



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

CLB Support Kit



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

CLB Support Kit



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Benchmarks

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canadiens

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Contents

Background	5
I. ORIENTATION TO THE REVISED CLB	7
A. Overview of the Revised CLB	9
B. Using the CLB for Classroom Planning: Getting Started	19
▪ Needs assessment and the CLB	19
▪ Lesson planning and the CLB	21
▪ Assessment and the CLB	24
▪ Using portfolios and the CLB	27
C. Sample Classroom Planning Tools	31
II. HELPING LEARNERS COMMUNICATE EFFECTIVELY	41
A. Incorporating Grammar in a CLB-Based Program	43
B. Incorporating Pronunciation in a CLB-Based Program	57
C. Incorporating Pragmatics in a CLB-Based Program	71
D. Sample Tools for Incorporating Pragmatics in a CLB-Based Program	83
III. USING THE CLB WITH SPECIFIC GROUPS	99
A. Multilevel Classes and the CLB	101
B. English for Academic Purposes (EAP) and the CLB	105
C. English for the Workplace and the CLB	113
D. Special Needs Learners in the CLB Classroom	119
IV. CLB EXEMPLARS	123
A. Introduction to the CLB Exemplars	125
B. Exemplars for the Receptive Skills	129
Listening	129
Reading	133
C. Exemplars for the Productive Skills	183
Speaking	183
Writing	184

Background

In 2010, the Canadian Language Benchmarks (CLB) were revised to achieve the following goals established through a national consultation process:

- Achieve greater clarity and differentiation between CLB levels;
- Eliminate gaps, inconsistencies, and redundancies throughout the levels; and
- Improve the usability of the document through layout and formatting changes and through the use of plain language.

The revised CLB have gone through rigorous reviews, validation, and field-testing. CLB experts and advisers conducted ongoing reviews during the revisions. The validation process consisted of three phases. In the first phase, CLB experts carried out a detailed review of the revised document to ensure that it was consistent with the theoretical framework it shares with the French equivalent of the CLB, the *Niveaux de compétence linguistique canadiens (NCLC)*. In the second phase, the document underwent a process of fine-tuning to eliminate any inconsistencies with the common theoretical framework.

The third phase began with the development of communication samples for the four language skills. The Listening samples (audio and video recordings) and the Reading samples (texts and documents) were produced by CLB experts with reference to criteria and descriptors in the revised CLB document. Speaking samples (recorded conversations with ESL speakers) and Writing samples (communicative tasks written by ESL writers) were also gathered. These samples were distributed to CLB experts and field practitioners for assignment of benchmarks based on criteria in the revised CLB document. They were then edited and produced as exemplars to support users and practitioners in understanding and applying the revised CLB document. As part of the validation process, the document was field-tested by practitioners and other experts.

The CLB Support Kit

This kit serves as background information for in-service training on the revised CLB for instructors working in programs funded by Citizenship and Immigration Canada. The orientation will follow a train-the-trainer model of implementation that will take place across Canada.

The kit includes

- an orientation to the revised CLB;
- in-depth discussions on incorporating grammar, pronunciation, and pragmatics into CLB-based programs (as requested by instructors using the CLB);
- sections on using the CLB in specific contexts, including multilevel classes, English for Academic Purposes (EAP), language training for the workplace, and in classes that have special needs learners;
- exemplars for Listening, Speaking, Reading, and Writing for all CLB levels; and
- sample tools for program planning and assessment that can be adapted for individual use.

Orientation to the Revised CLB

This section includes the following:

- A. Overview of the Revised CLB**
- B. Using the CLB for Classroom Planning: Getting Started**
 - Needs assessment and the CLB
 - Lesson planning and the CLB
 - Assessment and the CLB
 - Using portfolios and the CLB
- C. Sample Classroom Planning Tools**

A

Overview of the Revised CLB

What are the Canadian Language Benchmarks?

The Canadian Language Benchmarks (CLB) are the national standard used to describe, measure, and recognize adult English as a Second Language (ESL) ability in Canada. The CLB provide a descriptive scale of communicative abilities, expressed as 12 benchmarks or reference points within three stages of ability: basic, intermediate, and advanced. They cover four skill areas: Listening, Speaking, Reading, and Writing, and organize competency statements into four broad competency areas. While the CLB standard presents a broad range of competencies at each benchmark level, it does not include all possible communication tasks learners may encounter or have to perform in their daily lives.

How are the CLB used?

The CLB can be used for a variety of purposes, including adult ESL programming and instruction, proficiency assessment, curriculum and resource development, test design, and occupational benchmarking, among others. The CLB help the professional field of adult ESL articulate language learning needs, best practices, and accomplishments.

For learners, the CLB provide a basis for understanding how their language abilities are placed within the continuum of overall language competence. The CLB can also assist them in setting personal language learning goals, developing learning plans, monitoring their progress, and adjusting their language learning strategies to achieve their goals.

The CLB are used by instructors to identify learners' language competence in order to develop program content that is relevant and meaningful to learners. The CLB inform language instruction and provide a common framework for assessing learner progress that will facilitate movement from one level to another.

Language assessors use the CLB to articulate the language abilities of adult ESL learners so that they are placed in suitable programs. Assessments based on the CLB facilitate the portability of ESL learners' credentials, as well as their movement between classes or programs, across provinces and territories, or between post-secondary institutions.

Test developers use the CLB to create assessment tools to measure and report on learner proficiency levels for a variety of purposes and stakeholders.

Benchmarking experts use the CLB to compare the language demands of an occupation to particular levels of proficiency to help various stakeholders (e.g., labour market associations, sector councils, licensing bodies and employers) understand how the language requirements for specific professions and trades are referenced to the national standard of language proficiency.

The CLB also provide a common frame of reference that helps to facilitate communication between the ESL community and other stakeholders, including instructors in related fields, applied college programs, TESL and other educational programs, employment and settlement counsellors, and program funders.

The CLB and placement assessment

The CLB describe English language ability in terms of 12 benchmarks, or reference points, along a continuum of communicative competence¹ for each language skill – Listening, Speaking, Reading, and Writing. Each benchmark represents a degree of ability in one language skill, and each ESL learner is assigned a separate benchmark for each of the four skills.

For initial placement in language programs, learners are assessed by means of CLB-based test instruments. These instruments assign benchmarks that indicate the degree of ability that a learner is able to demonstrate for each language skill on that assessment. In order to be assigned a benchmark, the learner must meet the criteria associated with that benchmark, meaning that she/he must demonstrate the abilities and characteristics of that benchmark to a sufficient degree.

When a learner is assigned a benchmark on a placement test, it means that on that particular day, under standardized conditions of administration, the snapshot of language ability provided by the learner corresponds most closely to the CLB descriptors for that benchmark. Based on a consideration of the four separate language skill benchmarks that are assigned by a test procedure, the learner is placed into the class level best suited to meet her/his needs.

Within a CLB-based class level, learners work on a range of competencies that include those described in the CLB document. The goal of class instruction is to support learners as they move along the continuum of communicative competence toward increasing degrees of ability for each language skill.

This concept can be illustrated by the following example:

A learner is assessed by means of a CLB-based placement test and determined to be at Benchmark 5 for the skill of Speaking. This means that the learner's speaking performance on the test corresponds more closely to the descriptors of strengths and limitations shown in the CLB **Profile of Ability** for Speaking Benchmark 5 than to any other set of benchmark descriptors. If the placement test is of sufficient length, comprehensiveness, and reliability, this result indicates with a high degree of probability that the learner is at Speaking Benchmark 5. However, because no placement test can cover all of the content that is taught in a language curriculum, and because there may be some degree of variability in a test result, a learner who tests at Speaking Benchmark 5 may be placed in a class where she/he is expected to work on consolidating and mastering the competencies for Speaking Benchmark 5. This placement ensures that the expectations of the curriculum are met.

¹ Note that the terms *communicative competence*, *communicative language ability* and *language proficiency* are used synonymously in this support kit.

Once a learner has been placed in a class, it is up to the instructor to determine when it is appropriate to promote the learner to the next level. The decision is based primarily on the learner's progress but may also depend on other factors such as goals and interests and the benchmark ranges that are addressed in the current class level and at the next higher level.

The CLB theoretical framework

The CLB document is grounded in the theory of language ability described by Bachman (1990), Bachman and Palmer (1996, 2010) and Celce-Murcia et al. (1995). According to Bachman (1990), language ability requires a combination of language knowledge (i.e., knowledge of organizational and pragmatic rules of language use) and strategic competence (cognitive and meta-cognitive strategies for managing language knowledge). Language ability comprises the five main components described below.



Grammatical knowledge is the knowledge of grammar, vocabulary, and pronunciation at the sentence level. Grammatical knowledge is needed to construct accurate sentences and utterances according to the rules of syntax, semantics, morphology, phonology, and graphology.

Textual knowledge enables the connection of utterances and sentences into cohesive, logical, and functionally coherent texts and/or discourse. Textual knowledge is separated into two components: knowledge of cohesion and knowledge of rhetorical or conversational organization. Knowledge of cohesion involves the use of cohesive devices (such as connecting words, words that can replace different elements in a sentence, ellipsis, synonyms, and paraphrases) to produce or understand explicitly marked relationships between sentences. Knowledge of rhetorical organization refers to the conventions for sequencing units of information with regard to written texts. In conversation, it relates to the way interlocutors manage the conversation, for example, by taking turns.

Functional knowledge is the ability to interpret or convey the purpose or intent of a sentence, text, or utterance. Functional knowledge encompasses macro functions of language use (e.g., social interaction, getting things done/persuading others, giving information) as well as micro functions or speech acts (e.g., as warnings, compliments, requests, pleas) and the conventions of use.

Sociolinguistic knowledge focuses on the appropriateness of texts or utterances in relation to the social situation, the participants in the exchange, and the purpose of the transaction. Sociolinguistic knowledge includes the rules of politeness in discourse, sensitivity to register, dialect or variety, norms of stylistic appropriateness, sensitivity to "naturalness", knowledge of idioms and figurative language, knowledge of culture, customs, and institutions, and knowledge of cultural references.

Strategic competence manages all of the other components of language knowledge and use. Strategic competence is the use of meta-cognitive strategies to plan (set goals) and assess learning, avoid potential (or repair actual) difficulties in communication, and cope with communication breakdown.

Aspects of each component of language knowledge can be found throughout the CLB. They are evident in the **Profiles of Ability**, in the benchmark competency statements, and in the indicators of ability.

Guiding principles

The guiding principles of the CLB remain the same in the revised document.

The CLB are competency-based

CLB competency statements are broad statements of what a learner *can do* in English in the four skills: Listening, Speaking, Reading, and Writing. CLB competencies are organized into four broad, universally relevant purposes of language use, referred to as competency areas. The CLB provide a representative sample of communication tasks learners will likely encounter in the real world.

The CLB are learner-centred

CLB competencies reflect real-life communication situations that learners will encounter. It is assumed that in a classroom setting, these competencies will be contextualized in tasks that are meaningful and relevant to the needs and interests of learners.

The CLB are task-based

Tasks require the use of language to accomplish a specific purpose in a particular context in the real world. When instructors or assessors describe communicative language ability using the CLB, they are describing a person's ability to accomplish communicative language tasks for particular contexts. Performance of these tasks provides learners, instructors, and assessors with demonstrable and measurable outcomes of performance.

The CLB stress community-, study-, and work-related tasks

The CLB recognize that language use occurs in specific social contexts. CLB competencies are presented as broad statements of a learner's abilities that can be applied to different contexts. Language instruction and assessment practices need to reflect the contexts that are relevant and meaningful to learners within community, work, and study settings.

What is the same?

Some concepts and features of the CLB 2000 have been maintained in the revised CLB document.

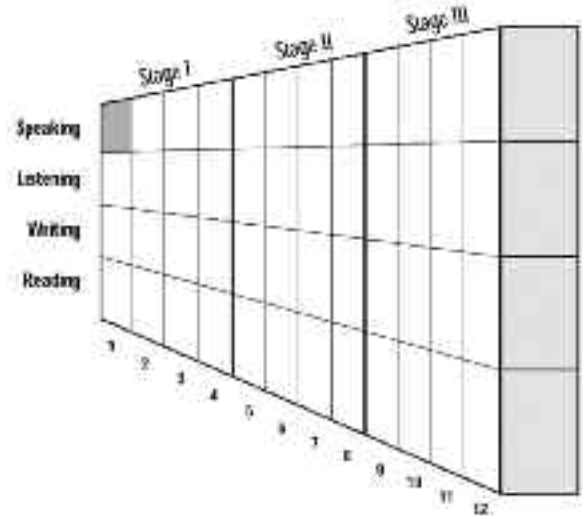
Benchmark levels are still organized into three stages of language ability: Stage I – basic language ability, Stage II – intermediate language ability, and Stage III – advanced language ability.

Language tasks become increasingly demanding as learners move from one stage to another. For example, in Stage I (CLB 1-4), learners can communicate within common, predictable, non-demanding contexts.

Communication focuses on basic needs, common everyday activities, and familiar topics of immediate personal relevance.

In Stage II (CLB 5-8), learners can function independently in some less predictable, moderately demanding contexts. Communication focuses on familiar situations of daily social, educational, and work-related life experience.

In Stage III (CLB 9-12), learners are required to communicate effectively, appropriately, accurately, and fluently in a wide range of contexts and situations (from predictable to unfamiliar) in demanding contexts of language. At this stage, communicating can involve using language within high-stakes or high-risk social, educational, and work-related contexts, and in situations in which features of the communication (such as diplomacy, tact, precision) can have significant consequences.



Benchmark levels

The revised CLB are still organized around 12 benchmark levels. Each benchmark level includes competency statements within four competency areas. The benchmark competencies listed under each competency area are still presented as statements of what a person can do in a particular skill (Listening, Speaking, Reading, or Writing) at a particular benchmark level.

As in the CLB 2000, each benchmark level includes indicators of successful performance of a benchmark and features of tasks/texts, including the type of interaction (e.g., face-to-face, on the phone) or text (e.g., print, digital/online); the situation in which the interaction takes place (e.g., predictable/unpredictable); the complexity of the interaction/text, etc. However, the information is organized in a slightly different way in the revised CLB document.

What is new or different?

There are a number of changes in the revised CLB, including changes in how information is organized, changes to terminology, and revisions to content. The following pages outline the modifications to each section of the revised document.

There are a number of differences in the layout of the revised CLB document. The skills have been reorganized so that they appear in the following order: Listening, Speaking, Reading, and Writing. Each skill now includes all benchmark levels from 1 to 12 and is colour-coded for ease of use: blue is for Listening, red is for Speaking, green is for Reading, and orange is for Writing.

The revised document also includes **Profiles of Ability** (formerly called *Global Performance Descriptors*). The **Profiles of Ability** are a snapshot of a learner's abilities at a particular benchmark level in a specific skill. At the beginning of each skill in each stage, there is a chart similar to the one below.

Revised CLB

[illegible]

CLB 2000

Learning	Issue 1	Outcome
Wind phenomena description	<p>1.1.1 named wind phenomenon</p> <ul style="list-style-type: none"> 1.1.1.1 describe the location of the storm or weather system and its location in a particular area and surrounding weather conditions 1.1.1.2 the direction 1.1.1.3 explain the nature of the wind and its origin and the effect on the surrounding environment 1.1.1.4 describe the effects of the wind on the environment and the surrounding environment 1.1.1.5 describe the effects of the wind on the environment and the surrounding environment <p>1.1.2 named wind phenomenon</p> <ul style="list-style-type: none"> 1.1.2.1 describe the location of the storm or weather system and its location in a particular area and surrounding weather conditions 1.1.2.2 the direction 1.1.2.3 explain the nature of the wind and its origin and the effect on the surrounding environment 1.1.2.4 describe the effects of the wind on the environment and the surrounding environment 1.1.2.5 describe the effects of the wind on the environment and the surrounding environment 	<p>1.1.1 named wind phenomenon</p> <ul style="list-style-type: none"> 1.1.1.1 describe the location of the storm or weather system and its location in a particular area and surrounding weather conditions 1.1.1.2 the direction 1.1.1.3 explain the nature of the wind and its origin and the effect on the surrounding environment 1.1.1.4 describe the effects of the wind on the environment and the surrounding environment 1.1.1.5 describe the effects of the wind on the environment and the surrounding environment <p>1.1.2 named wind phenomenon</p> <ul style="list-style-type: none"> 1.1.2.1 describe the location of the storm or weather system and its location in a particular area and surrounding weather conditions 1.1.2.2 the direction 1.1.2.3 explain the nature of the wind and its origin and the effect on the surrounding environment 1.1.2.4 describe the effects of the wind on the environment and the surrounding environment 1.1.2.5 describe the effects of the wind on the environment and the surrounding environment

The **Profiles of Ability** are organized into three parts:

- *The learner can* is a broad statement of a learner's general language abilities in a particular skill (e.g., Listening, Speaking, etc.).
- *When the communication is* includes general information on performance conditions and types of text/interaction, topics, contexts, etc.
- *Demonstrating these strengths and limitations* provides additional information to *The learner can* statement.

The same type of information (rate of speech, amount of assistance required, etc.) is listed in the same order in the three categories across all levels of a stage so that progression between CLB levels is easily apparent.

Knowledge and Strategies (formerly referred to as *What may need to be taught or learned*)

Each stage includes a **Knowledge and Strategies** page with information on specific areas of communication that may need to be learned as an individual moves through a stage within a particular skill.

This section has been reorganized into five categories (Grammatical knowledge, Textual knowledge, Functional knowledge, Sociolinguistic knowledge and Strategic competence) reflecting the five elements of language ability. Organizing the information in this way helps to show the connection between the theory of communicative competence and what might need to be taught or learned in the classroom for the learner to achieve proficiency within a stage of the benchmarks in a particular skill.

Revised CLB

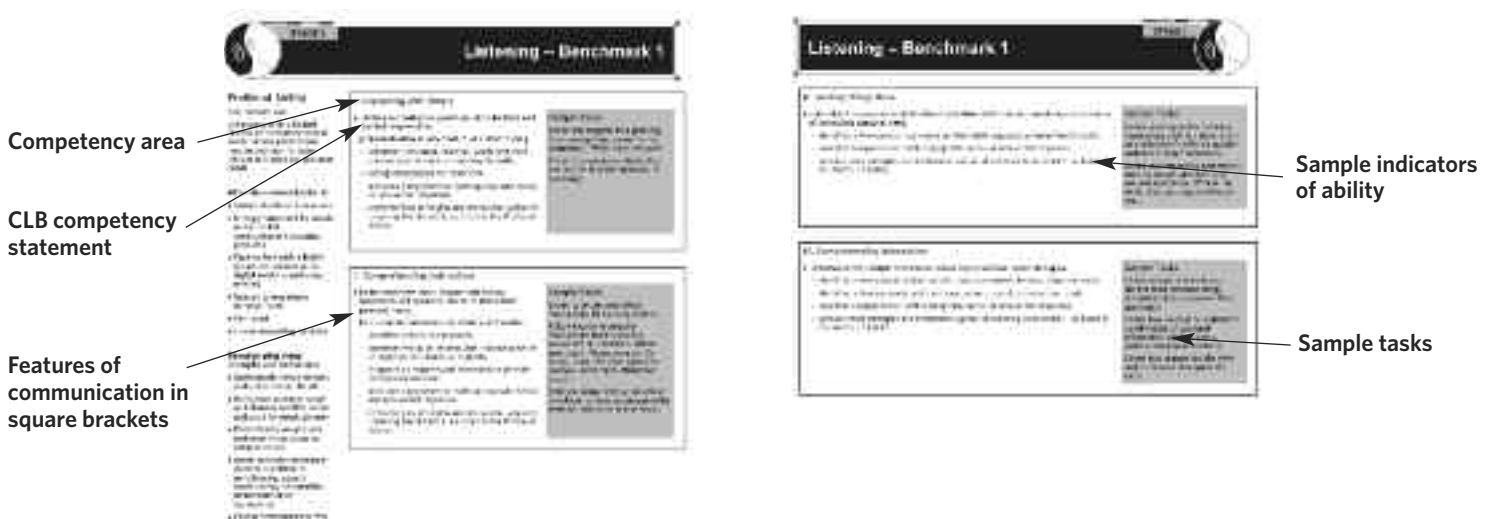


CLB 2000



Benchmark levels by skill

There are a number of changes to the benchmark level pages. The following illustration is an example of a CLB page from the revised document. A brief explanation of each section follows.



- All benchmark levels are presented on two facing pages.
 - The **Profile of Ability** for the level from the stage chart that introduces each skill is repeated on the far left of the two-page spread.
 - The titles of the competency areas have been changed to provide a more precise description of each area. The following are the new titles:
 - I. **Interacting with Others** (communication to maintain or change interpersonal relationships and to foster social cohesion)
 - II. **Comprehending/Giving Instructions** (in Listening, Speaking, and Reading, communication to understand and convey instructions and directions)
 - III. **Reproducing Information** (in Writing, communication to reduce or reproduce information to summarize, learn, record, or remember it)
 - IV. **Getting Things Done** (communication to get things done, to obtain services, to inform decisions, to persuade, or to learn what others want us to do)
 - IV. **Comprehending/Sharing Information** (communication to inform others, to learn, to share, or to present information and ideas)
 - Many of the competency statements were revised to show a greater differentiation of levels and to eliminate inconsistencies. In addition, examples of text types previously included in the competency statements in the CLB 2000 are now in parentheses to show that they are examples of possible text types and not part of the competency itself. Each text type does not necessarily have to be taught to achieve the competency.
 - Some features of communication (previously known as *Performance Conditions*) are listed in square brackets under some of the competencies. These are features that apply only to the specific benchmark competency above it. If a feature applies to various competencies, it is listed in the **Profile of Ability** under *When the communication is*. Detailed information about features of tasks/texts that was previously found on the benchmark pages has now been moved to a section called **Some Features of Communication** (see page 17).
- The length of time (for Listening tasks) and length of texts (for Reading tasks) have been removed in some of the competency statements in Stage III. At this stage, the complexity of a text has more significance than the length. Length is not a clear determiner of degrees of increasing complexity across Stage III benchmark levels.
- Sample indicators of ability (formerly called *Performance indicators*) are listed in coloured print to differentiate them from the competency statements. The indicators of ability are observable indicators of achievement. The indicators listed are specific to the competency statement above it. If an indicator applies to various competencies, it is listed in the **Profile of Ability** under *Demonstrating these strengths and limitations*.
 - Each page includes updated **Sample Tasks** for community, work, and study settings. The tasks reflect current advances in technology. For example: *Listen to a short podcast for a class assignment* (Listening CLB 9) and *Copy a definition from an online dictionary* (Writing CLB 4).

Some Features of Communication represent some of the characteristics of the tasks/texts at each benchmark level in a particular skill. These include text/task length, complexity levels, types of topics, etc. The spiralling nature of the charts is designed to show progression in complexity and length of tasks/texts from one benchmark level to another. These charts can be found at the end of each stage for each skill.

Appendices

There are two resources in the appendices of the revised document: **Competency Tables** and a **Glossary**.

Competency Tables

The **Competency Tables** offer a different way of presenting the CLB competencies. They are organized by competency areas (e.g., **Interacting with Others**), and they list the benchmarks for each level within a stage in Listening, Speaking, Reading, or Writing. The information in these charts is the same as that in the CLB pages but without the **Sample Tasks**.

These tables are useful for planning lessons in multilevel classes where learners may be working on the same task but at different CLB levels.

The tables are also useful for developing rubrics. The indicators of ability for each level provide descriptive information about expectations at the target level as well as the levels before or after the target level.

The Glossary

The revised CLB include a brief **Glossary** of key terms and concepts that have particular relevance to understanding the CLB document. The **Glossary** does not include general ESL terms that can be found elsewhere.

Some Features of Communication Across Stage 1 Listening

CLB 1	CLB 2	CLB 3	CLB 4
Texts are short and simple, often consisting of a single sentence or a short paragraph. Topics are familiar and concrete.	Texts are slightly longer and more complex, often consisting of a short paragraph or a short dialogue. Topics are familiar and concrete.	Texts are longer and more complex, often consisting of a short paragraph or a short dialogue. Topics are familiar and concrete.	Texts are longer and more complex, often consisting of a short paragraph or a short dialogue. Topics are familiar and concrete.
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Listening and Writing: CLB 1-4

CLB 1	CLB 2	CLB 3	CLB 4
Texts are short and simple, often consisting of a single sentence or a short paragraph. Topics are familiar and concrete.	Texts are slightly longer and more complex, often consisting of a short paragraph or a short dialogue. Topics are familiar and concrete.	Texts are longer and more complex, often consisting of a short paragraph or a short dialogue. Topics are familiar and concrete.	Texts are longer and more complex, often consisting of a short paragraph or a short dialogue. Topics are familiar and concrete.
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GLOSSARY

Academic English	English used in school and university settings. It is more formal and structured than everyday English.
Authentic materials	Materials that are used in the classroom that are not specifically designed for language learning. Examples include newspapers, magazines, and TV shows.
Communicative Competence	The ability to use language effectively in communication. It includes knowledge of language, skills in using language, and the ability to understand and be understood.
Context	The situation or environment in which language is used. It can be physical, social, or cultural.
Discourse	A unit of language that is larger than a sentence and smaller than a text. It can be a conversation, a story, or a poem.
Fluency	The ability to use language smoothly and quickly. It involves having a good command of the language and being able to use it in a variety of situations.
Grammar	The system of rules that governs the structure of a language. It includes syntax, morphology, and semantics.
Intelligibility	The ability to understand and be understood. It is a key component of communicative competence.
Lexical competence	The knowledge of words and their meanings. It includes knowing the meaning of words, how to use them, and how to learn new words.
Listening	The skill of understanding spoken language. It involves hearing the sound of the language and interpreting its meaning.
Reading	The skill of understanding written language. It involves seeing the written form of the language and interpreting its meaning.
Speaking	The skill of producing spoken language. It involves using the sound of the language to express meaning.
Writing	The skill of producing written language. It involves using the written form of the language to express meaning.

CLB-based assessment

The revised CLB document no longer includes the assessment pages found in the CLB 2000. The introduction provides some general information about CLB-based assessment. However, for specific information about assessment practices using the CLB, refer to the resources below, available through the Centre for Canadian Language Benchmarks (CCLB). Additional resources will be developed by the CCLB in the future. Check the CCLB's website (www.language.ca) for updates.

CLB 2000

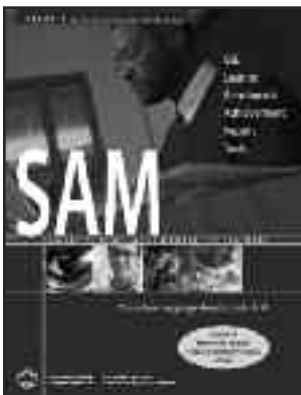
Unit	Unit 1	Unit 2
Performance monitoring, evaluation and the Benchmark self-assessment report This report provides information on the performance of students in the CLB 2000. It is a self-assessment report that can be used by students, teachers, and parents. It provides information on the performance of students in the CLB 2000, and it provides information on the performance of students in the CLB 2000.		
1	Unit 1: Introduction to the CLB 2000	Unit 2: Introduction to the CLB 2000
2	Unit 2: Introduction to the CLB 2000	Unit 3: Introduction to the CLB 2000
3	Unit 3: Introduction to the CLB 2000	Unit 4: Introduction to the CLB 2000
4	Unit 4: Introduction to the CLB 2000	Unit 5: Introduction to the CLB 2000



The Canadian Language Benchmarks 2000: A Guide to Implementation offers practical suggestions for implementing a CLB-based program including needs assessment, planning, and classroom-based assessment.



Integrating CLB Assessment into your ESL Classroom focuses on formative assessment and includes examples of assessment practices in four different ESL classrooms.



SAM provides theme-based assessment tools and supports for programs at CLB levels 1-4. The themes are:

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



Canadian Language Benchmarks 5-10 Exit Assessment Tasks includes assessment tools and supports for CLB levels 5-10 for community, employment, and academic-based programs.

B

Using the CLB for Classroom Planning: Getting Started

This section is a brief introduction to using the CLB for classroom planning. It includes information on how specific sections of the CLB document can assist instructors with needs assessment, lesson planning, and assessment but does not include in-depth treatment of any of these topics. For more detailed information about topics related to program planning, refer to the resources recommended under each topic.

Needs assessment and the CLB

Conducting initial and ongoing needs assessment is consistent with a learner-centred approach, one of the guiding principles of the CLB. Needs assessments are useful for instructors as well as for learners. For learners, a needs assessment provides an opportunity to reflect on language learning goals and have input into what gets taught in the classroom. An initial needs assessment also helps instructors get to know the learners in the class (their language learning and other goals, their short- and long-term plans, and their interests). Ongoing needs assessment throughout the program provides input into the planning process and will help to determine how much time to spend on certain competencies, topics, and structures. It will also help to ensure that the course is meeting the ongoing and sometimes changing needs of learners.

The principles of needs assessment

Effective needs assessment

- acknowledges that learners have diverse needs. These may be objective (the need to communicate in real-life situations outside the classroom) as well as subjective (related to affective factors such as confidence and self-esteem). In addition, learners have different learning styles and cognitive abilities that should be considered in the process of planning a program;
- involves ongoing negotiation of the curriculum between learners and the instructor. Learners are consulted on a regular basis using open-ended tools and strategies to invite their input;
- focuses on learners' accomplishments and abilities rather than on deficits. It acknowledges and builds on learner strengths to move them closer to achieving their goals;
- includes sharing information before and after the needs assessment to ensure that learners understand both the purpose and the results of the assessment; and
- is carried out in a timely, efficient, and appropriate manner for the circumstances of the class.

Initial needs assessment

An initial needs assessment should provide an instructor with enough information to have an overall picture of each learner in the class. The following is some of the important information about learners:

- their CLB levels. Learners' CLB levels are determined in different ways. Prior to entering the class, learners eligible for federally and provincially funded programs are assessed at an assessment centre using a proficiency test based on the CLB. Others may be assessed using a CLB-related assessment tool or some other method developed internally by language training providers themselves. Learners can also do a self-assessment of their CLB levels in Reading and Listening, using an online CLB self-assessment tool (CLB-OSA). In the case of learners being promoted from another class, information about CLB levels may be provided by the previous instructor and based on classroom assessments of individual performance;
- learners' background and current situation, including level of education, employment history, age, life circumstances, and first language (L1);
- their short- and long-term goals;
- specific language concerns they may have (pronunciation, writing skills, etc.);
- their communication needs (talking to a doctor about a health concern, filling out forms, etc.);
- themes/topics that interest them; and
- their particular learning style, level of confidence, attitude towards English, etc.

There are a number of different tools that can be used to conduct initial needs assessments, including questionnaires, surveys, one-on-one interviews with learners, and journals. The type of tools and strategies an instructor uses for an initial needs assessment will be determined by the type of program being taught and the level of learners in the class. For detailed information and sample needs assessment tools, see the *Canadian Language Benchmarks 2000: A Guide to Implementation*, Chapter 3: Needs Assessment in a Learner-Centred Approach.

"I give my learners the Can Do Checklists at the beginning of the term and I ask them to check off their language learning priorities. Then we talk about what they checked off during a class discussion. In this way I know what language areas to target during the session."

BARBARA (BENCHMARK 3/4 INSTRUCTOR)

Ongoing needs assessment

Ongoing needs assessments ensure that learners are actively involved in decisions directly affecting their learning. They provide learners with a forum for negotiating priorities and preferences related to course content and future directions so that their needs can be met.

Ongoing needs assessments can be done in various ways: through class discussions, small group discussions, or through individual feedback forms, questionnaires, or checklists that learners complete on their own. Instructors can also do informal needs assessments by observing learners' interactions and performance in the class and adjusting their planning on the basis of what they observe.

Ongoing formative assessment is another way of determining specific language needs as they arise. The results of formative assessments can help instructors determine areas of communication that learners may still need to work on to improve their performance. For a sample self-assessment form that could be used for ongoing needs assessment, see the Sample Canadian Language Benchmarks Self-Assessment on p. 34-35.

Lesson planning and the CLB

The CLB support a task-based approach to lesson planning and implementation of course content. Benchmark competencies are statements of what a learner *can do* in English at different levels of proficiency. However, the competency statements are devoid of a specific context. It is through the performance of contextualized tasks that learners demonstrate their abilities.

Effective planning includes the following characteristics:

- It is learner-centred and includes learners in discussions around program content and priorities.
- It focuses on tasks that reflect real-life communication.
- It provides opportunities for learners to develop skills and abilities associated with the various aspects of language ability (grammatical, textual, sociolinguistic, functional, and strategic).
- It involves the use of authentic texts and other resources that learners may encounter outside the classroom.

The following is a brief discussion of a possible process for classroom planning using the CLB. For more detailed information about planning a course, module/unit, or daily lesson, see the *Canadian Language Benchmarks 2000, A Guide to Implementation*, Chapter 6 – Planning for Teaching and Learning: Linking the CLB to the Learner.

Each section of the CLB document includes useful information to assist in the planning process. The **Profiles of Ability** across stages and the **Knowledge and Strategies** pages are particularly useful when teaching a new level.

The **Profiles of Ability** provide an overall sense of learners' abilities in a particular skill situated within the broader perspective of three other levels. This serves to frame learners' abilities in relation to the levels higher and/or lower than the one being taught. The **Knowledge and Strategies** pages of the CLB include important language items relating to the five components of language ability and should be considered in long-range and daily lesson planning.

"I usually do a lesson about the CLB during the first week of classes – just so learners are familiar with what the benchmarks are and the competencies we'll be covering during the course".

SYLVIA (LINC 5 INSTRUCTOR)

Daily lesson planning

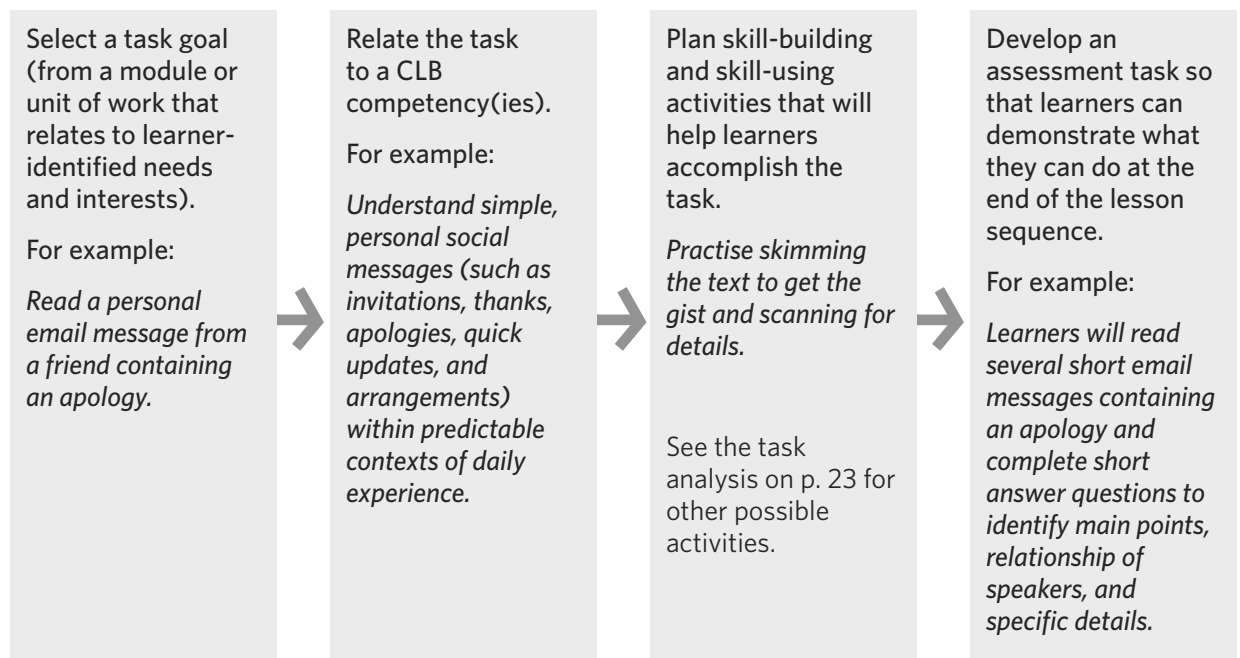
ESL courses are organized in different ways (i.e., around themes, functions, specialized content, or specific skills such as speaking or writing). Themes or topics are often grouped into modules or units that may comprise several classroom lessons. Modules/units and subsequent daily lessons could be planned around one competency area (e.g., **Interacting with Others**) or around different competencies from more than one competency area. They could also be organized around one task (e.g., making a doctor's appointment). However, regardless of how the course is structured, CLB-related tasks provide the foundation for instruction and learning.

"I use a curriculum based on the benchmarks when I'm doing my long-range or daily lesson plans. The curriculum has all the information I need for my level including the competencies I need to cover, the performance indicators, performance conditions, etc."

MARIA (LINC 1 INSTRUCTOR)

From benchmark competency to pedagogical tasks

Benchmark competencies are intentionally written as broad, general statements so that they can be applied to a wide variety of contexts. It is up to each individual instructor to contextualize the competencies through specific tasks that are relevant and meaningful to the particular learners in their classes. The planning process for a task-based approach for a CLB 4 Reading competency under **Interacting with Others** could look something like this:



The teaching and learning process

Each benchmark level for each skill includes **Sample Tasks** for work, study, and community contexts. These can give instructors some ideas of possible tasks that may be suitable for learners in the class. Instructors can also refer to *Canadian Language Benchmarks 2000: Additional Sample Task Ideas*, produced by the CCLB, for other task ideas.

When creating a task for use in the classroom, it is helpful to refer to the features of communication, if any, listed in square brackets below the competency statement. For more detailed information about text/task features such as length, level of complexity, audience, etc., see the pages called **Some Features of Communication** at the end of each stage for each skill.

Once decisions have been made on what tasks to teach, it is useful to do a task analysis to determine which skill-building activities are needed for learners to be able to achieve the benchmark competency. A task analysis involves isolating discrete components of a task related to a specific benchmark competency. These components are the basis for possible skill-building activities that will prepare learners for successfully completing the task.

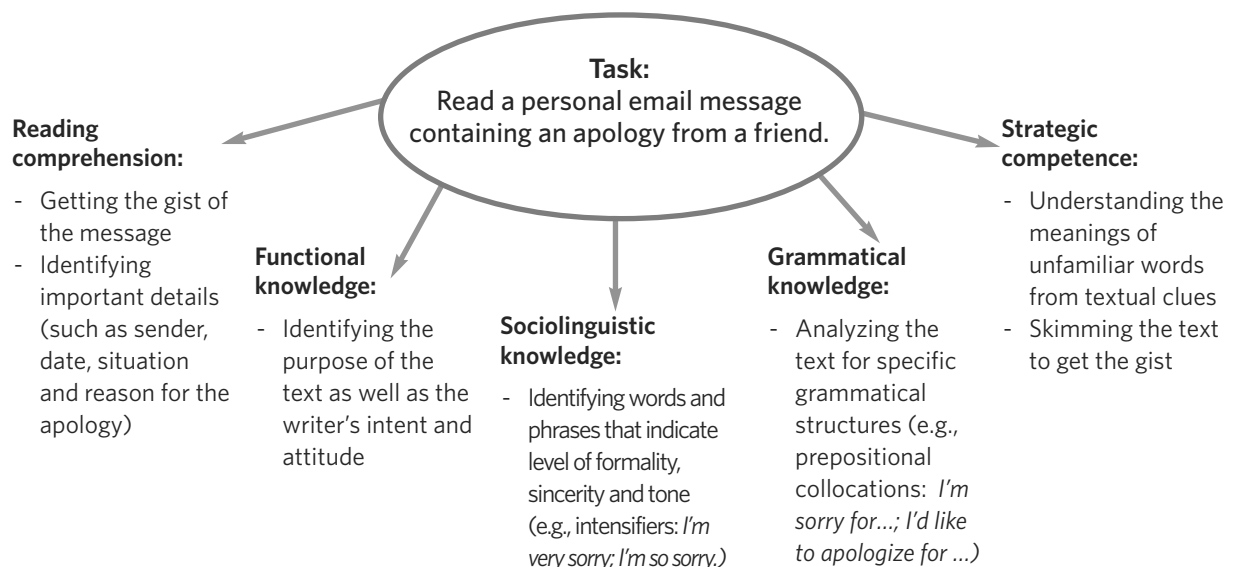
Some of these skills may also serve as criteria for assessment purposes later on. The indicators of ability under each competency statement as well as the generic indicators listed in the **Profile of Ability** can also be used as criteria for assessing learners on how well they can complete the task.

The diagram below illustrates one way of doing a task analysis for the previous CLB 4 Reading task.

I. INTERACTING WITH OTHERS

CLB 4: Reading

Understand simple, personal social messages (such as invitations, thanks, apologies, quick updates, and arrangements) within predictable contexts of daily experience.



Assessment and the CLB

Classroom-based assessment plays an important role in the learning and teaching process. It provides information about how well learners are progressing as well as insights needed to improve the effectiveness of classroom instruction. Effective classroom-based assessments are grounded in the following principles:

- They are continuous and ongoing so that learners have multiple opportunities to demonstrate progress.
- They directly relate to course outcomes and what was taught and learned in the classroom.
- They are based on classroom tasks that approximate authentic, real-life communication relevant to learners' needs.
- They involve both learners and instructors in a collaborative process of planning and assessing learning.
- They include effective methods for providing feedback to learners that will help them identify their strengths as well as areas that need improvement in order to set future learning goals.
- They provide opportunities for learner self-evaluation and reflection.

Purposes of assessment

Learner assessment may serve many purposes. Typically, assessment has been associated with the tests given at the end of a unit or course. More and more commonly, this kind of assessment is being referred to as *assessment of learning*. This is the assessment that is used to identify what the learner has learned, understands, knows, or can do and is sometimes described as a snapshot of where learners have gotten to. It generally focuses on measurement and the product of learning and is most often translated into numbers, scores, and marks that can be used for outside reporting. It requires instructors to clearly understand the standards so that they can be commonly applied. *Assessment of learning* is considered to be effective when it is valid (it measures what it claims to measure) and reliable (when the standards are applied consistently by all instructors and programs that use them).

An increased emphasis on *assessment for learning*, rather than *assessment of learning*, has been found to contribute to positive learner achievement in the classroom. This is assessment that helps learners identify where they are and what they need to do next. The primary purpose of *assessment for learning* is to provide feedback that will promote learning. This type of assessment is embedded in all aspects of the teaching and learning process; it happens while learning is underway. Evidence is used to diagnose learner needs, plan next steps in instruction, and provide learners with feedback they can use to improve their performance.

Assessment for learning requires instructors to analyze the gap between present and desired performance and break this down into comprehensible steps that can be communicated to the learner. It means that both instructors and learners need to have a shared understanding of the expectations and what meeting the standards means. Assessment is considered to be effective when learners are actually able to use assessment information to support their learning.

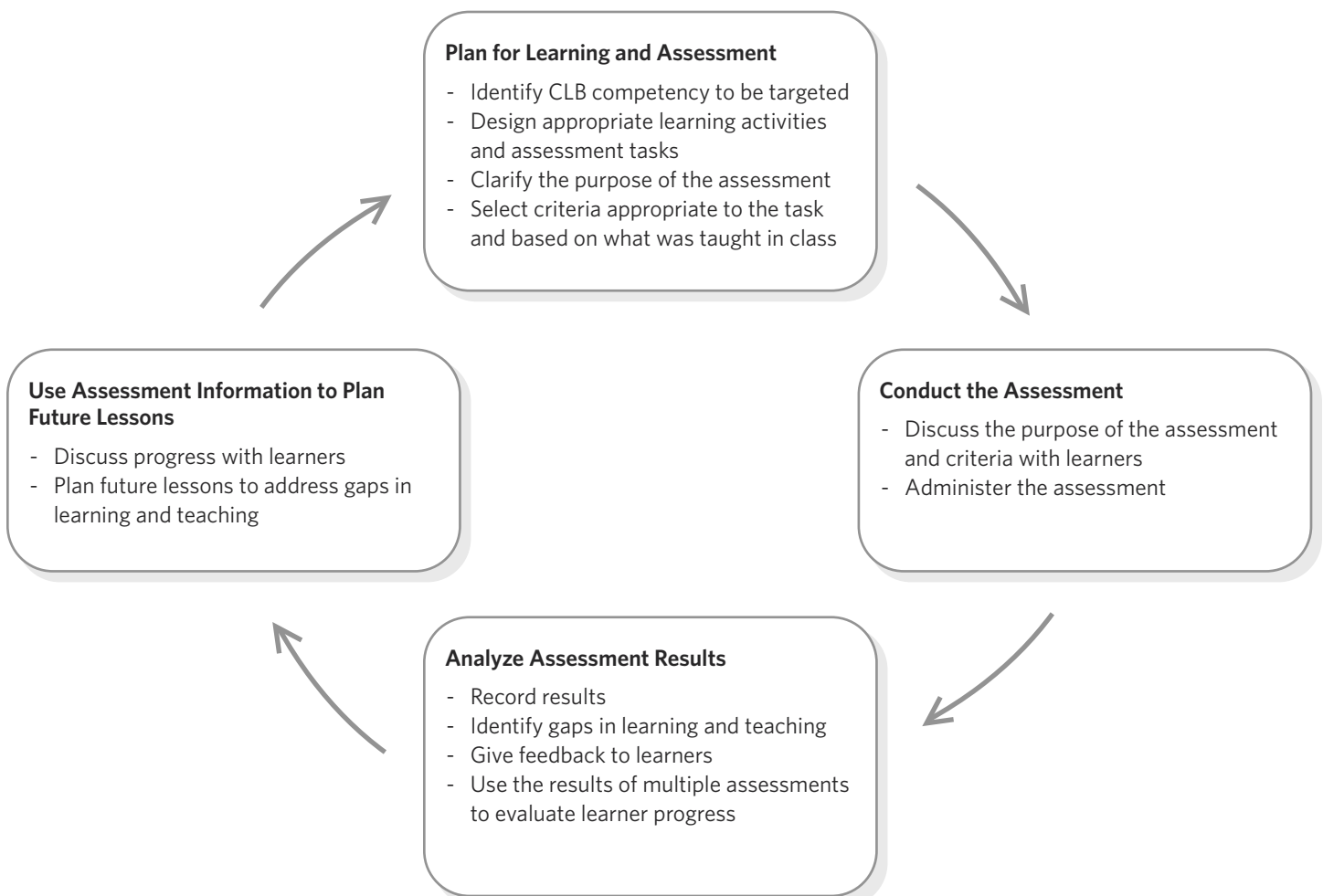
In practice, the distinction between the two forms of assessment is not always clear. For example, in some cases the same assessment task or test can serve both functions. An end-of-unit assessment task can provide both summative information (commonly in the form of ratings, scores, or grades) and can also be used for formative purposes. It becomes assessment *for* learning if instructors analyze where learners are in their learning and provide specific, focused feedback to learners regarding performance and ways to improve it. Instructors should also be able to use the assessment information to adjust their teaching and learning activities.

For detailed information about assessment, see the CCLB's *Integrating CLB Assessment into your ESL Classroom*.

Assessment within the teaching process

The chart below illustrates the ongoing and cyclical nature of assessment within the overall process of program planning. The process begins with planning the learning and assessment task, developing and administering the task, analyzing the results, and adjusting further instruction accordingly.

The following is a model for incorporating assessment into the teaching process:



The assessment process

Decide on the assessment strategy

Different strategies can be used for classroom-based assessments depending on the skill and the benchmark competency being targeted. Strategies for assessing listening and reading could include comprehension questions (e.g., true/false, short answer, or multiple choice). Speaking assessments could include oral interviews, group interactions, presentations, and role plays. Writing assessments could be short guided writing activities, paragraph-writing, or filling out forms.

Select/develop an appropriate assessment task

Each CLB level includes **Sample Tasks** for community, work, and study contexts that can be adapted for assessment purposes. However, it is important to choose an assessment task that relates to what has been learned in class.

Look at the features of communication in the CLB to ensure that the task is level-appropriate. Some of the CLB competencies include features in square brackets below the competency statement. Also refer to the **Some Features of Communication** pages for guidance on task/text length, complexity, audience, etc.

Determine the criteria for assessing the task

The assessment criteria should focus on what is important for communicative competence related to a particular task. For example, in a task related to making apologies, sociolinguistic knowledge (appropriateness and tone of voice to convey sincerity) is significant.

The indicators listed under each competency statement can be used as possible criteria for assessment. The **Profile of Ability** includes additional possible criteria. The criteria used for assessing learners' performance should reflect what was covered in class and could be selected in consultation with learners.

Develop/find an assessment tool

There are a number of assessment tools that can be used, including rubrics, checklists, rating scales, and anecdotal feedback forms based on the CLB. Samples of ready-made tools are included in this support kit. See pp. 36-38.

Administer the assessment

When an assessment is being administered, learners need to be clear about the purpose of it, the instructions for completing the task, and the criteria that will be used to assess their performance.

Provide feedback

Feedback to learners should include information that learners can use to improve their performance.

Record the results of the assessment

Recording assessment results facilitates the evaluation process at the end of the term. Instructors can choose a tool that works for them or create their own. A Sample Assessment Tracking Form can be found on p. 39.

Using portfolios and the CLB

Portfolio assessment is embedded in a view that assessment is an essential part of teaching and learning and has emerged in part as a response to a need for more authentic ways of assessing language than traditional methods permit. Portfolio assessment has also been influenced by a rejection of the traditional distinctions between *formative* (for learning) and *summative* (of learning) assessment and the recognition that all assessment should inform learning.

Portfolio assessment has been viewed as a process in which examples of learner language use are collected over time and used to determine a learner's progress. In programs using the CLB, assessment tasks aligned to the CLB should make up the contents of the portfolio.

In approaches to CLB-based portfolio assessment that reflect the emerging conception of assessment, instructors can do the following:

At the beginning of the term

- introduce portfolio assessment and tell learners that they will be assessed regularly throughout the term, not just at the end;
- have learners begin a portfolio with background information about themselves;
- have learners set a specific and achievable language learning goal, such as *my goal is to phone and make my own appointments* or *my goal is to fill out job applications*;
- begin a master list of the tasks that learners should include in their portfolios (to aid in portfolio review). This list might include the language tasks, the intended CLB level, and the specific CLB competencies being addressed; and
- set a regular time for portfolio assessment activities.

Throughout the term

- ensure that learners keep an updated inventory of the items in their portfolios to aid portfolio review;
- have learners add the language assessment tasks to their portfolio regularly;
- maintain notes or observations that may be helpful at the end of term or in discussions with learners;
- have learners regularly reflect on their learning activities, what they learned, and what helps them learn; and
- periodically review the portfolio and discuss it with learners.

At the end of the term

- review contents of the portfolio to make a decision about the learners' progress for reporting purposes; and
- discuss the final evaluation with learners, using the portfolio as supporting evidence.

Questions & answers about using portfolios

Q. *What kinds of items should go into a language portfolio?*

- A.** For CLB-based assessment purposes, portfolios should contain
- a copy of the learner's CLB levels at the outset of the program;
 - samples of what the learner can do at the outset of the program;
 - a specific and achievable language-learning goal so that feedback on progress can be related to where the learner started and to the learner's goal;
 - examples of assessment tasks for the four skills; peer- or self-assessed skill-using learning activities. (Items such as grammar exercises or spelling tests are not evidence of what learners can *do* in English. They are therefore not helpful in a portfolio for CLB assessment purposes.); and
 - samples of tasks across the various competency areas.

Q. *Can portfolio assessment be used with ESL literacy learners?*

- A.** Research suggests that portfolio assessment can be especially effective with ESL literacy² learners because of the focus on the development of meta-cognitive (learning to learn) skills. However, it also presents challenges. Instructors will need to develop the language needed for portfolio activities, such as specific vocabulary for instructions learners need to follow.

Q. *How many things should go into a portfolio?*

- A.** It will vary from instructor to instructor, program to program. In full-time programs, learners might add one to two items weekly. In part-time programs, it might be two to three items every two weeks.

Q. *I have very little time already. How do I fit portfolio assessment into my teaching?*

- A.** Portfolio assessment is an opportunity for learners to develop many important skills that are transferable to community, work, or study contexts, such as goal setting, describing skills, self-assessment, organizing material, and maintaining an inventory. Including portfolio assessment activities as a regular part of lesson planning is helpful in developing some of these skills. Instructors should approach planning for portfolio assessment in a manner that suits their teaching style and the needs and characteristics of their class.

Q. *Should learners or instructors select the items for a portfolio?*

- A.** Because instructors need to see certain kinds of items in the portfolio for CLB assessment purposes, they may specify the language samples to be included.

Q. *How do I include speaking assessments in a portfolio?*

- A.** Some recorded samples of speaking assessments could be used; however, a more common approach is to give learners the feedback form used for the assessment task. The form should include a brief description of the task and a checklist of the assessment criteria, along with suggestions to the learner on how to improve. See p. 36 for a Sample Assessment Feedback Form.

² See the CCLB's *Canadian Language Benchmarks: ESL for Literacy Learners* for information about ESL literacy learners.

References

- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L. F., & Palmer, A. (1996). *Language testing in practice: Designing and developing useful language tests*. New York: Oxford University Press.
- Bachman, L. F., & Palmer, A. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press, USA.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5-35.

Helpful resources developed by the Centre for Canadian Language Benchmarks

- Holmes, T., Kingwell, G., Pettis, J., Pidlaski, M. (2001). *The Canadian Language Benchmarks 2000: A Guide to Implementation*. Centre for Canadian Language Benchmarks.
- Holmes, T. (2005). *Integrating CLB Assessment into your ESL Classroom* (2005). Centre for Canadian Language Benchmarks.
- Pawlikowska-Smith, G. (2001). *Summative Assessment Manual for Teachers*. Centre for Canadian Language Benchmarks.
- Canadian Language Benchmarks 2000: ESL for Literacy Learners* (2001). Centre for Canadian Language Benchmarks.
- Canadian Language Benchmarks 5-10 Exit Assessment Tasks* (2007). Centre for Canadian Language Benchmarks.
- Pawlikowska-Smith, G. (2001). *Canadian Language Benchmarks 2000: Additional Sample Task Ideas*. Centre for Canadian Language Benchmarks.

C

Sample Classroom Planning Tools

The following section includes sample tools for classroom planning. The tools are also available in Word format on the CD included with this kit and can be adapted for individual use.

This section includes the following tools:

- Sample Planning Template
- Sample Canadian Language Benchmarks Self-Assessment
- Sample Assessment Feedback Form
- Sample Rating Scale
- Sample Rubric
- Sample Assessment Tracking Form



Sample Planning Template

Theme/Topic:

CLB Level(s):

Targeted Skills: (e.g., Listening, Speaking)

Estimated Time Required:

Task(s):

-
-
-

Language Focus:

Grammar:

-
-

Vocabulary:

-
-

Pronunciation:

-
-

Pragmatic Elements:

-
-

Materials:

-
-
-

CLB Competencies:

Listening:

-

Speaking:

-

Reading:

-

Writing:

-

Sample Planning Template *(continued)*

Learning Activities:

Activity 1:

Activity 2:

Activity 3:

Evaluation Task:**Reflections after the lesson:**

Sample Canadian Language Benchmarks Self-Assessment

Name: _____

Date: _____

CLB 5	I think I can do this	I would still like to practise this	I can't do this
LISTENING			
Understand the general idea and some details in formal and informal conversations that are not too difficult.			
Recognize compliments, offers, apologies, regrets, and excuses in dialogues.			
Understand everyday instructions that are about 7 to 8 steps long.			
Understand the main idea and some details in Listening texts (e.g., commercials, short presentations) that include advice, suggestions, or opinions.			
Understand the main ideas and details in short informal presentations (about 5 minutes long).			
SPEAKING			
Participate in conversations about familiar topics; comment on what others say and can change the topic.			
Take turns and interrupt politely in a conversation.			
Give and respond to compliments.			
Give, accept, or decline an invitation or an offer; give a reason if declining an invitation or offer.			
Use the phone for simple conversations.			
Give short, step-by-step instructions or directions for everyday activities and processes.			
Give suggestions and advice.			
Ask for and give detailed information about daily activities.			
Agree, disagree, and give opinions in a small group discussion or meeting.			
Give a 5-minute presentation about a familiar topic.			

Sample Canadian Language Benchmarks Self-Assessment *(continued)*

Name: _____

Date: _____

CLB 5	I think I can do this	I would still like to practise this	I can't do this
READING			
Understand the main ideas in notes, email messages, and letters that are about 2 to 3 paragraphs long.			
Understand written instructions or procedures that are about 7 to 10 steps.			
Get information from business texts (e.g., flyers, brochures, business letters) that are about two to three paragraphs long.			
Understand information in directories, forms, or schedules.			
Understand/find information in basic diagrams, graphs, flow charts, and maps.			
Understand a description, narration, or report (about 5 paragraphs long) about a familiar topic.			
Find information on the Internet.			
WRITING			
Write short (one paragraph) formal and informal messages for a variety of purposes (e.g., to express or respond to an invitation or give quick updates).			
Take notes from an oral presentation.			
Reduce a page of information to a list of important points.			
Write workplace messages to pass on routine information.			
Fill out longer forms that have about 20 to 30 items.			
Write a paragraph about a familiar event or to give a description (e.g., of a person, object, or routine).			

Sample Assessment Feedback Form

The following form is a sample of the type of feedback form that could be included in a learner's portfolio.

CLB Level 4

Theme: Education

Topic: Communicating with the School

Speaking Task: Leave a voicemail message for your instructor to explain your absence.

Criteria:

I could understand you easily. ☒

You used a good greeting and good-bye. ☒

You gave your name. ☒

You said the day/date. ☒

You said why you were calling. ☒

You used these tenses correctly:

- Future tense: 2/3 times

- Simple present tense: 3/3 times

You used *because* correctly. ☒

Self-Assessment: Record your message and listen to yourself.

Did you remember to speak clearly?

Did you stress important words?

Did you leave all necessary information, including a reason for your absence?

Sample Rating Scale

TASK (CLB 7): Give a 10-minute presentation about a researched topic related to own profession.

Assessment:

1. *Unable to do the task*
2. *Still needs help*
3. *Satisfactory completion of the task (pass)*
4. *Performance exceeds expectations*

Holistic Assessment:

*Learner was able to complete the task.
Listeners could follow the presentation.*

☐ Yes ☐ No

Analytic Assessment:

Criteria:

Organization: Presentation had an introduction, well-developed ideas, and a conclusion.	1	2	3	4	Learner Comments:
	Instructor Feedback:				
Grammar: Signposts were used effectively to indicate transitions in the presentation.	1	2	3	4	Learner Comments:
	Instructor Feedback:				
Presentation included adequate vocabulary for the topic.	1	2	3	4	Learner Comments:
	Instructor Feedback:				
Presentation provided adequate information for the listener to understand the main ideas and important details.	1	2	3	4	Learner Comments:
	Instructor Feedback:				
Speaker used appropriate body language, eye contact with the audience, voice volume, and speech rate.	1	2	3	4	Learner Comments:
	Instructor Feedback:				

Sample Rubric

Writing: Benchmark 4

Task: Write a short paragraph describing a family member.

	1 Needs a lot more work	2 Good but still needs some work	3 (pass) Well done	Comments
Content (Holistic Assessment)	- Unable to give a basic description without guided prompts.	- Has difficulty giving a basic description in paragraph form.	- Gives a simple description of a family member so that the reader can follow.	
Organization	<ul style="list-style-type: none"> - Unable to write more than a few sentences. - Writing is not in paragraph form. - The paragraph has no clear introduction and conclusion. 	<ul style="list-style-type: none"> - Description consisted of a few connected sentences. - The main idea of the paragraph is evident though not clearly written. - There is not a clear enough connection between the body of the paragraph and the opening and closing sentences. 	<ul style="list-style-type: none"> - Uses basic paragraph structure. - Conveys main ideas and supports them with some detail. - Provides a clear connection between the body of the paragraph and the opening and closing sentences. 	
Vocabulary	- Use of vocabulary inadequate for the task.	- Uses a very limited range of vocabulary for the task.	- Demonstrates an adequate range of simple, everyday vocabulary for the task.	
Grammar	- Has limited control of simple structures.	<ul style="list-style-type: none"> - Demonstrates a developing control of simple structures. - Difficulty with word order interferes with comprehensibility. 	<ul style="list-style-type: none"> - Has adequate control of simple structures. - Uses mostly 1-clause sentences. - Uses a few connected sentences. 	
Spelling and Punctuation	- Demonstrates limited control of spelling, punctuation, and capitalization.	- Demonstrates developing control of spelling, punctuation, and capitalization for the task.	- Has adequate control of spelling, punctuation, and capitalization for the task.	

Sample Assessment Tracking Form

This form can be adapted for ongoing monitoring of learner progress and for ensuring that a variety of competencies within the four skills are assessed. Results can be recorded as a check (✓) to signify successful completion of the assessment task or using a rating scale (1-3).

[illegible]



Helping Learners Communicate Effectively

This section includes the following:

- A. Incorporating Grammar in a CLB-Based Program**
- B. Incorporating Pronunciation in a CLB-Based Program**
- C. Incorporating Pragmatics in a CLB-Based Program**

These topics represent important elements in overall communicative competence: grammatical knowledge (grammar and pronunciation) and sociolinguistic knowledge (pragmatics). As such, each topic warrants a longer treatment in this kit.

A

Incorporating Grammar in a CLB-Based Program

Introduction

The *Longman Dictionary of Language Teaching and Applied Linguistics* defines grammar as “the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences. It usually takes into account the meanings and functions these sentences have in the overall system of the language” (Richards & Schmidt, 2002, p. 230).

The importance of teaching grammar in ESL classes has taken various turns over the years depending on the methodology in vogue at a particular time. The Grammar Translation Method placed the mastery of the grammatical rules at the centre of language teaching and learning, while the Direct Method went in the opposite direction with little or no instruction of grammatical rules. The advent of communicative language teaching over thirty years ago, with its emphasis on meaning and comprehensive communicative competence, challenged the place of grammar for ESL instructors and learners alike.

The current focus on communication and meaning in language instruction has led instructors and researchers to pose a fundamental question: Does grammar need to be taught, or will learners simply and naturalistically acquire grammar according to an innate, in-built sequence (Ellis, 2006)? Some researchers, such as Krashen (1981), have argued that teaching grammatical forms will not lead to language acquisition and that comprehensible input and high learner motivation is all that is needed to improve language proficiency. Many ESL instructors (Borg, 2011), however, still believe that explicit grammar instruction will aid in the language development of their learners. Furthermore, the expectations and desires of ESL learners include instructor-led grammar instruction in their language classrooms (Schulz, 2001). In support of these classroom realities, research on form focused instruction has consistently reinforced the notion that targeted grammar instruction is beneficial for learners’ language development (Ellis, 2006; Norris & Ortega, 2000).

Additional questions about how to incorporate grammar into communicative language instruction remain for instructors. For example: Is grammar a body of knowledge to be analyzed or a skill to be practised like reading, writing, speaking, and listening (Larsen-Freeman, 2003)? Should grammar teaching consist of explicit explanations of grammar or be driven by the inductive reasoning of learners? Should grammar instruction always be fully integrated in communicative tasks or should it at times be an isolated activity?

Furthermore, instructors may question how the connection between communicative competence and grammatical accuracy is made in a CLB-based context where benchmark competencies are not explicitly linked to specific grammatical structures. These issues and others will be explored in greater detail in the pages that follow.

Concepts relating to grammar instruction

Accuracy and fluency

Accuracy can be defined as “the extent to which the language produced conforms to target language norms” (Skehan, 1996, p. 22). On the other hand, fluency is defined by Skehan as “the learner’s capacity to produce language in real time without undue pausing or hesitation.” Traditionally, a focus on accuracy in ESL classrooms has not led to learners being able to transfer their explicit knowledge of grammar rules to real world communication. Similarly, instructors who spend little time on grammar instruction may find learners who can communicate fluently but with little accuracy. The purpose of grammar instruction should not only be on developing learners’ knowledge of grammar and ability to do well on grammar tests but also their ability to be accurate under communicative pressure. To achieve this goal, grammar practice has to be more “transfer-appropriate” (Ranta, 2010), that is, it has to be similar in some way to the demands of real communication. An example of a transfer-appropriate grammar activity is the familiar ‘Find someone who’ task, which involves authentic communication but is focused on the production of questions using the present perfect. In contrast, the typical fill-in-the-blank grammar exercise is not transfer-appropriate to oral conversation because the processes involved in writing the answers are not similar enough to those needed for spontaneous speaking.

Explicit versus implicit knowledge of grammar

Many instructors have encountered learners who have a strong grasp of the rules and technicalities of English grammar yet still struggle to produce the same form accurately when speaking or writing. Explicit knowledge of grammar relates to these rules and facts about the language system whereas implicit knowledge underlies the ability to comprehend and produce rapid and comprehensible language (Ellis, 2006). As researchers have debated whether teaching explicit grammar rules and facts can impact implicit knowledge, instructors may have become confused about the role of grammar instruction. Ellis concludes that “a case exists for teaching explicit grammatical knowledge as a means of assisting subsequent acquisition of implicit knowledge” (p. 102).

Inductive or deductive explanations of grammar

In a deductive approach to grammar rules, the instructor provides the learners with an explicit rule, followed by practice of that rule. An inductive approach provides the learner with examples of the language that include a particular grammar point, from which the learner induces the rule. Thornbury (1999) provides some pros and cons for each approach. The instructor-led deductive approach is efficient, allowing for more forms to be covered in class time. It is adult-oriented and meets many learners’ expectations. On the other hand, an inductive approach, where learners induce the rules from examples of language, seems more likely to result in the rules being meaningful and potentially usable later on. It is more mentally engaging, more motivating, and well suited to learners who enjoy problem solving. It can be collaborative and interactive, and it promotes strategies that support learner autonomy. These pros and cons suggest that a balanced approach to grammar explanations might be best suited to instruction in a CLB-based classroom.

Input and output practice

Research suggests that a rich diet of meaningful exposure to target language input, which could be in the form of texts (read or listened to) or interaction with others, is needed for language learning to occur

(Ellis, 2008). An emphasis on input in grammar instruction can be used to draw learners' attention to target grammar items in a number of ways. Examples of the approach (Ellis, 2006) include

- providing numerous examples of the form in a text
- highlighting the form in a text (e.g., using italics, etc.)
- providing interpretation tasks where learners have to make connections between the form and its meaning

Input-based grammar activities help learners to notice the grammatical forms or patterns in the language that they are exposed to and to identify differences between language forms in the input and their own understanding or use of the grammar, sometimes referred to as "noticing the gap" (Schmidt & Frota, 1986).

Output is the oral or written language produced by the learner (Ellis, 2008) and allows for skill building to occur. Pushed output (Swain, 1985) refers to classroom activities in which learners are required to produce accurate language, focusing attention on meaning and form. This extra focus on the connection of meaning and form allows learners to process the target grammar structures in a bottom-up way. Through pushed output, learners can become aware of what they do not know and get feedback about their language. For example, learners may create a survey about study habits for their classmates. In conducting the survey, learners are required to ask and respond to questions about the topic and can be pushed to produce more accurate language through feedback from peers and the teacher.

Form focused instruction

Researchers who study the impact of grammar instruction within communicatively oriented language teaching usually refer to such instruction as form focused instruction or focus on form. Form focused instruction encompasses "any pedagogical effort to draw learners' attention to language either implicitly or explicitly" (Spada, 1997, p. 73).

Principles for planning grammar integration into a CLB-based program

Effective grammar instruction is grounded in research and literature

Most ESL instructors have experience as language learners, yet it is important to consider the current literature on grammar instruction and research in language learning in order to be able to move beyond one's personal apprenticeship of observation (Lortie, 1973) about what grammar teaching should be. In other words, an instructor's intuition about effective grammar teaching may rely on experience in a language classroom that included many hours of drills and decontextualized grammar explanations, rather than an understanding of what can have the most impact on language development.

Ellis (2006) has written an excellent article summarizing what is known about grammar teaching and the principles of grammar teaching. *The Grammar Book* by Celce-Murcia and Larsen-Freeman (1999) is another excellent resource for instructors as it contains grammar explanations and pedagogical considerations as well as frequent learner errors. *Teaching Language: From Grammar to Grammarizing* (2003) by Larsen-Freeman provides a readable grammar approach that discusses L2 acquisition theory and practical considerations for ESL instructors.

Effective grammar instruction is learner-centred

The focus of grammar instruction should relate to the communication needs of learners in the class. The selection of specific grammar items to target will be determined by the requirements of the tasks that learners are trying to perform and their level of language ability vis-à-vis the task. It is also determined by way of ongoing needs assessments and through negotiation with learners to ensure that their needs are being met.

Effective grammar instruction is task-based

The CLB use a task-based approach to language instruction that emphasizes communicative tasks and real-life communication rather than drilling knowledge about the language. Within this approach, grammar can be presented as an enabling skill to support the task performance or can be an extension activity once the task is completed. This approach views grammar as integral to a task-based approach and not as a disconnected area of study.

Effective grammar instruction includes reflective practice

Reflective practice means being introspective about both learner and instructor actions in the classroom and modifying teaching behaviours accordingly. Reflective practice indicates that an instructor is not simply repeating the same actions regardless of their outcome. It can be as simple as keeping a journal regarding the efficacy of different approaches to grammar with particular learner groups.

Selecting grammar items for the CLB-based classroom

The selection of which target grammar items to teach can be a problematic decision for ESL instructors (Ellis, 2006). Broad considerations for selecting grammar items for instruction include “the learners’ current linguistic competence (i.e., developmental stage, identified errors and gaps)” and “the learners’ communication needs (e.g., related to tasks that they will perform)” (ATESL *Best Practices*, 2009, p. 75). The CLB framework does not prescribe which grammar structures should be taught at any particular proficiency level. The CLB provide a framework for communicative competence, and there is generally not a one-to-one correlation between the communicative intent of language use and the required grammatical form. The communicative intent can often be realized by a variety of grammar forms.

The communicative text or task that is the focus of the lesson can help to determine the grammar structures that are required by the learners. If the task requires the use of a grammar item that is very advanced for the learners’ proficiency level, it is recommended that the instructor teach the structure as a formulaic chunk rather than avoiding it. For example, during a task such as completing a form, a Benchmark 2 learner may need to understand the phrase “I came to Canada in [year]” without a thorough examination of irregular forms of the simple past. There is widespread acceptance of the importance of formulaic expressions (Skehan, 1998) or phrases that provide learners with meaningful units of language to accomplish a task. Formulaic expressions also foster fluency and the internalization of the underlying rule system.

The following excerpt from the *Adult ESL Curriculum Guidelines* published by the Toronto Catholic District School Board (2003) suggests an approach to analyzing the task to determine the grammar items that may emerge from it:

A beginner level learner, for example, should not be expected to perform as proficiently as an advanced learner. However, both the beginner and the advanced learner may have to perform many of the same tasks outside the classroom. As far as programming is concerned, it is possible then to expect learners to complete similar tasks at different levels of grammatical sophistication.

In any communicative act there will be choices available. There is always more than one grammatical form for learners to use when performing tasks.

The following questions are posed to instructors to help them determine which grammar structures to target:

1. What do native speakers most often say when performing this real-life task?
2. What variations of these forms are my learners best able to produce given their current level of proficiency?

Planned vs. incidental grammar instruction

Grammar instruction in CLB-based teaching can be planned or incidental. In planned grammar instruction, an instructor develops a focused communicative task designed to elicit or provide practice with an identified target structure. In the following example from the *Adult ESL Curriculum Guidelines* published by the Toronto Catholic District School Board (2003), the instructor presents the target grammar structure first to enable learners to perform the communicative task:

PROCEDURES

Pre-communicative stage:

a) Introduction/presentation

The instructor presents the grammar structure in a meaningful spoken or written context. The aim of this stage is to get the learners to PERCEIVE the structure and its form and meaning.

b) Explanation

The instructor moves away from the context and focuses on the new grammar structure itself in order to explain its form, meaning, and how it is used. The aim of this stage is to help learners UNDERSTAND the new structure.

c) Focused practice

The learners manipulate the structure through form-based and/or meaning-based exercises. The purpose of this stage is to help the learners GAIN CONTROL of the new structure.

Communicative stage:

The learners USE the new structure in the communicative activity to accomplish a task.

Follow-up:

The learners' common errors are discussed, followed by one or more activities that serve as an EXTENSION to the main communicative activity and/or REINFORCEMENT of the grammar structure being taught.

Below is a description of how an enabling approach could be part of a planned grammar lesson in a CLB 4–5 class:

An instructor with a diverse group of learners at the CLB 4–5 level of proficiency is planning a communicative task around asking questions to find specific locations in the community. This real-world communicative task is part of a unit, “Getting to know your community.” The instructor recognizes that this is a chance to develop learners’ accuracy when asking questions and plans to review question forms by presenting the question forms at the start of the lesson.

The instructor creates two versions of a map of the downtown area of the community where the instruction is taking place. Version A has certain buildings such as the city hall and the library highlighted, while version B has other highlights such as the bus depot, the courthouse, etc.

The instructor considers what language is likely to be part of real-world communication around asking for directions. In addition to the pragmatic language around asking a stranger for directions (e.g., “Excuse me...”), the instructor wants to review question formation: “Can you tell me where...?”, “How do I get to...?”, etc.

CLB 5: Give instructions and directions for everyday activities and processes.

PROCEDURES/TASKS	TIME/NOTES
<p>Pre-communicative stage:</p> <p>a) Introduction/presentation The instructor presents the activity by asking if learners have ever had a difficult time finding a location in their new community. What did they do? How did they find their way? Asking questions about how to find your way is the quickest way to overcome this problem.</p> <p>b) Explanation The instructor reviews the formation of indirect questions.</p> <p>c) Focused practice Learners practise creating questions related to finding locations in the community using a variety of sentence structures.</p>	
<p>Communicative stage: Learners work in pairs to find different locations and give each other directions.</p>	
<p>Follow-up: The learners’ common errors are discussed, followed by one or more activities that serve as an EXTENSION to the main communicative activity. This could focus on asking questions to clarify the directions given, such as “Which street is Main Street?”</p>	

Focus on form can also be planned to occur following the communicative task where it serves as an extension or follow-up activity. An experienced instructor can often predict what grammatical structures are likely to emerge during the completion of a particular task cycle.

Incidental grammar instruction

Incidental grammar instruction occurs in response to learners' emerging language needs as a communicative activity proceeds. It is an easy shift to see how the lesson procedures described previously could also fit well for incidental grammar instruction. Rather than planning or anticipating that a target grammar item is likely to emerge during the lesson, the instructor could simply create a language analysis based on whatever language gaps and errors emerge during a specific task. In the incidental approach, the instructor responds through brief explanations, corrective feedback, or possibly spontaneously created activities.

Using learner errors to plan grammar instruction

While the class is engaged in completing language learning tasks, instructors have an opportunity to take note of specific grammatical errors that learners are making so that these become the focus of future lessons. Observed problems should be prioritized, especially at the lower levels where multiple needs compete. Ways of prioritizing future lesson content include the following:

Widespread occurrence

The instructor can target linguistic elements that the majority of learners in the class are finding problematic. For example, if the majority of learners have difficulties with using *make* and *do*, the instructor could provide an oral or written text that contains multiple occurrences of the two verbs and ask learners to underline one and circle the other, before they discuss in small groups the patterns that they observe in the text.

Barriers to communication

The instructor can prioritize linguistic elements that prevent learners from communicating effectively. For example, if the lack of vocabulary or constructions at the phrase or sentence level is preventing learners from communicating their intended meaning, the instructor can provide some common expressions that are then practised first in controlled, then in increasingly freer contexts. Follow-up activities that recycle phrases and constructions can then be incorporated into future lessons for multiple exposures and practice.

Triggers of misunderstandings

The instructor can focus on grammar items that frequently trigger misunderstandings. For example, many misunderstandings occur in everyday conversations because a listener did not understand the use of a particular preposition in an utterance ("I need a babysitter at 8 o'clock" vs. "I need a babysitter before 8 o'clock"). A future lesson for this particular issue could focus on the use of temporal prepositions and, depending on learner level, adverbials of time.

Dealing with learner errors

Knowing when to draw learners' attention to errors depends on the purpose of an activity. If the purpose is to develop fluency, interruptions for error correction will likely discourage learners from speaking or writing and will do little to help them improve their language abilities. To compensate for this, it is a good idea to make fluency activities easy enough that learners will not make many errors. If the focus is on accuracy, error correction may be appropriate.

Different types of errors that occur in learners' production may be due to their evolving internalized or partial understanding of English. Some common error types include

- **Lexical errors:** errors at the word level. These could include an inappropriate word for the intended meaning or an error in the morphological form of the word.
- **Overgeneralization:** errors that occur because learners apply a grammar rule too broadly (for example, using *-ed* endings on irregular verbs in the past).
- **Grammar errors:** errors due to non-standard sentence structures, word order, verb tenses, references.
- **Interference:** errors resulting from transferring the rule system from the learner's first language to English.
- **Discourse errors:** errors resulting from the way sentences (or utterances in oral communication) are presented and linked in a written or oral text.
- **Systematic errors:** errors that occur regularly and that the learner, if given the opportunity, is unable to correct on her/his own.

Feedback on learners' errors

Feedback on learners' errors is one type of incidental focus on form. Loewen (2004) showed that offering incidental corrective feedback during communicative activities could lead to learners being able to identify and correct their own errors. Corrective feedback can be provided in different ways: through feedback from the instructor, through self-correction by the learner, and through peer correction. The following are some common strategies used by instructors when giving feedback on errors (see Lyster & Ranta, 1997):

- **Explicit correction:** indicating that an error was made and correcting it for the learner.
- **Clarification request:** indicating to the learner that the original statement was incorrect or unclear and asking for clarification.
- **Reformulation** (also known as recasting): guessing the intended meaning and re-phrasing it for the learner to model the desired formulation.
- **Metalinguistic feedback:** providing a brief explanation of the grammatical form to help the learner understand what was wrong with her/his original construction.
- **Elicitation:** eliciting the correct form from learners themselves or from others in the class.
- **Repetition:** repeating the sentence exactly as it was originally stated by the learner using special intonation to highlight the error in the sentence.

The topic of feedback during oral communication is a large field and the research by Lyster and Ranta (1997) offers a comprehensive overview of the types of feedback that can be given and the response of learners to such feedback. Understanding that different types of feedback can be used to provide incidental focus on form is important. Additionally, instructors have to consider that while some forms of error correction (such as recasts) may be minimally disruptive to the communicative flow, they may also be less noticeable to the learner. It may be helpful to offer a range of different types of feedback at various stages throughout a lesson.

There has been a lot of research aimed at determining the effectiveness of giving feedback on errors in L2 learners' compositions. A number of studies have investigated whether written corrective feedback that is focused on a particular type of error leads to improvement in students' writing over time.

So far, there is strong evidence that written corrective feedback focusing on the indefinite and definite articles in English can have a long-term effect on learners' accuracy with this form (Bitchener & Ferris, 2011). Instructors should consider including feedback on written errors as part of their approach to incidental grammar instruction.

Should grammar teaching always be integrated into communicative activities?

There are times when an ESL instructor can sense that there are simply too many demands being placed on learners who are attempting to communicate their meaning while trying to be grammatically accurate. There may be times when isolated grammar instruction might be most effective (Lightbown & Spada, 2008). Both stand-alone grammar instruction and integrated grammar instruction have a place in the ESL classroom.

Lightbown and Spada (2008) identified specific situations when either an isolated or integrated approach to grammar teaching might be most beneficial:

Isolated approach to grammar teaching may be indicated when	Integrated approach to grammar teaching may be indicated when
learners who share an L1 are experiencing interference from their L1 and perhaps reinforcing one another's errors during communicative activities.	target language items are complex to explain, especially in isolation from their use in communication.
target language items are simple to explain but not salient or noticeable in English.	the target form is an important carrier of meaning and misuse of it is more likely to lead to a breakdown of communication.
target language items are rare in ESL classrooms.	the form-meaning connection in the target language items is understood by the learner. An integrated approach is then most likely to lead to accuracy and fluency.
learners are older and expect an isolated approach as a result of previous experiences studying a language.	learners are younger and focused on content in their learning.
learners have poor metalinguistic skills.	learners have higher language aptitude.

Even in a situation where the instructor has elected to teach a stand-alone grammar lesson, the learners' needs remain central to the decision about what grammar to teach. Rather than simply selecting items based on a "grammar structure of the day" approach, the instructor is still guided by the communicative needs of the learners; in other words, the decision remains a learner-centred one.

Consider the example below describing how an instructor developed a stand-alone lesson on grammar that addressed the learners' grammatical needs within a meaning-focused activity.

An instructor has a group of English for Academic Purposes (EAP) learners preparing to enter post-secondary studies. Part of their program involves writing a paper with the CLB 9 competency outcome: *Write a coherent text to relate a sequence of events from the past*. The instructor has become aware that the learners are continuing to make frequent errors in their use of articles despite extensive feedback. She/he recognizes that articles are not "stressed" sounds in English and that their incorrect use is unlikely to lead to a breakdown in communication. For these reasons, she/he opts for a stand-alone lesson on definite and indefinite articles as follows:

Procedures	Comments
1. Introduction Instructor discusses dangers in the natural world. Brainstorm activity – elicits tornadoes and severe thunderstorms among other ideas. Instructor pre-teaches six low frequency vocabulary items from upcoming text.	The instructor activates the learners' previous knowledge and vocabulary.
2. In pairs, learners read a short newspaper article about a tornado in Alberta. Pairs present a short summary of the main idea and three supporting details on chart paper. Class debriefing about the text and the main idea summaries.	The meaning of the text is attended to first. Learners perform the short and relatively straightforward communicative task of identifying the main idea as well as supporting details.
3. In groups of three, learners work through the news item once more and decide what article is missing and where the one zero article rule occurs.	In this news item, all of the definite and indefinite articles have been deleted and replaced with _____. Nouns with zero article are also displayed this way. No explicit review of the rules takes place because the instructor knows that the learners have well-formed explicit knowledge of the rules about article usage.
4. Learners use chart paper to list each missing article and write which rule of article usage helped them to determine this.	Learners are analyzing grammar, and the goal is to get them to compare their explicit knowledge to the language in use.
5. Learners post their chart paper responses and review the responses of other groups.	Opportunities for interaction and discussion.

Procedures	Comments
6. The instructor distributes the original newspaper article so that learners can compare their responses with the actual text. The instructor then clarifies any confusion or nuanced aspects of the rules.	The instructor has the role of resource person, providing language samples and grammar explanations.
7. Learners spend a few minutes in their groups reflecting on how this activity may support their language learning.	The extension goal here is for learners to become more reflective and to make their own connections between the explicit knowledge they are studying and the language they will use for their own communicative goals.

In the stand-alone approach described above, the communicative demands of the task have been substantially lessened (i.e., scaffolded) in order to allow for attention to the target grammar item.

Conclusion

“Instruction needs to ensure that learners are able to connect grammatical forms to the meanings they realize in communication” (Ellis, 2006, p. 101). The role of the instructor is to structure ESL lessons to provide grammar instruction within a meaning-based context that takes into account what learners need to know in order to complete communicative activities. Instructors must be able to identify the grammatical structures to help in this language development. The CLB-based classroom provides the communicative context for lesson planning and, with attention to the variety of options for teaching grammar, an instructor can effectively support learners’ language development.

Helpful resources

Grammar resources that can support the development of grammar knowledge for ESL instructors

- Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English*. Cambridge: Cambridge University Press.
- Celce-Murcia, M., & Larsen-Freeman, D. (1998). *The grammar book* (2nd ed.). Boston: Heinle & Heinle.
- Lightbown, P., & Spada, N. (2006). *How languages are learned*. (3rd ed.). Oxford: Oxford University Press.
- Parrott, M. (2010). *Grammar for English language instructors*. Cambridge: Cambridge University Press.
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

Research-based articles and texts that can support an instructor's knowledge of pedagogical considerations around teaching grammar

- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40, 83-108.
- Larsen-Freeman, D. (2003). *Teaching Language: From grammar to grammaring*. Boston: Heinle & Heinle.
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- Schulz, R. (2001). Cultural differences in student and instructor perceptions concerning the role of grammar instruction and corrective feedback: USA-Columbia. *Modern Language Journal*, 85, 244-258.
- Segalowitz, N., & Lightbown, P. (1999). Psycholinguistic approaches to SLA. *Annual Review of Applied Linguistics*, 19, 43-63.
- Spada, N. (1997). Form-focussed instruction and second language acquisition: A review of classroom and laboratory research. *Language Teaching*, 30, 73-87.
- Skehan, P. (1996). Second language acquisition research and task-based instruction. In D. Willis & J. Willis (Eds.), *Challenge and change in language teaching* (pp. 17-30). London: Heinemann.
- Swain, M. (1985). Communicative competence: some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Rowley, MA: Newbury House.
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B

Incorporating Pronunciation in a CLB-Based Program

Introduction

Pronunciation has been described as suffering from a “Cinderella syndrome” (Celce-Murcia, Brinton, Goodwin & Griner, 2010), often hidden away or neglected in many ESL classrooms. A commonly cited reason for treating pronunciation as less essential than other language skills is that it conflicts with recent approaches to language instruction, which demand a focus on communication over linguistic form (Isaacs, 2009). In fact, many who advocate communicative approaches to instruction believe that knowledge of form, whether grammatical, pragmatic, or phonological, will naturally develop as learners use language in communication. It is now widely agreed that this is not the case for many learners. Unfortunately, the influence of this view on instructor training programs and curriculum designers over the past several decades has been profound. There now exists a generation of instructors who, in many cases, have not received adequate training in how to teach pronunciation (Murphy, 1997; Foote, Holtby, & Derwing, 2011). Yet these very same instructors face an onslaught of learners who need and even demand help in this area (Derwing, 2003).

Surveys of English language instructors and administrators in Canada reveal that views about the role of pronunciation instruction in communicative classrooms have been shifting (Breitkreutz, Derwing, & Rossiter, 2002; Foote et al., 2011). Instructors are overwhelmingly in agreement that pronunciation is important, and most now try to incorporate at least some pronunciation instruction into their classes. There is also a growing awareness among instructors regarding which aspects of pronunciation are most important for learners. Many instructors now report taking a balanced approach, incorporating both suprasegmentals (word stress, sentence level stress, intonation, etc.) and segmentals (consonants and vowels). This shift in orientation is significant, given growing acceptance in the research community that suprasegmentals are easier for learners to acquire and result in larger communicative dividends relative to the same time spent on segmentals (Derwing, Munro, & Wiebe, 1998).

The CLB do not explicitly prescribe discrete pronunciation features that should be mastered at each stage. Rather, the particular communicative task that a learner is engaged in will dictate what features of pronunciation should be targeted. Hence, while there are no magic solutions or “right” answers, this guide aims to provide a general framework and some helpful suggestions for places to start. Ultimately, reference to a more comprehensive professional development text for instructors is recommended for more detailed coverage of this topic.

Important concepts relating to pronunciation instruction

Intelligible versus accent-free speech

Although it is increasingly rare, some instructors and learners believe that the goal of pronunciation instruction is to acquire a native-like accent. Not only does this notion introduce the practical difficulty of determining which variety of English should be the target, it is based on the faulty assumption that adult learners can be taught to sound like a native speaker of any variety

(Flege, Munro, & MacKay, 1995; Abrahamsson & Hyltenstam, 2009). Evidence suggests that even instructional intervention cannot help most adult learners achieve what is, quite frankly, an unrealistic goal (Purcell & Suter, 1980).

Of course, a few individuals are notable exceptions, but native-like ability should not serve as the goal of instruction for most learners.

Experts have long argued that learners should aspire only to intelligible rather than accent-free speech (Abercrombie, 1949; Morley, 1991). Munro and Derwing (1995) empirically demonstrated the validity of this belief in a study that examined the relationship among *intelligibility* (the extent to which a speaker's message is actually understood as intended); *comprehensibility* (how effortful it is for listeners to process the speech); and *accentedness* (how foreign-sounding the speaker is). They found that English language learners often have features of speech that cause them to sound heavily accented without a corresponding loss in intelligibility or comprehensibility. This means that pronunciation instruction needs to focus only on those features of learners' pronunciation that affect intelligibility or comprehensibility, rather than address every feature that contributes to a foreign accent.

Individual differences and pronunciation

Individual traits and circumstances underlie differences in learners' pronunciation ability. Some differences stem from learners' L1 background, the amount of exposure they have to spoken English outside the classroom, their age, and their proficiency levels. Other differences may be related to variations in learners' motivation and natural aptitude for learning the sound system of another language.

Learners' L1 backgrounds

The interaction between the learners' L1s and English varies. Therefore, needs may vary in terms of what features of English pronunciation are most important to particular learners. In addition, particular ethnic groups may need more focused pronunciation instruction than others (e.g., Vietnamese speakers may require more attention than learners with other first languages, such as Dutch).

Exposure to English outside the classroom

Exposure to English outside the classroom is a strong predictor of ultimate achievement in English pronunciation. The more learners are exposed to and use English outside the classroom, the more likely they will see improvements in their pronunciation skills. It is important to encourage learners to listen to English media and use English as much as possible outside the classroom.

Learners' age and proficiency levels upon arrival in Canada

On average, learners who arrive as young adults, and at CLB Stage I, will experience greater improvement in their pronunciation than learners who arrive as older adults and at CLB Stage III. Apart from age and L1-related differences, Stage I learners also tend to be a somewhat more homogenous group because they are all beginners in English listening, speaking, and pronunciation skills. Stage III learners are far more heterogeneous as a group because some of these learners have progressed through the first two stages in Canada, picking up local pronunciation patterns along the way, while others have progressed to Stage III in their countries of origin. The latter group is more likely to have entrenched pronunciation

patterns that are quite dissimilar to the local Canadian variety and often reflect the negative influence of English spelling on pronunciation (i.e., learners have acquired English primarily through reading, without adequate pronunciation models).

Motivation and natural abilities

Social dimensions may also affect what can be expected of learners in terms of pronunciation. For example, some learners may be highly motivated because of an intrinsic desire to sound more like a member of the host community. Others may be motivated by a goal to work in an environment where more intelligible pronunciation is of particular importance.

Some learners do not need to make as conscious an effort to improve their pronunciation because they are surrounded by speakers of English on a daily basis (Flege, Frieda, & Nozawa, 1997). Others may deliberately choose to maintain some foreign accent, out of a desire to be clearly identified as a member of their own ethnolinguistic community (Gatbonton, Magid, & Trofimovich, 2005). Conversely, some learners may make larger gains for the opposite reason.

Given how individual differences will impact learning, instructors should be aware that perhaps more so than for any other language skill, variability in pronunciation across learners is the norm. Instructors need to be increasingly attuned to individual differences and the needs of individual learners rather than using a one-size-fits-all approach.

General principles for integrating pronunciation into a CLB-based program

The following are some general principles for including pronunciation instruction in a CLB-based program:

Effective pronunciation instruction is grounded in research

It is important to rely on basic knowledge of current research rather than intuition when it comes to teaching pronunciation. Two excellent instructor-friendly articles summarizing scientific research in the field have been written by Derwing and Munro in 2005 and 2009. Celce-Murcia et al. (2010) and Hewings (2004) are two instructor texts that provide broad coverage of current trends in the field and give helpful suggestions for classroom implementation. They also include instructor-friendly introductions to articulatory phonetics, basic knowledge of which is essential.

Effective pronunciation instruction includes reflective practice

Reflective practice means being introspective about both learner and instructor actions in the classroom and modifying beliefs and practices accordingly. This can sometimes take the form of action-research (i.e., the instructor as researcher), but it can be as simple as keeping a journal regarding the efficacy of pronunciation activities. It is also essential for instructors to reflect on what they read about pronunciation. Many sources are written by non-experts and often contain poor advice. Furthermore, even experts can sometimes be wrong, and instructors may be the first to notice this. While there are many good commercial learner texts for pronunciation, none is perfect, and none can be implemented to full potential without following an evidence-based approach and without actively engaging in ongoing reflective practice.

Effective pronunciation instruction is learner-centred

Sometimes being learner-centred is confused with being learner-directed. In fact, learners often have misconceptions about pronunciation learning or may have previous experiences that influence what they think is important and how they think it should be taught. It is the instructor's responsibility to understand what the learners' most serious problems are, hear the learners' perspective, and attempt to meet their needs. At the same time, the instructor must correct any erroneous beliefs by raising learners' awareness of how pronunciation develops.

Considerations for incorporating pronunciation into a CLB-based program

Pronunciation does not easily align with particular CLB stages or levels. The CLB do not explicitly prescribe discrete pronunciation features that should be mastered at each stage. Rather, the particular communicative task that a learner is engaged in will dictate what features of pronunciation should be targeted. Despite the frequent misalignment between learners' proficiency and their pronunciation, there are some ways in which instructors can direct the focus of pronunciation instruction at particular CLB stages. These are described in greater detail below.

Address general speaking habits

Firth (1992) argues that even before addressing suprasegmental (e.g., word stress, sentence focus, intonation) and segmental (i.e., vowels and consonants) features, some learners may need to address poor general speaking habits, such as voice quality, speech rate, or even eye gaze. For example, if a learner with otherwise good pronunciation speaks with a high-pitched, raspy voice and constantly looks at the ground instead of the listener, communicative effectiveness can be severely impaired.

Address suprasegmentals

After addressing problems with general speaking habits, suprasegmentals should normally receive the most attention. As noted earlier, these features are typically easier for learners to acquire relative to segmentals and provide the greatest communicative dividend.

Focus on segmentals

In the teaching of segmentals, not all speech segments equally contribute to intelligibility. Brown (1988) describes a hierarchy of importance for individual vowels and consonants based on how frequently they occur in contrast in English. For example, contrasts such as "l" versus "r" occur frequently, and therefore these sounds are very important to communication. Conversely, contrasts involving voiced and voiceless "th" sounds occur infrequently, making them less important. This relative importance of particular sounds to successful communication is supported by empirical research (Munro & Derwing, 2006). Another useful rule of thumb is that vowels tend to contribute more to intelligibility than do consonants.

This suggests that more time should be devoted to vowels than to consonants and less time to "th" sounds than to "l" and "r". This advice conflicts with the emphasis on the interdental in many texts, which are some of the most salient features of accent, rather than those that contribute greatly to

intelligibility. For example, mispronunciation of “th” in a word like “the” is very salient because it occurs so frequently. However, it is usually perfectly intelligible since mispronounced versions of “the” are not easily confused with any competing word in English.

Following are some specific guidelines for how instructors can incorporate pronunciation into the curriculum, beginning with a needs assessment and followed by some suggestions for the type of activities and foci that can be employed at particular CLB stages. Examples of teaching pronunciation in the context of specific tasks are also provided.

Conducting a needs assessment

Assessing learners’ pronunciation before determining the focus of instruction is critical. For reasons discussed earlier, not all learners are alike, even if they speak the same L1. Commercially available learner and instructor texts often include their own set of diagnostic instruments, which can provide useful starting points for assessment. In many cases, however, published tools may need to be supplemented with other materials.

Whether instructors choose to use a diagnostic tool from a published source, create their own, or use a combination of both, assessment tools often include the following components:

Assessment of learners’ production ability

For example:

- Have learners read aloud from a prepared list of words or a text in which target English segmental and suprasegmental features are embedded.
- Have learners produce extemporaneous speech, by answering simple questions about familiar topics or by describing a set of pictures, or both.

Learners’ speech can be assessed immediately or it can be recorded for later evaluation. It is advantageous to take at least some notes while the learner is speaking or immediately afterward, as some speech is inevitably distorted in recordings and may not fully reflect live performance. At the same time, obvious note-taking during an assessment may cause some learners to become nervous, thereby negatively affecting their performance. Firth (1992) suggests that instructors pay attention to global speaking habits (e.g., voice quality, speech rate, and even eye gaze) as well as suprasegmentals and segmentals. Reputable pronunciation texts such as those listed at the end of this section provide lists of specific features that are typically assessed.

Assessment of the learners’ ability to perceive differences between sounds

For example:

- Test learners’ ability to discriminate between correct and incorrect suprasegmental features (e.g., word stress, sentence stress patterns, intonation, etc.).
- Test learners’ ability to discriminate between English vowels and consonants. Avoid using simple, minimal pair-type tasks where two words differ by a single sound (e.g., “pat” versus “pad”). These are not the best form of assessment. Instead, consider a task such as asking learners to listen to a list of words and pick the odd one out (e.g., which of the following words contains a different vowel sound from the others: “cap”, “pat”, “rack”, “talk”, “had”?).

- Be careful not to exaggerate suprasegmental and segmental cues (e.g., using really exaggerated rising intonation for testing yes/no questions). The goal is to assess what learners can do in natural rather than idealized contexts.

Assessment of learners' previous knowledge of pronunciation

For example:

Provide a short, targeted questionnaire to determine what basic rules of pronunciation learners already know (e.g., the difference in pronunciation between a wh-question and a yes/no question; linking in connected speech; the difference between /b/ and /p/, the rules for pronouncing -ed or -s endings).

Assessment of learners' self-perceived needs

For example:

Using an open-ended question or through reference to a list of possibilities with examples to illustrate, ask learners to indicate what they think their pronunciation difficulties or communication problems are.

Factors to consider

The nature of the assessment tools chosen must take the learners' CLB level into account.

For example, diagnostic tasks for beginners should not contain low frequency vocabulary items that may be unfamiliar to the learners. If a read-aloud task is being used with Stage I learners, one solution is to have them fill in the blanks of a short paragraph about a topic of personal interest that can then serve as the reading task used during the assessment. This will ensure that the text contains only vocabulary that the learners actually know. Similarly, if a word list is used, learners can be asked to indicate if there are any words they do not know. If questions are used to elicit learners' speech, the instructor should be prepared to probe further – beginners in particular may give only short responses that do not give a long enough speech sample to provide a reliable assessment.

Testing previous knowledge of pronunciation should be limited to Stage II and III learners.

At Stage I, previous knowledge will typically be quite limited, and lack of proficiency will make assessing any explicit knowledge difficult. With Stage II and III learners, one approach might be to provide several examples of patterns that follow a rule and ask learners what the rule is (e.g., why do the -ed endings in "talked", "played", and "heated" differ in pronunciation?). In some cases, it might be clear that learners have not received any pronunciation instruction in the past, in which case instructors may choose not to conduct this type of assessment until the learner reaches more advanced CLB levels. Similarly, learners at lower CLB levels may be able to respond only to open-ended questions about their pronunciation needs, whereas those with higher CLB levels are more likely to be able to answer specific questions. Note, however, that their answers may not reflect a clear understanding of their pronunciation difficulties if they have not had pronunciation instruction in the past.

The occurrence and importance of particular pronunciation errors in a needs assessment will depend on learners' proficiency levels.

For example, learners at CLB Level 1 can produce only very simple spoken language, consisting of highly familiar words and formulaic expressions. Consequently, it should be expected that these learners may

exhibit some anxiety which may affect their general speaking habits. Furthermore, many suprasegmental features will not occur in their speech samples since they have not yet acquired the grammatical structures associated with particular intonation and sentence stress patterns. For Stage I learners, the most obvious errors will manifest in terms of incorrect word stress and localized segmental errors. As learners progress through CLB levels, the types of errors they make during the assessment will become more varied. This will include more recognizable suprasegmental errors as linguistic forms associated with phrases, sentences, and larger oral texts emerge. Persistent global speech errors that need to be addressed will also become more obvious.

Derwing (2008) cautions against relying on textbook-based diagnostic tools to measure progress. These tools are not specifically designed for CLB classrooms and, therefore, while adequate for diagnostic purposes, may not accurately assess whether learners have actually improved relative to the content and focus of a particular classroom. Therefore, instructors should create their own tests which specifically measure what they have taught.

Linking pronunciation instruction to specific CLB competencies

CLB-based pronunciation instruction should be task-based. That is, it should be aimed at helping learners become more effective communicators in specific real-world tasks. It may very well begin with a focus on form but ultimately should end with practice in less controlled communicative contexts. Celce-Murcia et al. (2010) provide a useful framework for teaching pronunciation communicatively, with the following recommended sequence:

- description of the feature;
- listening discrimination;
- controlled practice. These activities might include repeating target words and phrases after the instructor and receiving feedback;
- guided practice. This might include information gap activities where target features are elicited, or it could involve rehearsing cued dialogues (e.g., “Ask your partner to do the following ...”). The guided practice portion should occur within the context of a communicative task learners are doing in the class; and
- communicative practice. This involves having learners complete a communicative task (e.g., a role play) that includes the target features.

The remainder of this section gives some examples of what this approach might look like at each stage.

Stage I

In this stage, expectations for highly intelligible pronunciation are necessarily low. Therefore, instructors should not be alarmed when pronunciation difficulties often impede communication. This is to be expected. The goal of instruction should be to raise learners’ awareness of English pronunciation patterns and allow them to practise in very limited communicative contexts.

For Stage I learners, more attention will naturally be given to segmentals as opposed to suprasegmentals. Beginning learners will be producing only very short utterances at a slow rate of speech. Thus, many suprasegmental features will occur less frequently. Furthermore, legitimate concerns will be difficult to isolate from limitations imposed by slow speech rate and language proficiency. This is also the ideal stage during which learners should establish good habits with respect to segmental features. Addressing problematic vowels and consonants during later CLB stages is more difficult, as many segmentals will have become automatized. The needs of the learners should determine which vowels and consonants should be taught, as well as the relative importance of individual sounds to overall intelligibility. Contrary to claims made in some materials, there are no particular vowels and consonants associated with particular proficiency levels. Simply teach any sounds that impede intelligibility and give less attention to other sounds.

Attention to suprasegmental features is important when teaching formulaic sequences during this stage. Proper pronunciation of formulaic language will impact learners' pragmatic skills, since these formulaic sequences are important in everyday conversation and for establishing and maintaining relationships. In less formulaic language, the most common suprasegmental features to emerge at CLB 1 and CLB 2 are word stress and basic English rhythm patterns, such as focus words in phrases. At CLB 3 and CLB 4, phrase level suprasegmentals, including intonation and connected speech, will start to become more common but need not yet be the focus of instruction. During Stage I, it may be difficult to separate real suprasegmental errors from pronunciation errors that are caused by limited vocabulary and grammatical knowledge.

Sample Task from Speaking Benchmark 1 – Give a short instruction to a friend, co-worker, or classmate.

This task requires the use of a few memorized words and stock phrases as well as polite imperative expressions (e.g., "Please come in", "Please close the door", "Please help me", etc.). Pronunciation instruction might begin with a decontextualized focus on individual vowels, consonants, and consonant clusters from previously learned word lists. A useful strategy with beginners is to use well-known keywords or colour words as a reference for particular sounds. For example, the word "red" can be used as a keyword for the vowels in "bed", "said", etc. It is also helpful in this context to draw learners' attention to different ways of spelling the same sound. At Stage I, decontextualized practice of sounds in multiple contexts is important. However, this decontextualized practice should incorporate new vocabulary that will occur in the task. Similarly, decontextualized practice of word stress across numerous words can also incorporate any new vocabulary items that will be introduced. This is also a good context in which to teach learners to use a dictionary to look up stress patterns for new vocabulary.

Segmental focus

The instructions task requires repetitive use of the consonant cluster /pl/ in the word "Please". This is a good task for highlighting the pronunciation of consonant clusters which cause difficulty for many learners. The instructional sequence can include segmental discrimination activities in which the instructor produces both correct and incorrect forms of target words containing consonant clusters and has learners indicate whether it is correct or incorrect (e.g., "please" versus "p-uh-lease", "close" versus "c-uh-lose", "help" versus "hel-uh-p", etc.). The amount of repetition necessary will, of course, depend on the time available and whether these particular features are problematic for a given group of learners.

Suprasegmental focus

In the instructions task, using the imperative also requires appropriate application both of stress on specific words in the sentence and of intonation. Learners should be made aware that the word “Please” is normally stressed in these types of expressions. Furthermore, this language form uses falling intonation.

These examples of possible pronunciation foci also highlight the interaction between pronunciation, pragmatics, and grammar. Appropriate emphasis on the word “Please” could just as easily be taught in a unit on pragmatics, since misplacing this stress can be perceived as impolite by listeners (e.g., “PLEASE open the door” versus “Please OPEN the door”). Teaching falling intonation could just as easily be taught in a unit focusing on the imperative verb form.

Stage II

In this stage, expectations that learners will have intelligible pronunciation increase. Pronunciation difficulties may still sometimes impede communication, but by the end of the stage, these should be increasingly rare. The primary goal of instruction should be to address any remaining or persistent pronunciation characteristics that impede intelligibility, while providing a focused approach to a fuller range of suprasegmental features in a wider variety of contexts. During this stage, instructors might also begin raising learners’ awareness of more subtle nuances of pronunciation, such as how particular suprasegmental features can convey emotion or pragmatic intent.

While attention shifts from segmentals to a greater focus on suprasegmentals in Stage II, segmental instruction should not be abandoned altogether. Rather, instruction should continue to emphasize sounds that contribute to a loss of intelligibility and individual learners should be made aware of their own difficulties. In addition, when new vocabulary items are introduced, continued attention to all constituent sounds is important. Having learned given sounds in one word does not guarantee learners will be able to immediately produce the same sounds in new words. Stage II is also a good place to emphasize the pronunciation of inflectional word endings such as *-ed*, *-s*, and *-ing*, since learners can be expected to have acquired these grammatical suffixes. The first two forms, in particular, are notoriously difficult for some learners to pronounce, given the variation in their pronunciation across phonetic contexts.

During Stage II, learners work toward developing a better command of suprasegmental features. While accurate word stress and stress on particular words in a sentence remain particularly important for intelligible speech, there is a need for work on intonation, rhythm, reduced speech forms, and linking, all of which contribute to speech that is easier for listeners to understand. Intonation patterns also play an important pragmatic function in English.

As noted earlier, there will be far greater variation in pronunciation across learners at this stage. For those who received explicit pronunciation instruction during Stage I, fewer issues are to be expected, on average, than for learners who came to Canada at Stage II. Individual differences in natural aptitude for L2 pronunciation will also become increasingly obvious during Stage II. Therefore, it is important for the instructors to adjust their teaching strategies to target individual learners as much as possible.

Sample Task from Speaking Benchmark 6 – Answer questions about educational background, work experience, and skills in a panel interview.

This task requires the use of specialized vocabulary related to education and employment. It also requires the use of questions, statements, and continuous stretches of speech. As with Stage I learners, it would be useful to cover the correct pronunciation of key vocabulary, focusing on lower frequency words that may be mispronounced. Stage II learners can take greater responsibility for contributing to the development of vocabulary lists that are relevant to the task, with the instructor helping to fill in any gaps in their knowledge.

Segmental focus

The pronunciation focus of the lesson can begin with raising awareness of what sounds are present in particular words, but focusing especially on sounds known to be problematic for learners rather than on all sounds.

Suprasegmental focus

For suprasegmental features, attention could be drawn to differences in word stress patterns that signify parts of speech (e.g., word pairs such as “reCORD” (verb) versus “REcord” (noun) or “conDUCT” (verb) versus “CONduct” (noun). These word pairs, among others, may be important employment-related vocabulary, the mispronunciation of which can impact intelligibility. Intonation patterns associated with questions and statements could also be reviewed, including the use of rising intonation for yes/no questions and falling intonation for wh-questions and statements. Finally, learners’ awareness should be raised regarding how stress patterns and rhythm can be used to signal speaker stance, such as excitement or sarcasm.

Stage III

In this stage, many learners will have highly intelligible pronunciation. Any remaining pronunciation instruction should target only specific features that learners wish to improve, or it may need to be directed at those individual learners who, despite having nearly mastered other aspects of English, still have intelligibility problems in pronunciation. There may also be a need to focus on low frequency vocabulary items, the pronunciation of which may not be obvious from written forms. Continued work on teaching nuances in pronunciation, including pragmatic effects, should also be emphasized. Finally, continued work on linking across words may be important to help learners more closely approximate a native variety of English.

By Stage III, most learners will have reached a plateau in their ability to produce English vowels and consonants. Some remedial work may benefit individual learners, but further progress will be slow and require focused, individualized instruction.

Most learners at this stage will have adequate mastery of suprasegmental features of English pronunciation. Continued attention to linking in connected speech and reduction of unstressed syllables and words may result in more natural sounding speech. General fluency-building activities will also promote more comprehensible speech.

As with Stage II learners, there will be significant variation in pronunciation across learners, based on their L1 background, natural aptitude, and time since arrival in Canada. Therefore, instructors should

continue to address individual needs on a case-by-case basis. In larger programs, dedicated pronunciation courses should be offered to address the needs of those who struggle with intelligibility.

Sample Task from Speaking Benchmark 9 – Present formal proposals to address concerns or deal with problems.

This task requires very complex pronunciation skills that even native speakers do not all equally command. Providing examples of both good and bad communication styles can raise learners' awareness. Attention can be drawn to voice quality and suprasegmental features that may increase or reduce potential conflict. For example, how are excitement, anger, impatience, and regret signalled? What does speaking with a raised volume signal? What does speaking with a soft voice convey? How might a monotone voice be perceived? How might listeners respond to rising intonation on statements such as "We need to talk about salaries"? What sort of lexical fillers or formulaic chunks can be used to improve oral fluency and the perception of speaker confidence by buying processing time for more complex propositions (e.g., "I think____", "It's my opinion that____", "Our choices are____", etc.)? What effect might the use of non-lexical fillers have (e.g., "uh" and "um") on listeners' perception of speakers?

Segmental focus

Address the correct pronunciation of key words, focusing on those that are new or problematic. Special attention should be given to any individual learners for whom intelligibility remains an issue.

Suprasegmental focus

It might be helpful to have learners discuss how general voice quality (e.g., a speaker's overall pitch, a raspy voice, a monotone voice, etc.) and suprasegmental features work together to signal pragmatic content in their own language, and contrast these patterns with those found in English. This will highlight potential areas for negative transfer from the learners' L1s.

Assessment

Ongoing evaluation of progress can take several forms. Formative assessment should be conducted during the task cycle, both by the instructor and through the use of peer feedback. Care should be taken to help learners understand how to provide feedback respectfully and constructively. Feedback needs to be explicit, not simply repeating what the learner said using a more accurate pronunciation, which will often go unnoticed. Consequently, there needs to be a balance between activities that allow frequent interruption for explicit correction and activities that are more communicative and uninterrupted.

Recordings can be very helpful, both to highlight particular problems for learners and to demonstrate progress over time. Recordings can be very motivating for learners as well. A wide variety of speaking tasks, including both controlled and extemporaneous contexts, should be used as the basis for recordings to measure improvement across tasks that differ in their demand for learner attention. Controlled tasks might include scripted or semi-scripted activities where specific word or sentence prompts are provided; extemporaneous tasks might include the telling of a story from a sequence of pictures with the intent of eliciting particular features of pronunciation.

Helpful resources

No pronunciation teaching materials are perfect and, as mentioned earlier, all activities should be evaluated by applying an evidence-based approach, tempered with ample reflection. The following list is far from exhaustive and is intended to provide only a starting point for novice pronunciation instructors or additional resources for more experienced instructors who want to expand their current library. Further literature cited in this section is provided separately in the reference list that follows.

Instructor professional development texts, print resources

Avery, P., & Ehrlich, S. (1992). *Teaching American English pronunciation*. New York: Cambridge University Press.

Hewings, M. (2004). *Pronunciation practice activities: A resource book for teaching English pronunciation*. Cambridge: Cambridge University Press.

Yates, L., & Zielinski, B. (2009). *Give it a go: Teaching pronunciation to adults*. Sydney, Australia: AMEP Research Centre.

Instructor professional development texts, online resources

Fraser, H. (2001). *Teaching pronunciation: A handbook for instructors and trainers*. Sydney, Australia: TAFE NSW Access Division. Retrieved from <http://catalogue.nla.gov.au/Record/565346>

Learner classroom texts (many with instructor manuals)

Baker, A., & Goldstein, S. (2008). *Pronunciation pairs: An introduction to the sounds of English* (2nd ed.). New York: Cambridge University Press.

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Online resource (funded by Citizenship and Immigration Canada and the Social Sciences and Humanities Research Council)

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Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). New York: Cambridge University Press.

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C

Incorporating Pragmatics in a CLB-Based Program

Introduction

Pragmatics is the ability to use appropriate language in a given communicative situation and comprises functional and sociolinguistic knowledge. Pragmatic knowledge plays a crucial role in determining newcomers' integration into their social, study, and work communities.

Pragmatics is one aspect of communicative competence that is particularly difficult for learners to acquire; cultural knowledge does not develop through exposure alone and therefore needs to be taught. Learners need to develop an awareness of interpersonal norms in their new culture in order to establish and maintain social relationships, and lack of pragmatic fluency may severely limit the opportunities that are available to individuals. Instructors have many opportunities to incorporate pragmatics into the skills and competency areas in a CLB-based program (see *Speech Acts and CLB Competencies*, p. 84).

Pragmatics consists of sociopragmatics (e.g., the use of an appropriate speech act in a particular context; culture-focused) and pragmalinguistics (e.g., the use of appropriate grammar and typical expressions in a particular context; language-focused). Pragmatic knowledge may be demonstrated by the appropriateness of speech acts (actions performed through utterances). Speech acts include, for example, requests, apologies, complaints, excuses, invitations, and refusals. They are affected by factors such as social distance (the familiarity of the participants), relative social status (higher, equal, lower), degree of imposition (major, minor), modality (speaking, writing), age, gender, and physical setting. They vary, according to context, in the use of linguistic forms and expressions, amount of information provided, and degree of formality, directness, and politeness. Speech acts may differ significantly in use and expression across cultures, and they may be quite complex. For example, an oral apology in North American English might consist of the following strategies: (a) an expression of apology ("I'm sorry"), followed by (b) an acknowledgement of responsibility, (c) an explanation or account, (d) an offer of repair, and (e) a promise of non-recurrence (University of Minnesota, nd).

General principles for integrating pragmatics into a CLB-based program

Task-based instruction and real-world application

Instruction and assessment should focus on the use of pragmatics in contexts that are relevant to learners in community, work and study settings. Pragmatics instruction should be directly related to language tasks that learners accomplish in their everyday lives. For example:

- CLB 3 (Speaking) addresses a range of courtesy formulas and greetings used in very short, casual, face-to-face interactions.
- CLB 6 (Writing) addresses the formal and informal communication of personal messages for everyday social purposes, such as expressing congratulations, thanks, and apologies.

Linguistic choices and the degree of formality, directness, and politeness will depend on learners' individual needs and the context(s) in which communicative tasks take place.

Learner-centred approach

Learners' needs and interests should be taken into consideration when developing lessons in pragmatics. Instruction should be based on an initial needs assessment as well as a determination and ongoing review of learners' personal learning goals and objectives. When conducting an initial needs assessment, consult the CLB document to determine which speech acts/routines are to be taught at this level of proficiency (e.g., requests, apologies, greetings). Also determine in which contexts learners need to perform these speech acts/routines (at school? at work? in the community? with whom?). Make a list of these contexts and select or create input and tasks that will be relevant to learners' needs (see the section on p. 78: Designing or selecting materials for teaching pragmatics).

A learner-centred approach involves learners in the process of making decisions about what to teach (based on the needs assessment). Learners' individual pragmatic competence goals and objectives should be reviewed frequently and revised as their needs change.

Relating pragmatics to the CLB

Sample Task Analysis 1

Once learners' needs have been identified, appropriate materials should be selected to address those needs. For example, if learners need to be able to change appointments by phone and to make apologies and requests, the following text could be used (Note: Learners will already have learned how to make an appointment with the doctor). This dialogue is an example of a task that could be used in CLB 4–6. Some of the pragmatic elements in this task include openings, closings, apologies, excuses, requests, suggestions, agreement, and use of modals and intensifiers. The annotated dialogue on the following page illustrates pragmalinguistic and sociopragmatic features of the phone conversation.

SCENARIO

Imagine that...

You had a doctor's appointment at 8:00 a.m. Your car wouldn't start. You missed the appointment.

Instructions:

Phone the doctor's office. Explain what happened and why. Ask if you can make another appointment.

Telephone conversation

- Receptionist: Good morning. Dr. Wilson's office.
(Register?) (Social distance?) Routine
- Caller: Oh... hello. This is John Piquette calling. I'm really sorry, but I missed my 8 o'clock appointment this morning. My car wouldn't start.
Filler Routine expression of apology intensifier acknowledgement of responsibility Grounder (explanation)
- I was wondering if I could come this afternoon instead.
Indirect request
- Sorry, what was the name again?
Continuous form = softener Modal = softener Expression of apology
- Receptionist: Sorry, what was the name again?
- Caller: John Piquette. P-I-Q-U-E-T-T-E.
- Receptionist: Thank you. Um...let's see...Can you come at 3 o'clock?
Courtesy expression Suggestion Rising intonation (yes/no question)
- Caller: Oh...I'm sorry, but I have a meeting until 2:45. I'm not sure if I can make it in time.
Filler Expression of apology Grounder (explanation)
- Would 3:30 be okay?
Suggestion Rising intonation (yes/no question)
- Receptionist: Sure. So, that's 3:30 this afternoon with Dr. Wilson.
Agreement Attention-getter
- Caller: Okay. I'll be there. Thank you.
Agreement Promise of non-recurrence Courtesy expression
- Receptionist: You're welcome. See you this afternoon.
Courtesy expression Adjacency pair Routine

The chart below illustrates some of the pragmatic elements related to the CLB competencies for the previous task.

Task: Rescheduling a doctor's appointment Pragmatics (apologies, requests)		
Listening	CLB 4 learners will be able to	CLB 6 learners will be able to
	Understand short social exchanges containing introductions, casual small talk, and leave-taking <ul style="list-style-type: none"> - Identify formal and casual style and register - Identify participant roles and relationships (social distance) based on courtesy formulas - Identify common routines for opening and closing conversations (e.g., <i>Good morning; Hello</i>) 	Understand common social exchanges (such as openings and closings, making and cancelling appointments, apologies, regrets, excuses, and problems in reception and communication) in everyday, personally relevant situations <ul style="list-style-type: none"> - Identify formal and casual style and register - Identify language functions (apologies, regrets) - Identify feelings of regret (e.g., <i>I'm really sorry.</i>) - Identify situation and relationship between speakers (social distance) - Identify mood, attitude, and emotional states from tone and intonation
	Understand short communication intended to influence or persuade others in familiar, everyday situations <ul style="list-style-type: none"> - Identify the purpose of utterances (requests) 	Understand moderately complex communication intended to influence or persuade (such as suggestions, advice, encouragements, and requests) in everyday, personally relevant situations <ul style="list-style-type: none"> - Identify the functions of utterances (requests)
Speaking		
	Participate in very short, simple phone calls <ul style="list-style-type: none"> - Use appropriate greetings (e.g., <i>Good morning; Hello</i>) - Use appropriate closing remarks (e.g., <i>Thank you</i>) 	Participate in short phone calls <ul style="list-style-type: none"> - Use appropriate greetings - Close a conversation using appropriate conventions and expressions
	Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting, or rejecting goods or services) (e.g., <i>Can I come at 3:30?</i>) Make an apology <ul style="list-style-type: none"> - Use appropriate polite expressions (e.g., <i>I'm sorry.</i>) 	Participate in routine social conversations for some everyday purposes (such as apologies, excuses, requests, or making arrangements) <ul style="list-style-type: none"> - Provide appropriate apologies and explanations when necessary

Speaking	CLB 4 learners will be able to	CLB 6 learners will be able to
	Use pragmatic elements of apologies <ul style="list-style-type: none"> - Apologize for missing appointment, using polite expressions (e.g., <i>I'm really sorry. I missed my appointment.</i>) - Explain the reason for missing the appointment (e.g., <i>My car wouldn't start.</i>) - Offer of repair (reschedule), using appropriate language (e.g., <i>Can/could I come this afternoon instead?</i>) 	Use pragmatic elements of apologies <ul style="list-style-type: none"> - Apologize for missing appointment and acknowledge responsibility (e.g., <i>I'm really sorry for missing my 8 o'clock appointment this morning.</i>) - Explain the reason for missing the appointment (e.g., <i>My car wouldn't start.</i>) - Offer of repair (reschedule), using appropriate language (e.g., <i>Can/could I come this afternoon instead?</i>) - Promise to commit to the rescheduled time (e.g., <i>Thank you. I'll be there at 3:30.</i>)
	Use routine adjacency pairs (e.g., <i>Thanks; You're welcome.</i>)	Use routine adjacency pairs (e.g., <i>Thanks; You're welcome.</i>)
	Use fillers (e.g., <i>Oh...</i>) to signal hesitation or regret	Use fillers (e.g., <i>Oh...</i>) to signal hesitation or regret
	Use appropriate forms of agreement (e.g., <i>Okay; Sure</i>)	Use appropriate forms of agreement (e.g., <i>Okay; Sure</i>)
	Focus on form: Pronunciation and grammar Use intelligible pronunciation, stress, and intonation <ul style="list-style-type: none"> - Spell name clearly - Use rising intonation for yes/no questions - Use stress intensifiers (<i>really sorry</i>) - Use formulaic phrases or chunks (e.g., <i>See you this afternoon</i>) to enhance fluency 	Focus on form: Pronunciation and grammar Use intelligible pronunciation, stress, and intonation <ul style="list-style-type: none"> - Spell name clearly - Use rising intonation for yes/no questions - Use stress intensifiers (<i>really sorry</i>) - Use formulaic phrases or chunks (e.g., <i>I was wondering if you could...</i>) to enhance fluency Use modals and continuous verbs to soften requests (e.g., <i>Would 3:30 be okay?; I was wondering if I could...</i>) Use prepositional collocations for apologies (e.g., <i>I'm very sorry for ...</i>) Convey a developing ability to make indirect requests appropriately

Sample Task Analysis 2

The following reading/writing task may be used in CLB 4–6. Some of the pragmatic elements in this task include direct and indirect requests, excuses, and determination of mood and attitude. Pragmatic features of the text are shown in the annotations to the message.

FOLLOW-UP SCENARIO

John texts the babysitter to ask her to pick the kids up from school at 3:30.

Text message

<i>(Register?)</i>	<i>Disarmer</i>	<i>(softener)</i>	<i>Degree of imposition?</i>
Hi, Pat. I know it's short notice, but <u>would you mind picking Mark and Andrea up after school today?</u>			
			<i>Indirect request</i>
<i>Grounder (explanation)</i>	<i>Direct request</i>		
<u>I have a doctor's appointment at 3:30. Please let me know ASAP. Thanks,</u>			
		<i>Courtesy expression</i>	
John			

The chart below illustrates some of the pragmatic elements related to the CLB competencies for the previous task.

Task: Asking the babysitter to pick the kids up from school Pragmatics (requests)

Reading	CLB 4 learners will be able to	CLB 6 learners will be able to
	Understand simple, personal social messages (such as quick updates and arrangements) within predictable contexts of daily experience <ul style="list-style-type: none"> - Identify the context - Identify the purpose - Identify specific important details - Identify words that indicate politeness and tone - Identify level of formality (e.g., <i>Hi Pat; Let me know ASAP.</i>) 	Understand moderately complex social messages (such as those conveying requests) related to a personal experience or a familiar context <ul style="list-style-type: none"> - Identify mood and attitude of the writer and the urgency of the request (e.g., <i>Please let me know ASAP.</i>)
		Classify pragmatic elements of requests <ul style="list-style-type: none"> - Disarmer (e.g., <i>I know it's short notice, but...</i>) - Request (<i>Would you mind picking Mark and Andrea up after school today?; Please let me know...</i>) - Reason for imposition (<i>I have a doctor's appointment at 3:30.</i>)

Task: Asking the babysitter to pick the kids up from school
Pragmatics (requests)

Reading	CLB 4 learners will be able to	CLB 6 learners will be able to
Writing		Focus on form: Grammar Read a short text message and recognize common grammatical forms for making requests <ul style="list-style-type: none"> - Modal form (indirect): <i>Would you mind...</i> - Imperative (direct): <i>Please let me know ASAP.</i>
	Convey short, personal, informal social messages on topics related to familiar everyday situations (such as requests) <ul style="list-style-type: none"> - Use language appropriate to the intention of the message and the social context 	Convey personal messages in short formal and informal correspondence for an expanding range of everyday social purposes (such as expressing requests) <ul style="list-style-type: none"> - Use language appropriate to the intention of the message and the social context - Make a request in writing (e.g., <i>Please pick me up for class.</i>) and provide a reason for the imposition (e.g., <i>I have to take my car in to be fixed.</i>)
	Copy or record an expanded range of information from short texts for personal use (e.g., copying a message into a day timer or a cell phone calendar) <ul style="list-style-type: none"> - Record time and location of pick-up, children's names 	

Adapting pedagogical materials

Classroom ESL textbooks may offer little support to instructors. Because so many popular textbooks are written for the international market, they may contain little culturally relevant communication. They often do not reflect regional socio-cultural variables and cannot be relied on to provide authentic pragmatic input (Bardovi-Harlig, 2001).

Surveys of textbook materials show that

- some linguistic forms are infrequent (e.g., politeness, LoCastro, 1997);
- characters are often stereotypical and lack depth (Washburn, 2001);
- explicit explanations of pragmatic norms and practices are rare (Vellenga, 2004);
- language is usually inauthentic (Koester, 2002);
- the expressions provided for performing speech acts are often restricted and simplistic (Vellenga, 2004); and
- situations are usually related to social rather than study or employment settings.

For these reasons, the onus is usually on the instructor to create or adapt materials for pragmatic instruction. In adapting textual input, instructors may

- have learners critically assess the listening/reading texts and identify aspects of the written or spoken text that support their answers:
Who are the participants (writer/reader; speaker/listener)?
What is the setting (e.g., social, occupational, academic)?
What is the purpose of the communication (e.g., request, apology)?
What is the relationship between the participants (e.g., distance, status)?
- provide learners with explicit instruction on relevant speech acts (see the Center for Advanced Research on Language Acquisition [CARLA] website at <http://www.carla.umn.edu>, which offers pragmatics resources and explanations of a variety of speech acts).
- change the context of the lesson scenario (e.g., by varying status, distance, imposition/gravity of the situation, gender, age, and/or setting [social, academic, employment]) so that learners can practise expressing and responding to speech acts, using appropriate directness (use of modals, continuous verb forms), formality, politeness, or the correct use of intensifiers.
- have learners compare appropriate pragmatic options in English with those in their L1.

Designing or selecting materials for teaching pragmatics

Given that materials for developing pragmatic competence are limited, instructors may have to develop some of their own instructional activities. The following is a list of suggestions (adapted from Martinez-Flor, 2010) for selecting or designing materials to teach pragmatics (for additional examples, see the lesson plan on p. 85).

Materials should give learners an opportunity to notice authentic language in use (e.g., watching or listening to native speakers or fluent bilinguals request, apologize, greet, disagree, etc.). Types of authentic input include

- transcripts of dialogues from TV, movies, radio shows, plays, novels
- comic strips that illustrate a particular speech act, and
- language corpus or concordancer. A corpus is a database of naturally occurring language samples, oral and/or written; a concordancer is a software program that locates words or phrases in a corpus and displays them in a list. (See, for example, the Corpus of Contemporary American English at <http://corpus.byu.edu/coca/> or Lextutor at <http://www.lexutor.ca>).

Awareness-raising activities should give learners the opportunity to analyze authentic language for

- sociopragmatic elements (e.g., social status, distance, level of directness, register, formality). (See sample rubrics on p. 92 for examples of continua and ranking scales that can be used for this purpose.)
- pragmalinguistic elements (e.g., the language used [e.g., softeners] when speakers make suggestions [e.g., I was thinking that *maybe* you should ask the supervisor before contacting the client.]).

- cross-cultural comparison of differences in
 - pragmalinguistics (e.g., in English we use modals and/or continuous forms to make requests; what forms are used in your L1?).
 - sociopragmatics (What are some of the ways in which social status and distance impact requests in your L1 versus English?).

Communicative activities for practice include

- role plays (video- or audio-recorded)
- discourse completion tasks (written or recorded)

Assessment

Grammatical and textual knowledge are commonly assessed in ESL classes; pragmatic knowledge is more difficult to assess. Pragmatics instruction should, however, be based on assessments of learners' pragmatic needs and goals. Assessment tasks could include the following:

- Discourse completion tasks (DCTs) are useful techniques for assessing pragmatic knowledge. For example, learners read descriptions of situations requiring speech acts (e.g., apologies); they then read a list of strategies for performing the speech act and (a) choose the best response or (b) rate each of the options for appropriateness. Alternatively, learners may be instructed to complete the discourse with an acceptable utterance. DCTs may be used for both instructional and assessment purposes (see sample rubrics on p. 93 for examples of DCTs).
- Role plays also provide a useful means of assessing pragmatic competence, as they reflect learners' actual language behaviour in a particular situation (see Sample Lesson Plan 2 on p. 88 for examples of role plays).

Assessment guidelines

The following are some general guidelines for assessment of pragmatic knowledge:

- > **Design assessment tasks that are consistent with CLB competency statements and indicators of ability for each speech act/routine.**
In all cases, the situations should be familiar and/or relevant to learners. Tasks should represent a range of situations, varying according to
 - relative power based on role, age, status, etc. (e.g., boss versus employee);
 - social distance based on similarities/differences, degree of familiarity, attitude towards the other (e.g., friendly store manager versus angry classmate); and
 - degree of imposition such as time, effort, cost, or stress involved (e.g., losing a friend's replaceable CD versus losing a friend's dog).
- > **Assess learners' pragmatic knowledge in the four skills. For example:**
Listening:
 - Have learners identify expressions (e.g., greetings, leave-takings) that are used to perform a particular speech act/conversational routine in audio or video recordings.

Speaking:

- Have learners perform role plays using relevant speech acts.

e.g., Role play scenario (request):

You have moved into a new apartment. The shower is broken. You need the manager to fix it. You go to the manager's office.

- Ask learners to provide appropriate speech acts in response to a picture (e.g., [a parent with a new baby] *What would you say in this situation?*) or to a video (e.g., [play a video to a certain point and stop it] *What would you say in this situation?*).
- Use oral DCTs in which learners listen to a description of a situation and audio-record their response.

Reading:

- Use DCTs in which learners read an email or a letter. Ask them to fill in each blank in the text by choosing the most appropriate expression from a number of options or by rating italicized words or phrases in the text as *appropriate* or *inappropriate*.

Writing:

- Use discourse completion tasks, in which learners read/listen to a description of a scenario and write an appropriate response; or complete a conversation by writing an appropriate utterance.

Example of discourse completion task for the speech act of *Interruptions*

(Context: *English for Academic Purposes*, CLB Level: 6+)

You are a student in a Canadian university. You need to ask your professor an important question about an assignment that is due tomorrow. You go to your professor's office. The door is open. Your professor is having a conversation in the office with another professor. You need to interrupt them. What do you say?

You:

- Include materials that provide opportunities for learners to perform self- and peer-assessments of both oral and written productions.

See sample rubrics beginning on p. 92 for assessment criteria and scales. Use technology such as Wimba Voice Recorder or Audacity to record responses to DCTs.

- As part of ongoing feedback, learners' individual pragmatics goals and objectives should be reviewed frequently and revised as needs change.

Discuss, reinforce, and recycle pragmatics in input and learner tasks used in class. Ideally, these tasks should vary in context so that learners can receive continuous feedback on aspects of their pragmatic knowledge. In addition, strategies for self- and peer-assessment of pragmatic knowledge should be developed and taught to learners (e.g., checklists, rating scales, rubrics, anecdotal comments).

Pragmatics assessment tasks should also be incorporated into formative and summative assessments.

Helpful resources

Print resources with pragmatics lesson plans and worksheets

Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Longman.

Kondo, S. (2010). Apologies: Raising learners' cross-cultural awareness. In A. Martínez-Flor & E. Usó-Juan (Eds.), *Speech act performance: Theoretical, empirical and methodological issues* (pp. 145-162). Amsterdam: John Benjamins.

Martinez-Flor, A. (2010). Suggestions: How social norms affect pragmatic behavior. In A. Martinez-Flor & E. Usó-Juan (Eds.), *Speech act performance: Theoretical, empirical and methodological issues* (pp. 257-274). Amsterdam: John Benjamins.

Tatsuki, D. H., & Houck, N. R. (Eds.). (2010). *Pragmatics: Teaching natural conversation*. Alexandria, VA: TESOL.

Online resources

Bardovi-Harlig, K., & Mahan-Taylor, R. (n.d.). *Teaching pragmatics* [ESL/EFL lessons and activities for teaching awareness, conversational management, conversational openings and closings, requests, and other speech acts]. Retrieved from <http://exchanges.state.gov/englishteaching/resforteach/pragmatics.html>

Online Workplace Integration Language Resources (OWLS) (2010). *Video resources for teaching and learning pragmatics in Canada* [Includes a facilitator guide (with 2 CLB-reference lesson plans) and language study tables (highlighting sociopragmatic and pragmalinguistic language in use)]. Retrieved from <http://www.norquest.ca/cfe/intercultural/owls/>

Tatsuki, D. H., & Houck, N. R. (Eds.). (2010). *Pragmatics: Teaching speech acts* [Supporting materials (audio files, transcripts)]. Alexandria, VA: TESOL. Retrieved from <http://www.tesolmedia.com/books/pragmatics>

University of Minnesota (n.d.). *Pragmatics/speech acts* [An in-depth exploration of apologies, complaints, compliments, refusals, requests, and thanks; extensive reference list, as well as references to speech acts in other languages]. Retrieved from <http://www.carla.umn.edu/speechacts/>

Yates, L. (2007). *The not-so-generic skills: Teaching employability skills to adult migrants* [An 82-page guide targeting workplace communication skills, with sample lesson plans]. North Ryde, AUS: NCELTR, 2007. Retrieved from http://www.ameprc.mq.edu.au/docs/research_reports/teaching_in_action/Teaching_in_action_navigable_lowres.pdf

Other resources

Bardovi-Harlig, K. (2001). Evaluating the empirical evidence: Grounds for instruction in pragmatics? In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 13-32). Cambridge: Cambridge University Press.

Goldman, L. (2009). *You're hired...now what?: An immigrant's guide to success in the Canadian workplace* [CLB 5-8]. Don Mills, ON: Oxford University Press.

Kasper, G., & Rose, K. (2002). *Pragmatic development in a second language*. Oxford: Blackwell.

Koester, A. J. (2002). The performance of speech acts in workplace conversations and the teaching of communicative functions. *System*, 30, 167-184.

Laroche, L., & Rutherford, D. (2007). *Recruiting, retaining, and promoting culturally different employees*. Burlington, MA: Butterworth-Heinemann.

Li, D. (2000). The pragmatics of making requests in the L2 workplace: A case study of language socialization. *The Canadian Modern Language Review*, 57, 58-87.

LoCastro, V. (1997). Politeness and pragmatic competence in foreign language education. *Language Teaching Research*, 1, 239-267.

Washburn, G. (2001). Using situational comedies for pragmatic language teaching and learning [TV sitcoms]. *TESOL Journal*, 10 (4), 21-26.

Other online resource

Vellenga, H. (2004). Learning pragmatics from ESL and EFL textbooks: How likely? *TESL-EJ*, 8(2). Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume8/ej30/ej30a3/>

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Sample Tools for Incorporating Pragmatics in a CLB-Based Program

This section includes sample tools for incorporating pragmatics in a CLB-based program. Some of the tools are also available in Word format on the CD included with this kit and can be adapted for individual use.

This section includes the following tools:

- Speech Acts and CLB Competencies
- Sample Pragmatics Lesson Plan 1 (CLB 2)
- Sample Pragmatics Lesson Plan 2 (CLB 6)
- Assessment Rubrics for Pragmatics
 - Example A: Sociopragmatic evaluation
 - Example B: Sociopragmatics evaluation
 - Example C: Pragmalinguistic evaluation
 - Example D: Discourse Completion Task (DCT) evaluation
 - Example E: Other evaluation elements and scales
 - Example F: Analytic rubrics
 - Example G: Learner self-assessment
- Pragmatics Glossary

Speech Acts and CLB Competencies

The following chart is a quick guide to some of the explicit examples of speech acts in the CLB.

Instructors can use this chart to identify the speech acts related to CLB levels, to connect speech acts to a particular unit theme and to have a general overview of the skills associated with each speech act.

L = Listening S = Speaking R = Reading W = Writing

I = Interacting with Others

III = Getting Things Done

IV = Comprehending/Sharing Information

Speech Acts	CLB Levels								
	1	2	3	4	5	6	7	8	9
Apologies, excuses		W (I)	S (III) R (I) W (I)	R (I) W (I)		L (I) S (I) R (I) W (I)			
Complaints							L (I) S (I) R (I) W (I)	L (I) S (I) R (I)	
Emotional relations*	L (I) S (I) R (I) W (I)	L (I) S (I) R (I) W (I)	L (I) S (I)	L (I) S (I)	L (I) S (I) R (I)	L (I, III) S (I) W (I)	L (I) S (I)	L (I) S (I) R (I) W (I)	
Opinions, agreement, disagreement, approval, disapproval					L (I) S (IV)	L (I) S (I, IV)	L (I) S (IV) R (IV)	L (I) S (IV) R (I, IV)	S (IV)
Requests, reminders, orders, pleas, demands	L (III) S (III)	L (III) S (III)	L (III) S (III)	S (III)	S (III)	L (III) S (III) R (III)	L (III) W (III)	W (III)	S (III) W (III)
Suggestions, advice, recommendations, proposals				S (III)	L (III) S (III)	L (III) S (I, III) R (III)	S (III) R (III) W (III)	L (III) S (III) R (III)	L (III) W (III)
Thanks, appreciation, gratitude		W (I)	R (I) W (I)	R (I) W (I)	S (IV)	S (IV) W (I)	L (I) S (I, IV) R (I)	L (I) S (IV)	
Warnings, threats, caution		L (III) S (III)	L (III) S (III)				S (III) W (III)	L (III)	

*Emotional relations: greetings, welcome, farewell, encouragement, congratulations, compliments, condolences, comforting, reassurance, sympathy, empathy, regret, etc.

Sample Pragmatics Lesson Plan 1 (CLB 2)

Theme: Pragmatics	Topic: Warnings, cautions	Estimated time: 1.5–2 hours
Task: Learners give and comprehend simple warnings and cautions		
<p>Outcomes <i>By the end of this topic, learners will be able to</i></p> <p>Speaking</p> <ul style="list-style-type: none"> - Use appropriate memorized expressions, simple sentences, and courtesy formulas to give simple warnings and cautions (CLB 2) <p>Listening</p> <ul style="list-style-type: none"> - Understand a range of expressions used to express and respond to warnings in situations of immediate personal need; respond appropriately with physical or verbal responses (CLB 2) <p>Functional knowledge (Stage I) <i>Beginning ability to</i></p> <ul style="list-style-type: none"> - convey intended purpose of an utterance through intonation, language, body language, vocalizations, etc. - use common expressions for attracting attention (e.g., <i>Stop!</i>) <p>Sociolinguistic knowledge (Stage I) <i>Understanding of and beginning ability to use</i></p> <ul style="list-style-type: none"> - some cultural references or information (e.g., learners contribute ideas of warnings they might need to give in Canada versus home country) - culturally appropriate non-verbal communication strategies (e.g., warning someone to stop, using hand gestures) - culturally appropriate strategies to give a warning (e.g., pragmalinguistics: use appropriate gambits, grounders, and intensifiers; sociopragmatics: factor in tone, register, social distance, power, etc.) 		
<p>Suggested resources</p> <ul style="list-style-type: none"> - pictures, comic strips, videos, films - instructor-prepared materials 		<p>Suggested community contacts</p> <ul style="list-style-type: none"> - friends, colleagues to create videos
<p>Language focus</p> <ul style="list-style-type: none"> - Gambits: <i>(Be) careful...; Watch out...; Watch it...; Mind...; Take care..., etc.</i> - Grounders (explanations): <i>The floor is slippery; It's icy; It's slippery.</i> - Intensifiers: <i>really, quite, very</i> 		
<p>Developing the skills</p> <ul style="list-style-type: none"> - There are 5 steps to this lesson plan: Presentation, Awareness-Raising, Explanations, Communicative Practice Activities, Revision/Feedback (adapted from Martinez-Flor, 2010). - The pragmalinguistic focus of the lesson is on gambits or chunks of language commonly demonstrated in warnings. - The sociopragmatic focus of the lesson is on how power and social distance influence how a speaker warns someone. 		

Sample Pragmatics Lesson Plan 1 (CLB 2) *(continued)***1. Presentation:**

In this part of the lesson, learners are exposed to authentic input from pictures, comic strips, videos, and films to highlight the use of warnings.

Tips for finding or making materials: Since the main task for this is to *warn a friend about a slippery floor*, instructors could

- film friends or colleagues performing this speech act in as authentic an environment as possible (variations include: a wet floor in the school hallway or cafeteria).
- take a picture of people next to a slippery floor with a speaker demonstrating a warning.
- find a video clip from a film in which a warning is being demonstrated.
- use examples that show sociopragmatic differences (e.g., learner-to-learner warning versus learner-to-instructor warnings).
- have learners fill in the blanks with the appropriate gambit, grounder, or intensifier while watching a video demonstrating a warning. (To increase difficulty level and to practise different thinking strategies, learners could predict which gambit, grounder, or intensifier will be used and check to see if they were correct as the video is replayed.)

Example of a script (to be accompanied by a video if possible)**Scenario 1: At school**

Learner A: Be careful, the floor is really slippery. They just finished cleaning it.

Learner B: Thanks, I didn't see that.

Scenario 2: Inside a grocery store

Learner A: Watch out for the wet floor over there. It's really slippery.

Learner B: Thanks for the warning.

2. Awareness-raising activities:

In this part of the lesson, learners are asked some questions about the context and the social aspects of the conversation to raise awareness of sociopragmatic aspects (e.g., social distance [how well the speakers know each other] and power [learner to learner or learner to instructor])

Examples of questions:

Who are the speakers?

Do the speakers know each other? How? or How well?

What are they talking about?

Why are they having a conversation?

3. Explanations:

In this part of the lesson, the instructor gives learners examples of gambits and grounders for cautions and warnings. After reviewing the meanings of these terms, learners then practise listening to and identifying the gambits and grounders, which they will need to use in the communicative practice activities. The following are some examples of gambits, grounders, and intensifiers for cautions and warnings:

(Be) careful...	The floor is slippery.	really
Watch/look out...	It's icy.	quite
Watch your step...	It's slippery.	very

Sample Pragmatics Lesson Plan 1 (CLB 2) *(continued)*

Learners are then asked to identify the most appropriate warning for a variety of different scenarios. This can be done in either a multiple choice activity or a rank ordering activity.

Example of Rank Ordering Activity:

Scenario 1: You are walking with your friend on an icy sidewalk. You want to warn your friend that it is icy. Order the answers from most polite to least polite.

- ___ Look out! It's slippery.
- ___ Stop! Don't walk there!
- ___ Be careful, the sidewalk is really slippery over there.

4. Communicative Practice Activities:

In this part of the lesson, learners practise the sociopragmatic and the pragmalinguistic elements for warnings and threats by role playing a variety of scenarios.

Play a video of two people walking near a wet floor (instructors can film their own video if necessary) or show a picture of a wet hallway/aisle in a grocery store, etc. One person turns to the other as they approach the wet section to give a warning.

- Have learners prepare and then role play the scenario.
- Have other classmates circle (in a prepared handout) or write down the gambits and grounders being used in the role play and indicate high/low power and high/low social distance (see sample rubrics, p. 93).
- Record learner performances with video camera or audio-recording device.

Other scenarios:

A car is coming/there's an accident ahead/there's a pedestrian crossing/wearing appropriate clothing for cold weather/setting clocks to daylight savings time/that dog bites/the water's boiling/stove's hot/coffee or tea is hot/elevator's not working properly/vase (or mug) is cracked/(electrical) cord is frayed/the cup is going to fall/the ice is thin (for skating)

5. Final Revision/Feedback:

In this part of the lesson, learners receive feedback from the instructor and their peers about their pragmatic appropriateness. After learners have role played the scenarios from Activity 1 (see above), the instructor can

- transcribe (type) the role plays while the entire class listens again to the recordings/watches the video. As the instructor transcribes the role plays, learners can assist by calling out the words they hear the speakers using in the role plays.
- have learners watch or listen to the recordings of their role plays and evaluate the appropriate use of gambits, grounders, and intensifiers, as well as sociopragmatic elements of power and social distance (see sample rubrics on p. 95).

Sample Pragmatics Lesson Plan 2 (CLB 6)

Theme: Pragmatics	Topic: Thanking	Estimated time: 1.5–2 hours
Task: Learners convey short formal and informal messages of thanks orally and in writing		
<p>Outcomes <i>By the end of this topic, learners will be able to</i></p> <p>Speaking</p> <ul style="list-style-type: none"> - Express feelings (thanks, obligation) one-on-one (6) - Thank others for their contributions (6) <p>Writing</p> <ul style="list-style-type: none"> - Use appropriate language and content to convey personal messages in short formal and informal correspondence (notes, emails) for the everyday social purpose of thanking (6) <p>Functional knowledge (Stage II) <i>Recognize</i></p> <ul style="list-style-type: none"> - typical discourse formats for different situations <p><i>Be able to use</i></p> <ul style="list-style-type: none"> - interactional and interpersonal communication skills for giving and receiving thanks - effective and conventional formats for email messages and notes <p>Sociolinguistic knowledge (Stage II) <i>Recognize</i></p> <ul style="list-style-type: none"> - different registers (formal/informal), styles, and some language varieties (e.g., language used by specific social and age groups) - socio-cultural knowledge relating to thanking - expanded colloquial and idiomatic language - paralinguistic signals (e.g., loudness, pitch, speech rate, body language, and other visual clues) <p><i>Understand</i></p> <ul style="list-style-type: none"> - sociolinguistic norms and culturally determined behaviours, such as attitudes towards hierarchy <p><i>Be able to</i></p> <ul style="list-style-type: none"> - use appropriate language to indicate level of formality and to show respect - use socio-cultural communication norms, such as formality/informality and direct/indirect speech, etc. - use Canadian writing conventions about directness and formality in emails - adapt writing style for specific audiences and purposes 		
<p>Suggested resources</p> <ul style="list-style-type: none"> - instructor-prepared materials - http://www.carla.umn.edu/speechacts - authentic emails, commercial thank-you cards, speeches, etc. 		<p>Suggested community contacts</p> <ul style="list-style-type: none"> - greeting card shops

Sample Pragmatics Lesson Plan 2 (CLB 6) (continued)

Language focus

- **Expression of thanks:** *Thanks for...; Thanks a lot; Thanks so/very much; I really appreciate...; I'm very grateful; I can't thank you enough for...*
- **Compliment to recipient:** *You're the best!; It was very kind/generous/thoughtful of you.*
- **Explanation of effect:** *It was [hilarious]; It meant such a lot to me; I couldn't have done it without you.*
- **Promise/offer to repay:** *I'll pay you back next week; I hope I can do the same for you one day; I hope I can return the favour someday.*
- **Response to thanks:** *You're welcome; Don't mention it; It's nothing; My pleasure; That's okay; Anytime; I'm sure you'd do the same for me.*

Developing the skills

This lesson includes awareness-raising, explicit instruction, cross-cultural awareness, authentic input, and output and interaction (adapted from Kondo, 2010, and the University of Minnesota).

1. Awareness-raising

Provide learners with two scenarios in which someone does something special for them.

- Your best friend just emailed you a link to a funny YouTube video.
- Your boss generously gave you the day off to take a friend to the LINC assessment centre. Your friend doesn't speak any English and didn't know how to get there.

Have learners (a) prepare thank-you notes to each of the people above and (b) email them to you. Then ask the learners to analyze how the notes differ. What are the reasons for the differences (e.g., formality, social distance, impact, power, intensity of emotion, amount of information)? Have learners discuss these issues as a class.

2. Explicit instruction

Which of the following elements (thanks, compliment, effect, promise to repay) and expressions did learners use in their emails? Which others would have been appropriate?

Thanks a lot! You're the best! (Thanks + compliment)

Hey, thanks for the video. It was hilarious! (Thanks + effect)

Thanks so much. I couldn't have done it without you. (Thanks + effect)

I can't thank you enough for helping me. I'll never forget your kindness. (Thanks + effect)

Thanks very much! I really appreciate it. I'll pay you back/return your book next week. (Thanks + promise to repay)

It was very kind/generous/thoughtful of you. I hope I can do the same for you one day. (Thanks + promise to repay)

I'm very grateful. It meant such a lot to me. I hope I can return the favour someday. (Thanks + promise to repay)

Sample Pragmatics Lesson Plan 2 (CLB 6) *(continued)*

Ask which learners have written thank-you notes. To whom? For what? Generate a discussion of when it is appropriate to send written thank-you notes and which expressions are typical in particular situations (varying with formality, imposition, etc.).

3. Cross-cultural awareness

Ask learners what they would say in the situations in Item 1 above (i.e., thanking someone for a YouTube video link and for a day off) if they were writing in their L1. Have them translate their messages directly into English. Then ask them to identify how the L1 messages differ from the English and which contextual factors influence the content and language of the messages (e.g., social distance, power, intensity of emotion, impact).

4. Authentic input

Provide learners with a variety of authentic expressions of gratitude to analyze: emails, commercial thank-you cards, speeches, etc. What do they contain?

- Expression of thanks? (e.g., *Thanks a lot!*)
- Compliment to the recipient? (e.g., *You're so kind/It was very generous of you.*)
- Explanation of the effect of the recipient's action? (e.g., *It means a lot to me.*)
- Promise/offer to return the favour/money/object? (e.g., *Just let me know if there's ever anything I can do for you.*)

5. Output and interaction

Speaking

a) Prepare a short dialogue with an expression of and response to thanks.

Irina: Hi, Jun.

Jun: Hi, Irina. How's it going?

Irina: Good! Thanks very much for lending me your notes from the class I missed.

Jun: No problem. I'm sure you'd do the same for me.

Irina: Sure, anytime! See you later.

Jun: Okay. Bye.

Ask learners: What are the contextual factors (e.g., formality, social distance, social status, imposition)? How does Jun respond to the thanks? What other responses could be used? (LIST: e.g., You're welcome; Don't mention it; It's nothing; My pleasure; That's okay, etc.)

Then have learners suggest a more formal situation. Ask the class to create a dialogue, write it on the board, and discuss it, sentence by sentence, choosing the best expression(s) for each. Which expressions (see Item 2 above, for examples of explicit instruction) would be appropriate?

b) Have learners create dialogues for real-life situations such as the following, expressing and responding to thanks:

- Thank a friend for a surprise birthday party.
- Thank a professor for a strong reference letter.

Then have two of them role play the conversations. Have the other learners discuss the appropriateness of the language and content for the given situation. What did they notice about the use of tone, stress and intonation, body language, etc.?

Sample Pragmatics Lesson Plan 2 (CLB 6) *(continued)*

c) Game: Spot the problem! (adapted from <http://exchanges.state.gov/media/oelp/teaching-pragmatics/edwardsedit.pdf>)

Prepare **role play** cards for pairs of learners: thanking a variety of individuals for such things as dinner, a gift, a \$20/\$500 loan, a raise at work, assistance moving furniture, babysitting, a promotion, a good reference, an award, etc.; and responding to thanks. For example:

Learner A: You meet your supervisor/friend in the cafeteria. She/he lent you \$10 for lunch last week. Greet your supervisor/friend and thank her/him. Promise to repay the money.

Learner B: You lent your employee/friend \$10 for lunch last week. It wasn't a problem for you. You were glad to be able to help.

Also prepare **problem cards**, each with a pragmatic violation or error that learners must deliberately incorporate into their role play. For example: a short dialogue with an expression of and response to thanks.

Problem card 1 – You are extremely grateful for the \$10. You want your partner to know how grateful you are. Give a lot of detailed information about what it meant to you. (Violation: amount of information given)

Problem card 2 – In your culture, personal space is closer than in this culture. Move in close to your partner during the conversation. If your partner moves away, go close again. (Violation: non-verbal language)

Have two learners practise and perform their role plays, incorporating the problem. Have the other learners watch and make a note of perceived errors in pragmalinguistics, sociopragmatics, and body language for discussion after each performance.

Writing

For homework, have learners compose a thank-you email/note to an individual who has done something meaningful for them in real life. Ask them to submit their notes for review and feedback before they are sent. (See examples of scales and rubrics for feedback in the Assessment Rubrics for Pragmatics section that follows.)

Assessment Rubrics for Pragmatics

The following examples of assessment of sociopragmatics and pragmalinguistics can be used to give feedback to learners or by learners for use in peer evaluation.

Sample dialogue for speech act of requests

Receptionist: Good morning. Dr. Wilson's office.

Caller: Oh... hello. This is John Piquette calling. I'm really sorry, but I missed my eight o'clock appointment this morning. My car wouldn't start. I **was wondering if I could come this afternoon instead.**

Example A: Sociopragmatic evaluation (Ishihara & Cohen, 2010)

In Example A, learners choose the best answer for the sociopragmatic criteria of social status (i.e., relative power), social distance (i.e., familiarity), and degree of imposition (i.e., the burden imposed on the listener).

	Social Status of Listener	Social Distance	Imposition
Analysis of the context	The receptionist's status is a. higher than the caller's. b. lower than the caller's. c. equal to the caller's.	The caller's relationship with the receptionist is a. close. b. neutral. c. not close at all.	The request the caller is making is a. a great imposition on the receptionist. b. a slight imposition on the receptionist. c. no imposition at all on the receptionist.

Example B: Sociopragmatics evaluation (Ishihara & Cohen, 2010)

In Example B, learners mark an "X" on three continua (social status, social distance, and imposition) based on information that they infer from the dialogue.

Social Status of Receptionist	Social Distance	Imposition
<div> <div>+</div> <div>-</div> <div></div> </div>	<div> <div>+</div> <div>-</div> <div></div> </div>	<div> <div>+</div> <div>-</div> <div></div> </div>

Note: The evaluation tools above could also be used to assess sociopragmatics for the following speech acts: apologies / excuses / complaints / requests / pleas / orders / demands / reminders / compliments / agreement / disagreement / approval / disapproval / suggestions / advice / recommendations / proposals.

Assessment Rubrics for Pragmatics

Example C: Pragmalinguistic evaluation

In Example C, learners rate the appropriateness of the request based on the criteria in the column on the left. Instructors may also want to encourage learners to provide comments to explain their choices.

	Appropriate 	Somewhat appropriate 	Inappropriate 	Comments
How appropriate is the caller's request?				
How appropriate is the caller's word choice?				
How appropriate is the caller's organization of his message?				

Example D: Discourse Completion Task (DCT) evaluation

In Example D, learners rank order requests from most polite (softest) to least polite (least soft).

Note: Instructors might consider reducing the number of statements for lower levels and increasing the number of statements for higher levels.

Rank order the following requests from 1 (*most polite*) to 4 (*least polite*). Write the numbers 1 to 4 in the space to the left of each statement.




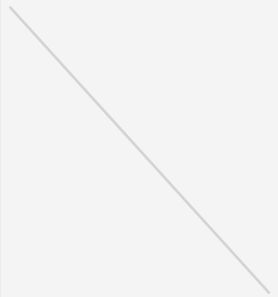

- ___ "So, change my appointment to this afternoon instead."
- ___ "I was wondering if I could come this afternoon instead."
- ___ "Afternoon is better for me. Book me then."
- ___ "Would it be possible to reschedule for this afternoon instead?"

(Adapted from Yates & Springall, 2010).

Assessment Rubrics for Pragmatics

Example E: Other evaluation elements and scales

Example E gives examples of both sociopragmatic and pragmalinguistic elements that can be assessed in the classroom, as well as possible scales that could be used when instructors create their own rubrics.

	Continuum	3-point scale	Emoticons	Ranking
Register and formality*	High  Low	3. Appropriate 2. Somewhat appropriate 1. Inappropriate	☺ Appropriate ☹ Somewhat appropriate ☹ Inappropriate	Rank order sentences from <i>most formal</i> (1) to <i>least formal</i>
Level of directness*	Direct  Indirect	3. Appropriate 2. Somewhat appropriate 1. Inappropriate	☺ Appropriate ☹ Somewhat appropriate ☹ Inappropriate	Rank order sentences from <i>most direct</i> (1) to <i>least direct</i>
Amount of information given	Too much  Too little	see above	see above	Rank order sentences from <i>too much</i> (1) to <i>not enough</i>
Strategies (i.e., elements of an apology: explanation, offer to repair, etc.)		3. Appropriate (all elements of apology are present) 2. Somewhat appropriate (some elements present) 1. Inappropriate (apology missing all necessary elements)	☺ Appropriate (all elements of apology are present) ☹ Somewhat appropriate (some elements present) ☹ Inappropriate (apology missing all necessary elements)	
Other elements to consider when instructors are developing their own rubrics				
Grammar forms (e.g., continuous forms, modals for making requests)	Vocabulary/ phrase choice (typical expressions)	Non-verbal language (e.g., distance, touch, eye contact)	Pragmatic tone (e.g., sarcasm, sincerity, intensity of emotion, volume level)	

*See the *Pragmatics Glossary* at the end of this section.

Assessment Rubrics for Pragmatics

Example F: Analytic rubrics

Example F may be used to assess learners' productions. Using this approach, instructors assess a number of specific features of pragmatics (e.g., directness, politeness, and formality; tone; amount of information), and each receives a score. Scores may be weighted, depending on the perceived importance of the feature in a particular context.

Analytic Rubric for <i>Directness, Politeness, and Formality</i>		
Criteria	Score	Instructor Comments
3 Excellent: Learner is appropriate in level of directness, politeness, and formality. Uses expressions common to most native speakers.		
2 Fair: Learner is somewhat appropriate in level of directness, politeness, and formality. Uses some typical expressions although not always in appropriate ways.		
1 Needs work: Learner is mostly inappropriate in level of directness, politeness and formality. Uses no typical expressions common to most native speakers.		

(Adapted from Ishihara, 2010.)

Assessment Rubrics for Pragmatics

Example G: Learner self-assessment

Learners may indicate their needs through a written survey, rating their knowledge, experience, and confidence in performing particular speech acts.

This “can do” list helps you to describe your knowledge, experience, and confidence using English in different situations.

Choose your best answer for each (knowledge, experience, confidence) 1 = *low level of knowledge, experience or confidence*; 5 = *high level of knowledge, experience, or confidence*.

I can	Knowledge	Experience	Confidence
complain about the weather to Canadians	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
ask my instructor for extra time to finish an assignment	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
say sorry to my instructor for coming late to class	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
start conversations with people I don't know in the community	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
disagree with my child's school teacher about homework	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Pragmatics Glossary

Attention-getter: A word or expression used to attract a listener's attention (e.g., *Hello; Excuse me*).

Body language: The use of facial expressions, eye or head movements, and gestures that communicate meaning between individuals.

Degree of imposition (major, minor): The burden that a speech act places on the listener/reader (e.g., when making a request, the degree of imposition is greater with a superior than with a co-worker).

Disarmer: An expression that shows the speaker's understanding of the problem that a speech act may cause the listener (e.g., *I'm sorry to bother you, but....*).

Discourse completion task (DCT): A task used for teaching and assessing pragmatics, in which learners may be asked to (a) complete a conversation for a given scenario, (b) choose the most appropriate response, or (c) rate completed tasks for appropriateness.

Grounder: An utterance used to provide the reason for a speech act (e.g., *I can't find my pen. Could I please borrow yours?*).

Intensifier: Words (usually adverbs) used for emphasis (e.g., *I'd be **awfully** disappointed if you couldn't come; You **really** must come.*).

Level of directness: Refers to how much context is given or how straightforward a speaker/writer is in communication. Language may range from very direct (e.g., ***Open** the door for me.*) to very indirect (e.g., ***I wonder if you would mind** opening the door for me.*).

Pragmalinguistics (language-focused): The use of appropriate grammar and typical expressions in a particular context.

Pragmatics: The ability to use language appropriately in a given communicative situation.

Register: The level of formality of oral or written communication (e.g., *Hi, Jane* versus *Dear Mrs. Miller*).

Relative social status (higher, equal, lower): A key factor in determining appropriate formality for a given context/communication (e.g., hierarchy within an organization).

Routine: A cultural language pattern or formulaic expression that native speakers use in everyday communication (e.g., *Nice to meet you*).

Social distance: The familiarity of the participants in a given communicative situation (e.g., the language used to communicate with family members, close friends, co-workers, employers, and university professors may differ because of social distance).

Sociopragmatics (culture-focused): The use of an appropriate speech act in a particular situation (including tone, volume, and stress, which can be taught as aspects of pronunciation).

Softeners: Words or expressions used to make an oral or written message less imposing (e.g., ***I just** need a moment of your time; It's **a little bit** bland – **maybe** add some more salt.*).

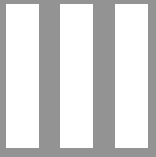
Speech act: An action that a speaker performs through communication (e.g., requests, apologies, complaints, compliments).

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Using the CLB with Specific Groups

This section includes the following groups and contexts:

- A. Multilevel Classes and the CLB**
- B. English for Academic Purposes (EAP) and the CLB**
- C. English for the Workplace and the CLB**
- D. Special Needs Learners in the CLB Classroom**

A

Multilevel Classes and the CLB

Multilevel language classes present one of the most challenging contexts for novice and experienced instructors alike. The professional literature includes a variety of resources that describe strategies instructors can use to teach multilevel language classes. This section focuses on how the CLB can be used for planning and teaching multilevel classes. It will begin with a brief overview of the multilevel class and go on to give examples of strategies that can be used in a multilevel context.

What is a multilevel class?

“Multilevel” is commonly used to describe classes where groups of individual learners have different levels of proficiency. All language classes are to some degree multilevel in that individual factors, such as previous education, other languages spoken, age, occupation, and motivation, affect how learners progress in the class. In this way, no language class is truly homogeneous. However, learners may also bring with them different levels of proficiency from the outset. In these contexts, some learners may not be challenged at all by classroom instruction while others may be completely lost.

Teaching multilevel classes

A cornerstone of much current teaching practice is the belief that comprehensible input (presenting just the right amount of challenge to learners) is essential for language acquisition. In multilevel classes, the instructor constantly has to assess the level of comprehension and the degree of challenge learners can handle. The goal is to avoid frustrating learners while encouraging them to maximize their potential.

Using the CLB in a multilevel class

The CLB are well positioned to address the challenges of teaching and learning in multilevel classes because they are task-based, and many tasks can be accomplished at varying degrees of difficulty. The CLB draw on a model of proficiency that views language development along a continuum, and the benchmarks represent hypothetical points along this scale of increasing language ability. This model is the foundation for various components and features of the CLB that can be used with different strategies to plan teaching and manage learning in multilevel classrooms. The following are specific sections of the CLB that provide useful references when planning for a multilevel class:

Profiles of Ability across a Stage

This one-page overview per skill provides a snapshot of learners’ abilities across different benchmark levels. It illustrates how learners will have fine differences in their abilities to manage specific classroom activities and meet expectations across different benchmark levels so that appropriate tasks can be planned. For example, across Listening Stage I, learners’ ability to comprehend a text ranges from understanding simple phrases and a few factual details (CLB 1) to understanding an expanded range of factual details and some implied meanings in Listening texts (CLB 4).

The **Some Features of Tasks** pages are included in a stage-wide chart at the end of each stage and offer an easy way to see the range of text/task features across different benchmark levels. These are useful for ensuring that tasks are appropriate to the different levels of learners in the class.

The **Competency Tables** at the back of the CLB document show the **competency statements** and **indicators of ability** for all four benchmark levels across each stage, organized by competency area. These tables show the differences and commonalities between specific competencies more easily. For example, **Giving Instructions** ranges from instructions and directions with “everyday activities” (CLB 5) to a “broad range of technical and non-technical tasks” (CLB 8). The tables also list the specific indicators of ability for each benchmark level, which are useful for selecting assessment criteria that are appropriate for a multilevel class.

Strategies for multilevel classes

Instructor resource guides outline many strategies for dealing with multilevel classes, ranging from how to create a community in the classroom to how to assess language outcomes for different learners. The following are some sample strategies that could be used with multilevel classes.

Consider different grouping strategies when assigning a task

One of the most common considerations in a multilevel class is how to organize classroom activities. Activities can be organized as whole group activities in which the entire class participates, small groups, and pairs of learners working together. The groups and pairs can bring together learners of same-ability or cross-ability proficiency levels. The decision often depends on the type of task and the particular skill, productive or receptive, that is the focus of the task. It is important to be aware of the benchmark levels of individual learners in order to customize grouping strategies for each activity.

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

The following are some examples to illustrate this point:

Show a short film without the sound and ask learners to write down what they see. Then elicit vocabulary from lower level learners or ask them to put it on the board. Call on higher level learners to use the vocabulary to describe what they saw in the film. Put words on one side and expressions on the other side of the board. Writing on the board gives lower level learners the chance to copy down words and contribute to class interaction. For a second viewing, use the sound. Ask learners to listen for any of the words and information that are on the board. (This can be followed with more structured activities to address specific competency areas.)

Use a sequence of pictures that tell a story with no text: in same-ability groups, learners work together to construct a story from scrambled pictures and then write down as many words as they can to tell the story or describe what they see in each picture. Lower level learners will use simple words while higher level learners will write sentences for a story. Ask learners to write down words and sentences they may have created. If any of the words on the board have not been used in a sentence, ask learners to construct sentences using them. In this way, the contributions of both lower and higher level learners are recognized.

Create a bank of self-access materials that allow learners to target individual needs

Organize material according to specific areas. For example, provide worksheets that elicit vocabulary related to occupations, ask learners to descramble word order (Stage I), rewrite conversations using reported speech, or complete fill-in-the-blanks with the correct tense (Stage II).

Design open-ended tasks that allow learners to work at their own ability levels

Ask learners to listen to a recorded conversation of two people meeting for the first time and to write down what they hear and guess the relationship between them. Lower level learners will be able to identify some familiar words as they attempt to guess the relationship while higher level learners will identify an extended range of expressions and draw on socio-cultural knowledge of language to identify the relationship.

Use the same reading text for all learners but break it up into sections so that lower level learners can move through the text in fewer sections while higher level learners deal with more sections during the time allotted to the task.

Distribute a variety of pictures and ask learners to describe what they see and guess at the background information of the people in the pictures. Lower level learners will respond to the familiar topic in the task while higher level learners can extrapolate to more abstract aspects of the topic.

Allow learners to direct their own learning.

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

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

Helpful resources

Print resources

Krashen, S. (1982). *Principles and practices in second language acquisition*. Oxford: Pergamon Press.

Bell, J. (2004). *Teaching multilevel classes in ESL*. Toronto: Pippin Publishing.

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

Online resource

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

B

English for Academic Purposes (EAP) and the CLB

The main purpose of EAP courses is to help learners develop the language skills needed to be successful in an academic setting. However, many EAP classes include learners with a variety of goals. Some learners are internationally educated professionals who want to improve their English so that they can get back into their careers. Others may be in an EAP class to improve their general communication skills at a higher level of proficiency. In addition to academic and professional goals, all learners need to be able to negotiate the complex communication demands of living in Canada in order to form social relationships.

EAP and the CLB

The CLB support learners in meeting their broad, holistic language goals. CLB competencies can be adapted to an academic context so that learners practise tasks that will prepare them for post-secondary studies if that is their intention. Such tasks include understanding lectures, interacting with teachers and peers, researching and summarizing information, writing essays and reports, taking notes, giving presentations, and interacting in small groups, among others. Some of the micro skills needed to perform these tasks are transferable to workplace and social contexts, thus meeting the needs of learners with other goals.

EAP and CLB levels

EAP programs generally target Stage II (CLB levels 5–8). Many post-secondary institutions require learners to be at a CLB level 8 or 9 before they are accepted into a program. However, EAP skills can also be built into Stage I (CLB 3–4) through the careful selection of tasks and topics. Instructors can lay the foundation for the development of academic skills by focusing on tasks such as paragraph-writing, reading short texts and identifying key information, giving brief descriptions, accessing information in standard reference texts, and engaging in short conversations with classmates, among others.

Using the CLB to plan an EAP program

Different sections of the CLB document can assist with planning an EAP program:

To align learners' abilities with CLB levels

it is helpful to look at the **Profiles of Ability** charts for each skill to get information about learners' levels of ability and expected performance in each skill.

To develop EAP tasks based on CLB competencies

In an EAP program, CLB competencies and skills should reflect contextualized tasks that learners would have to be able to do in academic and professional environments. The CLB document includes **Sample Tasks** from which instructors can draw possible task ideas (also see the following pages for sample tasks related to an academic context). **The Knowledge and Strategies** sections can also be used to identify specific linguistic, textual, functional, sociolinguistic knowledge, or strategic competencies learners need to practise in an EAP program.

To ensure that tasks are level appropriate

To ensure that tasks are level appropriate, refer to the sections of the CLB that include features of communication. Specific features appear in square brackets following some of the competency statements as well as in the **Profile of Ability** under 'When the communication is'. In addition, there is a separate page at the end of each stage in each skill called 'Some Features of Communication Across Stage...which includes a detailed list of generic features of communication.

To develop assessment tasks using the CLB

The **sample indicators of ability** that appear under each of the competency areas can be used as assessment criteria. *Demonstrating these strengths and limitations* in the **Profile of Ability** contains additional indicators.

Sample tasks

The following pages list some sample tasks specific to an academic context. The chart below includes sample tasks that relate to **Interacting with Others**. This competency area includes communication intended to maintain or change interpersonal relationships and to foster social cohesion.

CLB 5	CLB 6	CLB 7	CLB 8
<ul style="list-style-type: none"> - Listen to a dialogue between two classmates that includes a compliment. - Invite a classmate/colleague to lunch. - Read an email from a classmate talking about what she/he likes or dislikes about a particular course. - Write a letter to a friend describing your ESL class. 	<ul style="list-style-type: none"> - Listen to a classmate's reasons for not being able to complete an assignment. - Call a professor to ask about an assignment. - Read an email message from a classmate/colleague that includes an invitation to a social event. - Write an email message to a tutor to thank her/him for assistance. 	<ul style="list-style-type: none"> - Listen to a complaint from a classmate or professor and determine the nature of the complaint. - Introduce a guest speaker to a class. - Read an email from a classmate giving information about something that happened in class. - Write a message to colleagues/classmates updating them on work completed so far on an assigned (group) project. 	<ul style="list-style-type: none"> - Listen to an exchange between a student and a professor (worker/supervisor) and identify important details as well as nuances in attitude, emotional tone, and register. - Speak with a professor and give reasons for wanting to drop out of a course. - Read a letter of complaint about a professor and identify the nature of the complaint. - Write a personal note of sympathy to a professor/classmate/colleague who has experienced a loss.

The following are some sample academic tasks for **Comprehending/Giving Instructions** (in Listening, Speaking, and Reading). **Reproducing Information** refers to written communication to reduce or reproduce information to summarize, learn, record, or remember it.

CLB 5	CLB 6	CLB 7	CLB 8
Comprehending/Giving Instructions			
<ul style="list-style-type: none"> - Follow a professor's instructions during a formal exam. - Give instructions to a classmate/colleague on how to use a photocopier. - Follow simple computer commands using word-processing software. 	<ul style="list-style-type: none"> - Follow directions to a specific location on campus (e.g., the library or cafeteria). - Give instructions to a classmate on how to find reference materials in the library or online. - Read instructions on submitting an application for post-secondary studies to ensure that you have the necessary documentation and prerequisites. 	<ul style="list-style-type: none"> - Follow detailed instructions to complete a class project. - Give instructions to a classmate on how to cite references in an essay. - Read and follow instructions for submitting an application for a bursary. 	<ul style="list-style-type: none"> - Follow instructions on how to file an academic complaint. - Give extended directions to a location on campus. - Read and follow instructions for participating in an online course.
Reproducing Information			
<ul style="list-style-type: none"> - Reduce a page of written information to a list of seven to ten important points for study purposes. 	<ul style="list-style-type: none"> - Write a summary of a page of information relating to a research topic. 	<ul style="list-style-type: none"> - Write point form notes about important information in a short podcast. 	<ul style="list-style-type: none"> - Take notes on the main ideas in a 30-minute student presentation.

The following are some sample academic tasks for **Getting Things Done**, which refers to communication to obtain services, to inform decisions, to persuade, or to learn what others want us to do.

CLB 5	CLB 6	CLB 7	CLB 8
<ul style="list-style-type: none"> - Listen to a classmate's suggestions on how to organize work on a group project. - Request a copy of your schedule from the school administration. - Read a short notice about a workshop or seminar to decide whether or not to attend. - Write a lost, found, or for sale notice to post on a school bulletin board. 	<ul style="list-style-type: none"> - Listen to a pitch from a student encouraging others to join a school club. - Make an indirect request to a team mate/colleague who is not meeting her/his commitments on a group project. - Read descriptions of two courses of interest in a course calendar and decide which one to take. - Complete a form for a student loan. 	<ul style="list-style-type: none"> - Listen to a speech from a student running for a position on student council and decide whether or not to vote for the person. - Discuss study options with a guidance counsellor to make decisions about which courses to take. - Scan a course calendar (either online or in print) to locate eligibility requirements for a particular program, its start date, and any prerequisites. - Complete an admission application for a university or college that includes brief written responses to questions. 	<ul style="list-style-type: none"> - Listen to a professor evaluating a fellow classmate's presentation and list specific details, suggestions, and advice for future reference. - Propose a change to a class routine and give valid reasons for the change. - Scan information about a school policy to find personally relevant information. - Complete a career profile assessment questionnaire.

The following are some sample academic tasks for **Comprehending/Sharing Information**, which relates to communication to inform others, to learn, to share, or to present information and ideas.

CLB 5	CLB 6	CLB 7	CLB 8
<ul style="list-style-type: none"> - Listen to a professor give a short description of class assignments on the first day of class. - Give opinions about various courses or instructors in a conversation with a classmate. - Access and locate basic information online to research a topic. - Write a paragraph reflecting on own strategies for successful learning. 	<ul style="list-style-type: none"> - Listen to a student presentation (about 10 minutes long) and take notes of important details for future discussions. - Express opinions and respond to the opinions of others in a small group seminar discussion. - Skim texts to identify the purpose and relevance of information for a class assignment. - Write one or two connected paragraphs describing long-term education and work-related goals. 	<ul style="list-style-type: none"> - Listen to an informal class discussion about an academic topic and identify relevant and irrelevant information. - Give a short presentation (about 10 minutes long) that involves comparing and contrasting (e.g., two events, opposing viewpoints). - Read a short research report for an academic assignment and create Cornell study notes. - Write two or three connected paragraphs to describe procedures used for an experiment. 	<ul style="list-style-type: none"> - Listen for the main points and supporting details in a tutorial presentation. Take notes to prepare for an exam. - Participate in a class debate about a controversial issue. Express opinions, doubts, and concerns. Qualify own opinions, and oppose or support the opinions of others. - Locate and interpret statistical data from an online reference source for use in an essay. - Write a paragraph to describe information in a graph, table, or chart.

Helpful resources

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. White Plains, NY: Pearson Longman.

Conrad, S. & Biber, D. (2009). *Real grammar: A corpus-based approach to English*. White Plains, NY: Pearson Longman.

Dollahite, N. E., & Haun, J. (2006). *Sourcework: Academic writing from sources*. Boston, MA: Heinle Cengage Learning.

Glendinning, E. H., & McEwan, J. (2006). *Oxford English for information technology*. Oxford: Oxford University Press.

Guse, J. (2011). *Communicative activities for EAP* [Includes CD]. Cambridge: Cambridge University Press.

Longman Academic Writing Series. [Levels 1–4: CLB 4–9]. White Plains, NY: Pearson Longman.

- Butler, L. (2006). *Fundamentals of academic writing* [Level 1: CLB 4–5].
- Hogue, A. (2007). *First steps in academic writing*. [Level 2: CLB 6]
- Oshima, A., & Hogue, A. (2006). *Introduction to academic writing*. [Level 3: CLB 7]
- Oshima, A., & Hogue, A. (2006). *Writing academic English*. [Level 4: CLB 8–9]

Munro, M., Burgess, C., & Tchizmarova, I. (2011). *Introduction to the description of English grammar*. Dubuque, IA: Kendall Hunt Publishing.

Williams, J. (2005). *Learning English for Academic Purposes*. Canada: Pearson Longman.

Zimmerman, C.B. (Series Ed.). (2009). *Inside reading: The Academic Word List in context* [A series of four reading texts for EAP learners]. New York: Oxford University Press.

The CLB can be used as a framework for developing a variety of programs that help learners acquire the language skills needed to be successful in the workplace. This section briefly examines how the CLB can be used for two particular types of programs: workplace-based language training and classroom-based, sector-specific language training.

Workplace-based language training

This type of language instruction involves instructors delivering language training in an actual workplace. Course content is based on the needs of the workers and the workplace. This type of language training is unique for a number of reasons:

- Instruction may be one-on-one with individual learners or with a group of learners.
- Group classes sometimes draw together participants from different departments/occupations within the company who may have different communication needs.
- Classes almost always include learners with different levels of English language proficiency.
- Courses are sometimes short, so instruction is very focused and targets specific communication tasks learners are having difficulty with in their particular jobs.

In order for workplace-based language training to be effective, it needs to

- involve all stakeholders, including learners, employers, supervisors, and the union, if applicable, in defining course objectives and content.
- prioritize the immediate communication needs of participants as determined through a needs assessment.
- be flexible enough to accommodate the diverse needs and ability levels of participants in the class.
- be task-based and target authentic communication tasks related to the specific workplace in which the training is conducted.
- include authentic workplace materials (e.g., memos, safety notices, emails) that participants are exposed to in their day-to-day work environment.

Assessing and analyzing needs

In order to develop course content that is tailored to the specific communication needs of participants, it is important to obtain information from a variety of sources. A needs assessment is the first step in the process of developing meaningful course content. A needs assessment can be done through personal interviews or questionnaires (with the employer and participants) or through class discussions.

Information about the communication requirements of a particular workplace can be obtained in a variety of ways:

- through workplace documents such as policies and procedures manuals and training and orientation materials
- from industry information about the occupation as a whole
- through workplace observations (if possible)
- by shadowing prospective learners to find out who they communicate with and observing how others communicate in the workplace (e.g., formally/informally; verbally/in writing; in person/on the phone)

Using the CLB for workplace-based language training

The CLB document provides a framework for assessing learner proficiency levels and for developing and delivering appropriate content for workplace ESL training.

Assessing learner proficiency levels prior to language training

If learners do not have access to a standardized language assessment prior to entering a workplace language training program it will be up to the instructor to determine the CLB levels of participants. The CLB Online Self-Assessment (CLB-OSA) tool is one way to gather information on a learners' initial CLB levels if a standardized CLB placement test is not available. Another way is through initial diagnostic testing where learners practise completing sample tasks related to the CLB for each of the four skills. Learners' performance of the sample tasks can be compared to the expectations for individual benchmark levels listed in the **Profiles of Ability** charts found at the beginning of each skill in each stage. Once the results of the diagnostic have been compiled, instructors are able to draw conclusions about the general level(s) of ability required for each language skill. This will guide the expectations for performance of the tasks identified for the course.

Developing and delivering workplace-based ESL training

Various sections of the CLB document support the development and delivery of workplace-based language training. The competency descriptors in the CLB are framed in terms of what a person needs to do with language and can be readily applied and adapted to any new context, including the workplace. The CLB also include sample workplace tasks for every CLB level. **Some Features of Tasks** (across a stage) provide information about the parameters of tasks/texts for a particular CLB level and should be referred to when developing learning tasks.

Since participants in the course may be functioning at several different levels of language ability, it is important to refer to a range of levels in the CLB when deciding how to modify tasks so that they are level appropriate. One of the features of the CLB is the spiralling nature of competencies, which makes it easy to scale the complexity of lessons up or down for multilevel classes. To modify tasks so that they are more or less challenging for a range of learners, refer to the **Profiles of Ability** as well as the **Competency Tables** at the back of the CLB document, which present competency statements and

indicators of ability organized by competency areas. Also refer to the **Some Features of Tasks** charts for information on the length of the text/task, complexity, type of language (e.g., concrete, abstract, specialized) for different CLB levels.

Assessing learner performance

Ongoing assessment using the CLB will help to determine how learners are progressing. Accountability is often an important consideration in workplace-based language training, so ongoing assessments of learners' progress will also help to ensure that language training targets are being met.

Assessment tasks used to gather information about learners' performance should always relate to what was taught in the class. The indicators of ability for each CLB competency can serve as criteria for assessment. *Demonstrating these strengths and limitations* under **Profiles of Ability** also includes information that can be used as assessment criteria.

Sector- or occupation-specific language training

Sector- or occupation-specific language training is usually offered in an academic setting (e.g., colleges, universities, community-based agencies, boards of education) and includes language training for specific occupations (e.g., nurses, accountants) or specific sectors (e.g., technology, business). Courses often include predetermined content with some flexibility to ensure that learners' specific needs are met.

In order for sector- or occupation-specific language training to be effective, it needs to

- be learner-centred and involve learners in ongoing negotiations around course objectives and content related to their employment goals.
- be task-based and include authentic communication tasks that have real-life applications related to finding and maintaining employment in a learner's particular field.
- be developed and validated by subject matter experts with current expertise.
- be taught by an instructor who has the necessary background information about the occupation to be able to teach relevant and meaningful content.
- include authentic workplace materials (e.g., reports, letters, instructions) that learners will likely be exposed to on the job.

Using the CLB for sector-specific language training

The CLB can provide a useful framework for developing and delivering classroom-based, sector-specific language training.

Assessing learner proficiency levels prior to language training

Assessment of learners' English language proficiency may be done prior to the course to determine the benchmark levels of participants in the program. Ongoing assessments using the tasks learners practise in the class should also be done during and after the training to provide feedback on learners' performance and to measure their progress. Formal assessment will require accessing CLB assessment resources developed specifically for this purpose. For classroom-based assessment, the **Profiles of Ability** for each level and the indicators of ability can serve as useful guides for developing appropriate assessment criteria.

Developing and delivering sector-specific language training

The strategies for using the CLB to develop and deliver sector-specific language training are similar to those used for workplace-based training. After the initial needs assessment, an instructor determines which tasks will be addressed in the course and establishes corresponding lesson objectives.

The **Sample Tasks** provided in the CLB can be used for this purpose, or instructors may wish to develop their own to ensure that they are appropriate to the particular needs of the learners in the class. The Essential Skills (ES) profiles are also a source of occupation-specific task ideas. The ES provide sample tasks for over 350 different occupations. Each task is given a complexity rating from 1 (least complex) to 5 (most complex), and this provides a sense of what the demands are for each task. The Essential Skills have been aligned to the CLB to assist in cross-referencing. (See the CLB/ES Comparative Framework at www.itsessential.ca for more information.)

Another section of the CLB document that is an important reference for developing sector-specific language training is the **Knowledge and Strategies** section for each skill at each stage. This section organizes information about specific skills learners may need to develop in order to achieve the five components of language ability: grammatical, textual, functional and sociolinguistic knowledge, and strategic competence.

Helpful resources

Centre for Canadian Language Benchmarks. (2009). *Language for work: CLB and essential skills for ESL instructors* [A guide to using and integrating Essential Skills and the CLB in the ESL classroom]. Retrieved from http://www.nald.ca/library/learning/cclb/work_instructors/work_instructors.pdf and www.itsessential.ca

Centre for Canadian Language Benchmarks. (n.d). *Work ready: Resources for counselling, hiring and working with internationally trained individuals* [A collection of language-based tips and resources to facilitate the successful employment of internationally trained individuals]. Retrieved from www.language.ca

Centre for Canadian Language Benchmarks & Human Resources and Skills Development Canada. (n.d.). *Occupational Language Analyses* [A broad inventory of language competencies for different occupations, based on National Occupational Standards and Essential Skills Profiles]. Retrieved from www.itsessential.ca

Centre for Canadian Language Benchmarks & Human Resources and Skills Development Canada. (n.d.). *Sample workplace-based lesson plans* [This resource includes a template for lesson planning using the CLB]. Retrieved from www.itsessential.ca

Centre for Education and Training. (2012). *CLB online self-assessment (CLB-OSA)*. Retrieved from <http://www.tcet.com/clb-osa/index.php>

Human Resources and Skills Development Canada. (2012). *Essential skills profiles* [The profiles describe the communication needs of over 350 different occupations. They also provide a useful bank of ideas for tasks related to each occupation]. Retrieved from <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml>

NorQuest College. (2010). *Common ground: Guide to English in the workplace* [A resource designed to support English in the Workplace programming; includes a how-to guide, training manual, and facilitator guide]. Retrieved from http://www.norquest.ca/cfe/intercultural/proj_commonground.asp

D

Special Needs Learners in the CLB Classroom

Individuals with special needs face a number of barriers and stigmas that can affect their success in an ESL class. Some learners come from cultures where attitudes and perspectives towards disabilities are different from those in Canada. They may be from places where individuals with special needs are excluded from educational settings and societal functions or where there is more of a stigma attached to having a disability. They could be from parts of the world where there is a lack of consistency in the identification of special needs and early intervention for this population. As a result, learners may be arriving in Canada without any formal education, intervention, or even diagnosis of their particular challenges.

It is estimated that 15% of adult learners in CLB classes have some type of “special need”, ranging from a mild learning disability to severe developmental delay. The concept of special needs also encompasses physical limitations such as visual or hearing impairments as well as mobility or other health issues. In some cases, exceptionalities are obvious (e.g., learners with physical disabilities); in other cases, they are subtle and noticeable only over time. It is worth stressing that the role of an ESL instructor is not to diagnose or label a learner with a special need but rather to provide support that will help the individual achieve success in language learning. The purpose of this chapter is to offer suggestions and strategies that will assist in providing language training for learners with special needs.

Placement options for learners with special needs

Learners with exceptionalities have two placement options. They are either placed in fully inclusive classes, possibly with extra help from volunteers and/or educational assistants, or they receive special education home tutoring support (not to be confused with the LINC Home Study program). Typically, there are two criteria for placing learners in fully inclusive classes: learners are able to get to school by themselves, with the help of a family member, support worker, or by special transit; and they are able to function at school with minimal help or with assistance from an educational assistant, volunteer, or special education teacher if available. Learners with exceptionalities are placed in a home tutoring setting if they are unable to attend school because of severe mobility or health issues. Currently, there is no standardized, consistent placement policy for learners with special needs in CLB-based programs.

Placement of special needs learners in fully inclusive classes with no additional assistance presents challenges for instructors and learners alike. Instructors are often frustrated because they feel they do not have the training or resources to recognize and/or meet individual needs. Learners may feel discouraged because their needs are not being met due to the lack of support.

Supporting learners with special needs

There are number of different ways an instructor can help learners with special needs, whether or not they have been diagnosed with a particular disability (and they are willing to share that information). The first step should always be to talk to the learners to determine if they are having difficulties in class. Ask questions to find out about their comfort level regarding different activities or grouping arrangements, possible adjustments to the curriculum that would help them meet the expectations of the course, or any

physical accommodations (e.g., changes in seating arrangements) that would be beneficial. Ask questions about what has worked for them in other learning situations. Learners themselves are often the experts on their own particular situation so it is important to involve them in discussions around supports that will contribute to successful learning.

In cases where a learner discloses information about a particular disability or if the disability is obvious, it is a good idea to contact community agencies that can provide useful information and resources that can be of assistance. Some communities may also have services that will diagnose a learning disability if a learner would like to be tested.

Special needs learners in CLB-based programs

All learners placed in a designated CLB level class are expected to work towards achieving proficiency in that level. However, in the case of learners with special needs, some accommodations or modifications to program delivery may have to be made. Accommodation refers to *how* learners learn and perform at school. Accommodating learners with special needs means that they are completing the same tasks as others in the class; however, the way the tasks are performed may be different. For example, a learner with a visual or physical impairment would complete the same classroom task given to everyone but in a format that uses Braille or text-to-speech software. A learner with a physical disability could be allowed to point to answers on a multiple choice test if she/he is not able to circle the responses.

Modification refers to *what* learners learn. In some instances, the instructor may have to make some modifications to the performance indicators of CLB competencies so that learners feel that they are making progress and do not get discouraged. For example, a learner with Down syndrome may require easier assessment tasks or shorter texts than others in the class. However, ultimately she/he will need to meet the requirements for the level in order to advance to the next CLB level.

Cultural sensitivity and learners with special needs

To study and function in two culturally different contexts can be exceedingly difficult for learners who have special needs, particularly if they have recently arrived in Canada. The following is a list of general strategies for teaching culturally diverse learners with special needs during their early transition:

- Try to ensure that learners are not out of their comfort zone during their first few weeks in class. Perhaps allow them to sit near other learners in the class who speak the same L1 or are from the same ethnic background.
- Consider the teaching style of the learners' home country as this may affect how they initially respond to particular activities and instructional approaches.
- Consider using realia and subject material that learners may be familiar with from their country of origin.
- Collaborate with community organizations that support the learners' particular ethnic groups.
- Seek the assistance of volunteers from the same ethnocultural background as the learners.

The following is a list of general classroom strategies that an instructor might use to help learners having difficulty managing in the classroom:

- Give clear, direct, and short instructions. Give written or visual directions in addition to oral directions.
- Break down instructions and tasks into smaller, more manageable segments.
- Allow additional time or reduce the amount of work required to complete tasks.
- Reduce distractions (e.g., seat the learner at the front of the classroom away from high traffic areas).
- Give sufficient notice for any type of transition, such as trips, moving to the next CLB level, schedule changes, or changes in staff.
- Maintain eye contact while speaking.
- Reduce noise distractions.
- Use a variety of formats for activities and instruction.
- Allow learners more time to complete tasks and tests or allow them to complete a test in a different way (e.g., listening to the test on a computer instead of reading).
- Provide a structured and predictable learning environment.

Helpful resources

Learn Alberta. (n.d.). *Understanding medical and disability Information* [This resource includes classroom strategies for a variety of disabilities]. Retrieved from <http://www.learnalberta.ca/content/inmdict/html/index.html>

Ontario Ministry of Education. (2001). *Special education: A guide for educators* [This resource provides excellent information about special education for educators]. Retrieved from <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf>

IV

CLB Exemplars

This section includes information about the CLB exemplars as well as communication samples.

A. Introduction to the CLB Exemplars

B. Exemplars for the Receptive Skills

Listening

Reading

C. Exemplars for the Productive Skills

Speaking

Writing

Disclaimer:

All names of products, persons and companies are intended to be fictitious. Any resemblance between the names of actual products, persons or companies and the names used in the exemplars is purely coincidental.

All e-mail addresses, street addresses and phone numbers are intended to be fictitious. Any resemblance between these addresses or numbers and actual addresses or numbers is purely coincidental.

Opinions expressed in the exemplars are not those of CCLB, its staff or the writers of the exemplars. Opinions are expressed for the sole purpose of fulfilling a language function, illustrating a textual genre or supporting a task type.

All instructions given in the exemplars are fictitious and unregulated. These instructions should not be followed under any circumstances. CCLB is not responsible for any damages that may occur if instructions given in exemplars are carried out in actual practice by individuals or companies.

Why are exemplars needed?

The CLB document describes 12 points, or benchmarks, along the continuum of communicative competence for each of the four language skills: Listening, Speaking, Reading, and Writing. The descriptors in the document have been refined over many years of use in the field, resulting in a high degree of clarity and specificity. However, to apply the scale in a way that is accurate and consistent, practitioners need examples of what learners can do at the different benchmarks.

Exemplars fill this need. Their main purpose is to depict what ESL speakers and writers are able to demonstrate and what ESL listeners and readers are able to comprehend at each benchmark from 1 to 12. In essence, exemplars bring to life the descriptors on the pages of the CLB. They show the different ways in which the characteristics of a benchmark can be manifested.

In the CLB document, there is some degree of overlap or repetition of descriptors across benchmarks. This is because language imposes limitations on the expression of fine distinctions. In other words, it is difficult to put into print many of the subtle differences that can be observed between benchmarks. For example, language is limited to a hierarchy of words – such as "usually", "often", "sometimes", "occasionally", "rarely", "never"; or "beginning", "developing", "adequate", "fluent"; or "no evidence", "little evidence", "some evidence", "clear evidence" – to scale aspects of communicative competence.

Looking at the CLB document alone, different practitioners might understandably interpret the meanings of descriptive terms in different ways. Exemplars can bring to life the intent behind these terms by providing living examples – and the more exemplars practitioners see and hear for each benchmark, the more confident they become in interpreting the different ways that characteristics of ability may be demonstrated by individuals who use English as a second or alternate language.

What do exemplars look like?

Exemplars are samples of typical authentic spoken or written communication that roughly correspond to benchmarks. The forms that exemplars take vary depending on the language skill that they represent.

For the skill of Listening, exemplars are video and audio clips that capture native speakers of English engaged in spoken communication in different contexts for different purposes. For each clip, task descriptors are included to indicate what a listener may be able to do in response to the communication.

For the skill of Speaking, exemplars are video clips that show ESL speakers at different benchmarks engaged in spoken communication on various topics.

For the skill of Reading, exemplars are printed texts and documents of different genres, formats, lengths, and complexities. For each text or document, task descriptors are included to indicate what a reader may be able to do in response to the communication.

For the skill of Writing, exemplars are collections of written samples by ESL writers on different topics, in various genres, and intended for a range of purposes.

How were the exemplars developed?

The exemplars were developed in reference to the CLB **Profiles of Ability**, which specify what ESL users can do at different benchmarks.

For the skill of Listening, scripts were written to include the competency areas and to span a range of contexts from home and family to community, academic, and workplace. The scripts varied in length and complexity. Actors were hired and a production company was engaged to record the scripts and to produce professional quality audio and video clips. For each clip, a series of tasks was compiled to represent the kinds of things that listeners would need to do in processing the content for real-life purposes. Speed of delivery, language level and register, amount of repetition or redundancy, and degrees of implied meaning are some of the features that vary across the recorded passages, which are intended to illustrate some different kinds of authentic spoken communication that might be encountered in the real world.

For the skill of Speaking, a script was designed to be used by a facilitator. The script gave the facilitator flexibility to select appropriate tasks in conversation with an ESL speaker. The facilitator was to ask questions, open the floor, and interact with the speaker, providing clarification and support when required. The role of the facilitator was to elicit long turns from the speaker on various topics so that spoken production could be observed. Trained assessors assumed the facilitator roles, and a production company was hired to record the ESL speakers as they engaged in conversation with the facilitator. Whenever possible, speakers were invited to engage in role plays or simulations as well and to provide examples of proactive communication. Very few speakers were comfortable doing so, and for this reason most of the exemplars take the form of facilitated communication. Speaking clips selected as exemplars were edited for length and continuity.

For the skill of Reading, texts and documents were created to include all of the CLB competency areas and to span a range of reading purposes. For each text or document, a series of tasks was compiled to represent the kinds of things that readers would typically need to do in processing the content for real-life purposes. The texts and documents vary in length, complexity, format, genre, tone, and sophistication. They are intended to exemplify authentic print communication that might be encountered in the real world by readers who have an interest in the topic or are required by their occupations or positions to carry out specific tasks in response to the content.

For the skill of Writing, a series of prompts was created to elicit samples of writing for a range of purposes at different degrees of complexity. The prompts were given to ESL writers, who were asked to do the best that they could on the tasks without using dictionaries or other aids and without assistance from anyone else. Writers were not pressured by time constraints and could take as much time as they needed to complete the tasks. They did not have to complete all of the tasks. The goal in creating the exemplars was to elicit a range of writing of different genres and levels of complexity. Whenever possible, writers were also asked to provide samples of real communication that they had written in their day-to-day lives or jobs. None of the writers were willing to provide these actual samples of their communication, and for this reason the Writing exemplars take the form of responses to prompts.

How were benchmarks assigned to the exemplars?

Benchmarks were assigned by CLB experts with reference to the descriptors in the CLB document. This was done in different ways for the productive and the receptive skills.

For the productive skills, benchmarks were assigned based on the quality of spoken or written discourse that was observed. For Speaking, the CLB experts watched the video clips of the different ESL speakers and used the CLB Speaking **Profiles of Ability** to determine which set of descriptors best captured the quality of the speaker's discourse. For Writing, the CLB experts looked at all of the tasks for each ESL writer and used the Writing **Profiles of Ability** to determine which set of descriptors best captured the quality of the writer's discourse.

For the receptive skills, benchmarks were assigned based on the perceived difficulty of tasks associated with the content and discourse. Experts used the CLB Listening descriptors to assign a benchmark to each task associated with a video or audio clip. Similarly, they used the CLB Reading descriptors to assign benchmarks to the tasks associated with texts. The benchmarks assigned were meant to represent the degrees of communicative competence that ESL users would need to have achieved or to "be at" in order to successfully accomplish each task. Because most Reading and Listening materials are accessible to a range of benchmarks, the individual tasks associated with a text, document, or passage may have been assigned different benchmarks. In general, the final task for each exemplar is the one that indicates successful overall comprehension.

As would be the case in the real world, benchmarks have been based on an assumption that the listener or reader would have the necessary interest, background knowledge, and occupational training to carry out the tasks. For example, if the passage is a workplace conversation, it is assumed that the listener would be working in that field. If the text is an academic document, it is assumed that the reader would be studying in that discipline.

What is the best way to use the exemplars?

Exemplars provide information for different users of the CLB document.

For ESL instructors, Speaking and Writing exemplars provide support in holistically applying the CLB to identify the characteristics of learners at the different benchmarks. Looking at the descriptors for the assigned benchmark in relation to the descriptors for benchmarks above and below is a good way to develop a holistic understanding of what it means for a learner to "be at" a given Speaking or Writing benchmark. Listening and Reading exemplars can provide samples of content to suggest the types of materials and activities that may be appropriate for supporting learners in the development of their receptive skills as they move through the benchmarks.

For test developers, Speaking and Writing exemplars can provide some indication of what ESL users actually do in performance, information that can be applied in the design of scoring rubrics and holistic bands. Listening and Reading exemplars can provide samples of task and item types that may be suitable for representing CLB competencies that satisfy test specifications.

For those who use benchmarks to make decisions based on language proficiency (academic institutions, licensing and regulatory bodies), Speaking and Writing exemplars can provide some indication of how individuals at different benchmarks might actually perform in different settings, such as a university or workplace.

Writing and Speaking exemplars should be considered holistically in terms of overall communicative ability. It is not appropriate to separate the tasks and evaluate them individually. Not all exemplars include the same set of tasks. This is because some tasks were removed in the editing process to keep the exemplars at a reasonable length. In general, the exemplars for learners at lower benchmarks include a greater proportion of tasks that are simple and more personal, while exemplars for learners at higher benchmarks include more tasks that may be complex, lengthy and abstract. This is in keeping with the competency statements in the CLB document.

Are exemplars like assessments?

No. It is important to keep in mind that the exemplars are not like assessments.

While the benchmarks assigned to individuals in the Speaking exemplars are based on the opinions of experts, the clips do not depict a standardized evaluation of ESL clients. The clips have been edited to show a range of performance for each speaker, but they are not intended to provide complete coverage of all competency areas or to challenge speakers to the upper limits of their abilities. Similarly, the Writing exemplars are not assessments. They simply provide a glimpse of how a person at a particular benchmark might perform on a task of a certain type or genre. For each exemplar, the assigned benchmark indicates the overall level of ability that CLB experts believe to be demonstrated.

The Listening passages and Reading texts and documents are not to be used for any assessment purposes whatsoever. These materials have not been empirically validated or professionally calibrated for difficulty on a sample of the ESL population, as would be done in a test development project. The fact that an ESL learner can accomplish a Reading or Listening task is not to be construed as proof that the person has achieved the benchmark posited by the experts. This is not the purpose of an exemplar. The texts and tasks simply provide a general indication of the types of things that learners might typically be able to do as they move through the benchmarks. As such, exemplars for the receptive skills are intended to provide a sense or flavour of the kinds and complexities of discourse that may be comprehended by listeners and readers at various benchmarks.

Do exemplars show everything required to achieve a benchmark?

No. The exemplars are not samples of all competencies and abilities required to achieve a benchmark, and they do not represent everything that would be taught in a class geared to developing all of the abilities associated with a benchmark. As such, exemplars do not illustrate all that a person would need to do in order to demonstrate performance at a benchmark. Exemplars are just samples that show how people at different benchmarks may typically perform on certain types of tasks. Along with other support materials, they serve to enhance the overall understanding and application of the CLB document.

B

Exemplars for the Receptive Skills

The exemplars for the receptive skills are samples of spoken passages or printed texts/documents that learners might need to comprehend. Each task and indicator associated with a sample has been assigned a benchmark. This is the benchmark a learner would probably have to have achieved (or be at) in order to accomplish the task.

Listening Exemplars

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

Exemplar	Listening Task or Indicator	Benchmark
A	Understand the purpose of the interaction	3
	Comprehend the details of the order and cost	4
B	Understand the purpose and intent of the advertisement	3
	Comprehend the details in order to make a shopping decision	6
C	Understand the intent of the call	5
	Comprehend the communication and what is expected to happen	5
D	Listen for a specific temperature on a specific day	4
	Get the gist of the entire weather forecast	5
	Comprehend details of the forecast in order to make travel decisions	6
E	Get the gist of the communication	5
	Comprehend details in order to decide what to do this weekend	7
F	Comprehend the message in order to respond appropriately	8
G	Understand that high fructose syrup is not good for us	6
	Understand what food products contain the syrup	6
	Understand the effects of the syrup on the body	7
	Understand the speaker's recommendations	7
	Comprehend the details in order to make an informed decision	7
H	Understand instructions related to the flashing router light	7
	Understand instructions for re-setting the router	7
	Comprehend instructions in order to effectively solve the problem	8
I	Understand the purpose and nature of the call	5
	Understand key details of the retirement party plans	6
	Comprehend the conversation in order to engage in the planning process	6

Listening Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
J	Understand the purpose and nature of the call	5
	Understand key details of the conversation	5
	Comprehend the conversation in order to engage in the planning process	5
K	Understand the purpose of the call and main message	6
	Understand key details of the message	6
	Comprehend in order to respond appropriately	6
L	Comprehend the meaning implied by the speakers	8
M	Understand the changes over time regarding home birth	9
	Understand the arguments for and against home birth	9
	Understand the pros and cons of elective C-section	10
	Understand comments about elective C-section on maternal request	10
	Comprehend the lecture to apply information for academic purposes	10
N	Use vocabulary clues to determine the context and setting	8
	Interpret tone and understand the overall opinions of the speakers	9
	Comprehend implied meanings and infer unstated information	10
O	Understand the nature of the debate and the main ideas expressed	9
	Understand the speakers' positions and supporting arguments	10
	Understand the analogies used in the speakers' closing arguments	11
	Comprehend the debate to determine who made the best arguments	12
	Comprehend the debate to discuss the details with another person	12
P 1	Understand that this is an introduction	1
	Comprehend the information that the speaker gives	1
P 2	Understand that this is an introduction	1
	Comprehend the information that the speaker gives	1
Q	Understand the greeting	1
	Understand the compliment	2
	Comprehend in order to respond appropriately	2
R	Understand what the on-camera speaker is asking for	3
	Understand the instructions that the on-camera speaker gives	3
	Comprehend in order to follow the instructions appropriately	3

Listening Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
S	Understand the main ideas	4
	Understand details about the clothing sale	4
	Comprehend the information to make a shopping decision	4
T	Understand the nature of the relationship between the speakers	4
	Understand the nature of the request	4
	Comprehend the request in order to respond appropriately	5
U	Understand the purpose and nature of the exchange	2
	Understand the instruction to take a seat	2
	Comprehend the personal information about the man	3
V	Understand information about how and when to take the medication	5
	Comprehend the pharmacist's information to take appropriate actions	6
W	Understand the nature of the relationship and the request	4
	Comprehend in order to carry out the instructions	4
X	Understand the purpose of the exchange and nature of the relationship	4
	Understand the information about each type of account	7
	Understand the client's responses and decision	6
	Comprehend the account information to make an informed decision	7
Y	Understand the purpose of the exchange and nature of the relationship	5
	Understand the tone and intent of the speakers	5
	Comprehend details about the job and the job seeker	6
Z	Understand the purpose of the exchange and nature of the relationship	7
	Understand the tone and intent of the speakers	7
	Understand details about the first objective	8
	Understand details about the second objective	8
	Understand details about the third objective	8
	Comprehend the appraisal to provide an overall summary	9

Listening Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
XX	Understand the purpose and gist of the communication	9
	Comprehend details in own field to build expertise on the subject	11
	Sustain comprehension throughout a 60-minute presentation at this level	11
YY	Understand the purpose of the conversation	4
	Understand details about dates and destinations	5
	Comprehend to successfully make an airline reservation	6
ZZ	Understand the purpose and intent of the presentation	9
	Understand details of the three levels of scrutiny	10
	Understand information on where to direct submissions	10
	Sustain comprehension throughout a 60-minute presentation at this level	11
	Comprehend in order to successfully apply for ethical review	11

Reading Exemplars

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

Exemplar	Reading Task or Indicator	Benchmark
Reading Document A Shopping List	Understand the genre and purpose of the list	1
	Recognize familiar key words on the list	1
	Comprehend the list in order to shop for the grocery items	1
Reading Document B Common Sign	Read individual words in the sign	1
	Comprehend the message to take appropriate action	1
Reading Document C Classified Ad	Understand the purpose of the ad	1
	Get the key details from the ad	2
	Comprehend in order to make a decision or take action	2
Reading Document D Medication Label	Understand the purpose of the label	2
	Understand key factual information given on the label	2
	Comprehend in order to accurately follow the instructions	3
Reading Document E Dental Ad	Understand the purpose of the ad	2
	Understand key factual details in the ad	3
	Comprehend in order to make a decision or take action	3
Reading Document F Staff Notice	Understand the purpose and main message of the notice	3
	Understand the instructions given in the notice	3
	Comprehend in order to take appropriate action	3
Reading Document G Shuttle Schedule	Understand the purpose of the schedule	3
	Find specific needed information in the schedule	4
	Comprehend the schedule in order to act on the information	4
Reading Document H Department Store Ad	Understand the purpose of the ad	2
	Understand key factual details in the ad	3
	Comprehend in order to make a decision or take action	3
Reading Document I Drain Cleaner Instructions	Understand the purpose of the text	4
	Understand the warnings in the text	5
	Comprehend in order to apply the instructions accurately	5
Reading Document J Summary and Flow Chart	Understand the genre and purpose of the flow chart	5
	Comprehend the flow chart in order to follow the sequence	5

Reading Exemplars *(continued)*

Exemplar	Listening Task or Indicator	Benchmark
Reading Document K Thank-you Card	Understand the genre and purpose of the greeting card	2
	Comprehend the message given in the greeting card	3
Reading Document L Debit Card Renewal	Understand the purpose and genre of the notice	4
	Understand key factual details in the notice	5
	Comprehend the notice in order to take appropriate action	5
Reading Document M Flight Itinerary	Understand the purpose and genre of the itinerary	4
	Understand key factual details in the itinerary	5
	Understand the instructions given in the itinerary	6
	Comprehend the itinerary to take appropriate action	6
Reading Document N Continuing Education Calendar	Understand the purpose and genre of the calendar	5
	Understand key factual details about the courses	7
	Comprehend the calendar to make a decision or take action	8
Reading Document O Progress Report	Understand the purpose and genre of the report	6
	Understand key factual details in the report	7
	Comprehend the report to follow up or act appropriately	7
Reading Document P CPR Instructions	Understand the purpose and genre of the instructions	6
	Understand the main steps in the instructions	7
	Comprehend in order to apply the instructions accurately	8
Reading Document Q Will and Testament	Understand the purpose and genre of the will	7
	Understand the intent and wishes expressed in the will	10
	Carry out responsibilities based on directives in the will	11
Reading Text A Medical Email	Understand the purpose of the email	4
	Get the key details and needed information	5
	Comprehend in order to take appropriate action in response	5
Reading Text B Personal Note	Understand the purpose of the note	2
	Understand the main message in the note	2
	Understand key details given in the note	2
Reading Text C Postcard	Understand the purpose of the postcard	2
	Understand the main message in the postcard	3
	Understand key details given in the postcard	3

Reading Exemplars *(continued)*

Exemplar	Reading Task or Indicator	Benchmark
Reading Text D Consulting Letter	Understand the purpose of the letter	5
	Understand the details of the case and the request	6
	Comprehend in order to take appropriate action	7
Reading Text E Personal Email	Understand the purpose and tone of the email	3
	Understand key details in the message	4
	Comprehend in order to make an appropriate response	4
Reading Text F Cover Letter	Understand the purpose and genre of the cover letter	6
	Understand details of the writer's experience/qualifications	7
	Comprehend the letter in order to take appropriate action	8
Reading Text G Manual Excerpt	Understand installation instructions given in the manual	6
	Understand warnings and disclaimers in the manual	7
	Understand care and maintenance instructions given	6
	Comprehend the manual to carry out responsible actions	7
Reading Text H Workplace Policy Memo	Understand the purpose of the memo	6
	Understand rules and regulations outlined in the memo	7
	Comprehend the memo in order to take responsible action	7
Reading Text I Medication Leaflet	Understand the purpose and genre of the leaflet	6
	Understand key factual information in the leaflet	6
	Comprehend the leaflet to take safe and responsible action	7
Reading Text J Letter of Complaint	Understand the purpose of the letter	6
	Understand the details and chronology of events	7
	Understand the complaint and requested compensation	7
Reading Text K Opinion on Home Decor	Understand the purpose and context of the text	8
	Understand the tone and attitude of the writer	9
	Comprehend the writer's opinion on the subject	9
Reading Text L Letter – Sick Leave	Understand the purpose of the letter	7
	Understand relevant details of the policy	9
	Comprehend in order to apply information to own situation	9

Reading Exemplars *(continued)*

Exemplar	Reading Task or Indicator	Benchmark
Reading Text M Congratulatory Email	Understand the purpose and intent of the email	6
	Understand the writer's tone and opinions	6
	Comprehend details of the praise and congratulations	7
Reading Text N Future of the Arctic	Understand the main ideas expressed in the text	8
	Understand supporting details and examples	9
	Comprehend the text in order to formulate own opinion	9
Reading Text O Ethical Review Process	Understand the purpose of the text	8
	Understand the instructions and process in the text	9
	Comprehend the text in order to take appropriate action	9
Reading Text P Academic Paper Excerpt	Understand the main purpose of the study	11
	Understand the methodology, findings, and conclusions	12
	Understand information given in visual displays	12
	Comprehend in order to apply information to own research	12
Reading Text Q Email Invitation	Understand the purpose of the invitation	2
	Understand key details in the invitation	3
	Comprehend in order to take appropriate action	3
Reading Text R Mental Health Editorial	Understand the intent and tone of the editorial	10
	Understand main ideas and supporting examples	11
	Understand explicit and implied meanings	11
	Comprehend the writer's opinion	11
Reading Text S Essay Critique	Understand the overall tone and intent of the critique	10
	Determine positive and negative aspects of the critique	11
	Comprehend in order to apply the constructive criticism	11

Reading Document A
Shopping List

Eggs

Bread

Milk

Butter

Lettuce

Tomatoes

Apples

Oranges

Chicken

Rice

Spinach

Salmon

Reading Document B
Common Sign

PRIVATE

**DO
NOT
ENTER**

Reading Document C
Classified Ad

For Sale

Table and Chairs

Solid maple

Very good condition (almost new)

6 comfortable chairs

Phone 729-280-1536

Reading Document D

Medication Label

PHARMACY

09667-4325-0059

LINDAJA, TANJA

TAKE ONE CAPSULE TWICE DAILY

(20) AMPICILLIN 500 mg

CAP

Refill: 0 (0)

NOP

Dr. Chen, W. J.

552-687-9197

PH: Jaan

Reading Document E
Dental Ad

SUNSHINE DENTAL CLINIC

We make your smile shine!

Grand Re-Opening

We've moved to serve you better!

New Location. Free Parking. Close to Bus Stop.

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



Reading Document F
Staff Notice

Staff Notice

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

Please wash and dry your mugs, plates and cutlery.

Wipe the countertops and appliances clean.

Hang any damp towels on the rack provided.

These few simple steps will keep our kitchen clean.

This will help all of us to stay healthy.

Thanks!

Reading Document G

Shuttle Schedule

THE AIRPORTER

Shuttle service to and from McMartin International Airport and Downtown Hotels

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

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

Reading Document H
Department Store Ad



**REGENTS DEPARTMENT
STORE**





End of Summer Sale
All summer clothes 50% off!
Swimsuits, shorts, tops, dresses, sandals
Women's, Men's, & Children's
Come in for super savings!



Downtown
820 W. Main Street

3 convenient locations to serve you
Fieldcrest Mall
425 Fieldcrest Avenue

South Shore Shopping Centre
3426 County Line Road

Open 7 days a week
Or shop online: regentsstore.ca

Reading Document I

Drain Cleaner Instructions

CRYSTAL CLOGOUT Drain Cleaner

Warnings

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

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

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

Wear protective gloves.

Never mix **CRYSTAL CLOGOUT** with any other chemical or drain cleaner.

Do not let water or other liquid enter the **CRYSTAL CLOGOUT** container.

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

Instructions for use

Remove standing water in the sink or drain area.

Ensure that water in the drain is cool. Hot water could cause the product to erupt.

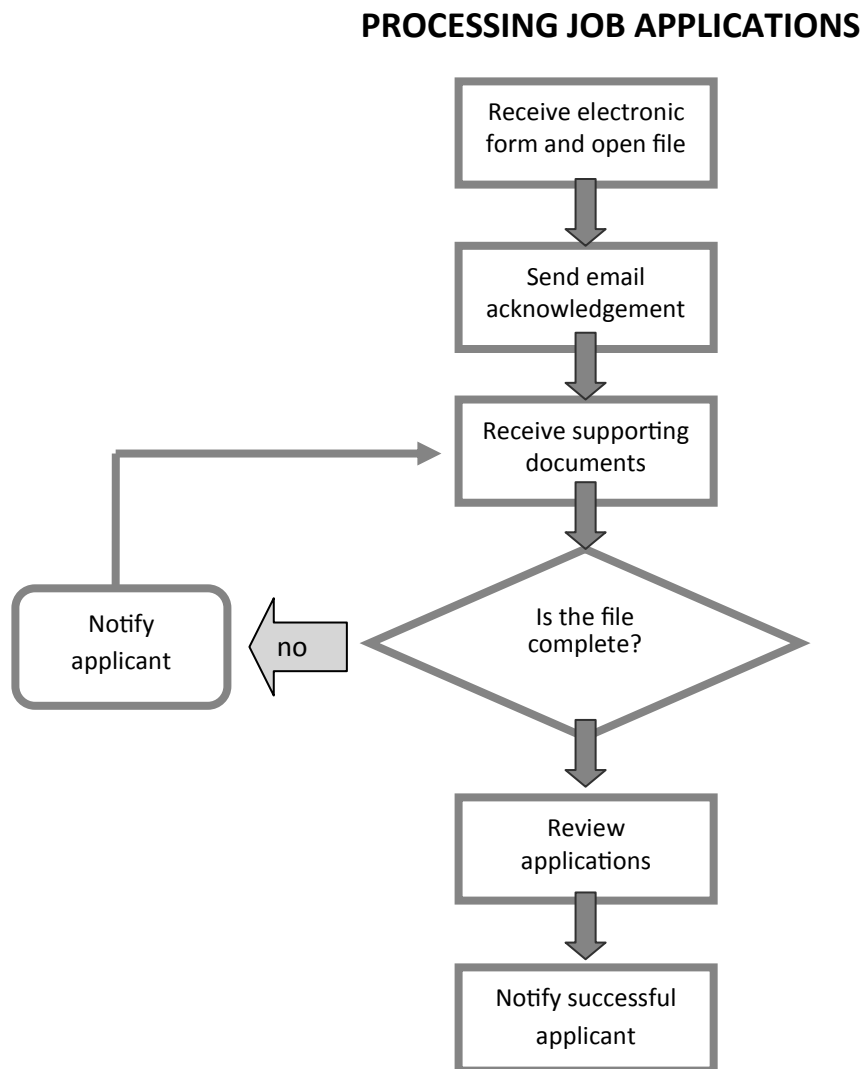
Measure two tablespoons of **CRYSTAL CLOGOUT** using the container lid. Pour into the drainpipe. Close the lid on the **CRYSTAL CLOG OUT** container. Immediately pour one cup cold water down the drain. If water bubbles out of the drain, add one more cup of cold water.

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

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

Reading Document J


Summary and Flow Chart



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

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

Reading Document K
Thank-you Card



I send this special note
With thanks to you today
Because you've been so helpful
in every single way

Love,
Darí

Reading Document L

Debit Card Renewal

**NORTHEASTERN TRUST***Serving Canadians since 1953*

0013D8796 00117 1 4 09876502

JASON BEAUREGARD
487 King Street
Blue River, SK S5M 4T6

Dear JASON BEAUREGARD,

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

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

For more information about your DEBIT CARD:

- contact your local branch,
- call 1-800-TRUSTNE,
- or visit www.northeasterntrust.ca.



IMPORTANT steps:

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

Your limits:

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

Reading Document M

Flight Itinerary

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



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

Date of issue: 10April11

Flight Reference: KNJUWE

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



Passenger contact information



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

Customer Service

Transgo Air
 1-888-TRANSGO

Flight status information
 1-888-766-1019

FLIGHT ITINERARY

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

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

Recommended check-in time for flights to and from the U.S.

To allow for adequate time to check in, drop off your checked baggage, and clear security, you should check in 90 minutes in advance of the scheduled departure time.

Example: if your flight from Toronto leaves at 3 pm, we recommend that you check in at 1:30 pm (90 minutes before the flight).

Check-in and baggage drop-off deadline for flights to and from the U.S.

You are required to have checked in, obtained your boarding pass and dropped off all checked baggage at the baggage counter 60 minutes in advance of the scheduled departure time. Passengers failing to meet this requirement may be refused permission to board.

Example: if your flight to or from a U.S. city leaves at 9 am, you must check in, get your boarding pass, and drop off your baggage by 8 am (60 minutes before the flight).

Boarding gate deadline

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

Baggage allowance

For flights originating in Canada, Transgo Air allows one free checked bag meeting the following requirements:

Maximum weight per bag: 23kg (50lb)

Maximum linear dimensions per bag: 158cm (62in)

For flights originating in Canada, a second bag may be checked for \$20 CAD

For flights originating in the U.S., a baggage fee of \$25 USD will be charged per bag, up to a maximum of 2 bags.

Reading Document N

Continuing Education Calendar



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

MANAGEMENT, BUSINESS, ECONOMICS COURSE OFFERINGS WINTER TERM 2011

MBE 1132 INTRODUCTION TO PROJECT MANAGEMENT

This course will focus on the concepts and tools related to the management of projects within organizations. The student will become familiar with all aspects of project management, including scope, quality, time, cost, risk, procurement, human resources, and communication. Common project management tools will be reviewed.

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

MBE 1149 INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

This course provides students with an understanding of human resource management functions within organizations. Topics include policy implementation, job analysis, wage systems, incentives, recruiting, selection, orientation, training and development, career planning, performance appraisal, health and safety, labour relations, and disciplinary procedures.

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

MBE 1160 FUNDAMENTALS OF RETAIL MANAGEMENT

This course examines how retailers can optimize their use of marketing and operational initiatives to establish and strengthen links to diverse markets. Students will study strategies for adapting to a competitive and continually changing retail environment

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

MBE 1175 OPERATIONS MANAGEMENT

This course will give students a broad and practical overview of the planning, operation and control of the production of goods and services. Students will review common tools used in operations management. Topics will include inventory management, logistics, quality control, supply chain management, and facility location.

Mon 10/01/2011—21/03/2011 Brooks
6:30-8:30 pm Rm. 314

MBE 1176 HOSPITALITY AND ACCOMMODATIONS MANAGEMENT

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

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

MBE 1455 LEADERSHIP

The student will consider leadership concepts as they apply to team leadership, strategic leadership, and organizational leadership. Emotional intelligence, vision, and values will be examined from a Canadian as well as an intercultural perspective.

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

MBE 2110 BASIC BUSINESS MATHEMATICS

This course is designed for students who need a review of basic mathematics in order to succeed in accounting, finance, or statistics courses. Students will apply mathematical approaches and operations, using various problem-solving strategies, all within the context of the business environment.

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

MBE 2112 EFFECTIVE PRESENTATIONS

Business professionals are in the business of communication, and one important way to communicate is via a presentation. This course will provide the student with proven strategies and extensive practice in clear, eloquent and effective presentations. Students will learn to use technology with confidence to enhance their delivery.

Mon 10/01/2011—21/03/2011 Brooks
6:30-8:30 pm Rm. 212

MBE 2120 INTRODUCTION TO ACCOUNTING

The course is for students who need a basic overview of accounting concepts and principles in order to make better business decisions. (Students who want to become accountants should enroll in MBE2121.)

Tues 11/01/2011—22/03/2011 Brooks
7:00-9:00 pm Rm. 012

Reading Document O

Progress Report



CEDAR RIDGE MALL MANAGEMENT OFFICE

768 E. Spencer St., Jamison, BC V1P 2B4

PLANT MANAGEMENT DEPARTMENTProject: Reconstruction of south parking lotSupervisor: R. McClearyStart date: 11 JUL 11End date: 5 AUG 11**Progress Report 22 JUL 11**

PROJECT COMPONENT	Work Plan				Status 22JUL	Comments
	Week 1 11JUL 15JUL	Week 2 18JUL 22JUL	Week 3 25JUL 29JUL	Week 4 1AUG 5AUG		
1 Clear & remove existing asphalt					Done	Completed 14JUL
2 Upgrade drainage system					In progress	All work completed 21JUL, except drain covers (see 2.2)
2.1 Install large-capacity pipes					Done	Completed 22JUL
2.2 Install new drain covers					Out-standing	Grates arrived in damaged condition. Re-order 16JUL
3 Pour curbs & sidewalks					In progress	Rainstorms 19-20 JUL delayed cement work
4 Electrical installations					In progress	
4.1 Install light poles					In progress	Material delivered; poles on N sidewalk installed 21-22JUL
4.2 Install wire in conduits					Out-standing	Material delivered
4.3 Complete electrical installation					Out-standing	
5 Paving					Out-standing	Ferroni Bros. contracted for 1AUG
5.1 Lot preparation					Out-standing	
5.2 Complete paving					Out-standing	
6 Paint traffic markings					Out-standing	
7 Install signage					Out-standing	Delivery 29JUL

Parking lot renewal is continuing according to plan and should be completed as scheduled on August 5. Site clearance ran ½ day ahead of schedule. Drainage upgrades included culvert in SW corner of lot and large-capacity pipes to handle run-off. New drain grates anticipated to be delivered August 2. Pouring of cement was delayed by weather but now on schedule. Signage ordered with expected delivery July 29.

Ron McCleary

Supervisor

July 22/11

Date

Reading Document P

CPR Instructions

FACT SHEET ACPR2011

CPR FOR ADULT VICTIMS OF CARDIAC ARREST UPDATED 2010

Note: Prior to 2010, the instructions for CPR (cardio-pulmonary resuscitation) included the use of mouth-to-mouth breathing. In order to overcome the reluctance of bystanders to perform traditional CPR, the procedure has been modified to eliminate the need for mouth-to-mouth contact. Research has shown that the modified version is equally effective as the former Airway-Breathing-Compression model, and can significantly improve the chances of survival of a victim of cardiac arrest.

For instructions on administering CPR to infants or children, see Fact Sheet CCPR2011

Step 1: Assess the dangers of the situation

When you see a person who is unconscious, check first for potential dangers to yourself or to the victim. Common dangers found at the scene may include

- Fire
- Gas leaks
- Car exhaust
- Broken glass
- Electrical wires

If you can quickly counteract the danger by turning off a stove or car, opening a window, or extinguishing a small fire, do so immediately. If, however, the danger is of a scope beyond your control, and if you can do so safely, remove the victim from the site. By placing a blanket, coat, or tarp under the victim's back and pulling on it, you can sometimes slide the person out of harm's way.

Step 2: Check whether the victim is conscious

Ask the person in a clear, loud voice, "Are you OK?" Shake the person gently and prod their shoulder or arm if they do not respond. If they are conscious, or if they regain consciousness through these procedures, determine if the situation requires first aid. Indications that it may be an emergency include situations in which the victim

- Has trouble breathing
- Seems to be fading in and out of consciousness
- Is talking but cannot say anything coherent

If the person is conscious but needing first aid or if the person remains unconscious, continue with the steps below.

Step 3: Send for appropriate assistance

If there are other persons at the scene, send someone immediately to call Emergency Medical Services (EMS). Throughout North America, EMS can be reached by calling **911**.

Reading Document P

CPR Instructions

Step 4: Check the pulse

There are two places you can check the pulse of the victim easily:

- Neck (carotid pulse): place the tips of your index and middle finger on the side of the neck beside the Adam's apple.
- Wrist (radial pulse): place the tips of your index and middle finger on the underside of the person's wrist

Check for a maximum of 10 seconds. If there is no pulse and there is someone else at the scene, send them to check if an AED (Automatic External Defibrillator) is available in the building or immediate area.

Step 5: Perform 30 chest compressions

Place one hand in the middle of the victim's chest directly above the heart. The heart is located in the centre of the chest behind the breastbone.

- Push straight down on the chest, depressing it by two inches. Do this 30 times, at the rate of 100 compressions per minute
- Be sure to let the chest completely spring back after each compression
- If another person takes over, make sure that the interruption of compressions is less than 10 seconds

Step 6: Check that the airway is open

Tilt the person's head back by putting one hand on their forehead. Place two fingers of the other hand on the chin and tip the head back to open the airway. If there are no signs of life, proceed immediately to Step 7.

Step 7: Do two rescue breaths

Place a breathing barrier (if one is available) over the person's mouth. Using the hand that was on the forehead, pinch the victim's nose closed. Make sure the airway is still open, then seal the victim's mouth with your mouth and breathe out slowly for one second. You should be able to feel that the breath is entering the victim's lungs. You will see the victim's chest rise slightly. If this is successful, give a second rescue breath.

- If the breath does not go in, change the position of the head and try again
- If it still does not work, the person may be choking. Perform abdominal thrusts (Fact Sheet AHM2011) to unblock the airway.

Step 8: Repeat cycles of 30 chest compressions and two rescue breaths

Continue performing 30 chest compressions and 2 rescue breaths for 5 cycles (about 2 minutes). Then check for signs of life. Continue until the victim begins to breathe and show a pulse, or until help arrives.

Reading Document Q

Will and Testament

Reading Document Q - Will and Testament

This is the Last Will and Testament of Zhi Peng Chen of 77 Whirlpool Way, City of Vismount in the Province of British Columbia, Canada.

1. I hereby revoke all former Wills and Testamentary Dispositions that have been made by me at any time heretofore and declare this document to be the sole and only record of my final Will and Testament.

2. I hereby nominate, constitute and appoint my wife Xui Li Chen of 77 Whirlpool Way, City of Vismount in the Province of British Columbia, Canada to be the sole Executor and Trustee of this my final Will and Testament.

3. I hereby devise and bequeath all residue, both real and personal, whatsoever and wheresoever, of which I am seized or possessed or to which I am rightfully entitled and over which I have any power of appointment, unto my said wife, Xui Li Chen, absolutely and without condition.

Should my said wife predecease me or should her demise follow mine by a period of not more than seven days, I hereby declare that paragraphs 2 and 3 above shall have no legal force, and that in lieu thereof, that paragraphs 4 to 7 shall prevail.

4. I hereby nominate, constitute and appoint my brother, Feng Chen of 2277 First St., Denley, in the Province of Nova Scotia, to be the sole Executor and Trustee of this my final Will and Testament. Should my said brother be unable or unwilling to undertake the responsibilities of Executor and Trustee, I hereby nominate, constitute and appoint my sister, Hui Zhong Yang of 905 Redclay Ave., in the Province of Prince Edward Island to be the Executor and Trustee of this my final Will and Testament.

5. I hereby direct my Executor and Trustee to pay and settle any and all of my just debts and expenses as soon as can be conveniently accomplished following my demise.

6. I hereby devise and bequeath all residue, both real and personal, whatsoever and wheresoever, of which I am seized or possessed or to which I am rightfully entitled and over which I have any power of appointment, unto my Executor and Trustee to be managed according to my wishes upon the following Trusts, namely:

i) The Executor and Trustee may retain the assets in the residue of my estate in the form in which they exist at the time of my demise or may, at his or her sole discretion, convert these assets to cash in any manner and upon any terms that, in his or her absolute and uncontrollable discretion, is deemed appropriate by the Executor and Trustee. The Executor

Reading Document Q

Will and Testament

and Trustee will not be held accountable or responsible for any losses that may occur to my estate as a result of his or her discretionary decisions.

ii) The residue of my estate is to be held in a special fund to be dispersed equally among my nieces, Mei Chen and Winnie-Li Chen of 2277 First St., Denley, in the Province of Nova Scotia, and my nephew, Xu Guan Yang of 905 Redclay Ave., in the Province of Prince Edward Island, for the purposes of their education and personal benefit until the youngest of the three has attained the age of nineteen. I hereby appoint my Executor and Trustee as the sole determiner of the amounts and timings of dispensation from this special fund, specifying only that the dispensation should remain at all times equivalent among the three beneficiaries.

ii) At such time as the youngest of the three named beneficiaries attains the age of nineteen, I hereby direct that the remainder of the residue of my estate be converted to cash and equally divided among these three beneficiaries.

iii) If any one of the three named beneficiaries should not survive until the youngest attains the age of nineteen, I hereby direct that the remainder of the residue of my estate be converted to cash and equally divided among the surviving two beneficiaries.

iii) If any two of the three named beneficiaries should not survive until the youngest attains the age of nineteen, I hereby direct that the remainder of the residue of my estate be converted to cash and provided as a lump sum to the surviving beneficiary.

7. I authorize my Executor and Trustee to make payments directed to any beneficiary under the age of nineteen to the legal guardian of that beneficiary.

In testimony whereof, I have to this day, my final Will and Testament, written upon the 19th day of December in the year 2011.

Signed, published, and declared by the said Testator, Zhi Peng Chen, in the presence of the two witnesses so named in this document, both present at the time of signing

Name of First Witness

Signature of First Witness

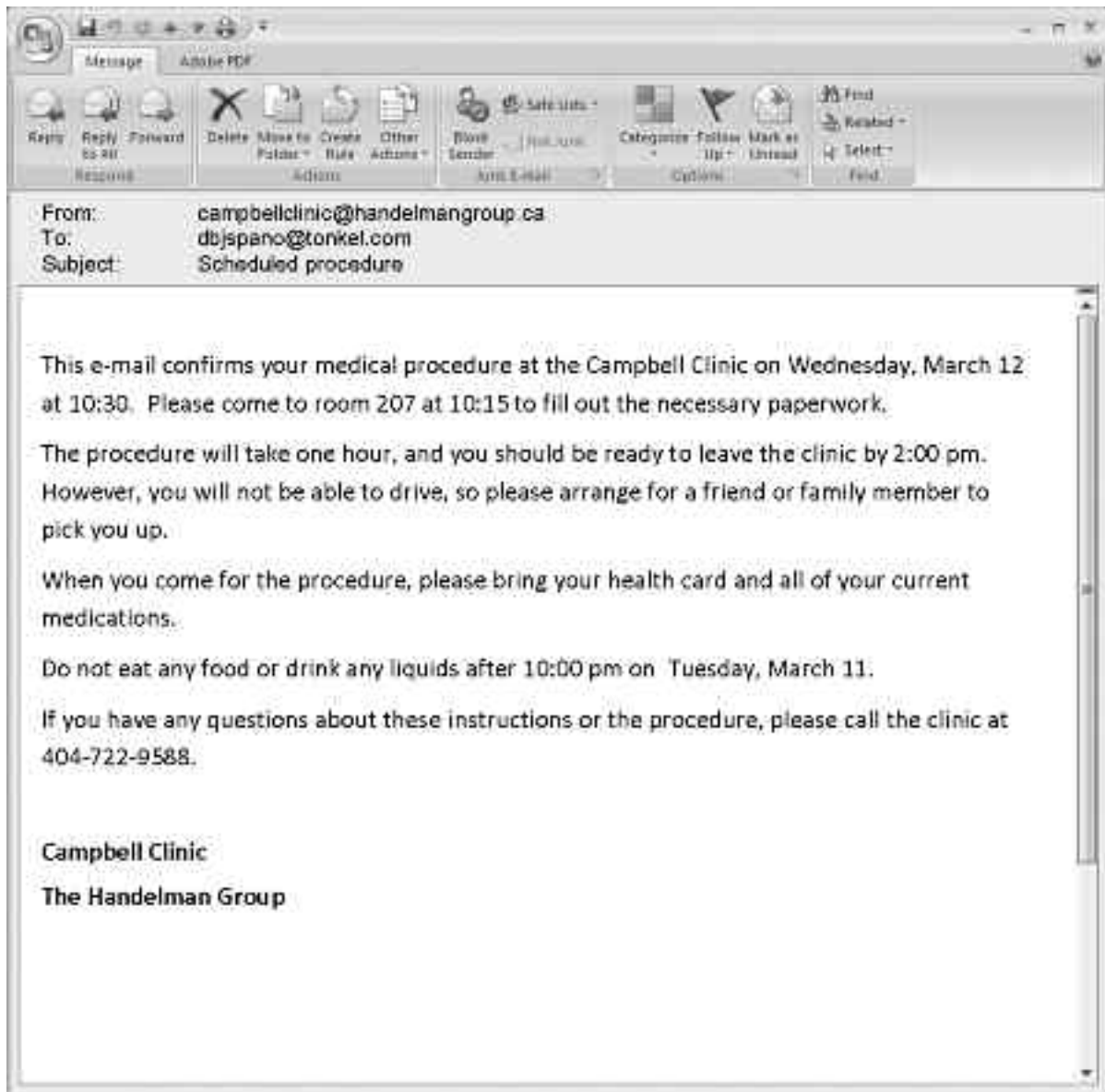
Name of Second Witness

Signature of Second Witness

Signature of Testator:

Reading Text A

Medical Email



Reading Text B
Personal Note

Dear Beverly,

I'm sorry that you have the flu.

I hope you get well soon.

I miss you at school.

*Your friend,
Sara*

Reading Text C

Postcard

Dear Brad,

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

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

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

See you soon,

Your friend Tom

Mr. Brad Johnson

3579 Milky Way Ave.

Rockton, AB

POSTAL CODE

Reading Text D

Consulting Letter

Dear Dr. Singh:

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

Mr. Andretti presented at my clinic 6 months ago with complaints relating to pain on the left side of his body. He referenced a fall that occurred over two years ago, resulting in extensive bruising but no broken bones. At the time of the fall, Mr. Rosario did not consider his injuries serious enough to seek medical treatment, and for this reason he did not visit the ER or have any immediate examination and diagnosis.

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

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

Regards,

Abe Mendelssohn

Dr. Abraham Mendelssohn

Reading Text E

Personal Email



Reading Text F

Cover Letter

February 16, 2012

To whom it may concern:

I am submitting the enclosed application and resume in response to the posting for a station manager with your company.

As you will see from my resume, I completed a full training program in broadcast journalism and worked for several years as a freelance journalist prior to my career in station management.

My station management experience has evolved over a ten-year period of working for two major companies, both in large cities. Over my years as a manager, I have embraced a philosophy that welcomes controlled change within a working environment that seeks to remain competitive and current while also maintaining a foundation that respects traditional established principles.

My career goal is to manage a station that competes successfully for an award of excellence. My personal goal is to continue growing and developing as a manager in a professional atmosphere where I can share my knowledge and experience with others and help them to progress along their chosen paths.

I can be available at your convenience for an interview and would welcome the opportunity to discuss in greater detail the skill set that I would bring to this position.

Thank you very much for your consideration of my application.

Sincerely,

Amanda Stamos

Reading Text G

Manual Excerpt

Carbon Monoxide Alarm

PURPOSE OF THE DEVICE:

The purpose of this device is to detect carbon monoxide (CO) in the air and to alert you of the presence of CO.

The device detects CO from all sources of combustion.

INSTALLING THE DEVICE:

Determine the best location for the device. It should be near a bedroom.

1. Be sure to install a 9V battery as a back-up power supply. To do this, open the battery compartment on the back of the device by pulling on the tab that is labelled 9V. Attach the battery connector and snap the battery into the compartment. You will hear a short beep if you have done this correctly.
2. Rotate the plug on the back of the device so that it can be plugged into a standard wall outlet. Plug it into an outlet that is not controlled by a dimmer or wall switch. When the device is properly plugged in, you will see three flashing red dots in the digital display area.
3. Wait 30 seconds. The digital display should read "0". If it does not, see section 3 of this manual for further instructions.
4. Test the unit by first checking that the green dot is blinking. Press the reset button briefly and release it. Wait 10 seconds. You should hear 3 beeps, 5 seconds of silence, and then 3 more beeps.

Reading Text G

Manual Excerpt

WARNINGS AND DISCLAIMERS:

- This device sounds at a volume of 90 decibels. Prolonged exposure to this sound may lead to hearing loss.
- This device does not detect smoke or fire. For smoke or fire detection, ensure that the proper devices are installed and in working order.
- This device does not detect any gases other than CO.
- Users of this device must make their own decisions about how to respond to a CO emergency. Manufacturers of the alarm device are not responsible for the results of faulty or defective operation or the consequences of inappropriate response.
- Do not install the device in a kitchen or furnace room.
- Do not install the device in a garage or any other location where vehicles are regularly started or stored.
- Do not paint the device or use any aerosol products near it.
- Ensure that children do not play with the alarm device or interfere with its functioning.

CARE AND MAINTENANCE:

- Ensure that the alarm vents are kept free of dust and other obstructions.
- Clean the device by wiping with a damp cloth. Never use detergents or chemicals to clean it.
- Test the alarm at least once a month to ensure it is in good working order.
- Dust or vacuum the device at least once a month.

Reading Text H

Workplace Policy Memo

MEMO TO : All Staff

SUBJECT: Hertzogg Building Regulations

It has come to the attention of management that some members of staff have been violating the prevailing regulations when conducting business at the Hertzogg Building.

Please be reminded that Hertzogg Building management does not permit staff parking in the north-west lot at any time and that all staff conducting business in that building are required to sign in and out with officials at the security desk in the lobby.

Remember also that the Hertzogg Building is off limits to all staff on weekends, and even those with priority pass keys and authorized security codes are prohibited from entering the building for any reason on Saturday or Sunday.

Smoking is strictly forbidden in the Hertzogg Building and within the immediate vicinity of its front entrance and terrace gardens. The only place where smoking is permitted is in the service area off the south-east parking lot adjacent to the yellow emergency exit doors.

Hertzogg Building management has made it clear that there will be no exceptions to these regulations under any conditions.

Management would therefore strongly urge the cooperation of staff in acknowledging and adhering to these regulations at all times and under all circumstances.

Thank you.

Ralph Mazza
Senior Staff Manager

Reading Text I

Medication Leaflet

This leaflet provides a summary of information about the medication you have been prescribed. This leaflet does not include all information about the medication. If you have questions or concerns, please contact your doctor or your pharmacist.

How to take this medication:

Take the medication one hour before or two hours after a meal. Drink a full glass of water with each dose of the medication.

How to store this medication:

Store the medication in a cool dark place away from excess humidity.

Contraindications and Interactions:

Do not take this medication if you have a known allergy to it. Do not take this medication if you are allergic to aspirin or penicillin. Do not take this medication if you are pregnant or breast feeding. Do not take this medication if you are on blood thinners. As with any medication, interactions with other drugs may occur. Be sure that your doctor or pharmacist is aware of all other prescription and non-prescription drugs that you are taking.

Side effects of this medication:

Like all prescription drugs, this medication may cause side effects. In some rare cases, an allergic reaction can occur, involving swelling of the lips, tongue, face or airway. If this happens, stop taking the medication and immediately contact your doctor. If your doctor is not available, call 911 or go to the nearest emergency room.

See the chart that follows for a list of side effects.

Reading Text I

Medication Leaflet

Very Common	Quite Common	Uncommon	Unknown
Dizziness			
Headache			
Fatigue			
	Joint pain		
	Muscle pain		
		Skin rash or blisters	
		Blurred vision	
		Weakness	
		Brown urine	
			Allergic reaction
			Muscle wasting
			Kidney disease

Cautions:

Be sure that you have determined how this medication will affect you before you perform tasks that require specific skill or heightened attention. It is important to be aware that dizziness and fatigue can occur when taking this medication and to take proper precautions. This may mean not driving a vehicle or operating machinery while you are on the medication.

Before any medical or dental procedure, be sure to tell your doctor, dentist, hygienist or dental surgeon that you are taking this medication.

This medication has been prescribed for you by your doctor to treat your specific condition. Do not share this medication or give it to any other person.

Keep this and all medications out of the reach of children and pets.

For more detailed information about this medication, call the toll-free number shown on the medication label or visit the website listed on the product packaging.

Reading Text J

Letter of Complaint

Dear Sir or Madam:

I am writing to complain about the repair service division of your telephone company. On Sunday evening, a storm blew through my neighbourhood, knocking down trees and causing power outages. A tree in our yard was ripped out of the ground, and as it fell, it brought down the telephone line behind our house. The bulk of the tree was lying on our neighbours' property, with two cars partly crushed under it.

Within minutes of this incident, I discovered that our land line was dead and that two other households in the neighbourhood had the same problem. I then used my cell phone to call your repair service line. After I finally got through the irritating automated choice system, I finally got to talk to a real live human, who immediately dismissed my concern and told me to "call the City."

When I called the City, I was told that they never deal with trees that are touching any kind of electrical wire, and that I would have to call your telephone company. So, I called again and was eventually connected with a friendly man who confirmed that, indeed, a tree branch on a telephone wire is your company's responsibility. When he told me he would send out a technician, I tried to explain that this was not a problem for a technician, since pliers and screwdrivers would be the wrong tools for this situation. Again, my concern was dismissed.

The technician arrived the next day, looked at the tree, and told me to "call the City". At this point, I was not prepared to start down that path again, so I insisted that the technician contact his manager to sort out the situation. After a half hour on the phone, he told us that your telephone company would send someone to remove the tree the next day. Three days later, someone finally arrived to remove the tree, repair the line, and restore our phone service.

After this experience, I am very disappointed with your company. I cannot believe that a phone service that has been in the business for decades does not have a clear and consistent policy for dealing with emergencies. Surely this is not the first time a tree has fallen on a telephone wire. The people who are supposed to assist customers through your so-called "help" line, even if they are working from overseas call centres, should be better trained to give proper assistance.

I would like a 25% reduction in my monthly telephone bill for this month because I lost service for a week due to your company's slow response to my emergency. Furthermore, I would like compensation for cell phone charges incurred that week, as I was required to use my cell, which I normally reserve only for roadside assistance. While I realize that your company cannot be held responsible for the storm itself, the quality of your emergency service is definitely within your area of responsibility.

I have been a loyal customer for twenty-five years and have multiple accounts with your company. I will remain a loyal customer only if this issue is handled fairly and promptly.

Thank you for addressing my concern.

Sincerely,
Simon Suffian
Account # 34876-09-23996

Reading Text K

Opinion on Home Decor

There was a time when professional decorating services were a luxury of the rich and famous, while the average Canadian was grateful for a roof overhead and contented with a worn armchair at the end of a hard day's work. Those days are apparently long gone, at least according to the never-ending barrage of decor-oriented television offerings that crosses my screen during an average surfing session.

Driven by the public's insatiable thirst for anything that smacks of "reality", it seems that TV networks are increasingly adopting an array of programs aimed at selling renovation as a normal and ongoing part of day-to-day life. Apparently, it is no longer acceptable to simply enjoy the peace and shelter of our houses and apartments. Home owners must constantly scrutinize their surroundings and consult professionals on matters that relate to "flow", "curb appeal", and of course that elusive "wow factor" that can render our guests speechless.

The main thrust of these decorating shows is the message that we must at all costs keep up with the latest trends lest, heaven forbid, our homes should descend into that most dreaded of classifications described as "outdated". To avoid this shame, the decorating gurus urge us to spend our precious leisure time ridding our homes of every trace of last year's style while handing over our hard-earned money to adopt trends that will be just as out of style by this time next year - a clever approach that reinforces an endless cycle of accumulation, disposal and re-accumulation that drives the decorating industry.

The waste generated by all this unnecessary disposal of materials, still in perfectly useful condition but simply the wrong style or colour,

is appalling. Oak cabinetry, stylish a decade ago but now considered a decorating faux pas, is regularly demolished and carted away to dumpsters to make way for the currently desirable maple or cherry.

While many make no excuses for the waste associated with constant redecorating, there are those who prefer to couch this activity in terms such as "eco-friendly", a nod to any attempt that incorporates products made from natural materials. Homeowners are often encouraged, for the sake of the environment, to replace furniture and fixtures made of vinyl or plastic with natural products of wood, cork or bamboo, because these natural materials are biodegradable. What is often overlooked with this approach is the fact that these discarded vinyl and plastic products, in perfectly good condition, could be retained and used for the duration of their natural lifespans, rather than dumped prematurely into landfill sites where they accumulate and create environmental chaos.

That we live in a society with a disposition to the disposable is undeniable. The rapid evolution of technology has conditioned us to barely blink at the thought of discarding perfectly functional devices the very instant that something the slightest bit more sophisticated hits the market. We have to do this, don't we, or risk the possibility that we will be left in the dust as the rest of the world races forward? But, must this throw-away mentality also pervade the sanctuary of our homes? Must we constantly evaluate the appearance and condition of our living spaces to the point where we can no longer enjoy the simple peace and shelter they provide? Is the allure of the "wow factor" really that seductive?

Reading Text L

Letter – Sick Leave

Dear Ms. Roman:

In response to your recent inquiry, please find below the policies and procedures regarding sick leave benefits. As you have already been on sick leave for 45 days, the sections most relevant to your concerns are those dealing with renewal of sick leave and long-term disability.

The company's sick leave program is designed to protect your salary in the event you must be absent from work due to illness or injury. Depending on the length of your illness or injury, you may be eligible for short-term or long-term benefits.

Short-term sick leave:

The maximum number of days of sick leave with 100% of regular salary is one hundred and fourteen (114) calendar days. Sick leave begins on the first day of a disability due to injury or illness. The number of days applies to each separate disability resulting from different causes or different diagnoses.

While on sick leave, the employee is entitled to receive all other benefits under his or her benefit program. At the same time, the employee is obligated to make the normal contributions to his or her benefit program.

Employees are not eligible for sick leave if they are already on vacation leave, parental leave, or an unpaid voluntary leave of absence. In addition, if an employee willfully injures himself or herself, that employee is not eligible for benefits. Employees serving a prison term or who become injured or ill while committing a crime are also ineligible for benefits.

Renewal of sick leave:

After an employee has received short-term sick leave benefits for the normal 114-day period, he or she can renew the sick leave under certain conditions. To renew sick leave benefits for the same injury, illness, or disability, the employee must have returned to the workplace for thirty (30) consecutive calendar days without absence. After these thirty days, the employee can again receive benefits. To renew sick leave benefits for a different cause, the employee must have returned to the workplace for one full workday. In this case, the employee may be required to obtain a certificate of good health from a licensed physician to insure that recovery from the first injury, illness, or disability was complete. As an example, if an employee takes 30 days of sick leave following surgery, then returns to work, and after one full day of work becomes disabled due to a completely new illness or injury not related to the surgery, the employee is eligible for 114 more days of sick leave.

Reading Text L

Letter – Sick Leave

Procedural obligations:

As soon as possible, the employee is required to notify the Administrative Officer of the nature of the illness, injury, or disability and to provide an estimate of the duration of the condition. If the requested leave exceeds ten (10) consecutive working days, the employee may be required to submit medical documentation to Human Resources. A sick leave form must also be completed by the employee and transmitted to the Administrative Officer for approval. The form can be obtained from the Administrative Officer, from Human Resources, or online. (<http://www.smartcohr/leave/forms.com>)

Long-term disability:

If an employee is still unable to work after receiving short-term sick leave for 114 days, he or she may be eligible for long-term disability payments. An application form, available from Human Resources, or online (<http://www.smartcohr/leave/forms.com>) must be completed and sent to Human Resources, Leave Management. The request is then forwarded to the corporation's insurance company. Normally, the insurance company makes a decision about eligibility within 3 to 4 weeks and informs the employee directly.

Monthly benefits for long-term disability amount to 66.66% of monthly earnings, based on the salary earned at the time the long-term disability status begins. This amount cannot exceed \$9,500 per month. This amount may be adjusted if the employee is entitled to receive other benefits from workers' compensation plans or any other government plan or pension plan. In any case, the income from all sources cannot surpass 85% of the employee's gross pre-disability earnings.

The employee may be deemed ineligible for long-term disability benefits if the disability is the result of a self-inflicted injury. No benefits will be paid for disability resulting from injuries sustained while in service in the armed forces of Canada or any other country or while participating in a crime. Furthermore, benefits are payable only as long as the employee maintains legal residence in Canada.

If you need clarification, I am available by appointment on Tuesday, Wednesday, and Friday to deal directly with your specific concerns. You should contact the Leave Management Office at extension 6750 if you wish to book an appointment.

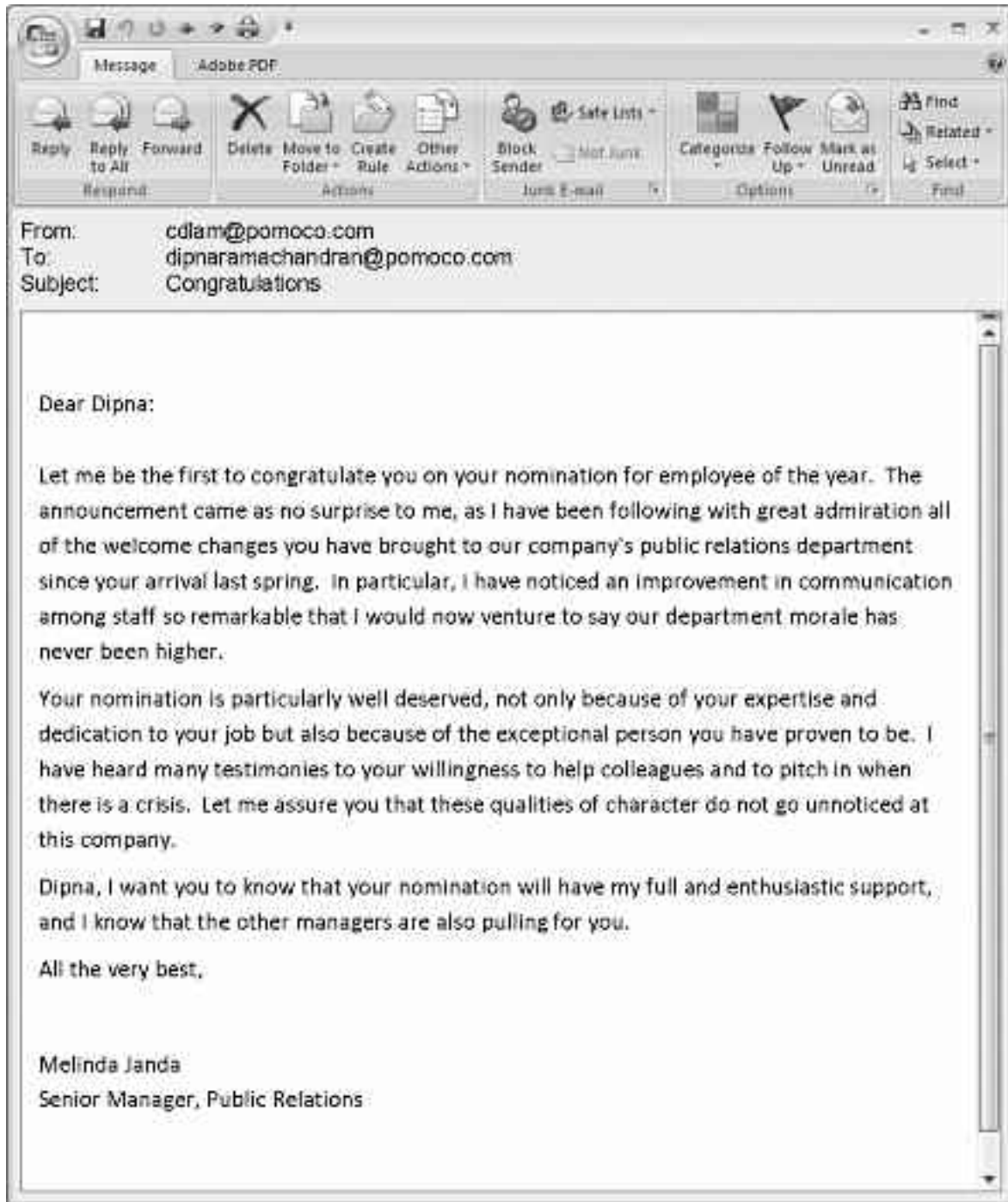
Sincerely,

Sondra Zondervan

Sondra Zondervan
Leave Management Officer

Reading Text M

Congratulatory Email



Reading Text N

Future of the Arctic

The world is changing at an unprecedented pace, and the climate at the North Pole is heating by an estimated .3 degrees Celsius every decade. Although such an increase might not sound particularly threatening, it is sufficient to dislodge and melt large chunks of the northern ice cap. As inconceivable as it sounds, ice-free polar summers may be looming in Canada's future. Last summer alone, the sea ice shrank by 2.6 million square kilometres. According to some projections, summer sea-ice could disappear within the next quarter-century.

The geopolitical implication of these environmental changes is that the longstanding metaphor for the far north as a "frozen wasteland," is probably no longer apt. Far from being perceived as a wasteland, the Arctic is rapidly acquiring a connotation as a potential treasure chest of wealth and resources. Now, in addition to environmental considerations, major economic concerns may also be at stake. The imminent opening of a sea route through formerly impassable Arctic waters could change the face of international shipping and trade. An ice-free Arctic could suddenly open access to potentially valuable oil, gas and precious metals that were previously unattainable. Is this a potential multi-million dollar resource waiting to be tapped?

A recent poll indicates that a majority of Canadians consider Arctic sovereignty a high-priority issue. The icy North is a symbolic cornerstone of our national identity for those who live in the south as well as for the indigenous populations who have made the Arctic their home for centuries. The poll reveals concerns about the future of our ecologically sensitive Arctic coastline if it is opened to shipping and mineral extraction. No one knows what "sustainable development" means in a polar climate; no one knows how Arctic flora and fauna will respond to dramatically increased human activity in the area.

The Arctic must become a top priority for the Canadian government. Preservation of the True North requires a serious commitment of financial resources dedicated to enhanced security and increased Canadian Coast Guard presence. Canada needs to invest in developing infrastructure, such as deep-sea ports in the north, while also working to improve nautical charts and navigational aids for the area. All this must be done while maintaining a strong relationship of ongoing cooperation with our northern neighbors. Indeed, our involvement and leadership in the eight-nation Arctic Council may be the key to ensuring a healthy future for our True North, which must be maintained as proudly proclaimed by our national anthem - "Strong and Free" - from sea to sea to sea to sea!

Reading Text O

Ethical Review Process

University policy specifies that all graduate research involving the participation of animal subjects be fully reviewed and approved by a panel of peers and by the university's ethics committee prior to the commencement of a project. Any and all involvement of animal subjects in scientific or medical research must be deemed to comply with accepted standards of humanity and integrity for the field of interest and must be in compliance with guidelines and regulations for the specified area of research.

Applications for review must be submitted to the departmental senior administrator along with a research proposal that includes objectives, hypotheses, methodology and an explanation of the expected value or contribution to the field should the research be approved. Graduate students should be mindful of the imperative to submit applications allowing sufficient lead time for identification and selection of a committee of suitable peers, evaluation of the proposed research by the peer group, collection and analysis of peer review responses, and the subsequent process of review and analysis by the ethics committee. No special allowances will be made for applications that do not respect the timeframe required for this due process.

Exemptions to the peer review policy will be considered only in cases where the parameters, design and methodology of a study have previously been submitted for review by a funding source and, whether funded or not, have undergone a sufficiently rigorous process of peer evaluation to indicate with reasonable certainty that the research can be deemed to have sufficient integrity and scientific merit to warrant consideration. In such cases, the graduate student may submit a letter of request to the departmental Chair outlining the previous circumstances of peer review and requesting that the application for approval and accompanying proposal be submitted directly to the ethics committee for immediate consideration.

For application forms, proposal prototypes and further information or instructions on policies and procedures relating to research involving animal subjects, visit the university web site and follow the appropriate links on the ethics toolbar.

Reading Text P

Academic Paper Excerpt

4.3. Illustration of discriminant analysis

This section presents a sample discriminant analysis, including a discussion of meeting the assumptions of the procedure and rationales for the analytical choices made. Attention is drawn to links with other statistical procedures, notably multiple regression and ANOVA.

The illustration is based on data collected in the 1990s on 91 young men attending a small university in Canada. The focus is on differences in psychological traits between men raised in two-parent families and those raised only by a mother. The analyses are drawn from the subjects' scores on the Sullivan Psychological Battery (SPB), a non-clinical, self-report psychological inventory that measures interpersonal behaviour and social interaction. It consists of 322 Likert-type questions and yields 18 standard scales and seven special indices (McNamara, 1997).

4.3.1. Meeting assumptions

Multivariate normality: One assumption that underlies discriminant analyses is that each classification group comes from a population with a multivariate normal distribution. While there is no way to test for a multivariate normal distribution, it is true that if the distributions for each of the predictor variables are univariate normal, the chances of having a multivariate normal distribution increase. Histograms of this data set revealed that many of the variables were characterized by slightly rectangular or skewed distributions. Transformation was judged unnecessary, however, as Lachenbruch (1975, cited in Klecka, 1980, p. 10) reports that the results of a discriminant analysis can still be interpreted, albeit with caution, if this assumption is violated.

Outliers: Discriminant analysis is highly sensitive to the presence of multivariate outliers. Using the test publisher's standards for normal profiles, the response patterns of nine subjects' to the SPB were deemed to be highly unusual, and indeed, suspect. These nine cases were removed from the analysis, leaving 56 men in the father-present group and 26 in the father-absent group.

Homogeneity of Covariance Matrices: Another assumption of discriminant analysis is that covariance matrices for each group are equal. Box's M test can check this assumption. For the two analyses discussed here (see below), the test indicated that covariance matrices were equal when eight psychological trait scores were used as predictors but the matrices were unequal when all 25 scales were entered (Table 1). Svacina (2009) warns that Box's M test, however, is extremely sensitive and likely to find the matrices unequal if normality assumptions are violated.

Reading Text P

Academic Paper Excerpt

Table 1: Box's M Test

	Box's M	F	DF	Sig.
With 8 traits	40.86	.985	136	0.49
With 25 scales	739.97	1.300	325	0.0003

Homogeneity of Variance: A further requirement of discriminant analysis is that the variance of the predictor variable is the same in all classification groups. None of the F-tests of homogeneity of variance run on the 25 variables was significant; thus, this assumption was met.

4.3.2. Discriminant analysis

Two discriminant analyses were run: one using eight scales chosen *a priori* based on the literature (Nugent, 1998), and one using all 25 scales (18 standard and 7 special indices). This latter analysis dangerously approaches error-fitting; Cossette and Milner (2007) designate the limit of predictors as one less than the number of cases in the smallest group (here, 26 cases) and they note that fewer predictors yield more stable results. The method for both analyses was forced entry; as in the multiple regression analyses discussed earlier in this volume, unless there is a sound reason to use other procedures such as step-wise entry, it is the method of choice.

Examination of the group means for both analyses revealed small differences on most variables between the 26 father-absent cases and the 56 father-present cases. The greatest difference was on the "socialization" scale, which sorts individuals based on their resistance or acceptance of rules and regulations. When the pooled within-groups correlations were calculated, by averaging the variance-covariance matrices for the two groups and then computing a correlation from the resulting matrix, it revealed that there was a great deal of shared variation among many of the scales.

Of the 25 scales/indices, only "socialization" had a Wilk's lambda that obtained significance, with alpha set at .05. Wilk's lambda is a ratio of within groups sum of squares to the total sum of squares, and thus provides a measure of the amount of unexplained variance.

Because there are two groups in these analyses, only one linear combination of variables, i.e. one discriminant function, can be calculated to separate the father-absent and father-present groups maximally, recalling that the maximum number of orthogonal functions is either $k-1$, where k equals the number of groups, or p , where p equals the number of predictors, whichever is smaller. When eight predictor variables are used, the resultant eigenvalue for the function is .2064; when all 25 are used, the obtained eigenvalue is .7358. Both of these values, which are ratios of the between sums of squares to the within sums of squares, are relatively small. The small canonical correlations tell the same story: they represent the correlation between the discriminant function and the grouping variable. If the canonical correlation is squared, it yields a measure of the amount of variance that can be explained by the difference between groups: .16 and .42 for the eight-variable and the 25-variable analyses, respectively. This canonical correlation corresponds to eta-squared if a simple ANOVA were to be performed using the discriminant scores as the dependent variable and the groups as the categorical

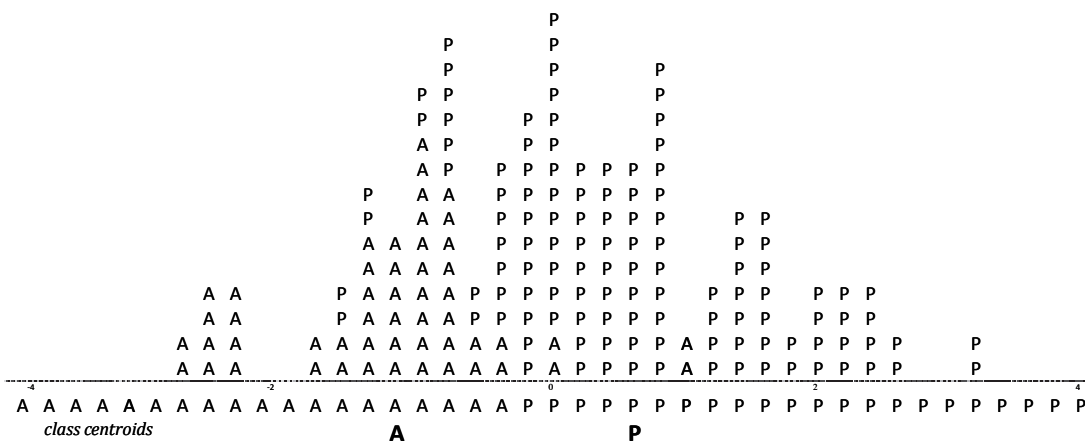
Reading Text P

Academic Paper Excerpt

independent variable. The standardized canonical discriminant function coefficients are analogous to beta weights in multiple regression, in that they provide one indication of the relative importance of each variable in separating the groups. When these coefficients for the 25 variables were examined, the scale for “socialization” again stood out with the largest magnitude. Another indication of the importance of this scale is that it had the largest correlation ($r = .32$) with the discriminant function.

The unstandardized canonical discriminant function coefficient is what is used to calculate actual scores on the discriminant function for each subject. Interestingly, these coefficients are proportional to the unstandardized regression coefficients that would be produced if the predictor variables were entered into a multiple regression equation. When the discriminant scores are calculated for all subjects, the resulting group means on the function are -1.24 and $.58$ for the father-absent and father-present groups, respectively (See Figure 1).

**Figure 1: Canonical Discriminant Function:
Stacked Histogram for Father-Absent (A) and Father-Present (P) Groups**



When this function is used to discriminate among groups, 12 cases are misclassified; 2 in the father-absent group and 10 in the father-present group (Table 2). The discriminant function correctly predicts group membership for about 85% of all subjects. The histogram (Figure 1, above) presents the classification information and shows that the majority ($n=10$) of misclassified cases are in the father-present group (labeled “P”) but are classified as father-absent. The histogram indicates that the group centroids are not far apart on the function.

Table 2: Classification Results

Actual Group	Number of cases	Predicted Group Membership	
		A	P
Father Absent=A	26	24 (92.3%)	2 (7.7%)
Father Present=P	56	10 (17.9%)	46 (82.1%)
Total percent of grouped cases correctly classified= 85.37%			

Reading Text P

Academic Paper Excerpt

4.3.3. Conclusions

The discriminant analysis on the data suggests that there were no major differences in psychological traits between young men who were raised in two-parent families and those raised by only their mothers. In the set of 25 scales examined, the most promising variable for group separation is “socialization,” defined by the test publisher as the degree to which the individual “comfortably accepts ordinary rules and regulations” or “finds it easy to conform.” It could be that, in fact, there are no major differences between the two groups on this instrument. It is also likely that the criterion variable, absence or presence of father during childhood, is not clearly enough defined. More specific data on, for example, the age of the child during the father’s absence, the duration of the father’s absence, or the presence of other father figures in the home would likely help refine the analysis.

4.3.4. References

Cossette, R.G. & Milner, C.A. (2007). *Multivariate Statistics*. London: Harper & Row.

Klecka, W.R. (1980). *Discriminant Analysis*. Beverly Hills: Sage Publishing.

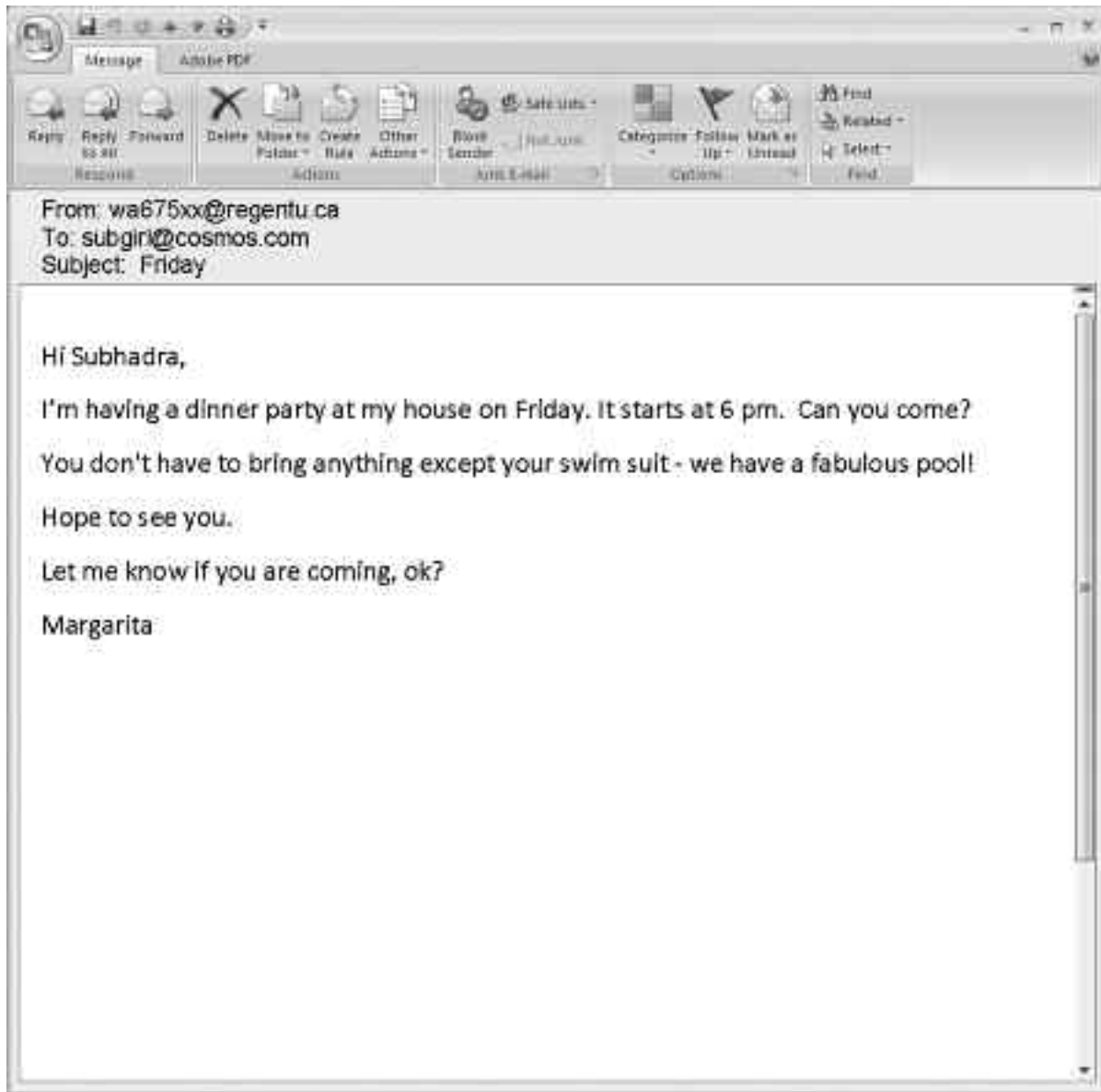
McNamara, F.X. (1997). *Guide to Using the Sullivan Psychological Battery*. Grand Rapids, MI: Allied Psychology Group, Inc.

Nugent, T.R. (1998). *Fatherless Families*. Chicago: University of Chicago Press.

Svacina, M.J. (2009). *Advanced Statistics*. New York: McGraw Hill.

Reading Text Q

Email Invitation



Reading Text R

Mental Health Editorial

From the Editor's desk: "Right Mind, Mind's Right" by Adele Hertzmann, published in our June 2012 issue, generated an unusually large volume of reactions, which can be viewed on our website. In this issue we publish one of the more thought provoking responses.

To the Editor:

I read with interest the piece by Adele Hertzmann (June 2012) concerning patient rights in the mental health arena. As a long time advocate and legal consultant for people suffering from psychiatric disorders, I witness daily the tragic failure of the mental health care system in finding the appropriate balance between honouring patients' rights and addressing their needs.

Hertzmann's article provides an even more damning indictment of the system's shortcomings, and for that, I applaud her admirable efforts. Any initiative that focuses public attention on the lack of informed dialogue and lucid policy is to be welcomed. I stop short, however, of condoning her approach, and even more worrying, her conclusions.

Certainly, the case studies she documents are dramatically compelling and emotionally forceful. For example, Martin Marigold's choice to reject medication and to escape the treatment facility makes for provocative reading and highlights the dangers both of misdiagnosis and of accepting ill-defined notions of 'competence'. Nonetheless, one cannot make the argument that mental-health policy should be scaffolded on this or any other individual case study.

A case study is nothing more than the anecdotal tale of an individual experience. As such, it cannot be considered exemplary or typical. Accounts of my own clients are as vivid and distressing as those described by Hertzmann but would lead to a completely different set of policy implications than those that Hertzmann proposed. For example, one of my patients, in his courageous choice to refuse treatment, faced up to and overcame the not insignificant challenges of social stigma and rejection by his own family to eventually live an independent and productive life. After lengthy legal proceedings, another client successfully sought out alternative treatments that freed her from debilitating medication side effects and validated her choice to live, albeit imperfectly, with her disease. Contrary to Hertzmann's selected case studies, these showcase people who have managed to transcend impossible circumstances.

Reading Text R

Mental Health Editorial

Had Hertzmann been less consumed with the apparent injustices suggested by her case studies, she might have chosen to look more closely at the historical context of the issues she raises. The position she advocates was, in fact, the dominant approach for most of the twentieth century. Patients were routinely institutionalized despite their objections, and treatment decisions were made based on what was determined to be in the patient's best interests. Too often, however, efforts to define the patient's best interests were clouded by the interests of the family or of other societal institutions that found institutionalization and medication more convenient and expeditious than other solutions. A spate of first person accounts published in the second half of the 1900s - books such as Rosalynn Saunders' "Made Mad" and Antonio Fiorini's "The Chronicles of a Crazy Man" - helped to bring the disempowerment of the mentally ill into public consciousness.

Along with a host of other civil-liberty issues, patient rights were finally reasserted in the 1960s. South of the border, court rulings recognized that both competent and mentally ill patients had the right to reject treatment, a right that could be overridden only in circumstances where a mental health condition posed the threat of harm to a patient or to others.

In Canada, Scott Starson, a physicist diagnosed with schizo-affective disorder was institutionalized in 1999 after issuing death threats against his house-mates and police officers. Starson was subsequently injected against his will with anti-psychotic drugs and mood-stabilizing agents. The attending physician held that Mr. Starson's condition would deteriorate without these medications. However, Mr. Starson, who had actually taken such medications during a period between 1985 and 1995, complained that the drugs crippled his intellectual capacity, rendered his thinking sluggish and made it impossible for him to pursue his work as a scientist. In his words, being medicated was "worse than death for me, because I have always considered normal to be a term so boring it would be like death." Although Starson was clearly delusional—believing himself to be working on the development of a starship—the Supreme Court of Canada eventually ruled that he understood well enough the consequences of the medications to be allowed to direct his own treatment.

Historically and legally, trends have been moving in the direction of honouring the wishes of the patient. Examination of aggregate data aligns more clearly with Mr. Starson's story than with the patients Hertzmann chose to portray. One study found that in 70 to 90 percent of cases, patients overriding treatment recommendations achieve a successful outcome. Findings of this type give support to a longstanding respect for individual autonomy.

There is a fine line between protecting society and affirming the rights of patients. Sometimes, as Hertzmann documents in the poignant story of Martin Marigold, the system fails. However, failure is not simply due to faulty principles. In the case of the unfortunate Martin Marigold, I would argue that initial misdiagnosis and subsequent lack of proper follow-up precipitated the tragic demise.

Reading Text S

Essay Critique

You evidence many strengths in this paper and show improvement in your writing ability relative to your previous two papers submitted this term. In particular, your efforts to translate the visual into the verbal are often quite successful. Avoid the temptation to simply tell the reader about the painting; you should focus on *showing* by choosing pertinent details and paying heed to all the formal elements of the work (color, line, space, perspective, composition, etc.). The most effective essays are those which first analyze each of these elements separately, before treating the painting more holistically.

I like your surprising choice of paintings. Normally when I assign this topic, students describe two quite similar works, often by an artist and his or her protégé. Your decision to compare a Caravaggio with a van Honthorst was a bit risky - but not rash. However, because the two artists inhabited such dissimilar worlds, more discussion about their historical, geographical and cultural contexts would have been appreciated. For example, the counter-reformation of the early 1600s certainly exerted a strong influence on the trajectory of Caravaggio's professional development, if only by providing him with the economic means to hone his talent. Although the focus of this paper was not chiefly sociological, by devoting a few paragraphs to situating the works in the artists' worlds, you would have enhanced your reader's understanding of the works as products, not only of the artist, but also of the world in which they were created. I realize that this is a greater challenge with regards to van Honthorst, as the literature on his oeuvre is far less extensive than it is for Caravaggio, (besides which, most of it is in Dutch!).

You were right to focus much of your paper on the use of chiaroscuro in both works, as it is, indeed, a key stylistic device in both paintings. This is easily the strongest section of

Reading Text S

Essay Critique

your paper, and the point-by-point comparison you constructed supports your argument very effectively. In addition to the point-by-point comparison, however, a more expansive treatment of chiaroscuro in each painting and in the oeuvre of each artist would have strengthened your assertions. An important point that you overlooked was how chiaroscuro represented the greatest achievement of Caravaggio, but was abandoned comparatively early by van Honthorst.

Because both works are displayed at the Pitt Museum, and I'm assuming you viewed them there, you should also have addressed how the pieces were displayed. How did the setting affect your experience of the piece? Was the lighting appropriate? Would they have shown to greater advantage in a more intimate or a more open space? The Caravaggio was meant to hang in a church; how might it look different there? Do the neighboring paintings at the museum complement or clash with the works you examined?

Finally, it would not have not been inappropriate for you to integrate into the paper your personal response to the works. In other areas of the humanities or social sciences, a personal reaction or assessment is often discouraged, but in art history, description of an aesthetic experience can enrich the discussion of a work. As you immerse yourself in a painting, reflect first on the emotions it raises in you. Does it provoke any ideas or associations? Is it appealing or repellent at the sensory level? Is there an aspect of the work that you find provocative, disturbing, moving? As you examine your own response, identify the techniques the author used to evoke these reactions. The challenge is to articulate the personal relationship that you develop with a work of art. You have clearly begun to develop a descriptive lexicon that enables you to paint the picture with words; in the same way, you can learn to describe more effectively your emotional response to a work.

C

Exemplars for the Productive Skills

The exemplars for the productive skills are examples of learner discourse (spoken or written) that have been assigned benchmarks by CLB experts according to the Speaking and Writing Profiles of Ability.

Speaking Exemplars

There are twelve primary Speaking exemplars on the DVD that accompanies this kit. Each primary exemplar is identified on the DVD menu by the benchmark that it represents.

In addition, there are ten secondary Speaking samples on the DVD. These secondary samples are identified on the DVD menu by letters. The benchmark assigned to each secondary sample is shown in the chart below.

Secondary Sample	Speaking Benchmark
Sample A	7
Sample B	9
Sample C	6
Sample D	12
Sample E	6
Sample F	7
Sample G	4
Sample H	6
Sample I	4
Sample J	7

Writing Exemplars

There are twelve primary Writing exemplars in this kit. Each primary exemplar is identified by the benchmark that it represents.

Page numbers to locate the primary exemplars are shown in the following chart.

Primary Sample	Page
Benchmark 1	185
Benchmark 2	187
Benchmark 3	190
Benchmark 4	193
Benchmark 5	196
Benchmark 6	199
Benchmark 7	206
Benchmark 8	212
Benchmark 9	217
Benchmark 10	222
Benchmark 11	229
Benchmark 12	236

In addition, there are seven secondary Writing samples. These samples are included for supplementary support and practice. Three of them have assigned benchmarks and four of them do not.

Secondary Sample	Writing Benchmark	Page
Sample A	12	244
Sample B	9	251
Sample C	7	258
Sample D	Not assigned	265
Sample E	Not assigned	271
Sample F	Not assigned	276
Sample G	Not assigned	283

Writing Benchmark I

Instructions: Complete your grocery list.

1.	Bread
2.	Apples
3.	<u>milk</u>
4.	<u>bannan</u>
5.	<u>keret</u>
6.	<u>sup</u>
7.	<u>sugur</u>
8.	<u>pop</u>
9.	<u>stoslery</u>

Writing Benchmark 1 (continued)

Instructions: Write about you. Write 4 sentences.

name is Viktoria.

I am liv Toronto Canada

I born Ukraine

I married

I am economet.

Writing Benchmark 2

Instructions: Complete your grocery list.

1. Bread
2. Apples
3. Reise
4. ~~Robb~~ Carrot
5. Chesse
6. Milk
7. Tomamo
8. Corn
9. 2is cream

Writing Benchmark 2 (continued)

Instructions: Write about you. Write 4 sentences.

A large rectangular box containing ten horizontal lines for writing. The first four lines contain handwritten text in cursive script. The first line reads 'My name is Elena.', the second 'My Family is small.', the third 'My daughter is nice.', and the fourth 'I am a student.' The remaining six lines are empty.

My name is Elena.
My Family is small.
My daughter is nice.
I am a student.

Writing Benchmark 2 (continued)

Instructions:

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

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

Dear Landlord:

My Room is cold.
It is the problem.
Giv my the master, please

Writing Benchmark 3

Instructions: Complete your grocery list.

1.	Bread
2.	Apples
3.	<u>milk</u>
4.	<u>oranges</u>
5.	<u>banana</u>
6.	<u>meat</u>
7.	<u>tomato</u>
8.	<u>spaggette</u>
9.	<u>[REDACTED]</u>

Writing Benchmark 3 (continued)

Instructions: Write about you. Write 4 sentences.

My name is TRINA.

I am 44 years old.

I have a son, his name is Vlad.

I am from RASSAN.

I like rock climbing and traveling.

My friends are Senia and Lila in Canada.

I meet a lot of nice people in Toronto.

Writing Benchmark 3 (continued)

Instructions:

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

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

Dear Landlord:

My name Irina [REDACTED], I ~~can~~
~~rent~~ rent apartment in N304
in your building, [REDACTED]
[REDACTED].

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

~~When~~ When you would like
help me ~~with~~ ^{repair} this problem.

IRINA [REDACTED]

Writing Benchmark 4

Instructions: Write about you. Write 4 sentences.

I am Réza. I am from

Iran. I was born 1953.

I was graduated high

school in 1971 and university

in 1976. I have 2 daughters.

I arrived Canada one year

ago. Canada is good

country for future. It is

my new life. I am

looking to better future.

Writing Benchmark 4 (continued)

Instructions:

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

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

Dear Landlord:

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

Writing Benchmark 4 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

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

Writing Benchmark 5

Instructions: Write about you. Write 4 sentences.

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

Writing Benchmark 5 (continued)

Instructions:

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

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

Dear Landlord:

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

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

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

Writing Benchmark 5 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

I think that global warming is an international crisis requiring immediate action.

Maybe, the small part of it is part of the earth's natural climate change, and there is nothing we can do about it.

But I think we are sensible of the principal responsible.

Human product many things which isn't good for the nature and some people never make attention about it.

They use natural product without thinking about consequence.

Writing Benchmark 6

Instructions: Write about you. Write 4 sentences.

Hi, My name is Purvi.
I was a teacher in backhome.
I have five years experience as a
teacher in secondary school.
My special subject is science.
I like to work with children.
My father and mother are also
work in teaching field. So,
teaching skill came in my blood.
I want to become a good teacher in
Canada.

Writing Benchmark 6 (continued)

Instructions:

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

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

Dear Landlord:

Hi, Kinnan.
Subject: Repairing work
 I am living in Room No. 805 in
 your ~~Boxed~~ Tuxedo apartment.
 you know that ~~the weather~~ the weather is very cold,
 so I ~~am~~ tried to start heating, but
 it's not working. Please send someone to
 I request you, ~~to~~ repair this heater.
 I know your job is very hard, but I am
 sure you will do it as early as possible.
 Thanks for your help.

- RESIDENCE

P.K.

Writing Benchmark 6 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Global warming, what's global warming? It is world's biggest problem. Nowadays, it is biggest issue for mankind. Each country worried about it. I think it is created by ~~to human~~ human. we all are afraid from the global warming.

~~we~~ In a modern world we all depend on gas, fuel, electricity etc. we all use our car everyday. we all need physical facilities from our family. Lots of companies work for ^{produce} different kind of material, which we need usually.

All these companies, factories, offices, transportation used ~~to~~ natural

Writing Benchmark 6 (continued)

resource of energy. In addition, all natural resources create more pollution. In this process we make ~~plastic~~ land, air and water polluted. ~~by~~ using of plastic and chemical ^{and water} make land ^{and water} pollution. Using of ~~gas~~ fuel create air pollution by spread CO_2 and CO in air.

Finally, I want to say that, if we want to save our lives and Earth then we have to put control on use of natural resource. we can try to make less pollution. we can use bikes and public transit for travel. we can reduce the use of ~~private~~ vehicles. I am sure everybody will try to understand me and help me. ^{we can stop the cutting of the trees and} Government also take some immediate action from above.

grow up more trees and forests.

Writing Benchmark 6 (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Sir / Madam :

Dipesh

33, hall,

Scarborough.

M16 ON.

Ph : 416-439-

cell : 416-234-

Dear Sir / Madam,

I know about your classes from my
friend. First of all I want to ~~intro~~ introduce
my self.

Education:

I did M.Sc. with my special
subject Mathematics. I already did B.Ed.

Writing Benchmark 6 (continued)

Experience:

I have five years experience as a teacher in secondary school. I taught maths and science in grade 8, 9 and 10. I have 3 years experience for computer works. For instance, Excel, word, data entry.

Expertise:

- I have good speaking and communication skills.
- I have better ideas for work on projects.
- I have best method to make problems easy and understandable for children.
- Good skills to know the children and understand them.
- More patient and listening power.

I would like to join with your classes. I am sure you will give me a chance to prove my self. I am waiting for hearing from your side.

Writing Benchmark 6 (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

I am going to describe a science truth
when we ~~are~~ or any kind of lives are
breathing, in this process we take O_2 from
the air and produce CO_2 .

But in the presence of the sun or sun
light trees are taking CO_2 and produce O_2 .

This process ~~is~~ helps us to make
our ~~enviroment~~ environment good. It ~~is~~ helps us
to maintain the quantity of O_2 and CO_2
in the air.

Writing Benchmark 7

Instructions: Write about you. Write 4 sentences.

I am Laurencia [REDACTED] 24 years old,
Am from Namibia I come to Canada
7 month ago, and love Canada, the
people in this country more polite. Am doing
Finance and office assistant program
(FOAP) [REDACTED]. I have more
than 4 years experience in Customer
Service in retail sector and strong
experience in Office assistant from (GDN)
Global distribution Network all my experience
from Namibia and currently am doing FOAP and
looking ahead for my co-op to gain Canadian
experience.

Writing Benchmark 7 (continued)

Instructions:

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

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

Dear Landlord:

This letter is to inform you about the heat air conditioner that is not working in my apartment

I am renting an apartment in 2460 building, 3 bedroom in 2208 Apartment number, and my middle room heat is not working. The first winter was working properly but this winter since it started my room is getting more colder day by day. I need it to be repaired as soon as soon can.

I am looking ahead to your immediate attention to this matter and to hear from you. Thank you.

Your Sincerely,

Laurencia [REDACTED]

Writing Benchmark 7 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Global warming I believe is an international crisis require immediate action. As we I know Global warming is caused by industry and big factory that release bad smoke in the air, that lead to air pollution. and when the air is polluted it lead to cause acidic rain. When acidic rain is released it kills plants and trees the leaves of the tree and cause tree to die when the roots absorb this water under ground. When air is polluted we cannot breath a fresh air and the trees are dying.

Global warming is also cause by mines

Writing Benchmark 7 (continued)

open mining by damaging the soil and the ground which lead to earth quake and other Natural disaster.

Global warming is caused by big factory in the ocean that catch fish and when they make or produce their product, they release dirty water and smoke in the water that lead to a lot of killing of fish and later day we cannot have enough.

It will be better if we change those factory that release smoke not to be many in one area. which we will reduce air pollution and not to have a lot of open mining instead have underground mining. When we do the above mention we will help reduce Global warming.

Writing Benchmark 7 (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Mrs Jonathan. _____:

I am an friendly and energetic person with a strong experience in office assistant and am looking for a position as an office assistant at your organization or Zeem Company.

I have strong computer skills including ms office, micro-soft ms word, ms excell, ms Access and internet, gain this experience most from my private job at [REDACTED] Distribution Network as an office assistant. where I assist in running all office support and it resulted in smooth operations by playing a key role in answering customer calls and directing to manager if requested.

Writing Benchmark 7 (continued)

promoting materials such as Books and CDs and doing a weekly report and the balances of books and sent or email the report to the head office to keep my management updated.

I think am a suitable for this position because I have strong experience and from the research that I have made about the company it work with Professional training and the workshop that you do I ~~this~~ want to be part of this great team. While I can grow professionally and continue to contribute to the company success.

I am looking ahead to hear from you and meet with you to discuss more in detail. Thank you.

Yours sincerely,

Laurenxia [REDACTED]

Writing Benchmark 8

Instructions:

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

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

Dear Landlord:

This is Yulia from apartment 603. It is unexpectedly cold in my apartment now. Because yesterday I got that my heat was not working. As you know, it is winter outside and temperature minus 10°C.

Could you please discover causes why the heat in my apartment stopped working and then fix it as soon as possible.

Regards,
Yulia
Apt. 603

Writing Benchmark 8 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

In 21st century, modern technology and developments have increased very quickly. It makes humans' lives become more comfortable and convenient. However, running with that speed of innovations, pollution and bad effects appear to our life. It leads to global warming. I believe that immediate action is required. Even though, the global warming damages the world by weakening the atmosphere, it is result of industries and indirectly technology. Industries are vital for human beings in a way that produces ~~need~~ necessary goods and services to survive.

Writing Benchmark 8 (continued)

As people demand these goods and services and the population grows, industries develop and increase their production capacity to meet the requirements of rising population.

On the other hand, as industries expand, they require more clear land to establish new factories and use more resources. That is why, the environment becomes unable to recover itself dramatically. The world becomes an inconvenient place for humans and other creatures to live.

Therefore, people should make a decision/choice between living in a health limited welfare and living in a destroyed high world with high level of welfare and opportunities. In addition, people may tend to develop technologies which protect the world from harmful industrial effects.

Writing Benchmark 8 (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Ms. Smith :

During my online researches, I was excited to see opening Practical Nurse position in your hospital. I feel my education and work experience and your requirements are a good match.

I have deep knowledge in nursing theory and practice. I am Registered Practical Nurse with 5 years experience. I am efficient in administering medications, taking vital signs, preparing records, giving patient care, First Aid, CPR, and the like.

I am looking forward to the opportunity

Writing Benchmark 8
(continued)

to being able to contribute in your hospital's continued success. I eagerly want to join your hospital.

I am looking forward to hearing from you. Let me know if I can provide you with any other informations and references.

Thank you for your consideration.

Sincerely,

Yuhra [REDACTED], RPN

Writing Benchmark 9

Instructions:

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

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

Dear Landlord:

I am writing to you to explain that the heat in ~~my~~ my apartment is not working ^{and need to be repaired}.

My name is Kim [redacted]. I live on the second floor, Room 214 of your Apartment N° 214b.

Actually, yesterday around 9 pm, I heard a loud noise near the central heat of ~~the~~ my apartment & all of a sudden, ^{the heat} ~~it~~ stopped working. The room ~~was~~ was very cold in very short time. I called you two times but unfortunately, no one picked the phone.

I am writing ~~to~~ to request if the heat could be repaired at the earliest as we are in winter and it is very cold especially in the evening.

I may be contacted on 416-555 [redacted] for any additional information.

I look forward to hearing from you soon.

Sincerely,

[Signature]
Kim [redacted]

Writing Benchmark 9 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Everyone around the world today is affected by global warming. It is an international crisis which requires immediate action.

Today, ~~around~~ there are more vehicles on the road which creates lots of pollution damaging the atmosphere day by day. Some industries use chemicals which again destroy the earth little by little and this should be avoided.

Despite government intervention to decrease the risk, the problem exists and it gets worse day by day. In many countries, people cut trees or there may be large deforestation thus reducing the level of oxygen and destroying the animals' habitat thus creating a negative effect in the ecology.

Some factories use too much chemicals which

Writing Benchmark 9 (continued)

destroys the earth thus damaging the ozone layer of the solar system.

The government ^{worldwide} should work more in partnership with other association to reduce the risk of damaging the ozone layer. ~~There~~ The education should start at school to educate youths about the effect it creates in the atmosphere. Youngsters at very young age should make it a must to use the garbage bin accordingly. Parents should give good examples to children.

There should be a way of preserving the habitat of wild animals and not destroying them. People should be encouraged to grow and cultivate trees to prevent loss of oxygen and soil erosion.

The law should be more severe for ^{hunters and} those who kill animals, whales, ~~sharks~~ to sell their parts. Fishing methods should be banned in certain regions.

The electricity capacity and ~~voltage~~ ^{voltage} should be reduced. ~~Many countries~~ Many countries use lots of voltage than other countries and if we try to use more solar energy rather than electricity, this will help reducing the risk of global warming.

Writing Benchmark 9 (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Mr. Browley _____:

I am applying for the position of 'Youth worker' at ■■■■■ Initiatives. I would like to be considered for the above mention position in your prestigious company.

I would like to bring my skills, knowledge and experience through,

- Over five years experience in diverse fields of customer service, working with youths ^{with} behavioural problems, addiction, poverty
- my Proven ability to organize work, manage time and strong interpersonal communication.
- ~~my~~ Proficiency in ~~the~~ Ms Office especially when doing client reports and individual filing
- High Flexibility to work any shift and ability to

work independently as well as within a team environment.

Writing Benchmark 9 (continued)

- Strong devotion and ^{working} commitment towards the goals of the company.
- Ability to resolve conflicts, show empathy, being neutral.
- Bilingual in French and English.

I would welcome an interview with you at any time during the week or weekend convenient to you.

I look forward to hearing from you soon.

Sincerely,



Karima

Writing Benchmark 10

Instructions:

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

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

Dear Landlord:

Dear Diana [REDACTED]

Hope this letter finds you in good health.

Unfortunately the heater system at my apartment stopped working since last midnight.

As you know it is really cold these days and we have a 1.5 years old little son, it is impossible to carry on without heating system.

I would appreciate if you could send somebody to fix the heater at the earliest.

Thanks in advance.

Kamran [REDACTED]

Apt #312, [REDACTED] Towers

cell: 647-856-[REDACTED]

Oct 2, 2011

Writing Benchmark 10 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Even though the natural changes in solar system, earth-sun distance and astronomical factors can be a reason for global warming, but we cannot undermine the influence of human on it.

The fact is changes in global weather ~~started~~ ^{developed} almost with the same pace of industrial improvements. When human started to use fossil fuels as a source of energy, the balance of gases in atmosphere disturbed. It affected the ozone layer which is a protective shield for sun rays. Eventually the earth atmosphere became warmer than it was before the industrial era.

Writing Benchmark 10 (continued)

Now, most of government realized the effect of fossil fuels on global warming and some countries are pioneers in public awareness of so called "carbon footprint" and are implementing strategies to reduce it.

But shift from fossil fuels to natural resources of energy which is called "green energy" is not cost benefit in short term. That's why many countries and industries are reluctant in implementing these plans.

Planet earth is our only home in the universe and it's everybody's responsibility to act accountable to rescue this home for ourselves and our children.

Writing Benchmark 10 (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear recruiting manager at Pfizer

I am interested in employment opportunity
'Pharmaceutical Sales Representative' job number #6747
in your company.

I believe my extensive background in medical
profession and marketing experience will be
valuable and objective.

As a member of your team I can bring the following
values to your organization:

- Great knowledge of drugs and medical terminology
gained through 12 years practicing medicine as a NP
- 2 years experience of marketing medical equipment
with successful track
- Excellent interpersonal verbal & written →

Writing Benchmark 10 (continued)

→ Communication skills

- proficient in computer skills including MS office (word, outlook, Excel and powerpoint)
- Dependable, hardworking. Able to work in stream and independent
- Detail oriented, accurate and initiative

To discuss how my enthusiasm and talent can add value to your organization, it would be my pleasure to meet you personally.

Please find my resume attached.

To set an appointment I can be reached on my cell phone 647-856- [REDACTED] or my email address:

[REDACTED]@gmail.com

I am looking forward to hearing from you soon.
Kind regards

Dr. Kaman [REDACTED]

[REDACTED]

Oct 12, 2011

Writing Benchmark 10 (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

(Instruction for Nurses - to be placed on board at injection room)
How to inject Heparin Subcutaneously:

- Prepare and keep ready the tools:

Heparin vial, 1ml sterile syringe, alcohol scrub pad

- ask the patient to lie down supine, explain

him/her the procedure, select the site (Abdomen or thigh)

- put on your gloves

- cleanse the injection site with alcohol pad

- leave 1-2 minutes gap for the alcohol to evaporate

- withdraw the exact amount of Heparin as doctor's

prescription. If you are using an Insulin syringe

make sure it is marked by milliliters NOT insulin Units

which can be confusing and make you administer

wrong dosage of Heparin

- hold the skin at injection site with left hand

and insert the needle with 45 degree angle

Writing Benchmark 10 (continued)

- as ~~start~~^{the} ~~needle~~^{needle} entered the skin, change the angle to horizontal then enter more. you can see the needle beneath the skin
- inject the drug. you should see the skin bulging at the tip of needle which leaves a lentil size white nodule.
- withdraw the needle - don't scrub with alcohol
- apply a band-aid to cover the prick
- discard the needle in ^{the} designated hazardous yellow box
- wash your hand
- ~~monitor~~ observe patient for few minutes before discharge.

Writing Benchmark II

Instructions:

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

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

Dear Landlord:

MY NAME IS TOLU [REDACTED]. I LIVE IN
APARTMENT 102 AND I WOULD LIKE TO REPORT
A PROBLEM WITH THE HEATING IN MY APARTMENT.
IT IS NOT BEEN WORKING FOR THE LAST 2 DAYS,
AND THE APARTMENT IS ALWAYS COLD WHEN WE
GET BACK FROM WORK, WHICH IS MOST INCONVENIENT
AS WE ARE IN THE MIDDLE OF WINTER.

I WOULD APPRECIATE A SPEEDY RESPONSE TO THIS
SITUATION AND A REPAIRMAN SENT TO FIX THE
PROBLEM AS SOON AS POSSIBLE.

THANKS FOR YOUR UNDERSTANDING,

TOLU (APT 102)

Writing Benchmark II (continued)

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

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

Your essay should be 3 - 4 paragraphs.

I AM OF THE SCHOOL OF THOUGHT THAT BELIEVES GLOBAL WARMING IS PART OF THE EARTH'S NATURAL CLIMATE CHANGE, AND NATURE BE ALLOWED TO TAKE ITS COURSE.

WITH THE TEARS IN THE OZONE LAYER, NEW ICE MELTS IN THE ANTARCTICA AND NATURAL DISASTERS LIKE FLOODS, EARTHQUAKES AND TSUNAMIS HAPPENING WITH GREATER FREQUENCY IN PRESENT YEARS, IT IS APPARENT THAT NOT MUCH CAN BE DONE TO AVERT THESE, AS THEY HAVE STILL OCCURED EVEN WITH METEOROLOGIST AND CLIMATE SPECIALISTS PREDICTIONS.

WHAT I BELIEVE IS OUR RESPONSIBILITY AS HUMAN BEINGS, IS TO SHOW KINDNESS AND TOLERANCE TO OUR NEIGHBOURS AND TREAT OTHERS AS WE WANT TO BE.

Writing Benchmark II

(continued)

Treated -

Writing Benchmark II (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear JOHN SMITH:

I WOULD LIKE TO APPLY FOR THE PROJECT COORDINATOR POSITION ADVERTISED IN THE [REDACTED] NEWSPAPER, OCT 3RD 2011.

I HAVE OVER 10 YEARS EXPERIENCE IN PROJECT MANAGEMENT, SCHEDULING AND COORDINATION, HAVING WORKED IN THE NOT FOR PROFIT AND PRIVATE SECTORS. I ALSO HAVE A FIRST DEGREE IN POLITICAL SCIENCE AND A MASTERS DEGREE IN INTERNATIONAL BUSINESS AND MANAGEMENT WHICH I AM CONFIDENT WOULD BE OF GREAT BENEFIT TO YOUR ORGANIZATION.

THE KEY STRENGTHS I WOULD BRING TO YOUR ORGANIZATION INCLUDES:-

(1) EXCELLENT ORGANIZATIONAL, INTERPERSONAL AND PEOPLE SKILLS, WITH A PROVEN TRACK RECORD OF MEETING

Writing Benchmark II (continued)

AND EXCEEDING SET TARGETS.

(2) HIGHLY ADEPT AT MANAGING AND PROVIDING EXCELLENT ADMINISTRATIVE SUPPORT TO THREE TOP LEVEL MANAGERS; SCHEDULE AND CALENDAR MANAGEMENT.

(3) STRONG COMPUTER AND WEB APPLICATION SKILLS THAT HAVE BEEN UTILIZED TO INCREASE TRAFFIC ON COMPANY WEBSITE BY 50%, THUS MAXIMIZING PROFIT AND REDUCING COST.

I AM CONFIDENT THAT MY COMBINED SKILLS, WORK EXPERIENCE AND EDUCATION, WILL BE A GREAT ASSET TO YOUR ORGANISATION. I WOULD BE VERY GRATEFUL FOR THE OPPORTUNITY TO INTERVIEW WITH YOU.

BEST REGARDS,

TOLU [REDACTED]

Writing Benchmark II (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

SCHEDULING THE DIARY AND CALENDAR OF THREE
2 SENIOR MANAGERS AND THE EXECUTIVE DIRECTOR, REQUIRES
A KEEN ATTENTION TO DETAIL, ORGANISATIONAL, INTERPERSONAL
AND EXCELLENT COMMUNICATIONS SKILLS.
BECAUSE OF THE NATURE OF THEIR POSITIONS, AN
ADMINISTRATIVE ASSISTANT RECEIVES 10-15 EMAILS DAILY,
FROM DONORS, FUNDERS, STRATEGIC PARTNERS, BOARD MEMBERS,
ETC, ALL WANTING TO SCHEDULE A MEETING OR APPOINTMENT
WITH THE ED. IT IS QUITE A BALANCING ACT TRYING
TO ACCOMMODATE THESE IMPORTANT STAKEHOLDERS, BUT ALSO
MANAGING THE ED'S CALENDAR TO ENSURE SHE HAS SOME
TIME IN BETWEEN MEETINGS FOR LUNCH OR COFFEE
BREAKS, OR IF SHE IS RUNNING LATE.
A GREAT RULE OF THUMB IS TO MAINTAIN GREAT
RELATIONSHIPS WITH OTHER ADMIN/EXECUTIVE ASSISTANTS.
GENERALLY WHEN A CALENDAR INVITE IS SENT OUT TO A
STAKEHOLDER, IT IS USEFUL TO PROVIDE AT LEAST 3

Writing Benchmark II (continued)

DATE/TIME OPTIONS, WHICH REFLECTS THE MANAGER/
DIRECTOR'S AVAILABILITY.

ONCE THESE STEPS ARE ADHERED TO, SCHEDULING
BECOMES AN EASY AND ENJOYABLE PROCESS.

Writing Benchmark 12

Instructions:

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

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

Dear Landlord:

This is to inform you that the heating system seems to be broken. It stopped working in the middle of the night.

I would appreciate it if you have it fixed right-away because the place is getting really cold. I can see my breath as I write this letter.

Please help yourself in if I am not home when you come. You can reach me on my cell phone if you want to talk to me.

Thank you for your prompt attention.

Juan.

Writing Benchmark 12 (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Global warming hit home this year. Record breaking temperatures have been recorded through summer and into the fall. This trend is expected to continue in winter. Carbon emissions may be the cause of this phenomenon as they deplete the atmosphere's protective ozone layer.

The international community should take immediate steps to control the amount and type of industrial emissions that factories, motor vehicles and other sources of contamination produce.

It may be late now to revert the warming trend. But waiting any longer may have

Writing Benchmark 12 (continued)

disastrous consequences. Global warming is not just affecting crops, and making the weather less bearable; it may be the cause of ever growing tropical storms, melting of the poles and even earthquakes. No expense is too high. Action must be taken at any cost.

Writing Benchmark 12 (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Personnel Manager.:

Please accept my application for the position of Business Analyst with [REDACTED] Associates. My education and work experience make me an ideal candidate for this role.

In previous positions I have conducted organizational assessments and modeling of current and best practices. In my work I use a consultative and participatory approach.

I am familiar with project management tools and principles. I also possess a

Writing Benchmark 12 (continued)

strong command of computer operation.
I work well in either group settings or
individually.

My education in law and my master degree
in public administration provided me with
the ability to understand and develop policies
and procedures to improve business processes

I look forward to meeting with you to
discuss in more detail how I can contribute
to the work of [REDACTED] Associates.

Yours Truly

Juan [REDACTED]

Writing Benchmark 12 (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

Writing a funding proposal requires the participation of a number of stakeholders and the application of a rigid series of requirements.

The process begins with a brainstorming session. Everybody is invited to contribute ideas and information to develop a project concept. Also, at this stage a project team is put together mostly by volunteering.

The project team gathers all the supporting information needed to write-up the proposal. In this process, often, external stakeholders, such as partner organizations and government agencies are contacted.

The writing begins while information is

Writing Benchmark 12 (continued)

being gathered. A completed proposal is usually made of not less than twenty pages. Sometimes chapters are distributed among the project team members. But, with the new Internet's collaborative technologies it is easier for everyone to work on every piece of the document.

Once the proposal is completed, management reviews and submits it before the deadline.

Secondary Writing Samples

These Secondary Writing Samples are included for supplementary support and practice. Three of them have assigned benchmarks, and four of them do not.

Secondary Sample	Writing Benchmark
Sample A	12
Sample B	9
Sample C	7
Sample D	Not assigned
Sample E	Not assigned
Sample F	Not assigned
Sample G	Not assigned

Writing Secondary Sample A

Instructions:


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

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

Dear Landlord:

I hope this finds you well.
For the past 3 weeks I've noticed that the heating system in my apartment has not been functioning properly. It's getting increasingly cold and the temperature inside has reached an uncomfortable level. My unit seems to be colder than outside. I would like to request an inspection of the heating system in my unit for possible malfunctions.

Please let me know the time and date when the inspector will come so I can make the appropriate arrangements.

Thank you for your consideration.
Sincerely,
Eric 

Writing Secondary Sample A (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Much has been discussed about global warming. Some scientist would argue that an opposite effect is actually taking place, and instead of the earth warming up, the temperatures have actually been decreasing.

If in _____, there is a global warming, then we will need to seriously consider the causes of such phenomenon.

If global warming is due to an increase of the earth's temperature, what is causing it? If humankind's apathy towards the environment has lead to a degradation of our quality of life, then we must take this into consideration.

Writing Secondary Sample A (continued)

We will need to start by raising a conscious awareness of the vital role each of us play in this world. Education of the mass should start by becoming knowledgeable of our habits and practices and how it affects in environment in which we live. In my personal opinion, there are 3 areas that would need to be addressed; Our wastefulness, apathy about the environment and lack of responsibility.

We opt for the easy way out. We tend to do things because they are convenient and require less effort, without considering what implications it will have or consequences it may have. It is easier to drive to work than to use public transportation.

Writing Secondary Sample A (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Human Resources Manager:

It is with great interest that I submit my qualifications for the Settlement Counsellor position. My hands-on practical experience combined with my educational background in cross-cultural psychology make me an ideal candidate for this role.

My most relevant experience comes from working as a counsellor for a non-profit organizations that provides assistance to newcomers. My responsibilities include, but are not limited to; interviewing clients to gather information and assess current needs; creating feasible action plans; liaise —

Writing Secondary Sample A (continued)

with community partners and ensure that referrals to appropriate services are followed.

Furthermore, I have worked in a variety of settings such as schools, community services, job search preparations programs and advocacy organizations. In these settings I learned much about myself and the varying challenges and demands this client population face. Flexibility in my working practices is one of my trademarks.

I hope this gives you a good sense of how I can contribute to your institution. Thank you for your consideration and look forward to hearing from you soon.

Sincerely,

Erin [REDACTED]

Writing Secondary Sample A (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

Although I would not consider myself an expert, I am confident that I have the necessary experience and knowledge to understand the needs of a professional newcomer and the process of his or her adaptation.

My current position as a facilitator allows me to identify challenges and barriers internationally educated professionals will encounter when accessing the labour market in Canada, and puts me in a strategic position to help them prepare for it.

The most complex process would be helping professional newcomers reach a competitive level to be able to secure meaningful employment. Many of them come with extensive experience and high levels of education. This combination would put them in an

Writing Secondary Sample A (continued)

advantage and give them an edge if they
out to find employment in their country
of origin. Unfortunately, that is not the case
in Canada.

Weary employers who are not able, or
perhaps, not willing to assess their skills
not only for an entry level position,
but at an appropriate level, have been
one of the biggest challenges. While opportunities
have been steadily increasing, there's still
a long way to go.

Statistics show that currently Canada
relies on 54% of international skilled
immigrants and within 7 years it will close
to 100%. This should be an incentive for employers
to jump on the band wagon.

Writing Secondary Sample B

Instructions:

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

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

Dear Landlord:

My name is Viktoria and I'm your tenant living in unit 1 [REDACTED]. The reason I'm writing you is a heat failure in rented apartment. It stopped working gradually yesterday in my place but it seems that the other tenants aren't having any problem.

Can you please, send a plumber to check our heat system as soon as possible because I'm afraid that my children can get sick.

My contact phone number is xxx. Looking forward hearing from you.
Sincerely, Viktoria

Writing Secondary Sample B (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Global warming is becoming a major concern among most of the countries. The Earth climate is changing bringing with catastrophes like flooding, tornadoes and heat-wave spells.

Most of people think that global warming is a result of technogenic interventions of people into atmosphere like carbon monoxide ~~expelli~~ level rising, that causes green house effect. They strongly believe that if people stop using natural gas and oil and switch on solar and wind

Writing Secondary Sample B (continued)

power, reduce the numbers of cars it can prevent the world from further temperature rising.

But another group of scientists highlighted that there are not enough evidences proving technogenic cause of global warming. Measuring the level of carbon monoxide in Arctic ice they found out that the Earth climate has always changed in cycle.

I agree with the latter group and think that more scientific work and experiments should be done to reveal the real cause of global warming.

Writing Secondary Sample B (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Personnel Manager :

My name is Viktoria and I would like to get a position ~~at~~ related to mental health expertise in the company.

I have a Master Degree in Medicine and I worked for 5 years in XX Hospital as a mental health consultant.

I worked with people having cognitive and emotional problems, helping them cope with it and teaching their families in solving mental health and social issues.

From 2004 to 2009 I conducted a research of behavioral disturbances

Writing Secondary Sample B
(continued)

in criminals working as a clinical researcher in ABC. In 2009 I defended thesis and was granted PhD. Since then I've continued working in ABC ~~assess~~ evaluating side effects of antidepressants on cognitive abilities.

Having such an extensive experience of behavioral, emotional, cognitive problem and their treatment, I ~~could~~ excellent management skills I could participate in researches conducted by the company.

In order to gain more knowledge about the leading research I would like to ask you for scheduling me for the informational interview.

I am available any time at phone: xxxxxx
looking forward hearing from you.

Sincerely, Viktoria

Writing Secondary Sample B (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

Working as a forensic psychiatrist
I start my work with reading
the referral paper from court
or police. to find out the descrip-
tion of the case and followed
questions.

Then I examine carefully the
criminal or civil case and
medical documentation with
great attention to behavior of
offender in the interested situation,
~~comparing~~ then compare his/her
explanations with victim's and
witness's explanations.

Then I interview the
offender doing his/her personal

Writing Secondary Sample B (continued)

mental assessment and his/her ability to realize his/her actions and control them in given situation.

Then I make my own decision, present the case on the commission where missionary decision is finally made.

The last step is making the report following the forms where the answers to the court/police questions are given.

Writing Secondary Sample C

Instructions: Write about you. Write 4 sentences.

I am a vibrant, dedicated and determined individual. Prior for coming to Canada I have been living in Namibia where I was working in a Bank as a Customer Service Consultant.

My country Namibia is a very beautiful place and we are people with warm hearts, loving and caring.

I am coming from a family of seven children & I am the last born.

I always have a dream of one day becoming a business owner, because it runs in the family. And I do believe that I will be very successful in my life.

Writing Secondary Sample C (continued)

Instructions:

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

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

Dear Landlord:

I am writing this letter to you, to raise my complain regarding the heater in my apartment which is not working.

As we all know it is winter time and that the apartments get extremely cold, especially if there is no heat to warm it up, it gets unbearable when it's cold.

Would you be kind and send one of your handy man to come and repair ^{the heater} it for me, before I pick up a cold.

Please do not hesitate to call me.

Yours sincerely


Bernia

Writing Secondary Sample C (continued)

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

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

Your essay should be 3 - 4 paragraphs.

I believe that global warming is each and everyone on this planet's concern, because it affects us all. We are all to take up action for the reduction of global warming and ~~begin~~ to start taking care of our planet for us and for the coming generations.

Most of the hazardous chemicals on earth are man-made and there are less that is being done to keep the planet clean.

People should ~~start to~~ stop the use of chemicals, chopping off trees and plant more trees, produce stuff that are no ~~have~~ harm to the earth and those living on it. People should start using bicycles than cars especially in ~~country~~

Writing Secondary Sample C
(continued)

countries that ~~one~~ has a big populations / that are
population dense.

At the end will all have clean air to breathe and we'll
all save our beautiful planet.

Writing Secondary Sample C (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Mrs. Sharon Browne :

My name is Bentha [REDACTED], I am writing to you this letter because I am interested in ~~working~~ to work in your company. The ~~area~~ area of my expertise is as a Consultant and I understand that there is a vacant position in your Sales department, at the Burnie Branch.

I have over 8 years progressive experience in Customer Service as an ^{in a former} Service and Sales Consultant, the job I held prior coming to Canada. I receive professional training in customer relation, Product knowledge and ~~strong~~ ^{ect.} ~~more~~ ^{good} computer skills, which include Ms Word, Ms Excel, Ms Access, Ms Power Point,

Writing Secondary Sample C
(continued)

SAP and Finacle, knowledge of ^{use in} office equipment.

I believe with all this experience and skills I will be the right candidate as I will bring client service skills and sales strategies to your esteemed company in order to help you reach your sales targets as set for you from the Head office.

Thank for considering ~~wraching~~ my letter and I am looking forward hearing from you soon.

Yours sincerely



Betha N. [redacted]

Please find attached to this my resume.

Writing Secondary Sample C (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

The ability to meet people of all kind of walks that is the most complex procedure in my field of expertise. The fact that everyday you'll meet different kind of persons and that you could help some of them to do banking in a very good way (meaning educating client on how to handle their money), solving client queries, serving people with a smile and being able to listen to their problems when they need some one to listen to them knowing that someone cares for them. Delivering to the company and their shareholders, being pro-active at all times.

And just to know that today I made a client happy.

Writing Secondary Sample D

Instructions: Write about you. Write 4 sentences.

My Name is Ranjini [REDACTED] I have
a bachelor degree in Commerce [B.com].
I was work at a Bank as a Bank
Teller. also I had a experience as a
Administation Assistant. I have taken
some Courses as a Bank teller and
Accounting and Book keeping. I would like
to work in a Financial Industries.

Writing Secondary Sample D (continued)

Instructions:

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

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

Dear Landlord:

I would like to request about heating.
last Two days our apartment heating is not
working. it is really ~~been~~ hard to live in
our apartment. The weather was to cold.
Please could you fix the heating as soon
as possible.

Thank you,

Sincerely,

 antini

S. Ranjini (Apt 1179)

Writing Secondary Sample D (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Global warming is a very big issue now in the all over the world. I believe if people think, they can stop the global warmings. These three points are very important part in global warmings. These are reduce the heating power solar system, and green house.

Most of the people use air conditioner and fridge. This is affect the earth. Air conditioner reduce the heating power in the earth. also fridge reduce the ~~etc~~ ~~etc~~ ~~etc~~ chloro fluoro carbon. This one make effect in oson. if people want to use air conditioner we can stop the global warmings.

Writing Secondary Sample D (continued)

Green house is very good solution for the global warmings. Most of the companies and apartment are starting to grow the trees and plants in their building, it make cool.

Sollar system is very good solution for getting electricity. Sollar Power is a very good source for the Power. I think it doesn't effect the earth. So people need to save our earth from the global warmings.

Writing Secondary Sample D (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Sir, David, Personnel Manager:

I am looking Accounting Assistant Job in your Company. I got This Job Opportunity through out the Monday September 7th 2011 [REDACTED] News Paper. I Think, I am fit for this Position.

I would like to give some of my experience and education are matching in this Position.

I had a Bachelor degree in Commerce. also I finished my high school in Toronto. I have taken Courses are Bank teller and Accounting and Book keeping. Currently I am enrolling Finance and Office Assistant Program in Toronto.

I have a over 5 Years experience as a Bank teller in my Country. I am a very

Writing Secondary Sample D (continued)

Friendly Person. My strength is working with numbers. I have a lots of experience in Accounting. So I would like to work as a Accounting Assistant. If i get the chance to work in your company. I will use my strengths to gain Company Profit. also I am well organized Person. in my past job I organized file, memo and my work related documents in date and Year order. So This is helpful to find the documents easily and save the time.

I am looking feedback from Your company. Thank you for your time to take my application.

Thank you.

Sincerely,

S. 

Writing Secondary Sample E

Instructions: Write about you. Write 4 sentences.

-I am Amadou [REDACTED],
I am from
west Africa.
-I have been lived in
France more than 12 years,
and then
I came to Canada on
September, 18th, 2010 to looking
for more opportunity.
My first goal was to learn
English and I have started at
[REDACTED]

Writing Secondary Sample E (continued)

Instructions:

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

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

Dear Landlord:

I am writing to ~~di~~ inform^{you} that,
the heat in my apartment does not
work.

I would be grateful if you
can repair it, because
it very cold inside.

I am looking forward to hearing
from as soon as possible.

Thank you,

Amodou [REDACTED]

Writing Secondary Sample E (continued)

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

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

Your essay should be 3 - 4 paragraphs.

My opinion that global warming is a something everybody can do his/her best to help for the environment.

I think we can not stop the progress for humanity and we have to live with this progress. If everybody we are here because different to the homoshapians because some people worked for the evolution and we are here now.

I would like say just everybody has to do what he should do:

- Recycling
- Take care about the environment.
- Do not dest. . .

Writing Secondary Sample E (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Human Resource Manager:

I am writing to apply as an accountant position in your company.

After graduate as a Bachelor degree in Accounting, I have been worked for a several years as an accountant in my home country. I worked for in the Banking sector.

My roles in this position was:

- to prepare the financial statement,
- Accounting clerk
- prepare ~~report~~ information report

Writing Secondary Sample E
(continued)

I am proficient in Microsoft Office include (word, excel, Access, Powerpoint) ainsi que some house software.

I am fluent in Both French and English with high Communication skills.

I think my experience and knowledge match with what are you looking for as an Accountant.

I look forward to hearing from.

Sincerely,

Amadou [REDACTED]
(647) - 782 - [REDACTED]

Writing Secondary Sample F

Instructions:

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

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

Dear Landlord:

I live in apartment 507. As you know winter started early and ~~extra~~ last monday when we wanted to start the heating, It didn't work.

The heating control box in our apartment doesn't show anything on the screen. I checked the fuse box but everything seems to work fine. So the problem might be within the ~~unit~~ itself. I wrote you a repair order last week but still haven't got any answer from the management office.

Could you please send some technician to have a look at our heating system at the earliest possible. ~~The cold in the apartment~~ We can not stand the cold in the apartment ~~during~~ at night.

Thank you for your time and consideration to our problem.

Regards,

AR.

Writing Secondary Sample F (continued)

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

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

Your essay should be 3 - 4 paragraphs.

The changes we are experiencing with the weather ~~and~~ all around the world ~~is~~ a matter to take under consideration ~~by the people and the nations~~. ~~There is people who think~~ ^{we} global warming that takes much to talk. On one hand, we have people who think global warming is a crisis that affects the whole world. And on the other hand, there is people who think that earth's natural climate changes are something ~~that~~ not much we can do about it.

In my opinion, I think global warming is a problem that involves everyone's attention. We are all living in this environment, the actions of our daily interaction in life have significant impact on the ecosystem that surround us. ~~For example, I~~ let's take simple examples from our life: the chair we sit ^{on} everyday to have breakfast is made out of

Writing Secondary Sample F (continued)

wood. Wood that has been taken from the forest. If the company that bought the wood to produce the chair don't plant another tree. Soon they will run out of forest as their main supplier of wood and we, the people will have less green gone to provide us from clean air. Other consequences include the extermination of wild life eco-system.

~~To conclude my point of view,~~

Saying this, I strongly believe that actions should be taken to ~~per~~ rescue and preserve our eco-systems. There is ~~a matter the~~ actions have to come from each individual to the governments of all nations. Among the first tasks to ~~write~~ address should be educational programs by the community and the governments. Design and approve new regulations concerning ~~the environment~~ the preservation of the environment.

Writing Secondary Sample F (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Phil [REDACTED], Marketing Director at Mylan:

I am looking for an opportunity to continue my career in the Pharmaceutical industry on the marketing field.

I am a Senior Brand ~~manager~~ manager with international experience in ~~the Pharmaceutical business~~ sales and marketing for Rx and OTC products.

I have designed and implemented marketing plans, marketing campaigns, ~~and~~ conducted several market studies for [REDACTED] and [REDACTED]. I am well

known to budget management, product launch and promotion programs for both doctors and consumer. I have ~~strong~~ great

~~with my past experience and management~~

communication skills, strong leadership, problem solving ~~and~~ abilities and good ~~to~~ team work player.

Writing Secondary Sample F (continued)

I think that with my past experience, great managerial skills and ~~unwavering~~ ^{unwavering} optimism can contribute to ~~add~~ ^{add} ~~great performance~~ ^{superior} value to Mylan's performance.

I really would like a chance to meet with you and discuss ^{my} career opportunities within your team, ~~from the~~ ~~time~~ at your earliest convenience.

Please find enclosed my resume for your review and consideration. I appreciate your time.

Best regards

Alexander [REDACTED]

[REDACTED]@gmail.com

cell. (647) 970-[REDACTED]

Writing Secondary Sample F (continued)

Instructions:

Describe a complex process or procedure in your field or area of expertise.

The Marketing Plan is the main task of a Brand Manager because it involves the design of the strategy that will define the life of a product in the market.

It all starts defining the market your ~~want~~ product will serve and then you will have to target who your consumers will be. Your Target is composed by main target which are consumers that will ~~are~~ primarily use your product and secondary target which are consumers that most probably will use your product.

Once you have your target set, you will have to define the strategy to introduce your product to the consumer. There are several strategies to launch a product, it all depends on ~~the~~ various factors as: product usage, if it is a new product, a new product on an existing market or simply a new product for a new market.

The launching strategy is ~~is~~ sub-divided into what it is known as the 4P's of marketing: Product, Price, Promotion

Writing Secondary Sample F (continued)

and Place. Product ~~know~~ is to know what is your product, what are its components, what are its uses and most important, what are its advantages. Price is the ~~strategy~~ defining the right strategy for the product; are you going to have an introduction price, are you a premium price product, are you a lead product or a follower. Promotions stands for the definition of the programs you will have with your clients and wholesaler. Last but not least is the place, which defines the places where you want your product to be in for the consumer to buy. In other words, get your product available for your consumer.

The final part of the marketing plan is to design the marketing campaign. For which you ^{will} usually use the help of an ~~ad~~ advertising agency. ~~With~~ With your ~~guid~~ input they will create a campaign that translate the strategy defined.

From here all you will have to do is implement all these activities as you planned in your time frame.

Good luck!

Writing Secondary Sample G

Instructions:

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

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

Dear Landlord:

I hope every thing is going well. Unfortunately I have to inform you that the heating system doesn't work as well as you informed me.

On the other hand as the hydro is not included in our agreement, using electrical heater cost is not cheap enough to use it.

I will be glad with you to send a person to repair it during next 24 hr.

I am waiting for your reply as soon as possible.

Best wishes

Shahrok

Writing Secondary Sample G (continued)

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

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

Your essay should be 3 - 4 paragraphs.

Regarding global warming, I believe that both of two ideas, but it is difficult to separate the main reason belongs to which one.

The earth space is a limited volume, however it seems that it is large enough for human to do whatever he wants!!

Imagine if you smoke a cigarette in a big hall which is about $500 \times 500 \times 50 = 12,500,000 \text{ m}^3$, a person just in opposite side may not smell anything, but if 100 person start to smoking in the same time, the result should be different and the person in opposite side will feel the cigarette smelling after some times.

Writing Secondary Sample G (continued)

Instructions: You are seeking employment in your field of expertise, and you know of a company where you would like to work. Write a letter to the personnel manager of the company. Indicate the type of employment you are seeking. Describe in detail your education, experience and expertise. Emphasize the strengths that you would bring to the position, and request a job interview.

Your letter should be 3 - 4 paragraphs.

Dear Mrs. Holly:

I see your advertizing in a magazine and interested in to your request.

Firs of all, I would like to intaduce myself as a chemical engineer educated in arad university of Tehran/Iran.

My main profesional experience is about shoe polish manufacturing, included all types of formulations, suppliers, Machines, calculating finished cost and what ever we need in a shoe polish factory. onthe other hand I know some good information about cusmetics and resines.

Writing Secondary Sample G (continued)

Regarding my titles, I started my job as a Product manager for 3 years and sales manager for 7 years and Managing director for 4 years.

I am available to have some business Trips to other cities or countries too.

I will be glad with you to make an appointment for interview.

Many thanks for reading my letter in advanced.
I will be waiting for your reply.

Best wishes

shahrokh