 pieces of information in CD-ROM ESL educational software. Access and locate information through tables of content, indexes, glossaries. 		<p>Information Literacy/Reference and Study Skills</p> <ul style="list-style-type: none"> Access and locate 3 or 4 pieces of information in on-line electronic reference sources, if available, or from print reference sources. Access/locate several pieces of information in on-line electronic reference sources. 	

LINC 5 CLB 5	LINC 6 CLB 6	CLB 7	LINC 7 CLB 8
WRITING I: SOCIAL INTERACTION			
<ul style="list-style-type: none"> ✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings. 	<ul style="list-style-type: none"> ✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance. 	<ul style="list-style-type: none"> ✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope. 	<ul style="list-style-type: none"> ✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy, clarifying a minor conflict, or giving reassurance.
WRITING II: REPRODUCING INFORMATION			
<ul style="list-style-type: none"> ✍ Take live phone messages, voice mail messages or pre-recorded information with 5-7 details ✍ Reduce a page of information to a list of 7 to 10 important points. 	<ul style="list-style-type: none"> ✍ Take notes from an oral presentation or a page of written information. 	<ul style="list-style-type: none"> ✍ Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with 7 to 10 details. ✍ Take notes in point form from an oral presentation. ✍ Write an outline or a summary of a longer text. 	<ul style="list-style-type: none"> ✍ Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material. ✍ Write an outline or a summary of a longer text.
WRITING III: BUSINESS/SERVICE MESSAGES			
<ul style="list-style-type: none"> ✍ Convey business messages as written notes. ✍ Fill out forms. 	<ul style="list-style-type: none"> ✍ Convey business messages as written notes. ✍ Fill out moderately complex forms. 	<ul style="list-style-type: none"> ✍ Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. ✍ Fill our moderately complex forms. 	<ul style="list-style-type: none"> ✍ Convey 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. ✍ Fill out forms and other materials in pre-set formats with required brief texts.
WRITING IV: REPRESENTING INFORMATION AND IDEAS			
<ul style="list-style-type: none"> ✍ Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. 	<ul style="list-style-type: none"> ✍ Write 1 or 2 paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process. 	<ul style="list-style-type: none"> ✍ Write 2 or 3 paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison. 	<ul style="list-style-type: none"> ✍ Write 3 or 4 paragraphs to narrate a historical event; tell a story; express or analyse opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process. ✍ Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

Grammar Items

The following list is a glossary of grammar terms, many of which are used in this document. It can also be used as a list of possible grammar items to teach.

Additions (also called rejoinders)

Phrases or short statements that follow a statement, used to avoid repeating the same information in the first statement: *Mary has black hair, and so does her sister. I don't have any brothers or sisters. Neither do I.*

Adjective clauses

Dependent clauses that are connected to a sentence with a relative pronoun (*who, whom, whose, which or that*). Also referred to as relative clauses:

defining (also referred to as essential or restrictive): *The city that Mary likes most is Toronto.*

non-defining (also referred to as non-essential or non-restrictive): *Toronto, which is in Ontario, is hot in summer.*

adjective phrases: formed by deleting relative pronoun: *The city Mary likes most is Toronto.*

formed by deleting relative pronoun and verb to be (participial phrase):

The man who is wearing the yellow hat is my brother. The man wearing the yellow hat is my brother.

prepositions in adjective clauses (at the end/beginning):

The manager is the person to whom you need to talk.

The manager is the person that you need to talk to.

Adverbs

Words that modify verbs, adjectives and other adverbs

intensifiers: adverbs of degree that modify adjectives or other adverbs: *very, quite, slightly, fairly, pretty, incredibly*

adverbs and word order: initial, mid-, and end position of adverbs: *Tomorrow I have a meeting in Ottawa. I often have meetings in Ottawa. I had a meeting yesterday.*

auxiliary verb + adverb + verb: *It will probably rain. I have never been there.*

adverbial phrases (also known as adverbials or adjuncts): phrases indicating place, time, manner or frequency: *She sat in the middle of the classroom. He goes there two or three times a year.*

Adverb clauses

Clauses that modify verbs of a sentence and give different types of information:

time: *When I arrived, she was reading a magazine.*

cause: *She went to bed because she was tired.*

condition: *We can't go swimming if it's cold tomorrow.*

Articles

indefinite: *a, an. This is a table. She is an actress.*

definite: *the. They are in the garden.*

articles in proper names and names of places:

They are at Ø school. (no article)

The meeting was at the school.

Ø Lake Ontario is in the province of Ontario.

Causative verbs

Verbs (such as *have, make, let*) whose meaning relates to causing or allowing someone to do something:

I'll have my assistant call you. Mona's teacher made her retype her assignment.

Clauses

Groups of words containing a subject and a verb:

independent clauses (also called principal or main clauses) contain the main subject and verb of the sentence and make sense when standing alone: *We began our vacation when school ended.*

dependent clauses, also called **subordinate clauses** (e.g., noun clause, adverb clause, adjective clause) have a subject and a verb, but are incomplete units of thought and need to be attached to a main clause in order to make sense: *We began our vacation when school ended.*

Conditional sentences

future possible: *If he studies, he will pass the test.*

present unreal: *If he studied, he would pass the test.*

past unreal: *If he had studied, he would have passed the test.*

mixed: *If I had slept through the night, I wouldn't be so tired.*

with should: *Should you hear any news, let us know.*

omitting if: *Had I known earlier, I could have helped you.*

Conjunctions

Words in a sentence that connect words, phrases or clauses and indicate the relationship between them.

coordinating conjunctions: used to join words, phrases or clauses of equal grammatical rank

and, but, or, nor, for

correlative (paired) conjunctions: words used in pairs to join grammatical elements of the same type

either...or, neither...nor, not only...but also..., both... and..., whether ... or

subordinating conjunctions: words used to join a subordinate clause to a main clause

because, since, although, even though, if, unless, when, while, in spite of the fact that

Emphatic structures

Special structures that express speaker's emphasis:

do: *I do want to help you.*

no vs. not: *No music is allowed after ten. vs. Music is not allowed after ten.*

It-cleft sentences: *It is Toronto where the world's tallest freestanding structure is located.*

wh-cleft sentences: *What we really need is a new computer.*

Fronted negatives

Negative structures in the initial position in a sentence; they are used to emphasize actions/events, create strong commands or emphasize negation. They are followed by inverted verbs:

Under no circumstances are you allowed to do this!

Rarely do I exceed the speed limit when I drive.

Never have I heard anything like this.

Future

Ways to express future:

future simple tense: *I will go to Ottawa next week.*

“be going to”: *I'm going to leave at noon today.*

present progressive tense: *She is leaving next week.*

simple present tense: *The bus leaves at 7:00 p.m.*

Gerunds

A noun formed from a verb by adding “-ing” to the simple form of the verb:

simple gerund: *Smoking is dangerous.*

gerund phrase: *Studying English is important.*

past gerund: *I remembered having seen him before.*

passive gerund: *I appreciate being invited to this celebration.*

Indirect (reported) speech

A way of reporting the speaker's words or sentences. Indirect speech may not contain all or the exact words of the speaker. A reporting verb (*say, tell, ask, etc.*) introduces a noun clause with a quotation. Depending on the tense of the reporting verb, we may need to make changes to the verb forms in the noun clause (sequence of tenses).

affirmative sentences: *“I know her” said George. George said (that) he knew her.*

questions: “Did you vote?” asked Mary. Mary asked if I had voted.

imperatives: “Sit down!” He told me to sit down. “Don’t move!” He told me not to move.

negative sentences: “I don’t know her,” said George. George said (that) he didn’t know her.

Infinitives

The simple form of the verb with *to*:

simple infinitive (as object or subject): *She wants to go. To get a good job is all I want right now.*

infinitive phrase: *I have always liked to study English.*

past infinitive: *He seems to have left.*

passive infinitive: *We expect to be paid by Friday.*

ellipsis of full infinitive: *I haven’t finished my project yet, but I am planning to.*

Linking verbs

Verbs that express state or feeling rather than action, e.g., *seem, look, taste, appear, become, get* and are followed by adjectives: *It smells good. She looks tired.*

Logical connectors

Words that show relationships between ideas. Also see **Conjunctions** or **Transitions**

Modal verbs

can: to express ability – *She can speak English*; to express permission – *You can use my dictionary*.

could: to make a polite request – *Could I borrow your pen?*; to express possibility – *He could be at home right now*; suggestion – *You could try using a dictionary*.

may: to give permission – *May I use your pen?*; to express weak possibility – *He may come tomorrow*.

might: to express weak possibility – *I might get sick*.

ought to: advisability – *You ought to see a doctor*.

should: to express obligation – *You should be polite*; to give advice – *You should see a doctor*; to express certainty with future reference – *You’ve been studying hard, so you should do well on the test tomorrow*.

must/ have to/ have got to: to express necessity – *You must always come on time. You have to come on time*.

will: to make a promise – *I will help you*.

would: to express polite request – *Would you help me?*; past habitual action – *She would buy roses every Friday*.

Modal verbs in the past

should have/ought to have/could have/might have: to express advisability in the past, regret and blame: *She should have accepted that offer. She could have done better at the interview*.

may have/might have/can’t have /could have/must have: to make speculations about the past; choice of modal depends on how certain we are about our speculations:

It must have been a difficult test. Could I have been wrong?

Nouns

words used to refer to a person, place, thing or state of being:

count and non-count nouns: *evidence, study, knowledge*

collective (pair and group) nouns: *family, team, committee, staff*

noun modifiers: *government workers, farm animals*

Noun clauses

Clauses that function as a noun in a sentence:

subject position: *What he has learned so far is difficult*.

object position: *She asked if she was coming*.

direct object position: *The teacher told the students that they should come on time*.

Parallelism (parallel structure)

All items in a series are in the same grammatical form:

All candidates will be contacted by phone, interviewed and e-mailed about the hiring decision. (All three verb phrases are in the passive voice.)

Participles

Verb forms that may function as part of a verb phrase (was *thinking*, had *determined*) or as a modifier (the *beating* element of my hair dryer; the *painted* house). Participles may take objects, complements or modifiers.

Passive voice

A grammatical structure in which the object of an action becomes its subject, and the subject is the receiver of the action. It is formed only by transitive verbs. Passive voice is used when we don't know or don't care who performed the action, when we want to avoid mentioning who performed the action, and when we want to focus on the receiver (rather than the performer) of the action:

active: *John wrote this letter.*

passive: *This letter was written by John.*

Phrasal verbs

Units consisting of a verb + particle (s) and acting as one verb:

cut off, put down, look after, take care of

I was cut off in the middle of my telephone conversation.

separable phrasal verbs: the verb and particle(s) may be separated by the object; when the object is a pronoun, it must come between the verb and particles:

Look the word up in the dictionary. Look up the word in the dictionary.

Look it up in the dictionary.

non-separable phrasal verbs: the verb and its particle can not be separated by the object:

I ran into him yesterday. (not I ran him into yesterday.)

Phrases

A group of related words that does not contain a subject and a predicate. A phrase cannot stand alone as a sentence. There are several different kinds of phrases: prepositional phrases, participial phrases, adjective phrases, gerund phrases, infinitive phrases, verb phrases, and so forth. A phrase is named for the word that introduces it, e.g.:

prepositional phrase: *We skated on the lake.*

participial phrase: *The man sitting by the fire is my uncle.*

gerund phrase: *Running for student body president is my goal.*

Prepositions

prepositions of time: *at, on, in, from, etc. Marie works from nine to five.*

prepositions of place: *on, under, over, beside, in, etc. He was at school all day.*

prepositions of duration: *for, during, etc. She has been visiting for three weeks.*

prepositions of movement: *across, around, etc. He walked towards the lake.*

prepositions of purpose: *for, to, in order to, etc. The computer is for doing homework, not playing games.*

Pronouns

Parts of speech used in place of nouns. There are several kinds of pronouns:

subject: *I, you, it, they*

object: *me, her, them*

possessive: *mine, hers, theirs*

interrogative: *who, which, what*

relative: *who, which, what, that*

demonstrative: *this, that, these, those*

indefinite: *each, either, anyone, few, none*

reciprocal: *each other, one another*

reflexive: *myself, yourself, himself, herself, ourselves, yourselves, themselves*

intensive: reflexive pronouns used for emphasis: *I witnessed the accident myself.*

Quantifiers

Words used to express quantity: *a little/little, many/much, few/a few, some*
There are many tourist attractions in Toronto. There are a few factories.

Questions

wh-questions: ask for information by using a question word: *Who? What? When? Where? Why? How?*
Who is she? Where is she? How did she come here? When did you come to Canada?

yes/no questions: may be answered by “yes” or “no”: *Do you live here? – Yes, I do. / No, I don’t.*
Are you tired? – Yes, I am. / No, I’m not.

embedded questions (also called indirect questions): questions incorporated as a subordinated idea in a sentence:
Could you tell me what time it is?

tag questions: questions added at the end of the sentence.
affirmative sentence + negative tag: *She likes coffee, doesn’t she?*
negative sentence + affirmative tag: *Jose isn’t here, is he?*

Sentence

A group of words that states a thought and contains a subject, either actual or implied, and a predicate. (A one-word verb with an understood subject is also considered a sentence: (Wait.) There are four different sentence forms:

simple sentence: contains a single main clause: *Their car is new.*

compound sentence: contains two or more main clauses: *Time was running out (clause 1) and the project was still behind schedule (clause 2).*

complex sentence: contains one main clause and one or more dependent (or subordinate) clauses: *The restaurant that opened yesterday serves Thai food.*

compound complex sentence: contains two main clauses and one or more dependent clauses: *The sun had set, and the rainstorm had begun before we reached home.*

Subjunctive mode

A special form of present tense which has no -s in the third person singular. It is used in *that*-clauses in a formal style, after words that express the idea that something is important or desirable, e.g., *suggest, recommend, insist, vital, essential. It is important that students come on time.*
The doctor suggested that she take this medicine.

Subordination

A technique of combining two ideas that are unequal in importance so that a reader/listener can quickly tell which idea is the central one. A writer/speaker creates subordination by placing the most important idea in a main clause and the less important idea in a dependent (or subordinate) clause.

Main Idea	Subordinate Idea
<i>Our house caught on fire</i>	<i>when the gas heater exploded.</i>

Transitions

Words or phrases that join one idea to another. A transition is used to draw a clearer relation between ideas. Transitions can more closely link both sentences and paragraphs.
Mike asked for a raise in salary. It was not granted. Mina didn’t study. Consequently, she failed the exam.

Verb Tenses

The form of the verb which indicates its relation to time. Inflection (*walk, walks, walking, walked*) and the use of auxiliaries (*will walk, have walked, had walked, will have walked*) show the tense of a verb.

	Past	Present	Future
Simple	<i>He walked to school.</i>	<i>He walks to school.</i>	<i>He will walk to school.</i>
Progressive	<i>She was reading when the phone rang.</i>	<i>She is reading.</i>	<i>She will be reading.</i>
Perfect	<i>They had left before we arrived.</i>	<i>I have lived in Toronto for two years.</i>	<i>She will have finished reading the book before school begins.</i>
Perfect Progressive	<i>They had been studying all night.</i>	<i>She has been practising all week.</i>	<i>Next year, he will have been working here for 20 years.</i>

Wish

Wish + present unreal: *I wish I could help. (but I can't)*

Wish + past unreal: *I wish I had studied more. (but I didn't)*

Wish + subjunctive: *I wish she were here right now.*

Pronunciation Items

The following list is a glossary of pronunciation terms, many of which are used in this document. It can also be used as list of possible pronunciation items to teach.

Note: In the items below a single slash indicates a phrasal break, a double slash a major constituent break.

Affective Intonation

Using intonation to reveal emotions and attitudes. Generally our pitch is lower and our vowels more clipped when we feel negative.

Chunking

A device used to separate ideas in a sentence based on grammatical divisions. Chunking is done at the phrase level (e.g., noun, verb, object or prepositional phrases) or the clause level.

Phrase level: *My supervisor/is asking me/ to work overtime/ without pay.//* This sentence has 3 or 4 delineated parts. The middle part could be one or two depending on the speaker's intent.

Clause level: *If he were married,// he wouldn't be doing that.//* The major clauses of the sentence are delineated by a large intonation curve.

Consonants

A voiced or voiceless sound obstructed in some manner as it leaves the mouth.

Consonant Cluster: a group of consonants that come together at the beginning or end of a syllable, e.g., *str* in *strong*)

Liquid Consonant: refers to the consonants /l/ and /r/.

Sibilant: refers to a hissing sound (e.g., in the word *misses*)

Voiced Consonant: produced through vibrations in the vocal cords (e.g., /b/, /d/, /z/)

Voiceless Consonant: produced with no vibration of the vocal cords (e.g., /p/, /t/, /s/)

Content Word

Words that carries meaning (e.g., nouns and verbs as opposed to articles and prepositions). Content words are stressed and therefore louder, clearer and longer in a sentence.

Contrastive Stress

Making a syllable with major stress longer and louder to convey clearly which of two or more possibilities we are referring to: *I was the manager, not just the secretary of the business.//*

Emphatic Stress

Making the stressed vowel longer, louder and sharper to express anger or a strong point, e.g., *We can not finish/this task/ by Friday.//*

Final Content Word Stress

Making the final content word longer and louder to sound confident: *I graduated with honours.*

Forced Choice Intonation

A high-rise intonation pattern used when a speaker wants a listener to choose between items: *Do you prefer/working alone// or working on a team?//*

Function Words

Words that do not contribute to the meaning of the sentence directly but provide additional grammar or mood information (e.g., articles, prepositions, modals and auxiliaries). Function words are reduced in normal speech.

Grammatical Intonation

Intonation related to the type of sentence, rather than to the mood or attitude of the speaker. For example,

statements and *wh*-questions end with a rise-fall intonation pattern; yes/no questions end with a high-rise.

Informational Stress

Producing a longer, louder stressed syllable on new information words: *My buzzer code is 344.*

Intonation Patterns

Lowering or raising the pitch of the voice on the last content word of a phrase or at the end of a sentence or utterance. The five most common intonation patterns are: fall, fall-fall, high-rise, low-rise, rise-fall.

Fall: a falling pitch of the voice used to indicate authority, unfriendliness or depression, e.g., an unfriendly order may fall at the end of each phrase as in: *Get this report/ out today./*

Fall-Fall: a fall and then another fall used to express disdain and sarcasm: *Good job//. You only messed up/ 90%/ of the work./*

High-Rise: a steep, upward intonation curve, occurring on the last content word in yes/no and tag questions, polite receptionist talk and “uptalk”.

Low-Rise: a gentle raise of pitch on the last stressed syllable of the last content word in a phrase used to indicate a friendly intention to continue. In lists, a speaker usually has a low-rise on each item, indicating another item will follow. The final item will have a rise-fall: *I took measurements//, drew the designs//, and calculated the costs//.*

Rise-Fall: a rise, then a fall at the end of a phrase, sentence or utterance, usually indicating friendly confidence. Failure to rise first can make the speaker sound snobby.

Linking

Connecting words ending in consonants to words beginning with vowels to make speech sound smoother and more fluent. E.g., in the following sentence linking occurs at each (L): *“The office (L) is situated (L) in (L) an (L) area to the north (L) of Toronto.”*

Major Stress

Making one syllable in a content word longer and louder so that it is most noticeable: *sensitivity, unemployment.* See

Minor Stress.

Minor Stress

Using a small degree of lengthening and increased loudness on some syllables. See **Major Stress.**

Non-verbal Communication

Aspects of communication that do not involve language or are used in conjunction with language, e.g., intonation, stress, pauses, gestures, facial expressions, eye contact, physical proximity, and body language.

Gestures: English speakers normally use hand gestures with the last content word of a phrase. They generally make at least 2 to 3 gestures per utterance (conversation turn). Fewer gestures can seem boring and more can seem overwhelming.

Head Motions: speakers will normally nod on content words when they are saying something emotionally positive or trying to be convincing. They nod 2 to 3 times in answer to a question and they shake their head in disagreement, regret, disapproval or amazement. They will tilt their heads slightly when asking questions; if the person being asked is of a higher position, the head tilt will often be stronger.

Facial Expressions: Canadians expect some degree of emotional expression to accompany speech, either in the form of a smile, direct eye contact or a furrowed eyebrow to show attentiveness. Eye contact is usually made fairly regularly in English and often coincides with the final content word at the end of a phrase.

Proxemics: refers to the expected distance between speakers. In Canada, this is generally not closer than the distance of a normal handshake.

Kinesics: refers to non-verbal behaviour related to movement (e.g., moving parts of the body as in a nod or moving the entire body as in jumping up and down to show excitement).

Non-word vocalization

A sound used before an utterance or on its own to indicate hesitation, surprise, doubt, comprehension, attention, etc. (e.g., *mmmmmm, oh!, hmm, wow*). Non-word vocalizations are important elements of active listening.

Pause

A break in speech. It is usually made by the speaker at the end of a phrase to emphasize important information. It can also be used for dramatic effect or suspense (e.g., *I know who got the new position – pause – it was Sergey!*). In writing, longer pauses are marked with punctuation marks.

Pitch

The degree of highness or lowness in the speaking voice.

Reduction

Shortening words or phrases by changing vowels to schwa and joining or omitting consonants. Function words and unstressed syllables are reduced in normal speech. In contrast, when speakers are angry they tend to emphasize each syllable. Modals often have stylized reductions, such as *shoulda*.

Rhythm

The timed beat of words determined by the number of stressed and unstressed syllables in a sentence. English emphasizes stressed syllables, such as in the sentence: *I'm going to go to the store.*

Schwa

The smallest vowel sound used in reduced, unstressed syllables: *The manager said that he would call me in a week or so.* Any vowel can become schwa.

Segmentals

Individual vowel and consonant sounds and their blends (e.g., /i/ and /k/ and /br/). There are generally thought to be 15 vowel sounds and 25 consonant sounds in Canadian English.

Sentence (Focus) Stress

Making one word in every sentence louder and longer than the others to draw the listener's attention to it. Any word can take this focus, depending on the context in which the sentence is uttered: *You were late yesterday.* vs. *You were late yesterday.*

Speed

The rate at which an utterance is made. Speeding up and slowing down over an utterance conveys mood, attitude, energy level and excitement.

Stress

Producing a syllable in a word, a word in a phrase or a sentence with more volume and length than other parts.

Suprasegmentals

Elements of pronunciation above the level of the individual sound such as linking, syllable stress, phrasal stress, sentence stress, intonation, rhythm, and discourse pronunciation. For example, linking from consonant to vowel “*I'll be there in a minute*”, differentiating between the noun *record* and the verb *record*, emphasizing only the content words in the phrase “*She'll be home at 6*”, or putting major emphasis on the word providing key information (the focus word) and some emphasis on the final content word.

Syllable

A unit of pronunciation consisting of a vowel sound with or without consonants preceding or following them.

Syllable Stress

Making a syllable louder and longer. Syllable stress is how pairs such as *dessert/desert* or *record (verb)/record (noun)* are distinguished. It is also important to the listener's decoding of multi-syllable words.

Thought Groups

Phrases, generally formed by grammar, that group words by meaning and are pronounced with a pause at the end to emphasize important information. In slow and clear speech, the thought groups are shorter; in fast speech, they are longer.

Tone

The quality or character of a sound ranging from positive to negative.

Unit of Speech

A stretch of speech falling within one intonation curve, including verb phrases (*has been found*), prepositional phrases (*in a minute*), idiomatic expressions (*a piece of cake*) and collocations (*sweet and sour*).

Unstress

Making a syllable as quiet and short as possible. Most function words are unstressed in normal speech. In the following sentence the underlined syllables are unstressed; *Could you please have a seat and Mr. Jacobson will be with you shortly?*

Visual Stress Cue

A nod or a gesture used with the major stressed syllable of an utterance.

Vowel

Sound that flow from the mouth with almost no obstruction. Vowels can easily be shortened and lengthened to apply stress or vowel length rules. Pronouncing Canadian English clearly involves the ability to produce the vowel sounds in the following words: *green, mint, grey, red, black, mustard, alive, soot, blue, snow, white, brown, turquoise, puurple, marble, orange, fair, clear, tired, and the reduced vowel schwa.*

Word Stress

Making some words in a phrase louder than others. Content words get more stress than function words.

Computer Items

The following is a list of sample computer items that learners may need to perform some of the tasks successfully.

Word Processing (Microsoft Word)

Word Processor Basics

- Using toolbars, menus and commands
- Using view options; changing default settings; customizing view/screen options
- Printing a document (using print options); using document properties
- Saving document in different formats
- Working with multiple documents

Formatting

- Changing font size and font face; using emphasis styles (bold, italics, etc.); inserting symbols
- Changing text alignment; setting indents and tabs
- Changing line and paragraph spacing
- Using built-in formats (heading styles)
- Creating bulleted and numbered lists
- Creating outlines

Page Layout

- Setting margins, page orientation, paper size and page numbering
- Using headers and footers
- Inserting and formatting columns
- Inserting endnotes and footnotes
- Using Statistics feature

Editing

- Using cut, copy and paste functions
- Inserting, editing and deleting comments
- Using Track Changes
- Using spellchecker, grammar checker and thesaurus
- Using AutoFormat, AutoCorrect and Find and Replace features

Wizards and Templates

- Creating documents using templates
- Using letter, resume, memo, fax Wizards

Graphics

- Inserting and formatting pictures (ClipArt), text boxes, callouts and shapes
- Applying advanced formatting features to format inserted objects

Tables

- Creating tables
- Inserting and resizing cells, rows and columns
- Formatting text in tables; applying shading and borders

Charts and Diagrams

- Creating and formatting charts
- Changing a chart type and editing chart elements

Presentation Software (PowerPoint)

Basics

- Creating a new presentation using various options: template/design, blank presentation, AutoContent Wizard
- Using various view options
- Printing slides, handouts, notes pages and outline view

Working with Slides

- Entering and editing text; formatting text
- Inserting objects (a chart, a table, a worksheet, a picture, a text box)
- Using editing tools: spellchecker, grammar checker, thesaurus
- Moving, copying and deleting slides
- Applying designs or styles

Slide Show

- Adding timings, transitions and sound
- Animating text and objects
- Showing continuously running presentation
- Using Pack and Go; using Annotator

The Internet

Using Web Pages

- Using hyperlinks, buttons and controls
- Browsing Web pages; using keyword and advanced search techniques
- Downloading (upgrades, new software, image, sound and text files)

E-mail

- Writing and editing messages
- Sending, forwarding and receiving messages
- Using copying features; attaching files
- Managing e-mail messages: saving, moving and deleting

Communication

- Using software with Voice Over Internet Protocol, e.g., Skype or Google Talk
- Using instant messaging, chat rooms, forums and blogs
- Using cyberspace to store and share files

Classroom Resources

The following pages contain a list of sample books, software and websites appropriate for use with learners at LINC 5-7. When using published resources, please abide by copyright law and copyright-holder statements regarding reproducing material.

BOOKS

INTEGRATED SKILLS

- ***Being Canadian, Second Edition***
J. Cameron and T. Derwing. Canada: Pearson Longman, 2004.
- ***Brass Ring 1: Basic English for Career-Related Communication***
L. Gaetz. Canada: Prentice Hall Canada Inc., 2000.
- ***Brass Ring 1: Basic Grammar Review***
L. Gaetz. Canada: Prentice Hall Canada, Inc., 2000.
- ***Brass Ring 2: English for Career-Related Communication***
L. Gaetz. Canada: Prentice Hall Canada, Inc., 1999.
- ***Brass Ring 2: Grammar Review***
L. Gaetz. Canada: Prentice Hall Canada, Inc., 1999.
- ***Breakthroughs: An Integrated Advanced English Program***
M. Engelking and G. McPherson-Ramirez. Canada: Oxford University Press, 1998.
- ***Canadian Snapshots: Raising Issues***
G. Kingwell, F. J. Bonkowski and L. Stephenson. Canada: Pearson Longman, 2005.
- ***Momentum: Consolidating English Skills***
K. Boeckner, P. Fournier, C. Orton, and J. Thompson. Canada: Pearson Longman, 2000.
- ***New Direction: Reading, Writing, and Critical Thinking, Second Edition***
P. S. Gardner. USA: Cambridge University Press, 2005.
- ***NorthStar: Listening and Speaking, High Intermediate, Second Edition***
T. Ferree and K. Sonabria. USA: Pearson Education, Inc., 2004.
- ***NorthStar: Reading and Writing, High Intermediate, Second Edition***
A. K. English and L. Monahon English. USA: Pearson Education, Inc., 2004.
- ***NorthStar: Listening and Speaking, Advanced, Second Edition***
S. Preiss. USA: Pearson Education, Inc., 2004.
- ***NorthStar: Reading and Writing, Advanced, Second Edition***
R. F. Cohen and J. L. Miller. USA: Pearson Education, Inc., 2004.
- ***Open Road English Skills***
L. Gaetz. Canada: Pearson Longman, 2002.
- ***Open Window English Skills, Second Edition***
L. Gaetz. Canada: Pearson Longman, 2006.
- ***Open Window English Grammar, Second Edition***
L. Gaetz. Canada: Pearson Longman, 2006.

- ***Parallels: Taking a Stand in English***
B. Davis Reid. Canada: Pearson Longman, 2000.
- ***Parallels: English Grammar***
B. Davis Reid. Canada: Pearson Longman, 2006.
- ***400 Words That Work: A Life Skills Vocabulary Program***
J. C. Bunnell. USA: J. Weston Walch, 1999.

SPEAKING

- ***A Grab Bag of Socializing***
E. Ganong and D. Ingram. Canada: Grab Bag Publishing, 2002.
- ***Handshake: A Course in Communication***
P. Viney and K. Viney. UK: Oxford University Press, 1997.
- ***Have Your Say: Intermediate Communication Activities***
I. McKay. Canada: Oxford University Press, 1999.
- ***Heart of the Matter: High Intermediate Listening, Speaking and Critical Thinking*** 🎧, 🎧
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- ***Intelligent Business Course Book: Upper Intermediate Business English*** 🗣️
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CENTRE FOR CANADIAN LANGUAGE BENCHMARKS RESOURCES

- ***Canadian Language Benchmarks 2000: A Guide to Implementation***
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- ***Canadian Language Benchmarks 2000: Additional Sample Tasks Ideas***
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- ***Canadian Language Benchmarks 2000: English as a second language for adults***
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- ***Canadian Language Benchmarks 2000: Theoretical Framework***
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- ***Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework***
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- ***Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition***
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- ***Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages***
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- ***Voices and Visions: Issues Challenges and Alternatives in Teaching Adult ESL***
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LINC LICENSED SOFTWARE

- **My Canada**
NAS Software Inc., Canada, 2005.
- **ELLIS Business Series 1.0**
Airports and Transportation
Hotels, Restaurants and Hospitality
Office and Social Skills
Contract and Negotiations
Business Meetings and Discussions
English Language Learning and Instruction System, Inc. USA, 2003.
- **ELLIS Academic, Middle and Senior Mastery 3. 3**
English Language Learning and Instruction System, Inc., USA, 2006.
- **Tense Buster**
Clarity Language Consultants Ltd., Hong Kong, 2005.

WEBSITES

WRITING

- **WriteExpress:** www.writeexpress.com/letters.html
Tips and information about writing dozens of kinds of notes/letters, such as apology, acceptance, resignation
www.writeexpress.com/sample-business-letters.html: includes sample business letters, tips and information
- **Business English Online:** www.businessenglishonline.net/emailenglish/worksheets.htm
Includes 32 free downloadable worksheets with activities and tasks in e-mail writing
- **Online Writing Lab:** <http://owl.english.purdue.edu>
Resources on writing various texts such as letters, memos, e-mail messages and academic writing; handouts
- **University of Toronto Advice on Academic Writing:** <http://www.utoronto.ca/writing/advice.html>
Contains information on reading, researching, planning, organizing and writing essays and reports
- **Ohio ESL @ Ohio University:** <http://www.ohiou.edu/esl/english/writing/activities.html>
Resources for ESL learners on a variety of writing skills from paragraph structure to essay writing
- **The Writing Den:** http://204.244.141.13/writ_den/index.htm
Includes tips and information on writing paragraphs and essays (tips-o-matic section)
- **Ontario College Writing Exemplars:** <http://www.hol.on.ca/ocwe>
Contains 70 samples of graded authentic first-year college student writing with task descriptions, commentaries; rating system is aligned with Canadian Language Benchmarks (CLB writing 5 to 9)
- **Muskingum College:** www.muskingum.edu/~cal/database/general/writing.html#WritingStrat
Includes the purpose and use of various writing and proofing strategies

READING

- **Ohio ESL @ Ohio University:** <http://www.ohiou.edu/esl/english/reading/index.html>
Contains lessons for ESL learners on a wide variety of reading skills and strategies
- **Muskingum College Learning Strategies Database:** www.muskingum.edu/~cal/database/general/reading.html
Includes information on the purpose and uses of various reading comprehension strategies

SPEAKING

- **Yale University:** <http://yale.edu/peace/curriculum2002.htm>
An online curriculum on conflict management: covers strategies for dealing with conflict, negotiation, cross-cultural communication; includes role-plays, discussions and activities
- **Business Presentations and Public Speaking in English:** www.englishclub.com/speaking/presentations.htm
An ESL learner tutorial set up as a mini-presentation
- **University of Michigan Office of Student Activities and Leadership:** www.lso.umich.edu
> Leadership Resources > Handouts > Running Effective Meetings or Giving Effective Feedback
Includes various handouts on topics relevant to starting and operating an organization, such as leadership skills, active listening, meetings and giving effective feedback

PRONUNCIATION

- **British Council Resources:** www.britishcouncil.org/sweden-english-teaching-resources.htm
Includes monthly updates on pronunciation teaching ideas
- **Dave's ESL Café Pronunciation Page:** www.eslcafe.com/idea/index.cgi?Pronunciation
Includes ideas for pronunciation activities
- **Internet TESL Journal Pronunciation Page:** <http://iteslj.org/links/ESL/Pronunciation>
Numerous links to practical information and lesson ideas
- **Marsha Chan's Pronunciation Web Resources:** www.sunburstmedia.com/PronWeb.html
Numerous links to speech samples, theoretical information and teaching ideas
- **Speech Accent Archive:** <http://accent.gmu.edu/howto.php>
English speech samples and pronunciation analyses for a wide variety of speakers
- **TESOL Speech and Pronunciation Interest Section:** www.public.iastate.edu/~jlevis/SPRIS/articles.html
Articles on teaching pronunciation
- **University of Toronto Pronunciation Strategies:** <http://individual.utoronto.ca/English/SGSPronunciation.htm>
Pronunciation information with recordings of academic words and phrases

GRAMMAR

- **Capital Community College Guide to Grammar and Writing:** <http://grammar.ccc.commnet.edu/grammar>
Includes grammar at the sentence, paragraph and essay level, grammar Q and A, 170 interactive quizzes
- **Dave's ESL Café Grammar Page:** www.eslcafe.com/ideas/sefer.cgi?Grammar
- **Grammar Safari:** www.iei.uiuc.edu/web/pages/grammarsafari.html
- **Online English Grammar:** www.edufind.com/english/grammar/toc.cfm
Can be used as a grammar reference

VOCABULARY

- **Academic Word List (AWL):** www.vuw.ac.nz/lals/research/awl
A list of 570 words common in academic texts. The list assumes knowledge of the General Service List (thought to be the 2,000 most frequent words of English).
- **Vocabulary Exercises for the AWL:** <http://web.uvic.ca/~gluton/awl/id21.html>
- **General Service List (GSL):** www.auburn.edu/~nunnath/eng16240/wlistgen.html
A list of about 2,000 words selected to represent the most frequent words of English.
- **About.com: English as a 2nd Language:** www.about.com > Topics – Vocabulary
Offers vocabulary-building lists, exercises and teacher resources

COMPUTER TECHNOLOGY

- **Internet4Classrooms:** www.internet_4classrooms.com > Online Practice Modules
Includes modules for teaching or learning PowerPoint, Word, Excel, Windows and Internet Explorer
- **MS Office Online:** <http://office.microsoft.com> > Help and How-To > Training
Includes self-paced training courses for Access, Excel, PowerPoint, Word and more; each course includes several modules 20 minutes to 1 hour in length
- **Glossary of Internet and Web Jargon:** www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html

AT HOME IN OUR COMMUNITY AND THE WORLD

- **CBC:** http://archives.cbc.ca/for_teachers
Collection of CBC archival radio and TV clips organized by topics; teaching tips and sample activities
- **CBC:** www.cbc.ca/ottawa/esl/index.html
CBC ESL pilot project containing 10 lessons with radio/TV clips, before/while/after listening activities at various levels of difficulty
- **Recycling Council of Ontario:** <http://rco.on.ca>
- **Green Ontario:** <http://greenontario.org>
A guide to conservation in Ontario
- **Environment Canada:** www.ec.gc.ca
Includes information on air, water, nature, pollution and climate change
- **Statistics Canada:** www.statcan.ca > Learning Resources > Human Activity and the Environment
Includes lessons and annual statistics on environmental issues in Canada
- **World Bank:** <http://worldbank.org> > Youthlink > Issues
Information on social issues including environment and globalization
- **Canada International:** www.canadainternational.gc.ca > Canada and the World
Issues on foreign policy, security and aid
- **Foreign Affairs Canada:** http://geo.international.gc.ca/canada_un/new_york > Canada at the United Nations

BANKING AND FINANCE

- **Settlement.org:** www.settlement.org/site/CI > Consumer Information > Personal Finance > Taxation
- **Financial Consumer Agency of Canada:** www.fcac-acfc.gc.ca > For Consumers
Includes information on banking, credit, loans and debt
- **Revenue Canada:** www.cra-arc.gc.ca > Individuals > Learning About Taxes
Includes an online course about the basics of taxation and filing a tax return
- **Ontario Association of Credit Counselling Services:** www.oaccs.com/agencies.html
Includes counselling and financial-planning services and referrals in regional centres across Ontario
- **Citizenship and Immigration Canada:** www.cic.gc.ca > After You Arrive > Advice for Newcomers
Provides information for newcomers including details on banking
- **Canadian Bankers Association:** www.cba.ca > Resource Centre > Information booklets
Information on opening a bank account, using a bank machine and guides to investments and mortgages

- **Canadian Newcomer Magazine:** www.cnmag.ca > Issue #7: The Changing Face of Banking in Canada Issue # 9: Real Estate
Issue #7 includes articles on credit unions, getting a mortgage and comparing the five major banks; Issue # 9 includes articles on buying real estate, getting a mortgage and comparing mortgage options
- **Statistics Canada:** www.statcan.ca > Summary Tables > Overview > Personal Finance

CANADA

- **Citizenship and Immigration Canada:** www.cic.gc.ca
Includes information on policy, legislation, research, statistics, online newsletter and publications
- **Elections Canada:** www.elections.ca
Includes electoral information such as political parties, electoral districts, registration, policy and law
- **Parliament of Canada:** www.parl.gc.ca > About Parliament > Education
Includes educational programs, classroom resources and background resources about Parliament (including an e-guide titled *How Canadians Govern Themselves*)
- **Statistics Canada:** www.statcan.ca > Learning Resources > Teachers > Teacher's Kits > Census Teacher's Kits
Includes statistics and accompanying analysis questions on several topics emerging from census data
- **Canadian Museum of Civilization:** www.civilization.ca > Educational and Teacher Resources > History
Includes materials on topics such as Native peoples, Canadian history and immigration
- **Historica:** www.historica.ca
Resources and links for teachers and students on a variety of topics in Canadian history

CANADIAN CULTURE

- **Statistics Canada:** www.statcan.ca > Learning Resources > Teachers > Teacher's Kits > Civics and Society *or* Canadian Social Trends
Two teaching kits that include several lesson plans, articles and graphs on social trends and emerging issues.
Statistics Canada: www.statcan.ca > Find statistics, By subject > Ethnic Diversity and Immigration
Includes statistics on ethnic diversity and immigration, culture and leisure
- **Unity Canada:** www.uni.ca
Includes information about Canadian unity
- **Government of Canada, Culture, Heritage and Recreation:** www.culturecanada.gc.ca
Includes information on Native culture, multiculturalism, programs and services relating to culture and recreation, and links to over 40 online learning resources. (> Learning Resources)
- **Assembly of First Nations of Canada:** www.afn.ca
Includes information about current issues and policies related to Native peoples in Canada
- **CBC:** www.cbc.ca/ottawa/esl/index.html
CBC ESL pilot project containing 10 lessons with radio/TV clips, before/while/after listening activities at various levels of difficulty
- **Department of Canadian Heritage:** www.culture.ca
Includes information on Canadian heritage, Native history and culture
- **Canadian Newcomer Magazine:** www.cnmag.ca > Issue # 6: The Rules of Living in Canada
Includes articles on living in a new culture, making new friends and adapting to Canadian lifestyle
- **Canadian Opinion Research Archive (CORA):** www.queensu.ca/cora/3trends.html
Contains summaries (in table format) of Canadian opinion poll results on several topics, including moral and family issues, ethnicity, religion, politics

CANADIAN LAW

- **Ontario Landlord and Tenant Board:** www.ltb.gov.on.ca
Includes forms, clear language guides about the Residential Tenancies Act. Automated information line: 1-888-332-3234 (Toronto: 416-645-8080).
- **Ministry of the Attorney General:** www.attorneygeneral.jus.gov.on.ca
Includes clear language guides on child support, court procedures, estates, jury duty, small claims court (with glossaries and forms), family justice
- **Settlement.org:** www.settlement.org > Legal Services
Includes information about courts, human rights, legal protection, legal aid and the police
- **Ontario Provincial Police:** www.opp.ca
Includes fact sheets on 911, crime prevention, fraud
- **Toronto Police Service:** www.torontopolice.on.ca > Newcomer Outreach
Includes booklet, DVD about police services, pamphlets, and CLB referenced lesson plans
- **Community Legal Education Ontario:** www.cleo.on.ca
Clear language guides and fact sheets on legal information relating to seniors, tenant rights, immigration, employment, youth justice and disability
- **Canadian Heritage:** www.pch.gc.ca > Publications > Human Rights
Includes a guide to the Charter of Rights and Freedoms, teacher's manual and student book about rights
- **Ontario Human Rights Code:** www.ohrc.on.ca
Includes facts sheets, guides and case summaries on human rights issues
- **Ontario Human Rights Commission:** <http://ohrc.on.ca>
Includes fact sheets, case summaries and plain language guides to the Ontario Human Rights Code, definitions, complaint process. Information line: 1-800-387-9080
- **Parliament of Canada:** www.parl.gc.ca > About Parliament > Education
Includes educational programs, classroom resources and background resources about Parliament (including an e-guide titled How Canadians Govern Themselves)
- **Ontario Ministry of Labour:** www.labour.gov.on.ca/english/es/
Includes plain language information about the Employment Standards Act and Occupational Health and Safety Act
- **Community Law School:** www.rivernet.net/~cls/teaching_materials.html
This website (developed by an Ontario charity) includes teaching modules and handouts about Ontario housing, social assistance, disability, unemployment and human rights laws
- **Statistics Canada:** www.statcan.ca > Learning Resources > Teachers > Resources by School Subject > Law

COMMERCIAL SERVICES AND BUSINESS

- **Canadian Bankers Association:** www.cba.ca/en > Consumer Information > Small Business Services
Includes a publication called *Getting Started in Small Business*
- **Steps to Employment:** www.settlement.org/steps/manuals.html > Entrepreneurs
Provides information on starting a small business in Ontario
- **Ontario Ministry of Small Business and Entrepreneurship:** www.sbe.gov.on.ca
Your Guide to Small Business: includes information on starting and running small businesses

- **Ontario Immigration:** www.ontarioimmigration.ca > Doing Business
Information about registering a business, financing, business laws and taxes, importing/exporting
- **Settlement.org:** www.settlement.org > Consumer Information > Shopping
Consumer information for newcomers with links to useful information on consumer issues in Canada
- **Canadian Consumer Information Gateway:** <http://consumerinformation.ca>
Includes information on consumer rights and how to file a complaint
- **Canadian Newcomer Magazine:** www.cnmag.ca > Issue # 8: Starting Your own Business in Canada *or* Issue # 13: Winning at Tax Time
Issue #8 includes articles on starting, running and selling small business; Issue #13 includes articles on buying and financing a business, taxes and budgeting
- **Better Business Bureau:** www.bbbmwo.ca
Consumer information/tips on a wide range of products and services
- **Ministry of Government Services:** www.gov.on.ca/MGS > Consumer Protection
Information on consumer rights, tips for buying merchandise and advice on how to prevent fraud

COMMUNITY AND GOVERNMENT SERVICES

- **Settlement.org:** www.settlement.org
Includes housing, health, legal services, consumer information and community and recreation information
- **211Ontario:** www.211ontario.ca
An online resource for locating services in Ontario
- **Ontario Ministry of Culture:** www.culture.gov.on.ca >Libraries
Library news, statistics, events, online reference library, links to Ontario library websites
- **Shelternet:** www.shelternet.ca
Directory of emergency shelters for abused women Canada-wide, information on safety
- **Human Resources and Social Development Canada:** www.hrsdc.gc.ca
Includes forms, public pensions, CPP, low-income subsidies, disability pensions, lost documents
- **Ontario Social Benefits Tribunal:** www.sbt.gov.on.ca
Includes information on appeal procedures for social assistance decisions
- **Service Canada:** www.servicecanada.gc.ca
Includes links to federal income programs and benefits
- **Ministry of Community and Social Services:** www.cfcs.gov.on.ca
Includes links to information on Ontario Works, Ontario Disability Support Program, domestic violence
- **211Toronto:** www.211toronto.ca > Inventory of Programs and Services Leading to Employment
Includes information about career counselling services for newcomers for any Ontario region
- **Canadian Mental Health Association:** www.ontario.cmha.ca
Includes links to Ontario services for mental illness
- **Legal Aid Ontario FAQ:** www.legalaid.on.ca/en/getting/faq.asp
Frequently asked questions and answers about getting legal aid in Ontario

EDUCATION

- **Settlement.org:** <http://settlement.org/edguide> > Newcomers' Guides to Education
Includes information about Ontario elementary and secondary schools and a video about parent-teacher interviews

- **Statistics Canada:** www.statcan.ca > Summary Tables > Overview > Education
Includes brief articles highlighting major trends and statistical tables on education
- **Ontario Ministry of Training, Colleges and Universities:** www.edu.gov.on.ca
Provides information about post-secondary education
- **Student Awards:** www.studentawards.com
Includes information about student awards. Learners can match their personal profiles with scholarships, grants and other cash awards that they would qualify for
- **Ontario Student Assistance Program:** <http://osap.gov.on.ca>
Includes information about choosing schools, sources of funding and the loans application process
- **Ontario Ministry of Education:** www.edu.gov.on.ca/eng
Includes detailed information about all aspects of the education system in Ontario including curriculum information, EQAO test results, sample report cards, etc.
- **Ontario Ministry of Citizenship and Immigration:** www.citizenship.gov.on.ca
Includes information about bridging and internship programs
- **College Sector Committee for Adult Upgrading:** www.collegeupgrading.ca
Includes definitions of Ontario Secondary School Diploma equivalent credentials for adults (e.g., GED)
- **Canadian Newcomer Magazine:** www.cnmag.ca > Issue # 3: Education Issue
Includes articles on children's education, evaluating educational credentials and obtaining financial help when studying
- **Canadian International Centre for International Credentials:** www.cicic.ca
Includes links to information about credentialing services, post-secondary education

EMPLOYMENT

- **Alberta Learning Information Service:**
Advanced Techniques for Work Search: www.alis.gov.ab.ca/pdf/cshop/AdvancedTechniques.pdf
Skills Plus Handbook: www.alis.gov.ab.ca/pdf/cshop/SkillsPlus.pdf
Job Seeker's Handbook: www.alis.gov.ab.ca/pdf/cshop/JobSeekers.pdf
- **Settlement.org:** www.settlement.org/site/EM
Includes links to job listings, labour market information, employment standards and information on access to professions and trades
- **Canadian Newcomer Magazine:** www.cnmag.ca > Issue # 2: Special Employment Issue; also other issues
Includes articles on job search, networking, programs for internationally trained professionals
- **211 Toronto:** www.211toronto.ca > Inventory of Programs and Services Leading to Employment
Includes information about career counselling services for newcomers for any Ontario region
- **Statistics Canada:** www.statcan.ca > Summary Tables > Overview > Labour
Includes brief articles highlighting major trends and statistical tables on labour market information
Statistics Canada: www.statcan.ca > Learning Resources > Teachers > Teacher's Kits > The Canadian Labour Market At-a-Glance
- **Job Search Websites:** www.monster.ca, www.workopolis.ca, www.jobbank.gc.ca, www.charityvillage.org
Include job listings, information about resumé writing, cover-letter writing, job search and interviews
- **Job Futures:** www.jobfutures.ca

ESSENTIAL SKILLS ONLINE RESOURCES

- **Essential Skills:** <http://srv108.services.gc.ca>
Essential Skills Profiles: <http://srv108.services.gc.ca> > Essential Skills Profiles
Includes over 200 occupational profiles

Authentic Workplace Materials: <http://srv108.services.gc.ca> > Authentic Workplace Materials
Includes 60 sample workplace materials for use in classroom activities

Reader's Guide to Essential Skills: <http://srv108.services.gc.ca> > Essential Skills Profiles > Reader's Guide (bottom of page)
- **Canadian Language Benchmarks/Essential Skills in the Workplace:** www.itsessential.ca
Includes links to various adult ESL teaching resources related to the Essential Skills, such as:

On the Job: ESL and Essential Skills: www.itsessential.ca > Home > Tips and Tricks
A series of nine 20-page guides (one for each of the nine essential skills) that provide ideas for incorporating Essential Skills into ESL classroom activities.

Occupational Language Analysis (OLA): www.itsessential.ca > Language Analysis
Fourteen OLAs, each including an occupation description, typical occupation-specific listening, speaking, reading and writing tasks (drawn from the Essential Skills Profiles) and related CLB competencies.

Sample Lesson Plans and Tasks: www.itsessential.ca > Sample Lesson Plans and Tasks
Twenty-five lesson plans (some occupation specific, some generic) with CLB-related competencies and related Essential Skills tasks.

Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework:
www.itsessential.ca > Comparative Framework
A 64-page document that compares ES and CLB tasks and global descriptions by level.
- **Ontario Skills Passport:** <http://skills.edu.gov.on.ca>
Ontario government website containing Occupational Profiles, which are adapted from the Essential Skills profiles. These occupational profiles are shorter than the Essential Skills Profiles on the Essential Skills website. Learners can also use this website to plan skill development for workplace or post-secondary education.
- **TOWES (Test of Workplace Essential Skills):** www.towes.com
A Canadian test that uses workplace documents to measure proficiency in three essential skills: Reading Text, Document Use and Numeracy.
- **Measure Up:** <http://measureup.towes.com>
An online self-assessment tool that includes over 100 problem sets (based on workplace documents) similar to the ones used in TOWES. Learners can assess their skills in Reading Text, Document Use and Numeracy. They can also practise these skills and explore typical workplace tasks in 28 occupations.
- **NOC (National Occupation Classification):** www.hrdc-drhc.gc.ca/noc
NOC is a standardized system for describing Canadian occupations. Over 500 occupational groups are included in one-page Occupational Descriptions, which include synonymous occupation titles, main duties, and education and training requirements. Each occupation has a specific NOC code. This code appears on each Essential Skill Profile as a hyperlink to the NOC Occupational Description.

FAMILY AND RELATIONSHIPS

- **Ontario Association of Children’s Aid Societies:** www.oacas.org
Includes information about child abuse and neglect, legislation, statistics and positive parenting
- **Department of Justice:** www.justice.gc.ca > A-Z Index
Publications on abuse, age of consent to sexual activity, court system, child support guidelines, conflict resolution, divorce law questions and answers, booklet titled Abuse is Wrong in Any Language, Youth Criminal Justice Act. Also www.justice.gc.ca/en/ps/fm (fact sheets on violence)
- **Child and Family Canada:** www.cfc-efc.ca
A public education website with over 1,000 short documents on Canadian family and child issues
- **Ontario Ministry of the Attorney General:** www.attorneygeneral.jus.gov.on.ca > Family Justice
Includes fact sheets and guides on family law, child support, family court, powers of attorney, wills
- **Statistics Canada:** www.statcan.ca > Find statistics, By subject > Families, households and spending
Includes statistical tables on family types, divorce, separation, marriage, living arrangements and household characteristics

HEALTH AND SAFETY

- **Statistics Canada:** www.statcan.ca > Find Statistics, By subject > Health
Includes statistics and articles about various health indicators
Statistics Canada: www.statcan.ca > Publications > Free Internet Publications > Health
Includes several articles about health topics, including Health Reports, a quarterly journal that includes articles, survey results, tables and graphs with latest data on Canadian health
- **Government of Canada, Public Safety:** www.safecanada.ca
Includes information about emergencies and disasters, fire prevention, health protection
- **St. John’s Ambulance Canada:** www.sja.ca
- **Health Canada:** www.hc-sc.gc.ca
Information on nutrition, Canada’s Food Guide, drugs and health products, diseases and conditions
- **Canadian Newcomer Magazine:** www.cnmag.ca > Issue # 11: Health and Insurance
Includes articles on health-care system and professionals, dental care and healthy lifestyle
- **Settlement.org:** www.settlement.org
Information about alternative health practitioners and links to further information
- **Canadian Pharmacists Association:** www.pharmacists.ca
Consumer information on topics such as diseases and conditions, working with a pharmacist, natural medicine
- **Canadian Association of Optometrists:** www.opto.ca
Information about eye exams, fees, eye health library, children’s vision and finding an optometrist

TRAVEL AND TRANSPORTATION

- **Canadian Tourism Commission:** www.explore.canada.travel
Information about Canadian travel, such as places to travel, things to do, special events and maps
- **Government of Canada, Public Safety:** www.safecanada.ca
Information about travel and transportation safety tips, customs regulations, travel warnings
- **Insurance Bureau of Canada:** www.ibc.ca > Car Insurance
Includes information about various car insurance topics, a glossary of terms and an accident reporting form

- **Transport Canada:** www.tc.gc.ca
Information about air, rail, marine, road transportation, environmental concerns, emergencies
- **Settlement.org:** www.settlement.org/index.asp > Consumer Information > Transportation
Information about obtaining a driver's licence, public transportation, taxis, car rentals and special needs transportation
- **Canadian Newcomer Magazine:** www.cnmag.ca > Issue #10: Travel *or* Issue #5: Transportation Issue
Travel issue includes articles on tourist attractions in Canada and travel safety; Transportation issue includes articles on public transit and driving
- **Canadian Automobile Association:** www.caa.ca
Information about automotive services, travel, insurance, travel safety and advocacy
- **Ministry of Transportation:** www.mto.gov.on.ca
Information on driver's licensing, transit systems, maps, road safety and construction reports
- **MapQuest:** www.mapquest.com
Driving directions and maps

AUTOMATED INFORMATION TELEPHONE LINES

Below is a list of sample automated telephone information lines. Each line includes an extensive main menu with options for listening to different information. Learners can be assigned different listening tasks (different options from the main menu), then report the information to class the next day. Instructors can map out the menu options to facilitate easier navigation of the information lines.

- **Ontario Ministry of Health and Long-Term Care: Ministry INFOline: 1-800-664-8988**
Designed to help answer questions about Ontario health coverage
- **Ontario Ministry of Transportation: Service Ontario INFOline: 1-800-268-4686 (Toronto: 416-235-4686)**
Recorded information including road conditions, road closures due to construction, driving licensing
- **Ontario Ministry of Citizenship and Immigration: 1-800-267-7329**
Provides information on provincial programs (e.g., seniors issues, citizenship, women's issues, volunteering)
- **Ontario Ministry of the Attorney General: Victim Support Line: 1-888-579-2888 (Toronto: 416-314-2447)**
Provides information on a range of services for victims of crime including recorded information about how the criminal justice system works
- **Ontario Landlord and Tenant Board: 1-888-332-3234 (Toronto: 416-645-8080)**
Provides recorded information about the Residential Tenancies Act
- **Ontario Human Rights Commission: 1-800-387-9080 (Toronto: 416-326-9511)**
Provides recorded information on the process of filing a discrimination complaint
- **Ontario Ministry of Government Services: Consumer Protection Branch: 1-800-889-9768 (Toronto: 416-326-8800)**
Provides recorded information on the Consumer Protection Act as it applies to collection agencies, consumer reporting, credit counselling, refunds and exchanges, door-to-door contracts and more
- **Service Canada: Employment Insurance Information Line: 1-800-206-7218**
Provides recorded information on Employment Insurance claims, benefit types and appeals

Glossary of General Terms

Activity	a planned classroom undertaking. Activities may be communicative and can focus on form and accuracy (skill-building) or function and fluency (skill-using)
Analytic Assessment	judgement of a learner's proficiency in English based on pre-determined criteria selected by the instructor (such as grammatical accuracy or fluency)
Assessment	a systematic approach to gathering information on student learning. It may include ongoing informal classroom assessment and end-of-term/unit formal assessment
Authentic (text or task)	real life; not adapted for classroom use
Benchmark	a standard or point of reference to judge performance
Business Message	in CLB, messages that convey information not related to social interaction, including forms, reports, memos, notes and letters
Canadian Language Benchmarks (CLB)	a national standard for measuring an adult learner's ability to perform particular language tasks at increasing levels of complexity from benchmark 1 to 12. The CLB provide a framework of reference for teaching, program planning and assessing adult ESL in Canada
Coherence	a logical sequence in the development of ideas, arguments and exchanges
Cohesion	the connection of elements within a text by grammatical reference within and between clauses, by words that signal organization patterns such as comparison, contrast, cause and effect
Communicative Competence	the ability to use language to function effectively in society. It includes five areas of competence: linguistic, strategic, functional, discourse and socio-cultural
Competency	in the CLB, it is a general statement of what the person can do in the language
Competency Area	in the CLB, there are four specific competency areas: social interaction, giving and receiving instructions, suasion (getting things done) and information
Cornell Note-Taking System	a systematic way of condensing and organizing notes for study purposes. It involves two columns on a page of notes: the right column for writing actual lecture notes and the left column for labelling the main ideas in the lecture notes with a keyword or "cue"
Curriculum Guidelines	a generic framework for planning, developing and implementing an educational program
Discourse	connected, meaningful language in oral or written format
Discourse Competence	knowledge of rules and devices of cohesion and coherence to facilitate the connection of sentences into cohesive, logical and functionally coherent texts (also called Textual Competence)
Employability Skills	generic skills, attitudes and behaviours that Canadian employers look for in new employees. They are grouped into academic skills, personal management skills, and teamwork skills and were developed by the Conference Board of Canada
Enabling Task	a task used to practise the skills necessary for performing real-world learning tasks (e.g., controlled practice of a grammar item)
Essential Employability Skills	an adapted version of the Essential and Employability Skills lists. Includes six categories deemed critical for success in the workplace and academic contexts. Adopted by the Associations of Canadian Colleges.

Essential Skills	nine skills and abilities that are essential to success in Canadian occupations, developed by Human Resources Skills Development Canada
Evaluation	interpretation and analysis of assessment data regarding the quality, value or worth of some response, product or performance; usually based on multiple sources of information
Exploded Diagram	an illustration of a construction that shows an enlarged version of individual parts in relation to the whole. Often used in assembly instructions
Formatted Text	standardized text having a specific pre-set, non-prose graphic and textual format (e.g., forms, calendars, maps, tables, graphs, charts, diagrams, schematic plans)
Functional Competence	understanding the purpose or intent of an utterance, also called sentence or text
Holistic Assessment	for speaking and writing tasks, evaluation based on overall effectiveness, i.e., was the learner able to perform the task?
Idioms, Idiomatic Language	expressions used in a language where the meaning cannot be deduced from the definitions of individual words
Implied Meaning	meaning in a text that is suggested but not explicitly stated by the writer or speaker
Inferred Meaning	meaning in a text that is deduced by the listener or reader from the information provided
Inferential Comprehension	a type of assessment criteria for listening and reading where learners are expected to make inferences about the oral or written text
Language Functions	descriptions of specific uses of language (e.g., apologizing, giving instructions, expressing warnings)
Language Learning Tasks	task used in the classroom to facilitate language learning. There are two kinds of language learning tasks: enabling and real-world learning
Learner-Centred Approach	program or course that organizes all activities around the needs and goals of learners
Learning Link	a one-page skeletal summary of an area of communication that can serve as a guide for further research or as a summary list of elements that can be taught
Level Outcomes	a list of CLB competencies for a particular LINC level
Linguistic Competence	one of the five components of communicative competence; involves accuracy and fluency in the use of the grammatical forms of a language, vocabulary, spelling and punctuation (also called Grammatical Competence)
Literal Interpretation	for listening and reading assessment. Refers to comprehension questions that require the learner to understand a text at face value without inferring meaning
Long-Range Plan	an overview of a program done on a weekly, bi-weekly or monthly basis. May include general program goals and objectives, competencies, units and themes, and details about vocabulary, grammar, pronunciation, resources and computer activities
Peer Evaluation	method of assessment in which learners review one another's work and provide feedback
Performance-Based Assessment	assessment based on observing and measuring the learner's ability to perform tasks related to classroom learning objectives

Performance Conditions	in the CLB, information about the conditions under which learners can perform the CLB competencies for the particular Benchmark
Performance Indicators	In the CLB, the criteria for successful completion of the task
Persuasive Oral Text	spoken text intended to convince someone of something
Productive Skills	refers to speaking and writing skills
Real-World Learning Task	a task performed in the class that approximates one that a learner would encounter in the real world
Receptive Skills	refers to listening and reading skills
Register	form of language that is customarily used in particular social situations or with particular content matter (e.g., formal, informal, professional)
Scan	to glance through a text to locate specific information without reading word for word
Self-Assessment	appraisal of own work or progress by learner
Skill	refers to speaking, listening, reading or writing
Skim	to glance through a text without reading word for word to understand its general meaning
Socio-Cultural Competence	ability to communicate in ways that are appropriate for the situation. Includes the use of the appropriate language and register, tone of voice, etc.
Spiralling	the repetition of units, competencies and language in new contexts and/or at higher levels of complexity; competencies spiral throughout the CLB; also, a teaching practice which involves repetition of previously taught language items in new topics or contexts in order to reinforce learning and facilitate transfer of knowledge to new contexts
SQ3R Study Strategy	refers to a study method involving: S urveying the text for general information, asking Q uestions about it, R eading the information carefully, R eciting the information by answering the questions posed previously, R eviewing the information again
Strategic Competence	ability to use strategies to avoid miscommunication or to facilitate effective communication
Suasion	language functions for getting things done including persuading, negotiating, recommending, warning
Synthesis	a combination of ideas (from different sources)
Task	broadly defined as the use of language for a particular purpose. This document refers to authentic tasks and language learning tasks (enabling tasks and real-world learning tasks).
Task Analysis	systematic breaking down of a task into elements for the purpose of identifying items for classroom instruction
Task-Based	instruction or assessment focusing on accomplishing specific tasks
Textual Competence	see Discourse Competence