



Centre for Canadian Language Benchmarks

Sample Lesson Plan for Students at CLB Level 9-10

Funded by Ontario Ministry of Training, Colleges and Universities

Target: Students at **CLB level 9 -10**

Note to instructor: It is assumed that at these levels, ESL students are learning English for specific purposes in high-stakes contexts - workplace or academic

Objective:

To familiarize students with the Canadian Language benchmarks so they can apply them to their own language needs and goals.

Time: One hour

Resources:

1. Sample of CLB-related assessment report that is used in your program
2. Reading text **The Canadian Language Benchmarks**® (see sample lesson plan for students at CLB 5-6)
3. Summary of the competencies for benchmark 10

Warm-up:

Ask the students to recall their own experiences with ESL assessments in Canada, or abroad.

Procedure:

1. The text “The Canadian Language Benchmarks® can be used to provide background information. Focus discussion on the needs for standards in ESL in Canada.
2. Elicit as much information as possible to determine the students’ understanding of the CLB function, background and meaning for ESL students and programs. Make sure students understand what their own benchmarks mean in the larger picture. At an advanced level, the CLB take on a particularly important role in defining personal needs and clarifying the goals of each student.
3. Although students at the advanced level are able to cope with authentic texts, a summary has been provided of the key competencies of students at Benchmark 10. Ask the students, alone or in pairs, to review these competencies and to identify what they can do in English at this time.
4. Ask them to recall situations where they have to apply these skills. Additional space has been provided for students to add their own particular needs.

Follow-up:

1. Brainstorm to prepare ideas on how the time spent in this course can be most beneficial.
2. Regular review of the outcomes should be built into the course in the form of student-instructor interviews, taped or written journals, etc.
3. Interview, tape, or invite a speaker to the class to talk about how she continued to develop ESL proficiencies.
4. Conduct a survey to collect effective language learning strategies.

Below is a summary of the kinds of things that advanced ESL students should be able to do to master benchmark 10 in each skill. Please check what you can do now. In the space provided, write down other things that are important for you to be able to do at work or school.

SPEAKING	LISTENING
<ul style="list-style-type: none"> - can speak appropriately in demanding situations e.g you believe someone is showing hostility, sarcasm, etc. <input type="checkbox"/> - can participate in interviews, seminars, formal meetings <input type="checkbox"/> - can lead and manage meetings with small groups <input type="checkbox"/> - can provide complex, lengthy instructions <input type="checkbox"/> - can lead a seminar on a prepared, researched topic <input type="checkbox"/> 	<ul style="list-style-type: none"> - can understand formal discussions on most topics in your field of work or study <input type="checkbox"/> - can understand informal English on most topics, delivered at normal speed <input type="checkbox"/> - can understand details of information, ideas, opinions from multiple sources- panel discussions, seminars, debates <input type="checkbox"/> - can understand and identify details from complex texts, discourse in presence of distracting information- e.g. in a crowded meeting, conference setting <input type="checkbox"/>
READING	WRITING
<ul style="list-style-type: none"> - can understand authentic, complex texts - e.g. research papers, manuals, tables, forms, works of fiction <input type="checkbox"/> - can identify and summarize instructions within a continuous text into clear sets of instruction <input type="checkbox"/> - can trace and evaluate the development of arguments in complex texts e.g. a problem-solving paper, inquiry report <input type="checkbox"/> 	<ul style="list-style-type: none"> - can write informal texts for business, academic or social purposes <input type="checkbox"/> - can reproduce lengthy spoken or written information into a clear outline, summary or report <input type="checkbox"/> - can fill out and construct complex forms and other formatted documents <input type="checkbox"/> - can write complex, effective reports, essays, stories of up to 10 pages <input type="checkbox"/> - can proofread and revise own and others= texts <input type="checkbox"/>