Using the Curriculum Guidelines

Instructors can refer to the following sections in the Curriculum Guidelines when preparing daily and long-range lesson plans.

1. The **Planning** section:

   - **Program Development FAQs** answers questions that instructors frequently ask about: needs assessment, lesson planning, and learner evaluation.

   - **Needs Assessment** describes elements needed to conduct a successful needs assessment. Sample needs assessments are included for different LINC levels.

   - The **Planning Checklists** are tools for strategically incorporating the **Level Outcomes** into the program. Instructors may duplicate these pages and check off the competencies taught within each topic or theme to ensure that the competencies in the four skill areas are covered. See **Using the Planning Checklists** for a more detailed description of how they can be used.

   - A **Long-Range Program Planner** is provided to help instructors create an overview of their program.

   - **Grammar Items** lists suggested grammar appropriate for each LINC level. It is not an exhaustive list of structures and instructors may add structures as needed to achieve the topic outcomes.

   - **Strategies for Learners** is a list of tips for learning English more effectively both inside and outside the classroom. The strategies are general and can potentially be applied to any topic. The topic pages also have a **Strategies for Learners** section which is more specifically adapted to the topics.

   - **Techniques for Teaching Pronunciation** suggests ways of teaching and practicing individual sounds, stress and rhythm, intonation, contractions and reductions, as well as teaching some cultural aspects of communication.

   - The **Computer Skills Checklist** has a variety of computer skills and organizes them into Novice, Experienced, and Advanced user levels. The list is extensive and instructors are not required to cover all the skills. It may be used to keep track of the skills already covered in class and to obtain ideas for future lessons.

   - **Sample Lesson Plans** for each level are included to show how sections of the topic pages can be incorporated into a comprehensive lesson plan. Instructors can choose to follow these specific lesson plan formats or any other format that works well for them.

   - **Classroom Resources** is a list of the books and pamphlets mentioned on the topic pages as well as additional resources for Assessment and Evaluation, CALL, ESL Software, ESL Theory, Listening, and Pronunciation. A list of videos is also provided.

   - **Glossaries** have been included for **Computer, General, Grammar,** and **Pronunciation** terms.

2. The **Evaluation** section:
    - **Assessment and Evaluation** provides a framework for the assessment and evaluation of learners' performance during the course.
    - **Ongoing Class Monitoring Charts** are tools for tracking the scores of learners in the four skills and their competency areas. There are separate charts for speaking/writing and listening/reading.
    - The **End-of-Term Reporting Form** can be used to report learner achievements as they relate to the outcomes for a particular LINC level.
    - The **Learner Self-Evaluation Form** gives learners the opportunity to evaluate their own progress in the class.
    - The **Learner Program Evaluation** can be used by learners for a general evaluation of the course.

3. The **Level Outcomes** section:
    - The Level Outcomes pages list the *Canadian Language Benchmark 2000* competencies in the four skill areas (speaking, listening, reading, and writing) that learners are expected to master in each LINC level. They also include the performance conditions for mastering the competencies and a description of the learner's general ability at each level.

4. The **Themes** sections:
    - There are 12 themes, each with three topics per level.
    - Instructors do not need to teach the topics in the order in which they appear in the document. Nor it is necessary that they cover all the topics. Instructors should choose only those that are relevant to their learners' needs.
    - Instructors can develop their own material by applying **Level Outcomes** for their LINC level to themes and topics chosen on the basis of a needs assessment. Ideas for adapting topics or creating new ones can be found in **Topic Development Ideas** on the topic pages.
    - See **Using the Topic Pages** for specific details on what is included on the topic pages and how to use them for planning lessons.

How to Use the Guidelines

Using the Topic Pages

The topic pages are organized into 12 themes with three topics per theme for each LINC level. This illustration describes sections of the topic pages.

The **Topic Development Ideas** section includes information relevant to the topic. This section may be used to develop additional topics related to the theme or to get ideas for lesson content.

The **Strategies for Learners** section includes basic survival strategies for situations related to the topic. This section may be used to plan lesson activities that help learners develop important coping skills.

Health Care

Topic Development Ideas

Classes might want to learn more about...

- accessing specialists
- Canada's health care system
- cultural attitudes toward medication, hospitalization, illness, birth, and death
- cultural differences in doctor-patient relations, role of hospital staff and patient families
- extended health care and dental plans provided by employers
- getting emergency medical treatment
- immunization for children
- making appointments to see a doctor or dentist
- medical expenses covered by OHIP outside Canada
- private health insurance
- services not covered by OHIP
- types of health care practitioners
- types of medical facilities and services

Strategies for Learners

Learners find it useful to...

- find a community health centre that can provide culturally sensitive care in different languages
- find a health practitioner who speaks own language
- go to community agencies or friends to get information about medical clinics
- keep doctor's phone number and local hospital number easily accessible
- use a dictionary or the assistance of a friend to fill out medical forms or understand medical terms
- use pamphlets translated into first language to access information about health care
- write out necessary information in advance of appointments

Resources for Developing and Teaching Topic

- *A Canadian Conversation Book, Book One*: Unit 8, "Health"
- *A Conversation Book 1, Revised Third Edition*: Unit 9, "Health"
- *Basic Grammar in Action*: Unit 13, "A Visit to the Doctor"
- *Canadian Concepts 2, Second Edition*: Unit 7, "The Body and Health"
- *English Extra*: Unit 8, "Somebody is sick with a cold"
- *Foundations*: Unit 11, "Health, Medicine, The Drug Store, The Doctor"
- *Going Places 1*: Unit 21, "At the Doctor"
- *Longman ESL Literacy Student Book*: Unit 9, "Health"
- *New Interchange Intro*: Unit 12, "What's the matter?"
- *Ontario Reader 1998*: "East meets west in doctor's office"
- ELLIS – Intro – Health Concerns; Vocabulary Review – (health items)
- Health Canada Online: http://www.hc-sc.gc.ca
- Ontario Ministry of Health and Long-Term Care: http://www.gov.on.ca/MOH
- Settlement.org: http://www.settlement.org (Health, Health Insurance/OHIP)
- health Canada, health Ontario

LINC 1

472   Health & Safety   LINC Curriculum Guidelines

Resources Key

- 📚 Books
- 📄 Brochures and Pamphlets
- 🏛 Places
- 🚌 Field trip
- 🎥 Videos
- 👂 Listening
- 🎤 Guest speakers
- 💿 LINC Software
- ✡ Web site
- 🔑 Search words

Resources for Developing and Teaching Topic is a brief list of books, places to find authentic materials, guest speakers, videos, web sites, key search words, etc. See the Resources Key at left. For a complete list of references, see **Classroom Resources** in the **Planning** section.

The **Topic Outcomes** list some possible outcomes that relate to the topic. Outcomes for each of the skill areas are listed in the order of speaking, listening, reading, and writing, as indicated by corresponding icons. Topic outcomes are suggestions based on **Level Outcomes** and instructors are free to choose any outcomes from their level(s) that they feel are appropriate for the lesson.

A CLB level reference is given for this particular LINC level. Please refer to the CLB table in the **Introduction to Level Outcomes** for the specific CLB rating of each skill area.

Health Care

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- use and respond to a few courtesy formulas
- request assistance
- give basic personal information
- follow simple two- to five-word positive and negative commands and requests
- identify expressions used to request assistance
- identify details in a listening text: numbers, letters, a few keywords, short expressions
- understand common signs in medical buildings
- use a simplified diagram
- fill out a very basic five- to seven-item medical form
- describe personal health by filling in blanks in a short three- to five-sentence guided text about self or family

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for health care (*dentist, doctor, nurse, clinic, hospital, appointment*)
- vocabulary for parts of body and medical conditions (*head, eyes, arm, hands, tooth, cold, fever, flu, cough, allergy*)
- vocabulary for expressing personal information (*name, address, phone number*)
- expressions for requesting assistance (*Can you help me? I have a problem*)
- adjectives (sick, hot, cold, thirsty, tired
- imperatives
- verbs: be, have
- pronunciation: /k/ (*earache, cold, cough, clinic*)

Health & Safety

Sample Task

1. Practice greeting and responding to classmates with health problems (e.g., How are you? Not so good, What's the matter? I have an earache, etc.).

2. Listen to a partner name different body parts. Identify the parts by pointing to them.
   - **Novice:** Identify body parts on a numbered diagram and word-process a corresponding numbered list. Complete the list by adding another number to indicate how many of each part a person has (e.g., head [one], ear [two], toe [ten]).
   Skills: Keyboarding, Insert Bullets and Numbering, Save As, Print Preview, Print.

3. Read a list of body parts and search through magazines to locate and cut out matching pictures.

4. Complete a simple medical form for self or a family member.

Additional Tasks

- **Novice:** Open an instructor-made file containing gapped sentences about medical conditions and a list of vocabulary. Cut the words and paste into the appropriate gaps. (e.g., I have an earache – My ear hurts). Change the font of the gapped words. Preview and print.
Skills: Open, Cut, Paste, Font, Save As, Print Preview, Print

LINC 1

The **Language Focus** items are possible vocabulary, expressions, and grammar items to help learners achieve the topic outcomes.

Pronunciation items are included on each topic page. These items offer ideas for pronunciation practice.
For additional ideas and a phonetics table see **Techniques for Teaching Pronunciation** in the **Planning** section.

Computer Tasks Key

- Tasks using *Windows*, *Word*, *Excel*, *PowerPoint*
- Tasks using the Internet
- Tasks using LINC Software

The **Sample Tasks** suggest activities for achieving some of the topic outcomes. They include sample speaking, listening, reading, and writing tasks, as well as integrated computer tasks. Computer tasks that are not directly related to specific language tasks are listed separately under **Additional Tasks**.

Using the Integrated Computer Tasks

The Role of Computers

The ever-expanding role of computers affects many aspects of Canadian lives, from social needs (e-mailing to family and friends) to culture (news, entertainment) and work (job search, reports, presentations). In particular, the Internet affects the way we do business, handle money, do research, and communicate with one another. Computers are now viewed as essential tools in our society and require careful, deliberate integration with language and resettlement programs.

Integration of the Computer Tasks

These curriculum guidelines encourage the integration of computer tasks with language instruction by including sample integrated tasks in every topic. Instructors are not required to incorporate computer tasks in every lesson, nor are they required to teach the specific activities suggested on the topic pages. Instructors can modify these tasks to suit the level and interest of learners in their class or they may choose to develop their own computer activities instead. When developing new tasks, instructors should ensure they are relevant to the specific topic and focus primarily on language learning.

Types of Computer Tasks

These guidelines suggest two types of integrated computer tasks: language-learning tasks and language-application tasks.

Language-Learning Tasks	Language-Application Tasks
- reviewing grammar - spelling - building vocabulary - filling in the blanks - matching - sorting	- word processing a letter - creating a flyer or greeting card - accessing information in public places - researching information for personal, employment, training needs - using the Internet for business communications

Tips for Engaging Learners in Computer Tasks

The following are some tips for introducing computer tasks in a LINC class:

- assess learners' needs and computer user levels before attempting the suggested tasks (see the following pages on **Needs Assessment**)
- establish rules (e.g., make sure computers are shut down properly at the end of the day, no food or drinks in the lab) so that learners share the responsibility of maintaining the lab
- prepare a basic computer skills lesson (see *Computer Assisted Language Learning: A Software Guide for the LINC Classroom*[1])
- ensure that learners are familiar with the computer skills listed for a task
- modify computer tasks to accommodate learners' needs and user levels
- pair learners who are comfortable with using computers, with those who are not
- guide the class through more difficult computer tasks using a step-by-step process

---

[1] *Computer Assisted Language Learning: A Software Guide for the LINC Classroom* (Toronto: Toronto Catholic District School Board, 2000), Basic Computer Lessons.

Instructor-Made Material

The term "instructor-made" refers to lesson materials that instructors need to create for specific computer tasks. These materials should be presented in a format that best suits the task, such as:

- paper-based materials (e.g., diagrams, maps, surveys, and worksheets)
- data files on diskettes or hard drives (e.g., electronic documents and worksheets)

In LINC labs where instructors have been given network access, instructor-made files can be copied to a designated "master computer" on a network. This allows multiple users to gain simultaneous access to files (see *Computer Assisted Language Learning: A Software Guide for the LINC Classroom[1]*).

Needs Assessment

Before engaging learners in computer tasks, instructors should perform a needs assessment in order to identify the learners' user levels as well as personal and employment-related computer goals. A needs assessment also helps instructors plan and modify tasks for specific groups or individual learners. A basic needs assessment checks the learners' ability to use the Windows operating system and perform simple word-processing tasks.

Computer User Levels

The sample computer activities in the guidelines are categorized according to three levels of computer literacy: Novice, Experienced, and Advanced. These user levels should be considered when planning lessons with computer components.

- **Novice** users demonstrate little or no computer literacy skills. They have had very little experience using computers and have very limited knowledge of how computers work and the role of the operating system. Novice users require much assistance.

- **Experienced** users demonstrate good computer skills. They are familiar with application software such as word processors, spreadsheets, and databases. They work with home computers regularly, access and browse the Internet to locate sites through search engines, and have a basic understanding of the operating system (e.g., managing files by copying, deleting, moving). Experienced users have developed the skills to locate navigation and menu features of new programs and browse and experiment on their own.

- **Advanced** users demonstrate excellent computer skills. They regularly use application software at home or work, can conduct many types of searches on the Internet, and are able to troubleshoot and manage their systems effectively. Advanced users rarely require assistance with software or computer tasks. The have good knowledge of the operating system and can customize tasks and functions.

Computer Resources

There are two computer-related resources in these guidelines. The **Glossary of Computer Terms** lists all of the computer terminology used throughout the document and the **Computer Skills Checklist** includes many of the skills required to use the software available in LINC labs. This checklist is useful in identifying skills suitable for a specific computer user level (e.g., Novice). It can also be used to keep track of the skills already taught and to plan future lessons.

---

[1] *Computer Assisted Language Learning: A Software Guide for the LINC Classroom*, pp. 43–48.

Using the Integrated Computer Tasks

LINC Software

All LINC labs in Ontario were originally provided with three language-learning programs. They are: *Explore Canada, Tense Buster,* and *ELLIS.*

1. ***Explore Canada*** is divided into two sections: History and Geography. The two sections are further divided into subsections with text at two levels of complexity. Level 1 is equipped with audio capability and has texts that are one paragraph in length. Level 2 has longer, more difficult texts, and does not include audio. Other features of *Explore Canada* include:

   - an index for locating topics within the program
   - a simple Writing Pad that allows learners to type their own ideas or copy text from parts of the units and save or print them

Tense Buster features grammar at five levels of complexity from Elementary to Advanced. Each level presents different grammar points. Each of the grammar items includes:

   - an explanation of the grammar item
   - practice using the item
   - self-marking tests
   - vocabulary

   Other features of *Tense Buster* are:

   - a Scratch Pad that lets learners type their own ideas or copy text from the units and save or print
   - an Authoring Kit for each level that allows instructors to add their own topic-based activities. Instructors can create easily accessible exercises that are more settlement focused

2. ***ELLIS*** is the most comprehensive of the three LINC programs. This multimedia package has five CDs: *ELLIS Placement, ELLIS Intro, Middle Mastery, Senior Mastery, and Master Pronunciation. ELLIS Intro, Middle Mastery*, and *Senior Mastery* are divided into units. Units include video dialogues, questions, games, and tests.

   The video dialogues give learners the opportunity to role-play the characters in a chosen video. Learners choose characters, listen to the lines, record the lines in their own voices, and play back to compare.

   ELLIS Master Pronunciation has sections on Pronunciation, Minimal Pairs, Speech Acts, Master Tutor, and Tongue Twisters.

An orientation session to the LINC software should include:

   - features of the desktop and Windows screens (Start Button, Window Control Buttons)
   - mouse skills (clicking, double-clicking, scrolling)
   - an exercise to teach navigation techniques (selecting options through menus or buttons on screen)
   - using specific features in a program such as the Index (*Explore Canada*)
   - using headsets (*ELLIS, Explore Canada, and Tense Buster*)
   - using the Writing Pad (*Explore Canada*) and Scratch Pad (*Tense Buster*)

Digital Projectors

The digital projectors available in many LINC centres are a simple and effective way to introduce or review programs with groups of learners. They allow instructors to demonstrate navigational interfaces, as well as the main functions of the programs. Digital projectors may also be used as creative teaching tools to involve groups of students in a shared task.

Productivity Software

Productivity software such as a word processor, spreadsheet, presentation, and web-browsing programs is also available in LINC computer labs. Productivity software allows users to perform meaningful, real-life tasks. In *Word*, learners can prepare reports and write letters, memos, or essays. In *Excel*, they can perform simple calculations and create charts. Learners can also prepare and deliver sophisticated, well-organized presentations using *PowerPoint*.

Learners should be familiar with the required computer skills before performing a task using productivity software. For example, when engaging learners in a *Word* task that uses columns, such skills as creating a specific number of columns, changing the number of columns, or editing columns must be taught prior to the task. Similarly, for creating charts or calculating a budget in *Excel*, basic spreadsheet skills have to be taught.

Displaying *Word, Excel,* or *PowerPoint* instructions on wall cards or using task sheets (see the **Glossary of Computer Terms**) in the computer lab will help learners remember functions that were taught previously.

Using the Internet with LINC Learners

The widespread use of the Internet and e-mail indicates that basic Internet and e-mail skills and conventions should be taught to help learners enter the job market and integrate more fully into Canadian society. Increasing access to the Internet at LINC sites allows real-life application of practical language activities (e.g., browse job postings, research a trip, contact an MPP). Centres that do not have Internet access may be able to use public facilities such as libraries or Human Resources Centres to complete the suggested Internet tasks. Before assigning tasks, it is a good idea to prepare a basic Internet lesson and a hands-on orientation session to the Internet. Public libraries have excellent resources on using the Internet and often provide orientation sessions that can be booked to accommodate groups of learners.

LINC 4 and 5 Activities on Alphaplus.ca

Ready-to-use computer activities for LINC 4 and 5 learners in Ontario can be browsed and downloaded at http://alphaplus.ca/linc. These activities match many of the topics in these guidelines and are downloadable in Word format.

A Software Guide for the LINC Classroom

Computer Assisted Language Learning: A Software Guide for the LINC Classroom is available to all LINC centres in a printed document and also on-line at http://alphaplus.ca (LINC Documents). It is a helpful resource for integrating computer skills with language learning and gives step-by-step instructions for using LINC software.