



Appendices


















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

















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Canadian Language Benchmarks Distribution Grid – ELSA 6 (CLB 7)

Each of the CLBs appears as a Target Outcome once within Units 1-5 and again in Units 6-10. **Target Outcomes** are denoted by the symbol . Some of the CLBs and their associated Core or Project Tasks are featured in ELSA Net's *Formative Assessment Toolkit (FATK)* and as such are denoted by the symbol .

Listening Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
 CLB 7-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval.)										
 CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks.	 									
 CLB 7-III: Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.			 							
 CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.										
 CLB 7-IV: Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.										

Speaking Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
 CLB 7-I: Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope.)		 								
 CLB 7-I: Participate in routine phone calls.										
 CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.										
 CLB 7-III: Give extended warnings, suggestions, recommendations or advice.										
 CLB 7-IV: Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.										
 CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail two events, jobs, or procedures.	 									

Reading Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 7-I: Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction.)		⊙								⊙ ✕
CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.					⊙			⊙		
CLB 7-III: Locate and use three or four pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus.)					⊙				⊙	
CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations, and advice.		⊙ ✕							⊙	
CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.			⊙				⊙			
CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus.)				⊙			⊙			
CLB 7-IV: Access, locate and integrate information from online reference sources.	⊙					⊙				

Writing Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 7-I: Convey personal messages in formal or informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope.)				⊙						⊙
CLB 7-II: Reduce a short oral discourse (such as live or recoded phone messages, pre-recorded public information, podcasts or short presentations) to notes.					⊙			⊙		
CLB 7-II: Reduce a text of up to about 2 pages to an outline or summary.		⊙					⊙			
CLB 7-III: Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings.)					⊙					⊙
CLB 7-III: Complete extended forms requiring detailed personal information.	⊙ ✕					⊙				
CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison or provide a detailed description of a person, system, routine or procedure.			⊙						⊙	

Canadian Language Benchmarks Distribution Grid – ELSA 7 (CLB 8)

Each of the CLBs appears as a Target Outcome once within Units 1-5 and again in Units 6-10. **Target Outcomes** are denoted by the symbol ☉. Some of the CLBs and their associated Core or Project Tasks are featured in ELSA Net’s *Formative Assessment Toolkit (FATK)* and as such are denoted by the symbol ✂.

Listening Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
☞ CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).				☉ ✂			☉			
☞ CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.					☉				☉	
☞ CLB 8-III: Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.			☉ ✂					☉		
☞ CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.		☉				☉				
☞ CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.	☉ ✂									☉

Speaking Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
☞ CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).		☉								☉
☞ CLB 8-I: Participate in brief professional phone calls.		☉						☉		
☞ CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.					☉ ✂					☉
☞ CLB 8-III: Propose or recommend solutions to problems in a familiar area.			☉ ✂				☉			
☞ CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.	☉								☉	
☞ CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.				☉		☉				

Reading Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).					⊙			⊙		
CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.		⊙ ✕								⊙
CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.			⊙			⊙				
CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.			⊙						⊙	
CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.	⊙ ✕						⊙			
CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus.)	⊙						⊙			
CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.				⊙		⊙				

Writing Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).					⊙ ✕	⊙				
CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.				⊙					⊙	
CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.					⊙ ✕			⊙		
CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).				⊙						⊙
CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.		⊙							⊙	
CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.			⊙					⊙		
CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.	⊙						⊙			

ELSA 6/7 (CBL 5-8) Learner Profiles

LISTENING Profiles of Ability across Stage II

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
<p>The listener can: Understand, with some effort, the gist of moderately complex, concrete formal and informal communication.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow to normal rate Face-to-face, on the phone or via digital media (one-on-one or in small groups) Related to relevant, everyday topics Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, supporting details and implied meanings Understands language that is concrete and includes mostly common vocabulary Recognizes meaning based on a developing understanding of complex sentences and structures May sometimes rely on contextual clues for comprehension Recognizes some registers Understands very common idiomatic language Sometimes requires repetition Can comprehend on the phone when context and topic are relevant and familiar 	<p>The listener can: Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow to normal rate Face-to-face, on the phone or via digital media (one-on-one or in small groups) Related to relevant topics and life experience Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, supporting details and implied meanings Understands language that is generally concrete with some abstract elements and a range of common vocabulary Recognizes meaning based on a developing understanding of complex sentences and structures May occasionally rely on contextual clues for comprehension Recognizes some registers and styles Understand common idiomatic language May require repetition Can comprehend on the phone when context and topic are relevant and familiar 	<p>The listener can: Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to general knowledge and life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a normal rate Face-to-face, on the phone or via digital media (one-on-one or in small groups) Related to relevant topics, general knowledge and life experience Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, supporting details and implied meanings Understands language that is concrete or abstract and sometimes specializes, with an expanded range of vocabulary Recognizes meaning based on an understanding of an increasing range of complex sentences and structures May use contextual clues to enhance comprehension Recognizes an expanding range of registers and styles Understands an expanding range of common idiomatic language Can follow most moderately complex phone interactions Has difficulty following faster conversations 	<p>The listener can: Understand moderately complex formal and informal communication, including abstract concepts and ideas related to general knowledge, life experience, and specialized or work-related situations.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a normal rate Face-to-face, on the phone or via digital media (one-on-one, with multiple speakers or in small groups) Related to general knowledge, life experience, and specialized or technical matters Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, even when not explicitly stated, supporting details and implied meanings Understands language that is concrete or abstract and conceptual, with an expanded range of vocabulary Recognizes meaning based on an understanding of an adequate range of complex sentences and structures May use contextual clues to enhance comprehension Recognizes an expanded range of registers and styles Understands an expanded range of common idiomatic language Can follow moderately complex phone interactions Has difficulty following faster colloquial or idiomatic conversations

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SPEAKING Profiles of Ability across Stage II

CLB 5	CLB 6	CLB 7	CLB 8
<p>Initial Intermediate Ability</p> <p>The speaker can: Communicate with some effort in short routine social situations, and present concrete information about needs and familiar topics of personal relevance.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to somewhat formal • In familiar small groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Adequately fluent for some moderately demanding contexts; speech rate is slow to normal with some pauses and hesitations • A range of common everyday vocabulary, which may include a limited number of idioms • Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures • Grammar, vocabulary and pronunciation difficulties sometimes impede communication • Some awareness of appropriate non-verbal cues and signals 	<p>Developing Intermediate Ability</p> <p>The speaker can: Communicate with some confidence in routine social situations, and present concrete information in some detail about familiar topics of personal relevance.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to somewhat formal • In mostly familiar small groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Reasonably fluent for some moderately demanding contexts; speech rate is slow to normal with a few hesitations • A range of everyday vocabulary, which may include some idioms and a few common cultural references • Some variety of grammatical structures, with developing control of more complex structures • Grammar, vocabulary and pronunciation difficulties may sometimes impede communication • Developing use of appropriate non-verbal cues and signals • Adapts speech to reflect some degrees of formality appropriate to the group 	<p>Adequate Intermediate Ability</p> <p>The speaker can: Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to formal • In somewhat familiar groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations • An expanding range of concrete and idiomatic language, which may include some common cultural references • Increasing variety of grammatical structures, with developing control of complex structures • Grammar, vocabulary and pronunciation difficulties may occasionally impede communication • Adequate use of appropriate non-verbal cues and signals • Adapts speech style and register to different audiences and situations 	<p>Fluent Intermediate Ability</p> <p>The speaker can: Communicate with confidence in most daily routine social, educational and work situations, and present concrete and some abstract information on an expanded range of familiar topics.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to formal • In unfamiliar groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Fluent for moderately demanding contexts; speech is often at a normal rate • An expanded range of concrete, abstract and idiomatic language, which may include some common cultural references • Adequate variety of grammatical structures, with adequate control of complex structures • Grammar, vocabulary and pronunciation difficulties seldom impede communication • Good use of appropriate non-verbal cues and signals • Adapts speech style and register to a range of different audiences and situations

READING Profiles of Ability across Stage II

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability
<p>The reader can: Understand simple and some moderately complex texts in predictable, practical and relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Mostly concrete, factual and descriptive • With mostly common and some abstract or specialized vocabulary and occasional high frequency idioms • Sometimes supported by visuals • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, important details and links between paragraphs • Finds some information to make comparisons • Occasionally guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary • Often rereads and needs clarification • Comprehension is based on knowledge of basic grammar and some developing understanding of complex sentence structures • Identifies some different styles and registers • Uses a bilingual dictionary regularly; begins to use a concise unilingual ESL dictionary 	<p>The reader can: Understand an adequate range of moderately complex texts in predictable, practical and relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Mostly concrete, factual and descriptive • With mostly common and some abstract or specialized vocabulary and occasional idioms • Occasionally supported by visuals • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, specific factual details and some implied meanings • Finds specific, detailed information for comparing and contrasting • Sometimes guesses the meaning of unknown terms, phrases or idioms from the context without a dictionary • May reread and ask for clarification • Comprehension is based on a developing understanding of complex sentences and structures • Identifies an expanding range of different styles and registers • Uses a concise unilingual ESL dictionary regularly 	<p>The reader can: Understand an expanding range of moderately complex texts in less predictable but relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Factual, descriptive or argumentative; with opinions, explicit and implied meanings • With concrete, abstract or specialized vocabulary, and some idioms • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, specific details and many implied meanings • Finds, integrates, compares and contrasts information • Often guesses the meaning of unknown terms, phrases and idioms from the context • Comprehension is based on a developing understanding of an increasing range of complex sentences and structures • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms 	<p>The reader can: Understand most moderately complex texts in less predictable but relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Factual, descriptive or argumentative; with opinions, explicit and implied meanings • With a range of concrete, abstract and specialized vocabulary and idiomatic language • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, specific details and implied meanings, as well as mood, attitude and register • Finds, integrates, compares, contrasts and analyzes information • Usually guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms, cultural references and figures of speech • Comprehension is based on an understanding of an adequate range of complex sentences and structures • Identifies a wide range of different styles and registers • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

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WRITING Profiles of Ability across Stage II

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability
<p>The writer can: Write short, simple to moderately complex descriptions, narrations, and communications about familiar, concrete topics related to daily life and experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar audience • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Adequate paragraph structure with a main idea and some supporting details • Adequate use of connective words and phrases • Adequate range of vocabulary for most simple everyday texts • Good control of simple structures • Difficulty with complex structures • Adequate control of spelling, punctuation and format • Some awkward-sounding phrases and word combinations • Able to communicate some moderately complex messages 	<p>The writer can: Write short, moderately complex descriptions, narrations and communications about familiar, concrete topics relevant to personal interests and experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar audience • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Adequate paragraph structure, with clearly expressed main ideas and some supporting details • Appropriate use of connective words and phrases • Good range of vocabulary for simple everyday texts • Good control of simple structures • Developing control of complex structures • Adequate control of spelling, punctuation and format • Some awkward-sounding phrases and word combinations • Content and language are sometimes not appropriate for the audience • Uses a limited range of natural idiomatic language, cultural references and figures of speech appropriate to the context • Able to communicate an increasing range of moderately complex messages 	<p>The writer can: Write clear, moderately complex texts on familiar concrete topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar or clearly defined audience • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Good paragraph structure, with clearly expressed main ideas and adequate supporting details • Paragraphs are developed and joined appropriately to form a coherent text • Text contains an introduction, development of ideas and conclusion • Good range of vocabulary for moderately complex texts • Adequate control of complex structures • Good control of spelling, punctuation and format • Wording may still be typical of first language and seem somewhat unnatural • Content and language, including register, are mostly appropriate for the audience • Uses a range of natural idiomatic language, cultural references and figures of speech appropriately • Able to communicate most moderately complex messages 	<p>The writer can: Write clear, moderately complex texts on familiar concrete and some abstract topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar or clearly defined audience • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Good paragraph structure, with clearly expressed main ideas and good supporting details • Paragraphs are developed and joined appropriately to form a coherent text • Text contains an introduction, development of ideas and conclusion • Very good range of vocabulary for moderately complex texts • Good control of complex structures • Good control of spelling, punctuation and format • Occasionally, wording may seem awkward or unnatural • Content and language, including register and variety, are appropriate for the audience • Uses an expanded range of natural idiomatic language, cultural references and figures of speech appropriately • Able to communicate moderately complex messages

The Model of Communicative Language Ability in the CLB

Grammatical Knowledge

Grammatical knowledge is needed to construct accurate sentences or utterances and includes knowledge of vocabulary, syntax, phonology and graphology.

Textual Knowledge

Textual knowledge is separated into two components: knowledge of cohesion and knowledge of rhetorical or conversational organization. Knowledge of cohesion is used in producing or comprehending the explicitly marked relationships between sentences in written texts or between utterances in conversations. These include connecting words, pro-forms (words that can replace different elements in a sentence), ellipsis, synonyms and paraphrases. In written texts, rhetorical organization refers to conventions for sequencing units of information. In conversation, it refers to the way interlocutors manage the conversation by, for example, taking turns.

Functional Knowledge

Functional knowledge helps language users to map sentences, utterances or text onto underlying intentions and vice versa. Functional knowledge includes knowledge of ideational, manipulative, heuristic and imaginative functions.

Sociolinguistic knowledge

Sociolinguistic knowledge governs how the setting affects actual language use. Factors influencing these variations in language include participants in the exchange, situation, place, purpose of transaction and social situation. Sociolinguistic knowledge includes knowledge of genre, dialects/varieties, registers, natural or idiomatic expressions, cultural references and figures of speech.

Strategic Competence

Strategic competence provides a management function in language use, as well as in other cognitive activities, and can be viewed as a set of metacognitive strategies comprising goal setting (deciding what one is going to do), appraising (taking stock of what is needed, what one has to work with, and how well one has done) and planning (deciding how to use what one has).

Canadian Language Benchmarks, p. VII

The Model of Communicative Language Ability in the CLB

Language Knowledge

Organizational Knowledge	<p>Grammatical Knowledge</p> <p>The knowledge of grammar and vocabulary at the sentence level, which enables the building and recognition of well-formed, grammatically accurate utterances, according to the rules of syntax, semantics, morphology and phonology/graphology.</p>
	<p>Textual Knowledge</p> <p>The knowledge and application of cohesion and coherences rules and devices in building larger texts or discourse. It enables the connection of utterances and sentences into cohesive, logical and functionally coherent texts and/or discourse.</p>

Pragmatic Knowledge	<p>Functional Knowledge</p> <p>The ability to convey and interpret the communicative intent (or function) behind a sentence, utterance or text. It encompasses macro-functions of language use (e.g., transmission of information, social interaction and getting things done/persuading others, learning and thinking, creation and enjoyment), and micro-functions, or speech acts (e.g., requests, threats, warnings, please) and the conventions of use.</p>
	<p>Sociolinguistic Knowledge</p> <p>The ability to produce and understand utterances appropriately. It encompasses rules of politeness; 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; knowledge of cultural references; and uses of language through interactional skills to establish and maintain social relationships.</p>

Strategic Competence

<p>Strategic Competence</p> <p>The ability to manage the integration and application of all other components of language ability to the specific context and situation of language use. It involves planning and assessing communication, avoiding or repairing difficulties in communication, coping with communication breakdown and using affective devices. Most of all, its function is to ensure effectiveness of communication.</p>

Knowledge and Strategies: Stage II Listening

These are some things that may need to be learned as an individual moves through Stage II Listening.

Grammatical Knowledge

Recognition of:

- Grammar structures and syntax to interpret listening texts (such as perfect tenses, basic conditionals, reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)
- Words and expressions relating to topic areas (such as general content; academic, occupational and vocational areas; and social participation)
- Expanded range of concrete, abstract and technical language relating to familiar everyday facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social science, Canadian citizenship, cross-cultural and multicultural issues, literature, the media, health, education, occupations, and financial and consumer services)
- English phonological sound systems (such as sound segments, rhythms and intonations) to interpret oral discourse.

Textual Knowledge

Recognition of:

- Cohesive devices that make it easier to understand listening texts across utterances and discourse indicators (such a conjunctive adverbs or adverbials) signaling such meanings as contrast or illustrations by example
- Main ideas and a variety of levels of subordinate ideas
- Expanded inventory of linguistic means of narrating, reporting, describing or arguing points in listening texts and oral discourse

Functional Knowledge

Recognition of:

- Speaking conventions in academic or business oral presentations (such as introductions, closings)
- Common types of humour and jokes, songs, rhymes, dramas, stories and anecdotes as listening text/oral discourse
- Typical discourse formats for different situations

Sociolinguistic Knowledge

Recognition of:

- Different registers (formal/informal), styles and some language varieties (dialects, regionalism, language used by specific social and age groups)
- Socio-cultural knowledge relating to specific tasks (such as social interaction and service transactions)
- Cultural references and topics
- Expanded colloquial, idiomatic and some literary language
- Paralinguistic signals (such as loudness, pitch, speech rate, body language and other visual clues)

Strategic Competence

Recognition of:

- Paralinguistic clues for making inferences, guessing and predicting
- Language used to avoid miscommunication

Ability to:

- Infer some unstated information and to guess and predict
- Use context clues and non-verbal communication signals to interpret meaning

Canadian Language Benchmarks, p. 15

Knowledge and Strategies: Stage II Speaking

These are some things that may need to be learned as an individual moves through Stage II Speaking.

Grammatical Knowledge

Ability to:

- Demonstrate fluency in using grammatical, syntactical, and lexical structures typically occurring in moderately demanding academic, community, and work contexts
- Use an expanding range of abstract, technical, idiomatic, and conceptual vocabulary to report and discuss personal and factual information, and to express ideas, opinions and feelings about familiar topics and issues
- Produce intelligible and communicatively effective pronunciation

Textual Knowledge

Ability to:

- Use cohesion links across utterances and discourse indicators (such as conjunctive adverbs and adverbials) signaling such meanings as contrast and illustrations
- Use a combination of main and subordinate ideas
- Use different genres (such as narratives, presentations)
- Integrate multiple pieces of information for a coherent oral presentation

Functional Knowledge

Ability to:

- Recite songs and rhymes, dramatize, improvise, play basic verbal games, and tell stories and simple, non-abstract jokes
- Use interactional and interpersonal communication skills for conversation management, and for giving and receiving compliments or invitations, etc.

Understanding of:

- Situational scripts and corresponding oral discourse formats for particular academic, work, or community events (such as student-teacher conferences, business or service transactions, group conversations or discussions, and specific workplace situations)

Sociolinguistic Knowledge

Understanding of:

- Sociolinguistic norms and culturally determined behaviours, such as attitudes toward hierarchy
- Collaborative skills for academic and work purposes (such as contributing to verbal problem solving and decision making in group settings)

Ability to use:

- Appropriate language to indicate level of formality and to show respect
- Appropriate and communicatively effective non-verbal communication strategies
- Socio-cultural communication norms, such as formality/informality, direct/indirect speech and cultural references

Strategic Competence

Ability to use:

- Relevant metalinguistic and other related knowledge and skills (such as how to prepare and deliver presentations and how to best memorize phrases and expressions)
- Strategies to check understanding, such as confirming information and paraphrasing
- Effective strategies to compensate for or prevent communication breakdowns

Knowledge and Strategies: Stage II Reading

These are some things that may need to be learned as an individual moves through Stage II Reading.

Grammatical Knowledge

Recognition and understanding of:

- Expanded range of concrete (and some abstract), idiomatic and technical vocabulary relating to common knowledge, facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social issues, Canadian citizenship, literature, media, health, education, jobs and occupations, financial and consumer services
- Grammar and syntax structures to interpret texts (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)
- Conventions of mechanics and punctuation and how they are used to organize the text and create rhythm, emphasis, etc.

Textual Knowledge

Recognition of:

- Cohesive links to interpret text signaling contrasts or illustrations by example (such as conjunctive adverbs or adverbials)
- Paragraph structure and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing)
- Discourse indicators and patterns signaling contrasts, cause and effect or illustrations by example (such as conditionals)
- Genre or rhetorical forms and their roles in interpretation and coherence
- Textual organization of common written formats in expanded contexts, including workplace settings (such as formats of personal and business letters, memos, reports, email messages, and notes)
- Expanded inventory and comprehension of linguistic, rhetorical and stylistic devices for narrating, reporting, describing and arguing a point in reading texts and written discourse

Functional Knowledge

Recognition of:

- Purposes and authors' intents
- Common types of humour and jokes

Ability to:

- Decode print
- Recognize words and formulaic expressions by sight (to assist bottom-up reading comprehension and processing)
- Read stories, poetry, rhymes, and newspaper and magazine articles for enjoyment and sociability

Sociolinguistic Knowledge

Recognition and understanding of:

- Expanded formal, informal, idiomatic and some literary language
- Cultural references
- Content and socio-cultural information, language and discourse formats relating to specific tasks (such as in social interaction texts, business/service texts)

Strategic Competence

Ability to use:

- Different reading techniques according to the purpose of the task (such as skimming to get the gist, scanning to locate detailed information, speed reading and in-depth reading)
- Information search skills (including dictionary use) and computer/Internet literacy skills
- Textual and contextual clues to interpret text (such as literal and inferential comprehension, reading between the lines, drawing conclusions and predicting outcomes)
- Critical skills (such as evaluating and judging) to interpret written texts

Canadian Language Benchmarks, p. 87

Knowledge and Strategies: Stage II Writing

These are some things that may need to be learned as an individual moves through Stage II Writing.

Grammatical Knowledge

Ability to use:

- Moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds) to convey meaning effectively and precisely
- Expanded range of language (such as concrete, some abstract, idiomatic and technical) and skills to compose formal, informal, personal and social messages; to relate or narrate stories and events; to report personal and factual information; to express ideas, opinions, and feelings about familiar topics and issues; to ask about and respond to inquiries; and to argue points
- Expanded range of vocabulary that includes words and expressions relating to a variety of topic areas (such as general content areas, occupational area)
- Spelling, punctuation, and capitalization conventions

Textual Knowledge

Ability to:

- Use cohesion links across utterances and discourse indicators, signaling meanings such as contrasts or illustrations by example (such as conjunctive adverbs, adverbials)
- Write a paragraph and a sequence of connected paragraphs
- Use paragraph structure, form and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing)
- Use discourse indicators and patterns to signal such meanings as chronological sequence, comparisons, contrasts, cause and effect, and illustrations by example

Functional Knowledge

Ability to:

- Use effective and conventional formats for various purposes (such as personal and business letters, memos, reports, email messages, notes)
- Reproduce and reduce information (such as paraphrase, summarize and outline in point form)
- Create rhymes, stories, journals, letters and emails for socializing and enjoyment
- Use techniques for taking messages and notes
- Complete a variety of forms and/or other documents

Sociolinguistic Knowledge

Beginning ability to:

- Use Canadian writing conventions about linear order, directness, and formality in a variety of contexts, such as cover letters, résumés, emails

Strategic Competence

Ability to:

- Begin using the writing process, such as pre-writing (generating ideas, concept-mapping), drafting a composition, and re-writing (such as revising and proofreading for spelling, punctuation, and grammar)
- Use dictionaries, thesauruses, and other reference sources online and in print formats
- Use keyboarding and word-processing skills for composing, revising, editing, formatting and printing texts

Essential Skills

Developing learners' Essential Skills is an important element of the *ELSA 6/7 Curriculum Guidelines*. Instructors should ensure that activities to develop learners' Essential Skills are included regularly in the classroom within each unit. The following chart is provided as a tool whereby instructors can determine which Essential Skills to include in their lesson planning and also to track the skills development as the class moves through the units of the curriculum.

Essential Skill	Typical Applications
Reading Understanding materials written in sentences or paragraphs (e.g. letters, manuals).	<ul style="list-style-type: none"> • Scan for information or overall meaning. • Read to understand, learn, critique or evaluate. • Analyze and synthesize information from multiple sources or from complex and lengthy texts.
Document Use Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.	<ul style="list-style-type: none"> • Read signs, labels or lists. • Understand information on graphs or charts. • Enter information in forms. • Create or read schematic drawings.
Numeracy Using numbers and thinking in quantitative terms to complete tasks.	<ul style="list-style-type: none"> • Make calculations. • Take measurements. • Perform scheduling, budgeting or accounting activities. • Analyze data. • Make estimations.
Writing Communicating by arranging words, numbers and symbols on paper or a computer screen.	<ul style="list-style-type: none"> • Write to organize or record information. • Write to inform or persuade. • Write to request information or justify a request. • Write an analysis or a comparison.
Oral Communication Using speech to exchange thoughts and information.	<ul style="list-style-type: none"> • Provide or obtain information. • Greet, reassure or persuade people. • Resolve conflicts. • Lead discussions.

Essential Skill	Typical Applications
Working with Others Interacting with others to complete tasks.	<ul style="list-style-type: none"> • Work independently, alongside others. • Work jointly with a partner or helper. • Work as a member of a team. • Participate in supervisory or leadership activities.
Thinking Finding and evaluating information to make rational decisions or to organize work.	<ul style="list-style-type: none"> • Identify and resolve problems. • Make decisions. • Find information. • Plan and organize job tasks. • Use critical thinking. • Use memory.
Computer Use Using computers and other forms of technology.	<ul style="list-style-type: none"> • Use different forms of technology, such as cash registers or fax machines. • Use work processing software. • Send and receive emails. • Create and modify spreadsheets. • Navigate the internet.
Continuous Learning Participating in an ongoing process of improving skills and knowledge.	<ul style="list-style-type: none"> • Learn on the job. • Learn through formal training. • Learn through self-study. • Understand your own learning style. • Know where to find learning resources.

Source: From the publication "What are Essential Skills?" from Human Resources and Social Development Canada

Learning Links

Learning Links are one-page skeletal summaries of an area of communication, such as Active Listening or Non-Verbal Communication.

Learning Links can be used by instructors as summary lists of elements that can be taught in the classroom to complement unit skills or as lists of topic areas that can be researched further. They can also be given to learners as a guide for self-study.

Active Listening

Active listening includes a range of behaviours that facilitates understanding others. The benefits of practising active listening include:

- avoiding misunderstanding
- increased respect and understanding of the opinions of others
- increased ability to converse in social situations and in the workplace

Key Active Listening Behaviours

- Being aware of differences in communication behaviours between individuals: Physical distance between conversants, body movements, touching during conversation, non-verbal vocalizations while listening, eye contact, voice loudness, silence
- Suspending own thoughts, judgments and assumptions about the speaker, interpretation of communication behaviours or interpretation of meaning
- Listening attentively to the words and implied message of the speaker
- Responding verbally and non-verbally (below) to indicate interest, comprehension and empathy

Non-Verbal Indicators of Active Listening

- Eye contact to convey interest
- Appropriate facial expressions Smile, frown, expressions of concern, confusion
- Posture and use appropriate gestures to indicate interest and reaction Sitting up straight, facing the speaker, nodding to indicate interest

Verbal Indicators of Active Listening

- Responding verbally to indicate listening
uh-huh, wow, really?, Mmmmmm
- Asking questions or statements to clarify understanding and invite the speaker to elaborate
So what happened next?, How did that make you feel?, I wonder why that happened?, What do you mean?
- Paraphrasing or restating the speaker's message (spoken and implied) in your own words to confirm comprehension. This invites the speaker to confirm or correct your interpretations.
It sounds like this means a lot to you; Hmmm, I can see you're upset about that; So you got the promotion but you're not sure you want the extra responsibility.
- Making statements to validate speaker's feelings and indicate empathy
That must be really difficult, That must have been frustrating.

Internet Search Terms

- active listening
- gestures
- non-verbal communication

Discussions and Debates

Purposes of a Discussion or a Debate

- to exchange ideas, opinions, points of view
- to evaluate own and others' ideas and attitudes
- to critically consider many points of view (to develop critical thinking)
- to examine a case study
- to choose an option, reach a decision or solve a problem as a group
- to apply active listening and conversation strategies

Preparing for a Discussion or a Debate

- Develop knowledge of a topic (e.g., through reading or Internet-based research); paraphrase main points
- Generate ideas, viewpoints and attitudes on the topic
- Formulate own opinions
- Research and take notes of relevant examples, statistics and evidence to support a viewpoint

Participating in a Discussion or a Debate

- Ask someone for their opinion about the topic Ask *yes/no* questions, *or* questions, *wh*-questions, negative questions Make note of points you want to discuss or that you disagree with
- Give own opinion about the topic Summarize the discussion or another person's point Present an argument: express own opinion and feelings and justify them Use own examples, reasons or details to support the viewpoint

- Express alternative points of view
- Summarize the discussion or others' points; clarify own understanding Express complete agreement or approval Disagree partially, diplomatically or through doubt Express reservations or disapproval using a non-judgmental approach Counter an argument directly; express an anti-thesis Interrupt appropriately Ask clarifying questions; request feedback Acknowledge contributions of others
- Apply active listening strategies Use non-verbal behaviour to indicate attention
- Restate others' opinions or recap the discussion to clarify the point or confirm own understanding
- Avoid dominating the discussion and show respect for others

Internet Search Terms

- ESL debates
- classroom discussions
- debate process
- effective discussions
- ESL discussions
- active listening

Internet Search

Initiating Search and Analyzing Search Results

- Choose and access a search engine (e.g., Google, Yahoo, AltaVista) or a Search Directory
- Enter a keyword or phrase in the search box
- Analyze search results

Skim the first page of the list of search results

Read brief descriptions of results Evaluate the scope of results and the relevance to your purpose: results too broad? too narrow? too numerous?

Determine whether to refine the search or to explore some of the results



Refining a Search

- Determine alternate keywords, synonyms and enter in search box
- QUOTATIONS ("..."): Placed around search terms, they limit search results to web pages with all the search terms in exactly the order entered.
- PLUS SIGN (+): Placed between search terms, it limits search results to web pages with both search terms.
- MINUS SIGN (-): Placed in front of a term, it limits search results to web pages without the word after the minus sign.
- OR: Placed between search terms, limits search to results with either word.
- Limit search to results to web pages with a specific domain (.com .org .edu or ca), updated within a specific time period, from a specific country (see search engine tutorials for procedure)

Exploring Results

- Interpret search result (identifying hypertext, parts of the URL, brief description)
- View web pages (using hypertext, cached web pages with search terms highlighted, Back, Forward, Stop, Refresh and Home buttons on tool bar to navigate web pages)
- Use Favorites to store or access direct links to useful websites

Internet Search Terms

- web searching
- evaluating websites
- Internet search tips

Non-Verbal Communication

Non-verbal communication involves the use of body language and voice to convey meaning, attitudes and emotions. Non-verbal communication can:

- clarify, reinforce or contradict verbal communication
- communicate feelings, attitudes, mood and personality
- lead to communication challenges and sometimes communication breakdowns
- be practised (through the observation, usage and interpretation of non-verbal signals)
- vary depending on personality, culture, gender, age and context

Elements of Non-Verbal Communication

Body Language:

- Facial expressions (a smile, frown, raised or furrowed eyebrows)
- Head movements (tilts, nods, shakes)
- Use of touch (greeting hugs/kisses, handshakes, pats)
- Eye contact (lack or length of eye contact, what different types of eye contact can convey: interest, attentiveness, distractedness, suspicion, anger)
- Personal space between speakers
- Posture (turning towards a listener, sitting on edge of chair, crossing arms or legs when sitting, leaning towards another person, putting both hands on hips, slouching)

Voice:

- Rate of speech
- Voice volume
- Intonation: variations in pitch within sentences to convey different meanings and emotions
- Non-verbal vocalizations (use of breath, sounds, pauses)

Classroom Application

- Observe and analyze aspects of non-verbal communication in video clips and exchanges
- Discuss elements of non-verbal communication and the meanings they convey in the context of specific communication tasks
- Use and interpret non-verbal communication in classroom role-plays, dialogues and group interactions
- Demonstrate differences in meaning when using the same verbal message while varying aspects of non-verbal communication
- Compare common non-verbal signals in Canada to those of other countries

Internet Search Terms

- voice volume
- occulesics
- haptics
- kinesics
- intonation
- paralanguages
- proxemics
- Non-verbal communication

Note Taking

Note taking involves four common steps:

- Taking rough notes (distinguishing between main ideas and details, using telegraphic language)
- Clarifying notes (checking for legibility, annotating)
- Organizing notes (choosing the right format)
- Using notes (for summarizing, asking questions, further research, studying, presenting)

Distinguishing Between Main Ideas and Supporting Details

- Main ideas
Identify organizational phrases to recognize when main ideas are introduced
Recognize signal words to identify a new idea, an opposite idea, a list of ideas, an opinion
Listen for stress and intonation to distinguish between main ideas and supporting details
- Supporting details
Identify examples
Identify academic references (reference to a research study, name of a researcher)
Identify definitions or terms
Identify statistics (numeral information)
Identify names of people, places, titles, etc.

Choosing Format for Organizing Notes

- Columns: Use to clearly show difference between main ideas and details, or to list details for two opposing ideas
- Map: Write main ideas and draw lines to related points; show connections between different parts of a presentation or lecture
- Outline: Use point form with short summaries or lists
- Web: Write details to support an idea, without hierarchy
- Flow chart: Illustrate process; write main ideas in sequence, following the speaker's order

Language Elements to Consider In Note Taking

- Use common symbols such as #, &, @, \$, +, etc.
- Abbreviate long words and use standard abbreviations such as *PM*, *Prof.*, *e.g.*, *i.e.*, *w/*, *usu.*
- Use telegraphic language Avoid articles, verb “*be*” and other linking verbs, prepositions and pronouns

Internet Search Terms

- Cornell notes
- graphic organizers
- mapping techniques
- note taking

Presentations

Elements to Consider Before Presentation

- The audience (information they already know and need to know)
- The purpose of your presentation (to inform, to persuade, to demonstrate)
- The length of your presentation
- The mode of your presentation
- Use of visuals (what kind? for what purpose?)
- Use of PowerPoint

Preparing a Presentation

- Prepare an outline
- Prepare cue cards or notes
- Prepare visual aids (flip chart, props, display boards with diagrams, illustrations, handouts)
- Develop slides according to outline using PowerPoint

Elements of Delivering a Presentation

- Structure:
 - Introduction/opening*
 - Overview of main points*
 - Detail of main points*
 - Key ideas presented in a clear way and supported with examples or visuals*
 - Conclusion: summary of main points*

- Non-verbal aspects of delivering a presentation:
 - Eye contact, posture, gestures*
 - Voice (tone, speed and clarity) and pronunciation*
- Language concepts to consider in presentations:
 - Degree of formality*
 - Use of professional jargon*
 - Narrative style to keep the audience attentive*
 - Transitions and sequencers*
 - Recapping and repeating key information; paraphrasing*
 - Summarizing*
 - Handling questions from the audience*
 - Using icebreakers, humour and anecdotes*

Evaluation Criteria

- Strengths and weaknesses of the presentation
- Ways to improve the presentation

Internet Search Terms

- effective presentations
- visual aids
- non-verbal communication
- transitions

Reading Strategies

Pre-Reading Activities

- Determine a purpose for reading
- Activate prior knowledge
Brainstorm, discuss, use pictures, visuals or mapping technique to elicit prior knowledge
- Build on prior knowledge
Discuss, question assumptions, elaborate on concepts, compare to knowledge/experiences
- Review key vocabulary
- Preview the text
Skim text, discuss impressions, title, subtitles, paragraph order, topic sentence, organization

During Reading

- Annotate the text and take notes
Underline, highlight, make notes next to text, write main points and important details, organize notes in graphic forms
- Identify transition words and phrases, main ideas and supporting details
- Identify the structure and organization of information in the text; make an outline
- Re-read for a purpose; scan for specific information
- Identify conclusions

After Reading

- Re-read to confirm comprehension; scan for specific information
- Use notes to recall and retell information
- Connect text to own experience and knowledge
- Identify main ideas, supporting details
- Identify the structure of the text or argument
Use an outline or mapping technique (graphic organizer) to show main points, supporting details, cause and effect, sequence, problem and solution, or comparison/contrast; identify discourse connectors used to connect ideas
- Summarize the text, paraphrase a text
- Identify author's tone, point of view and purpose
Identify purpose (to persuade, inform), identify author's assumptions, values and point of view; compare author's point of view with own
- Evaluate validity of author's opinions, and strengths and weaknesses of the text
- Respond to the text
Agree or disagree, state reasons, acknowledge thoughts, feelings, assumptions that the text has provoked; pose questions for further learning or research

Internet Search Terms

- pre-reading strategies
- reading comprehension
- note taking
- critical reading
- summarizing strategies

Writing Process

Pre-writing

- Determine a purpose for writing; consider the reader
- Generate ideas
Gather information through reading and research, take notes, brainstorm, discuss
- Develop an outline
Identify organizational features and components of writing (parts of an essay, report, business letter)

Drafting

- Develop a paragraph
Include a topic sentence, supporting details, a concluding sentence
- Structure your writing
Develop a paragraph (paragraphs) for each idea or part of writing (e.g., introduction and conclusion in a letter)
- Connect paragraphs
Make clear and explicit transitions between paragraphs

Revising

- Check and revise organization, cohesion and clarity of your writing
All sentences of a paragraph relate to the main idea
Each paragraph has a topic sentence and supporting details
The connection between paragraphs is clear
All sentences are concise and accurate
- Consider the reader's needs
Select tone appropriate for the situation or type of writing
Clarify terms, concepts and ideas new to the reader
- Check organization and layout
All paragraphs and parts of writing are in a logical sequence
Organization of writing is reflected in its layout (use of fonts, indent and space)

Editing

- Check sentence structure
Check subject-verb, noun-pronoun agreement
Use correct tenses, word order, apply passive voice where needed or appropriate
Avoid run-on sentences, sentence fragments or comma splices
- Edit for clarity and style
Avoid clichés, tired phrases, jargon or wordiness
- Check the mechanics, spelling and punctuation
- Develop a checklist of common errors to use for editing

Internet Search Terms

- writing process
- steps in writing
- writing essays
- writing paragraphs
- genres of writing

Grammar Items

The following list is a glossary of grammar terms, many of which are used in this document. It can also be used as a list of possible grammar items to teach.

Additions (also called rejoinders)

Phrases or short statements that follow a statement, used to avoid repeating the same information in the first statement: *Mary has black hair, and so does her sister. I don't have brothers or sisters. Neither do I.*

Adjective clauses

Dependent clauses that are connected to a sentence with a relative pronoun (*who, whom, whose, which or that*). Also referred to as relative clauses:

defining (also referred to as essential or restrictive): *The city that Mary likes most is Toronto.*

non-defining (also referred to as non-essential or non-restrictive): *Toronto, which is in Ontario, is hot in summer.*

adjective phrases: formed by deleting relative pronoun: *The city Mary likes most is Toronto.* formed by deleting relative pronoun and verb to be (participial phrase): *The man who is wearing the yellow hat is my brother. The man wearing the yellow hat is my brother.*

prepositions in adjective clauses (at the end/beginning): *The manager is the person to whom you need to talk. The manager is the person that you need to talk to.*

Adverbs

Words that modify verbs, adjectives and other adverbs

intensifiers: adverbs of degree that modify adjectives or other adverbs: *very, quite, slightly, fairly, pretty, incredibly*

adverbs and word order: initial, mid-, and end position of adverbs: *Tomorrow I have a meeting in Ottawa. I often have meetings in Ottawa. I had a meeting yesterday. auxiliary verb + adverb + verb: *It will probably rain. I have never been there.**

adverbial phrases (also known as adverbials or adjuncts): phrases indicating place, time, manner or frequency: *She sat in the middle of the classroom. He goes there two or three times a year.*

Adverb clauses

Clauses that modify verbs of a sentence and give different types of information:

time: *When I arrived, she was reading a magazine.*

cause: *She went to bed because she was tired.*

condition: *We can't go swimming if it's cold tomorrow.*

Articles

indefinite: *a, an. This is a table. She is an actress.*

definite: *the. They are in the garden.*

articles in proper names and names of places: *They are at the school. (no article) The meeting was at the school. The Lake Ontario is in the province of Ontario.*

Causative verbs

Verbs (such as *have, make, let*) whose meaning relates to causing or allowing someone to do something: *I'll have my assistant call you. Mona's teacher made her retype her assignment.*

Clauses

Groups of words containing a subject and a verb:

independent clauses (also called principal or main clauses) contain the main subject and verb of the sentence and make sense when standing alone: *We began our vacation when school ended.*

dependent clauses, also called **subordinate clauses** (e.g., noun clause, adverb clause, adjective clause) have a subject and a verb, but are incomplete units of thought and need to be attached to a main clause in order to make sense: *We began our vacation when school ended.*

Conditional sentences

future possible: *If he studies, he will pass the test.*

present unreal: *If he studied, he would pass the test.*

past unreal: *If he had studied, he would have passed the test.*

mixed: *If I had slept through the night, I wouldn't be so tired.*

with should: *Should you hear any news, let us know.*

omitting if: *Had I known earlier, I could have helped you.*

Conjunctions

Words in a sentence that connect words, phrases or clauses and indicate the relationship between them.

coordinating conjunctions: used to join words, phrases or clauses of equal grammatical rank *and, but, or, nor, for*

correlative (paired) conjunctions: words used in pairs to join grammatical elements of the same type

either...or, neither...nor, not only...but also..., both... and..., whether ... or

subordinating conjunctions: words used to join a subordinate clause to a main clause

because, since, although, even though, if, unless, when, while, in spite of the fact that

Emphatic structures

Special structures that express speaker's emphasis:

do: *I do want to help you.*

no vs. not: *No music is allowed after ten. vs. Music is not allowed after ten.*

It-cleft sentences: *It is Toronto where the world's tallest freestanding structure is located.*

wh-cleft sentences: *What we really need is a new computer.*

Fronted negatives

Negative structures in the initial position in a sentence; they are used to emphasize actions/events, create strong commands or emphasize negation. They are followed by inverted verbs: Under no circumstances *are you allowed to do this!* Rarely *do I exceed the speed limit when I drive.* Never *have I heard anything like this.*

Future

Ways to express future:

future simple tense: *I will go to Ottawa next week.*

"be going to": *I'm going to leave at noon today.*

present progressive tense: *She is leaving next week.*

simple present tense: *The bus leaves at 7:00 p.m.*

Gerunds

A noun formed from a verb by adding "-ing" to the simple form of the verb:

simple gerund: *Smoking is dangerous.*

gerund phrase: *Studying English is important.*

past gerund: *I remembered having seen him before.*

passive gerund: *I appreciate being invited to this celebration.*

Indirect (reported) speech

A way of reporting the speaker's words or sentences. Indirect speech may not contain all or the exact words of the speaker. A reporting verb (*say, tell, ask, etc.*) introduces a noun clause with a quotation. Depending on the tense of the reporting verb, we may need to make changes to the verb forms in the noun clause (sequence of tenses).

affirmative sentences: *"I know her" said George. George said (that) he knew her.*

questions: *"Did you vote?" asked Mary. Mary asked if I had voted.*

imperatives: *"Sit down!" He told me to sit down. "Don't move!" He told me not to move.*

negative sentences: *"I don't know her," said George. George said (that) he didn't know her.*

Infinitives

The simple form of the verb with *to*:

simple infinitive (as object or subject): *She wants to go. To get a good job is all I want right now.*

infinitive phrase: *I have always liked to study English. **past infinitive:** He seems to have left. **passive infinitive:** We expect to be paid by Friday.*

ellipsis of full infinitive: *I haven't finished my project yet, but I am planning to.*

Linking verbs

Verbs that express state or feeling rather than action, e.g., *seem, look, taste, appear, become, get* and are followed by adjectives: *It smells good. She looks tired.*

Logical connectors

Words that show relationships between ideas. Also see **Conjunctions** or **Transitions**

Modal verbs

can: to express ability – *She can speak English*; to express permission – *You can use my dictionary.*

could: to make a polite request – *Could I borrow your pen?*; to express possibility – *He could be at home right now*; suggestion – *You could try using a dictionary.*

may: to give permission – *May I use your pen?*; to express weak possibility – *He may come tomorrow.*

might: to express weak possibility – *I might get sick.*

ought to: advisability – *You ought to see a doctor.*

should: to express obligation – *You should be polite*; to give advice – *You should see a doctor*; to express certainty with future reference – *You've been studying hard, so you should do well on the test tomorrow.*

must/ have to/ have got to: to express necessity – *You must always come on time. You have to come on time.*

will: to make a promise – *I will help you.*

would: to express polite request – *Would you help me?*; past habitual action – *She would buy roses every Friday.*

Modal verbs in the past

should have/ought to have/could have/might have: to express advisability in the past, regret and blame: *She should have accepted that offer. She could have done better at the interview.*

may have/might have/can't have /could have/must have: to make speculations about the past; choice of modal depends on how certain we are about our speculations: *It must have been a difficult test. Could I have been wrong?*

Nouns

words used to refer to a person, place, thing or state of being:

count and non-count nouns: *evidence, study, knowledge*

collective (pair and group) nouns: *family, team, committee, staff*

noun modifiers: *government workers, farm animals*

Noun clauses

Clauses that function as a noun in a sentence:

subject position: *What he has learned so far is difficult.*

object position: *She asked if she was coming.*

direct object position: *The teacher told the students that they should come on time.*

Parallelism (parallel structure)

All items in a series are in the same grammatical form: *All candidates will be contacted by phone, interviewed and e-mailed about the hiring decision.* (All three verb phrases are in the passive voice.)

Participles

Verb forms that may function as part of a verb phrase (was *thinking*, had *determined*) or as a modifier (the *heating* element of my hair dryer; the *painted* house). Participles may take objects, complements or modifiers.

Passive voice

A grammatical structure in which the object of an action becomes its subject, and the subject is the receiver of the action. It is formed only by transitive verbs. Passive voice is used when we don't know or don't care who performed the action, when we want to avoid mentioning who performed the action, and when we want to focus on the receiver (rather than the performer) of the action:

active: *John wrote this letter.*

passive: *This letter was written by John.*

Phrasal verbs

Units consisting of a verb + particle (s) and acting as one verb: *cut off, put down, look after, take care of I was cut off in the middle of my telephone conversation.*

separable phrasal verbs: the verb and particle(s) may be separated by the object; when the object is a pronoun, it must come between

the verb and particles: Look the word up in the dictionary. Look up the word in the dictionary. Look it up in the dictionary.

non-separable phrasal verbs: the verb and its particle cannot be separated by the object: *I ran into him yesterday.* (not *I ran him into yesterday.*)

Phrases

A group of related words that does not contain a subject and a predicate. A phrase cannot stand alone as a sentence. There are several different kinds of phrases: prepositional phrases, participial phrases, adjective phrases, gerund phrases, infinitive phrases, verb phrases, and so forth. A phrase is named for the word that introduces it, e.g.:

prepositional phrase: *We skated on the lake.*

participial phrase: *The man sitting by the fire is my uncle.*

gerund phrase: *Running for student body president is my goal.*

Prepositions

prepositions of time: *at, on, in, from, etc. Marie works from nine to five.*

prepositions of place: *on, under, over, beside, in, etc. He was at school all day.*

prepositions of duration: *for, during, etc. She has been visiting for three weeks.*

prepositions of movement: *across, around, etc. He walked towards the lake.*

prepositions of purpose: *for, to, in order to, etc. The computer is for doing homework, not playing games.*

Pronouns

Parts of speech used in place of nouns. There are several kinds of pronouns:

subject: *I, you, it, they*

object: *me, her, them*

possessive: *mine, hers, theirs*

interrogative: *who, which, what*

relative: *who, which, what, that*

demonstrative: *this, that, these, those*

indefinite: *each, either, anyone, few, none*

reciprocal: *each other, one another*

reflexive: *myself, yourself, himself, herself, ourselves, yourselves, themselves*

intensive: reflexive pronouns used for emphasis: *I witnessed the accident myself.*

Quantifiers

Words used to express quantity: *a little/little, many/much, few/a few, some* There are many tourist attractions in Toronto. There are a few factories.

Questions

wh-questions: ask for information by using a question word: *Who? What? When? Where? Why? How? Who is she? Where is she? How did she come here? When did you come to Canada?*

yes/no questions: may be answered by "yes" or "no": *Do you live here? – Yes, I do. / No, I don't. Are you tired? – Yes, I am. / No, I'm not.*

embedded questions (also called indirect questions): questions incorporated as a subordinated idea in a sentence:

Could you tell me what time it is?

tag questions: questions added at the end of the sentence. affirmative sentence + negative tag: *She likes coffee, doesn't she?* negative sentence + affirmative tag: *Jose isn't here, is he?*

Sentence

A group of words that states a thought and contains a subject, either actual or implied, and a predicate. (A one-word verb with an understood subject is also considered a sentence: (Wait.) There are four different sentence forms:

simple sentence: contains a single main clause: *Their car is new.*

compound sentence: contains two or more main clauses: *Time was running out (clause 1) and the project was still behind schedule (clause 2).*

complex sentence: contains one main clause and one or more dependent (or subordinate) clauses: *The restaurant that opened yesterday serves Thai food.*

compound complex sentence: contains two main clauses and one or more dependent clauses: *The sun had set, and the rainstorm had begun before we reached home.*

Pronunciation Items

The following list is a glossary of pronunciation terms, many of which are used in this document. It can also be used as list of possible pronunciation items to teach. Note: In the items below a single slash indicates a phrasal break, a double slash a major constituent break.

Affective Intonation

Using intonation to reveal emotions and attitudes. Generally our pitch is lower and our vowels more clipped when we feel negative.

Chunking

A device used to separate ideas in a sentence based on grammatical divisions. Chunking is done at the phrase level (e.g., noun, verb, object or prepositional phrases) or the clause level.

Phrase level: *My supervisor/is asking me/ to work overtime/ without pay.//*

This sentence has 3 or 4 delineated parts. The middle part could be one or two depending on the speaker's intent.

Clause level: *If he were married,// he wouldn't be doing that.//* The major clauses of the sentence are delineated by a large intonation curve.

Consonants

A voiced or voiceless sound obstructed in some manner as it leaves the mouth.

Consonant Cluster: a group of consonants that come together at the beginning or end of a syllable, e.g., *str* in *strong*)

Liquid Consonant: refers to the consonants /l/ and /r/.

Sibilant: refers to a hissing sound (e.g., in the word *misses*)

Voiced Consonant: produced through vibrations in the vocal cords (e.g., /b/, /d/, /z/)

Voiceless Consonant: produced with no vibration of the vocal cords (e.g., /p/, /t/, /s/)

Content Word

Word that carries meaning (e.g., nouns and verbs as opposed to articles and prepositions). Content words are stressed and therefore louder, clearer and longer in a sentence.

Contrastive Stress

Making a syllable with major stress longer and louder to convey clearly which of two or more possibilities we are referring to: *I was the manager, not just the secretary of the business.//*

Emphatic Stress

Making the stressed vowel longer, louder and sharper to express anger or a strong point, e.g., *We can not finish/this task/ by Friday.//*

Final Content Word Stress

Making the final content word longer and louder, to sound confident: *I graduated with honours.*

Forced Choice Intonation

A high-rise intonation pattern used when a speaker wants a listener to choose between items: *Do you prefer/working alone// or working on a team?//.*

Function Words

Words that do not contribute to the meaning of the sentence directly but provide additional grammar or mood information (e.g., articles, prepositions, modals and auxiliaries). Function words are reduced in normal speech.

Grammatical Intonation

Intonation related to the type of sentence, rather than to the mood or attitude of the speaker. For example, statements and *wh*-questions end with a rise-fall intonation pattern; yes/no questions end with a high-rise.

Informational Stress

Producing a longer, louder stressed syllable on new information words: *My buzzer code is 344.*

Intonation Patterns

Lowering or raising the pitch of the voice on the last content word of a phrase or at the end of a sentence or utterance. The five most common intonation patterns are: fall, fall-fall, high-rise, low-rise, rise-fall.

Fall: a falling pitch of the voice used to indicate authority, unfriendliness or depression, e.g., an unfriendly order may fall at the end of each phrase as in: *Get this report/ out today.//*

Fall-Fall: a fall and then another fall used to express disdain and sarcasm: *Good job//. You only messed up/ 90%/ of the work.//*

High-Rise: a steep, upward intonation curve, occurring on the last content word in yes/no and tag questions, polite receptionist talk and “uptalk”.

Low-Rise: a gentle raise of pitch on the last stressed syllable of the last content word in a phrase used to indicate a friendly intention to continue. In lists, a speaker usually has a low-rise on each item, indicating another item will follow. The final item will have a rise-fall: *I took measurements//, drew the designs//, and calculated the costs//.*

Rise-Fall: a rise, then a fall at the end of a phrase, sentence or utterance, usually indicating friendly confidence. Failure to rise first can make the speaker sound snobby.

Linking

Connecting words ending in consonants to words beginning with vowels to make speech sound smoother and more fluent. E.g., in the following sentence linking occurs at each (L): *“The office (L) is situated (L) in (L) an (L) area to the north (L) of Toronto.”*

Major Stress

Making one syllable in a content word longer and louder so that it is most noticeable: *sensitivity, unemployment*. See **Minor Stress**.

Minor Stress

Using a small degree of lengthening and increased loudness on some syllables. See **Major Stress**.

Non-verbal Communication

Aspects of communication that do not involve language or are used in conjunction with language, e.g., intonation, stress, pauses, gestures, facial expressions, eye contact, physical proximity, and body language.

Gestures: English speakers normally use hand gestures with the last content word of a phrase. They generally make at least 2 to 3 gestures per utterance (conversation turn). Fewer gestures can seem boring and more can seem overwhelming.

Head Motions: speakers will normally nod on content words when they are saying something emotionally positive or trying to be convincing. They nod 2 to 3 times in answer to a question and they shake their head in disagreement, regret, disapproval or amazement. They will tilt their heads slightly when asking questions; if the person being asked is of a higher position, the head tilt will often be stronger.

Facial Expressions: Canadians expect some degree of emotional expression to accompany speech, either in the form of a smile, direct eye contact or a furrowed eyebrow to show attentiveness. Eye contact is usually made fairly regularly in English and often coincides with the final content word at the end of a phrase.

Proxemics: refers to the expected distance between speakers. In Canada, this is generally not closer than the distance of a normal handshake.

Kinesics: refers to non-verbal behaviour related to movement (e.g., moving parts of the body as in a nod or moving the entire body as in jumping up and down to show excitement).

Non-word vocalization

A sound used before an utterance or on its own to indicate hesitation, surprise, doubt, comprehension, attention, etc. (e.g., *mmmmm, oh!, hmm, wow*). Non-word vocalizations are important elements of active listening.

Pause

A break in speech. It is usually made by the speaker at the end of a phrase to emphasize important information. It can also be used for dramatic effect or suspense (e.g., *I know who got the new position – pause – it was Sergey!*). In writing, longer pauses are marked with punctuation marks.

Pitch

The degree of highness or lowness in the speaking voice.

Reduction

Shortening words or phrases by changing vowels to schwa and joining or omitting consonants. Function words and unstressed syllables are reduced in normal speech. In contrast, when speakers are angry they tend to emphasize each syllable. Modals often have stylized reductions, such as *shoulda*.

Rhythm

The timed beat of words determined by the number of stressed and unstressed syllables in a sentence. English emphasizes stressed syllables, such as in the sentence: *I'm going to go to the store.*

Schwa

The smallest vowel sound used in reduced, unstressed syllables: *The manager said that he would call me in a week or so. Any vowel can become schwa.*

Segmentals

Individual vowel and consonant sounds and their blends (e.g., /i/ and /k/ and /br/). There are generally thought to be 15 vowel sounds and 25 consonant sounds in Canadian English.

Sentence (Focus) Stress

Making one word in every sentence louder and longer than the others to draw the listener's attention to it. Any word can take this focus, depending on the context in which the sentence is uttered: *You were late yesterday.* vs. *You were late yesterday.*

Speed

The rate at which an utterance is made. Speeding up and slowing down over an utterance conveys mood, attitude, energy level and excitement.

Stress

Producing a syllable in a word, a word in a phrase or a sentence with more volume and length than other parts.

Suprasegmentals

Elements of pronunciation above the level of the individual sound such as linking, syllable stress, phrasal stress, sentence stress, intonation, rhythm, and discourse pronunciation. For example, linking from consonant to vowel "*I'll be there in a minute*", differentiating between the noun *record* and the verb *record*, emphasizing only the content words in the phrase "*She'll be home at 6*", or putting major emphasis on the word providing key information (the focus word) and some emphasis on the final content word.

Syllable

A unit of pronunciation consisting of a vowel sound with or without consonants preceding or following them.

Syllable Stress

Making a syllable louder and longer. Syllable stress is how pairs such as *dessert/desert* or *record* (verb)/*record* (noun) are distinguished. It is also important to the listener's decoding of multi-syllable words.

Thought Groups

Phrases, generally formed by grammar, that group words by meaning and are pronounced with a pause at the end to emphasize important information. In slow and clear speech, the thought groups are shorter; in fast speech, they are longer.

Tone

The quality or character of a sound ranging from positive to negative.

Unit of Speech

A stretch of speech falling within one intonation curve, including verb phrases (*has been found*), prepositional phrases (*in a minute*), idiomatic expressions (*a piece of cake*) and collocations (*sweet and sour*).

Unstress

Making a syllable as quiet and short as possible. Most function words are unstressed in normal speech. In the following sentence the underlined syllables are unstressed; *Could you please have a seat and Mr. Jacobson will be with you shortly?*

Visual Stress Cue

A nod or a gesture used with the major stressed syllable of an utterance.

Vowel

Sound that flow from the mouth with almost no obstruction. Vowels can easily be shortened and lengthened to apply stress or vowel length rules. Pronouncing Canadian English clearly involves the ability to produce the vowel sounds in the following words: *green, mint, grey, red, black, mustard, olive, soot, blue, snow, white, brown, turquoise, purple, marble, orange, fair, clear, tired, and the reduced vowel schwa.*

Word Stress

Making some words in a phrase louder than others. Content words get more stress than function words.

Computer Items

The following is a list of sample computer items that learners may need to perform some of the tasks successfully.

Word Processing (Microsoft Word)

Word Processor Basics

Use toolbars, menus and commands. Use view options; change default settings; customize view/screen options. Print a document (using print options); use document properties. Save document in different formats. Work with multiple documents.

Formatting

Change font size and font face; use emphasis styles (bold, italics, etc.); insert symbols. Change text alignment; set indents and tabs. Change line and paragraph spacing. Use built-in formats (heading styles). Create bulleted and numbered lists. Create outlines.

Page Layout

Set margins, page orientation, paper size and page numbering. Use headers and footers. Insert and format columns. Insert endnotes and footnotes. Use Statistics feature.

Editing

Use cut, copy and paste functions. Insert, edit and delete comments. Use Track Changes. Use spellchecker, grammar checker, and thesaurus. Use AutoFormat, AutoCorrect, and Find and Replace features.

Wizards and Templates

Create documents using templates. Use letter, resume, memo, fax Wizards.

Graphics

Insert and format pictures (ClipArt), text boxes, callouts and shapes. Apply advanced formatting features to format inserted objects.

Tables

Create tables Insert and resize cells, rows and columns. Format text in tables; apply shading and borders.

Charts and Diagrams

Create and format charts. Change a chart type and edit chart elements.

Presentation Software (PowerPoint)

Basics

Create a new presentation using various options: template/design, blank presentation, AutoContent Wizard. Use various view options. Print slides, handouts, notes pages and outline view.

Working with Slides

Enter and edit text; format text Insert objects (a chart, a table, a worksheet, a picture, a text box). Use editing tools: spellchecker, grammar checker, thesaurus. Move, copy and delete slides. Apply designs or styles

Slide Show

Add timings, transitions and sound. Animate text and objects. Show continuously running presentation. Use Pack and Go; use Annotator

The Internet

Using Web Pages

Use hyperlinks, buttons and controls. Browse Web pages; use keyword and advanced search techniques. Download (upgrades, new software, image, sound and text files).

E-mail

Write and edit messages. Send, forward and receive messages. Use copying features; attach files. Manage e-mail messages: save, move and delete.

Communication

Use software with Voice Over Internet Protocol, e.g., Skype or Google Talk. Use instant messaging, chat rooms, forums and blogs. Use cyberspace to store and share files.

Additional Web-based Resources

SPEAKING

- [Yale University](#): An online curriculum on conflict management: covers strategies for dealing with conflict, negotiation, cross-cultural communication; includes role-plays, discussions and activities
- [Business Presentations and Public Speaking in English](#): An ESL learner tutorial set up as a mini-presentation
- [University of Michigan Office of Student Activities and Leadership](#): →Leadership Resources→Handouts→Running Effective Meetings or Giving Effective Feedback
Includes various handouts on topics relevant to starting and operating an organization, such as leadership skills, active listening, meetings and giving effective feedback

READING & WRITING

- [WriteExpress](#): Tips and information about writing dozens of kinds of notes/letters, such as apology, acceptance, resignation
- [WriteExpress – Business Letters](#): includes sample business letters, tips and information
- [Business English Online](#): Includes 32 free downloadable worksheets with activities and tasks in e-mail writing
- [Ohio ESL @ Ohio University](#): Contains lessons for ESL learners on a wide variety of reading skills and strategies
- [Online Writing Lab](#): Resources on writing various texts such as letters, memos, e-mail messages and academic writing; handouts
- [University of Toronto Advice on Academic Writing](#): Contains information on reading, researching, planning, organizing and writing essays and reports
- [The Writing Den](#): Includes tips and information on writing paragraphs and essays (tips-o-matic section)
- [Muskingum College](#): Includes the purpose and use of various writing and proofing strategies

GRAMMAR

- [Capital Community College Guide to Grammar and Writing](#): Includes grammar at the sentence, paragraph and essay level, grammar Q and A, 170 interactive quizzes
- [Dave's ESL Café Grammar Page](#):
- [Online English Grammar](#): Can be used as a grammar reference

PRONUNCIATION

- [British Council Resources](#): Includes monthly updates on pronunciation teaching ideas
- [Dave's ESL Café Pronunciation Page](#): Includes ideas for pronunciation activities
- [Internet TESL Journal Pronunciation Page](#): Numerous links to practical information and lesson ideas
- [Speech Accent Archive](#): English speech samples and pronunciation analyses for a wide variety of speakers
- [TESOL Speech and Pronunciation Interest Section](#): Articles on teaching pronunciation
- [University of Toronto Pronunciation Strategies](#): Pronunciation information with recordings of academic words and phrases

AT HOME IN OUR COMMUNITY AND THE WORLD

- [CBC Archives](#): Collection of CBC archival radio and TV clips organized by topics; teaching tips and sample activities
- [CBC-ESL](#): CBC ESL pilot project containing 10 lessons
- [Recycling Council of Ontario](#):
- [Environment Canada](#): Includes information on air, water, nature, pollution and climate change

BANKING AND FINANCE

- [Financial Consumer Agency of Canada](#): →For Consumers. Includes information on banking, credit, loans and debt
- [Revenue Canada](#): →Individuals→Learning About Taxes. Includes an online course about the basics of taxation and filing a tax return
- [Ontario Association of Credit Counselling Services](#): Includes counselling and financial-planning services and referrals in regional centres across Ontario
- [Citizenship and Immigration Canada](#): →After You Arrive→Advice for Newcomers. Provides information for newcomers including details on banking

CANADA

- [Citizenship and Immigration Canada](#): Includes information on policy, legislation, research, statistics, online newsletter and publications
- [Elections Canada](#): Includes electoral information such as political parties, electoral districts, registration, policy and law
- [Parliament of Canada](#): →About Parliament→Education. Includes educational programs, classroom resources and background resources

CANADIAN CULTURE

- [Unity Canada](#): Includes information about Canadian unity
- [Assembly of First Nations of Canada](#): Includes information about current issues and policies related to Native peoples in Canada
- [CBC](#): CBC ESL pilot project containing 10 lessons with radio/TV clips, before/while/after listening activities at various levels of difficulty

- [Statistics Canada](#): →Learning Resources→Human Activity and the Environment . Includes lessons and annual statistics on environmental issues in Canada
- [World Bank](#): →Youthlink→Issues . Information on social issues including environment and globalization
- [Canada International](#): →Canada and the World. Issues on foreign policy, security and aid

- [Canadian Bankers Association](#): →Resource Centre→Information booklets . Information on opening a bank account, using a bank machine and guides to investments and mortgages
- [Canadian Newcomer Magazine](#): → The Changing Face of Banking in Canada Issue #7 includes articles on credit unions, getting a mortgage and comparing the five major banks; → Real Estate. Issue # 9 includes articles on buying real estate, getting a mortgage and comparing mortgage options

about Parliament (including an e-guide titled *How Canadians Govern Themselves*)

- [Canadian Museum of Civilization](#): →Educational and Teacher Resources→History. Includes materials on topics such as Native peoples, Canadian history and immigration
- [Historica](#): Resources and links for teachers and students on a variety of topics in Canadian history

- [Canadian Newcomer Magazine](#): →Issue # 6: The Rules of Living in Canada. Includes articles on living in a new culture, making new friends and adapting to Canadian lifestyle
- [Canadian Opinion Research Archive \(CORA\)](#): Contains summaries (in table format) of Canadian opinion poll results on several topics, including moral and family issues, ethnicity, religion, politics

ESSENTIAL SKILLS

- **[Canadian Language Benchmarks/Essential Skills in the Workplace](#)**: Includes links to various adult ESL teaching resources related to the Essential Skills. On the Job: ESL and Essential Skills: →Home→Tips and Tricks. A series of nine 20-page guides (one for each of the nine essential skills) that provide ideas for incorporating Essential Skills into ESL classroom activities. Occupational Language Analysis (OLA): →Language Analysis Fourteen. OLAs, each including an occupation description, typical occupation-specific listening, speaking, reading and writing tasks (drawn from the Essential Skills Profiles) and related CLB competencies. Sample Lesson Plans and Tasks: →Sample Lesson Plans and Tasks. Twenty-five lesson plans (some occupation specific, some generic) with CLB-related competencies and related Essential Skills tasks. Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework: →Comparative Framework. A 64-page document that compares ES and CLB tasks and global descriptions by level.
- **[Ontario Skills Passport](#)**: Ontario government website containing Occupational Profiles, which are adapted from the Essential Skills profiles. These occupational profiles are shorter than the Essential Skills Profiles on the Essential Skills website. Learners can also use this website to plan skill development for workplace or post-secondary education.

- **[TOWES \(Test of Workplace Essential Skills\)](#)**: A Canadian test that uses workplace documents to measure proficiency in three essential skills: Reading Text, Document Use and Numeracy.
- **[Measure Up](#)**: An online self-assessment tool that includes over 100 problem sets (based on workplace documents) similar to the ones used in TOWES. Learners can assess their skills in Reading Text, Document Use and Numeracy. They can also practise these skills and explore typical workplace tasks in 28 occupations.
- **[NOC \(National Occupation Classification\)](#)**: NOC is a standardized system for describing Canadian occupations. Over 500 occupational groups are included in one-page Occupational Descriptions, which include synonymous occupation titles, main duties, and education and training requirements. Each occupation has a specific NOC code. This code appears on each Essential Skill Profile as a hyperlink to the NOC Occupational Description.

ELSA 6 Print Resources

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Unit 2

Barecca, D. (2000). Staying Afloat: Life Skills and English for ABE/ESL College Students.

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Devoret, S. (2002). Canada Is Hiring – A Complete Overview of the Job Search Process in Canada.

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Unit 6

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Unit 4

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Unit 5

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Unit 6

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Unit 7

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Unit 8

N/A

Unit 9

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Unit 10

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Schugurensky, D. (2005). Citizenship and Citizenship Education: Canada in an International Context.

ELSA 6 Skills Resources

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every teacher including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready-to-use templates to compliment the exercises and techniques.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This resources is highly recommended for this curriculum. All of the activities are CLB aligned (ELSA teachers should be aware of the differences between LINC levels and ELSA levels when using this resource). The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Chapter 1, Volume 1: Academic Skills
Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others
Chapter 4, Volume 1: Looking for a Job
Chapter 5, Volume 2: Managing Information
Chapter 6, Volume 2: Meetings
Chapter 7, Volume 2: Telephone Calls

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

[Chapter 1, Volume 1: Academic Skills](#)
[Chapter 2, Volume 1: Business Writing](#)
[Chapter 4, Volume 1: Looking for a Job](#)
[Chapter 5, Volume 2: Managing Information](#)
[Chapter 7, Volume 2: Telephone Calls](#)

Communication Skills

[10 Secrets for Writing Killer Complaint Letters – Writing Help Central](#)

This article has a summary of the steps to writing effective complaint letters with a link to a sample template.

Uses: Learners use the steps and template to write complaint letters.

[Agreeing and Disagreeing in English – English Club](#)

This page gives an overview of the importance of learning to agree and disagree appropriately and then has links to expressions to agree and disagree.

Uses: Learners access functions online.

[Business English ESL Lessons for Writing Emails – YouTube Course](#)

This collection of 8 videos includes writing external request emails, making requests, improving email mechanics, tone, style, and more.

Uses: Learners access videos online, take notes, do activities, and use the information to write emails.

[Complaint Letter Templates – HowtoComplain.com](#)

This page has detailed complaint letter templates, organized by type of complaint, as well as general tips.

Uses: Learners access and choose a suitable template for writing a complaint letter.

[Correspondence Style Guide – The Ontario Public Service](#)

This extensive style guide includes guidelines for letter format, honorifics, capitalization, numerical expressions, punctuation, style and more.

Uses: Learners use guidelines to write business or service correspondence.

[Email Basics – About.com](#)

This page has links to articles about basic email skills including setting up an email account, addresses, e-cards, etiquette, spam, and more.

Uses: Learners access information online, take notes, and summarize the steps required for selected topics.

[Katie Couric on How to Conduct a Good Interview \(Jun. 26, 2009, 5:08\)](#)

This YouTube interview with Katie Couric goes through the techniques to conduct a good interview: formality, tone, questioning techniques, and common pitfalls for giving interviews.

Uses: Learners take notes about the techniques in the video.

[Making and Handling Complaints – Word Power](#)

This page has a list of useful expressions for complaints with links to vocabulary match/gap-fill exercises to practice using them.

Uses: Learners access list and complete exercises online to build complaint vocabulary for role-plays and letters.

[TEFLtastic Blog – Alex Case](#)

This blog has links to excellent functional and social worksheets, games, articles, and more.

Uses: Learners access online material for presentations, readings, or role-plays. NB: Also a great source of readymade/copy and paste material for teachers.

[The Writing Process – Purdue Online Writing Lab](#)

This page gives an overview of the writing process and has links to detailed information and exercises for each stage from prewriting through to proofreading.

Uses: Learners access relevant sections and use strategies to support writing.

Job Search Skills

[BCJobs.ca](#)

This website links employers to job seekers in British Columbia and offers useful job search strategies and hints.

Uses: Learners research job search skills and access job ads online.

[Cover Letter Samples – Monster.ca](#)

This page has cover letter samples for a variety of applicant scenarios such as unemployment, experienced professional, new graduate, career change, and more.

Uses: Learners use cover letter samples as templates for writing their own. This resource can also be printed and cut into pieces for ordering activities, or samples can be used to assess the purpose of each paragraph and review common themes in formatting, details, register, and tone.

[Eluta.ca](#)

This website is a job-search site offering job ads with many links to external company website job postings.

Uses: Learners utilize navigation skills and access job ads online.

[How Do Your Skills Measure Up? – Towes Skill Plan](#)

This site is sponsored by Human Resources and Skills Development Canada and gives learners an opportunity to test their own Essential Skills levels and to practice using the skills.

Uses: Learners practice three Essential Skills: Reading Text, Document Use, and Numeracy.

[Indeed – One Search. All jobs. Canada](#)

This website is a job-search site offering job ads with many links to external company website job postings, forums, and industry employment trends that have excellent graphs, tables, and charts.

Uses: Learners research employment trends by industry and present findings with statistics and visuals. Learners can also utilize navigation skills and access job ads online.

[Monster Canada](#)

This website is a career management portal for Canada.

Uses: Learners research job search skills and access job ads online.

[Networking Advice – BCJobs.ca](#)

This page has links to many articles that give networking advice.

Topics include: Facebook Friend or Foe, Business Card Design Tips, Elevator Pitches, and more.

Uses: Learners take notes about one of the articles and share their findings.

[Nice Jobs](#)

This website is a job-search site offering job ads with many links to external company website job postings and a good user guide that explains internet search techniques.

Uses: Learners utilize navigation skills to access job ads online.

[WorkBC Centres – Government of BC](#)

This page has an interactive map to find WorkBC Centres throughout the province, eligibility requirements, job search resources/services, and employment planning/training information.

Uses: Learners navigate the interactive map to find the WorkBC Centre in their area and access information on the site about job skills.

[Workopolis](#)

This website is a job-search site offering job ads, employer spotlights, career resources, and employment news headlines daily.

Uses: Learners research job search skills and access job ads online.

[Wow Jobs](#)

This website is a job-search site offering job ads with many links to external company website job postings.

Uses: Learners utilize navigation skills and access job ads online.

Presentation Skills

[Assessing a PowerPoint Presentation – TeacherVision](#)

This pdf form is an assessment tool for PowerPoint presentations that is well suited to the classroom.

Uses: Learners focus on skills before presenting and then offer constructive feedback to other learners after presenting.

[Advanced and Alternative Internet Searches \(Oct. 23, 2010, 12:02\)](#)

This YouTube video gives an excellent overview of advanced searches and the use of a variety of search engines including Wikipedia.

Uses: Learners take notes on the video to inform research techniques throughout the unit.

[Giving Constructive Feedback on Presentations – Duke University Centre for Instructional Technology](#)

This two-page summary is a concise list of steps with examples on giving and receiving constructive feedback.

Uses: Learners use the list to plan their presentations and to give feedback to others.

[Internet Tools & Uses : How to Conduct an Advanced Internet Search \(Dec. 30, 2008, 2:57\)](#)

This YouTube video gives an excellent overview of advanced Google searches.

Uses: Learners take notes on the video to inform research techniques throughout the unit.

[Persuasion Map – Read Write Think](#)

This simple website is a printable visual template for essay/presentation thesis, main points, supporting points, and conclusion.

Uses: Learners follow prompts to build a skeleton for presentation research.

[Presentation Skills – The Training Professional’s Gateway. Collins, M. J.](#)

This training resource available for download includes a *Presentation Feedback Sheet*, an *Evaluating Presentations* document, and a step-by-step guide with samples on how to design a Power Point presentation.

Uses: Learners use online navigation and locating skills to access documents for use in class or to prepare/evaluate presentations.

[Presentation Skills – UBC Wiki](#)

This Wiki has concise summaries about presentation structure, design, tone, body language, and more. There is also a great introductory video about presentation skills.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[PowerPoint Introduction: Total Overview \(Mar. 1, 2012, 17:33\) – YouTube](#)

This video is an excellent tutorial on the basics of PowerPoint.

Uses: Learners take notes to support presentation preparation.

[PowerPoint Present – YouTube Channel](#)

This channel has an excellent selection of videos to enhance the use of PowerPoint.

Uses: Learners take notes to support presentation preparation.

[Writing a Topic Outline – WISC-ONLINE: Mastricola, R.M.](#)

This site gives an audio presentation with complimentary text onscreen about the purpose of an outline and how to prepare one.

Uses: Learners take notes and follow instructions to help them prepare a topic outline.

Study/Time Management Skills

[Academic Skills Online Resources – McMaster University](#)

This page has an excellent collection of videos about study skills, time management techniques, and other academic skills. Each video is available in a variety of formats and has a complimentary transcript and summary.

Uses: Learners access videos and reduce oral discourse to notes. Learners can verify listening with transcripts and practice summarizing skills for presentations.

[College Study Tips – Academic Excellence in Undergraduate Education \(AEUE\) Washington State University](#)

This fun and engaging student-produced video is an excellent way to approach study skills. Through short vignettes, the students capture poor study habits and provide verbal solutions and tips for each situation.

Uses: Learners listen and take notes about the situations and solutions/tips in the video.

[Effective Listening and Note-taking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking as well as common abbreviations, bad habits, mapping examples, and more.

Uses: Learners understand moderately complex instructions for note-taking.

[Get The Most From Your Textbook: Study Skills – Athabasca University](#)

This concise 10 step overview of good reading skills has excellent tips for reading formatted texts.

Uses: Learners summarize and reduce the article to the main points.

[Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has an excellent list of links to listening resources and note-taking strategies from SFU and other Canadian/American universities. There is also an engaging comic strip story about note-taking from SFU to introduce the subject.

Uses: Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

[Study Skills \(Continuing Education\) – McGill University](#)

This page has links to slide shows, videos, handouts, online resources, and more that relate to presentations, note-taking, time management, etc.

Uses: Learners access required topics online and support presentation planning/execution with the material.

[The Seven Steps of the Research Process – Cornell University](#)

This page gives an excellent overview of the research process with links to further information about each step.

Uses: Learners summarize and apply suggestions to presentation research.

Teamwork Skills

[How to Hold a Good Meeting – Advertising Educational Foundation](#)

This article outlines the '10 Commandments' for a good meeting.

Uses: Learners summarize the suggestions to facilitate team meetings in class.

[Organizing Team Decision-Making – Mind Tools](#)

This page outlines effective strategies for team decision-making with links to further information on related topics.

Uses: Learners summarize the points to support group decisions.

[Problem-solving and Decision-making: Simple Processes for Problem-solving and Decision-making – Chapman, A.](#)

This resource has a useful article, along with graphic organizers, templates, and links to other models like SWOT and PEST analysis.

Uses: Learners discuss pros and cons of the different graphic organizers, choose one and apply it to a given problem/decision.

[Problem Solving Skills – Mind Tools.com](#)

This webpage has a variety of free quizzes, techniques, approaches, and diagram tools for problem solving.

Uses: Learners research information for short presentations or giving advice/suggestions role-plays.

[Teamwork Skills: Being an Effective Group Member – University of Waterloo](#)

This page has an excellent summary of teamwork skills with embedded links to further information about each section. The site also features an audio version of the text.

Uses: Learners summarize the points to support building an effective and positive team for presentations.

Vocabulary Building Skills

[Imperatives – University of Victoria English Language Centre](#)

This page gives a concise review of imperatives for giving warnings, advice, and suggestions.

Uses: Learners review forms for presentations and navigate the site to complete accompanying online exercises.

[Modals of Advice - University of Victoria English Language Centre](#)

This page gives a concise review of Modals of Advice.

Uses: Learners review forms for presentations and navigate the site to complete accompanying online exercises.

[Transitional Words and Phrases – Memorial University of Newfoundland](#)

This pdf has a comprehensive list of transitional language organized by function.

Uses: Learners use this resource to compliment presentation skills.

[Vocabulary Exercises for the Academic Word List – University of Victoria](#)

This page has links to vocabulary exercises from the Academic Word List organized by sub-list.

Uses: Learners complete exercises online to build academic vocabulary.

ELSA 7 Skills Resources

Citizenship Study Skills

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every teacher including the [Formative Assessment Toolkit \(CLB 8\)](#) and the Learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready-to-use templates to compliment the exercises and techniques.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA teacher and is highly recommended for this curriculum. All of the activities are CLB aligned (ELSA teachers should be aware of the differences between LINC levels and ELSA levels when using this resource). The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Chapter 1, Volume 1: Academic Skills
Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others
Chapter 4, Volume 1: Looking for a Job
Chapter 5, Volume 2: Managing Information
Chapter 6, Volume 2: Meetings
Chapter 7, Volume 2: Telephone Calls

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

[Chapter 1, Volume 1: Academic Skills](#)
[Chapter 2, Volume 1: Business Writing](#)
[Chapter 4, Volume 1: Looking for a Job](#)
[Chapter 5, Volume 2: Managing Information](#)
[Chapter 7, Volume 2: Telephone Calls](#)

Citizenship Study Skills

[Canadian Citizenship Practice Test – Greater Victoria Public Library](#)

This website features an online test to check your knowledge about Canada and BC for the citizenship test with a focus on BC content.

Uses: Learners access resource online and check their knowledge for the citizenship test.

[Citizenship and Immigration Canada – My Application](#)

This page of the CIC website has links to sponsorship forms, immigration forms, and geographical information guides. (Note: This resource also appears in ELSA 6 Unit 3).

Uses: Learners complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

[Citizenship and Immigration Canada – Video Centre](#)

This page has an extensive selection of videos that are excellent for this unit. From the immigration process/forms to stories of

newcomer experiences and efforts to assist refugees, there are many videos to choose from. (Note: This resource also appears in ELSA 6 Unit 3).

Uses: Learners understand extended multistep directions or instructions for technical or non-technical tasks and reduce oral discourse about established procedures from the video material into notes that can be used to write instructions.

[Discover Canada: The Rights and Responsibilities of Citizenship – Citizenship and Immigration Canada](#)

This online study guide is for the new Canadian Citizenship test. The site has a listening feature in which famous Canadians read the guide word by word.

Uses: Learners reduce oral discourse about rights and responsibilities from pre-recorded audio material into notes that can be used to write summaries.

Communication Skills

[7 Tips for Writing Thank You Letters with Class - Ezine Articles](#)

This article gives a great introduction to thank you letters. The page also includes links to sample thank you letters and other articles that are related.

Uses: Learners reduce a text of up to 2 pages to an outline or summary.

[Email Writing Tips – Riches Communications](#)

This tip sheet outlines the basics of email use. Topics include CC/BCC, HTML, length, email provider choice, and more. The page has links to many other related topics.

Uses: Learners use tips to review basic email skills and considerations.

[Formal Email of Request Exercise – BLAIR English](#)

This short online lesson includes an overview of request emails, an example, and an online gap-fill to improve request email language functions.

Uses: Learners access lesson online and complete independently to support personal messages in formal and informal correspondence.

[How to Blog – Canadian Living](#)

This 2-page article covers the basics of blogs, how to start, and design considerations. It also offers links to some great blog examples.

Uses: Learners reduce a text of up to 2 pages to an outline or summary.

[How to Blog Effectively – Star Content](#)

This page is a short summary of effective blogging strategies. The page also has links to further related information.

Uses: Learners access the resource to encourage blog development skills.

[How to Blog Effectively – Webdesigner Depot](#)

This lengthy article outlines 8 steps to better blogging. The steps include research, writing, images, twitter feeds, and more. The steps are supported by links to example blogs and many suggestions for programs to enhance a blog.

Uses: Learners access the resource to encourage blog development skills.

[How to Keep a Conversation Going \(Feb. 9, 2010, 1:29\) – YouTube](#)

This short and engaging video from Howcast goes through 6 steps to keep the conversation going. The video makes excellent use of narration, onscreen text, and supporting visual cues.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

[How to Set Up a Profile on Facebook \(Dec. 14, 2009, 1:57\) – YouTube](#)

This video goes through an 8-step tutorial to set up a Facebook profile.

Uses: Learners understand tutorial and follow the steps if desired.

[How to Set Up a Twitter Account \(Dec. 2, 2011, 3:31\) – YouTube](#)

This short and informative video is a guide to setting up an account and the basics of the homepage.

Uses: Learners understand tutorial and follow the steps if desired.

[How to Use Twitter - Tweeting, Reply, Retweet, Favorite, Follow, Create Lists, Open Tweet \(Feb. 19, 2012, 4:36\) – YouTube](#)

This detailed tutorial explains many features of Twitter with onscreen prompts.

Uses: Learners understand tutorial and follow the steps if desired.

[How to Write a Letter.net](#)

This excellent site has resources for writing letters of all types. The page includes an overview of letter writing and links to detailed information. Samples for a wide range of letters are provided, including letters of request, thank you letters, letters of solicitation/reservation, and more.

Uses: Learners access appropriate information online to support personal messages in formal and informal correspondence.

[Mastering the Art of Conversation - The Complete Idiot's Guide](#)

This article outlines the stages of starting a conversation, keeping it going, and closing. The resource has useful tips and techniques to build conversation skills.

Uses: Learners access article online, summarize the 3 sections to notes, and implement the skills in small group meetings and discussions.

[MediaSmarts.ca](#)

This website is all about Canadian digital and media literacy. The site offers resources for teachers and learners and includes activities, links to videos, blogs, social media resources, media/digital issues, tip sheets, etc.

Uses: Learners understand moderately complex extended descriptions, feature articles, reports and narrations about digital and media literacy.

[The Process and Types of Writing – Study Guides and Strategies](#)

This page has links to a wide range of writing support topics such as essay/writing sequence, drafts, persuasive essays, research proposals, spelling rules, mapping vocabulary, and more.

Uses: Learners access resources to support writing proposals and short persuasive reports.

[Writing Samples: Proposing a Solution – Pearson Allyn Bacon Online](#)

This page has a short 6-paragraph sample proposal with and example of instructor feedback for the piece. The sample proposes changes to adoption laws, but the structure and feedback are useful as a guide.

Uses: Learners examine samples for writing a proposal to solve a problem.

Financial Literacy Skills

[Banking Tools – Financial Consumer Agency of Canada](#)

This page has excellent tools to help choose the right banking account/package. The page also has links to detailed information about budgets, debt, bank account types, ABM fees, and more.

Uses: Learners access the tools and compare/contrast the various choices by account type, interest rate, and use.

[Budget Calculator – Financial Consumer Agency of Canada](#)

This online calculator has extensive fields to fill in and generates reports as information is added to the form.

Uses: Learners access calculator online and fill out with varying information to compare changes in the report.

[Budget Worksheet – About.com](#)

This budget worksheet is accessible online or in a printer-friendly version. The sheet is detailed and includes sections for income, deductions, utilities, leisure, debt payment, more.

Uses: Learners access worksheet online and fill out independently or in class.

[Canadian Association of Credit Counselling Services \(CACCS\)](#)

This website offers many resources for people who are having financial difficulties. The site has links to videos, a financial fitness test (with a fun yoga theme), current news, and more.

Uses: Learners access financial fitness test online and understand extended, moderately complex credit counselling.

[Family Monthly Budget Planner – Microsoft Templates](#)

This budget worksheet is accessible online as an Excel download. The sheet is detailed and includes sections for income, deductions, utilities, insurance, entertainment, and more.

Uses: Learners access worksheet online and fill out independently or in class.

[Individuals – Canada Revenue Agency](#)

This government page has a great selection of topics including tax returns, RRSP/RESP/RDSP/HBP/LLP/RRIF/TFSA, child/family benefits, life events, and more.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to taxes.

[Tax-Services.ca](#)

This site has personal tax/RRSP calculators, information about GST/PST/HST, tax rates, deadlines, credits, and more.

Uses: Learners access the resources online and summarize given sections.

[TaxTips.ca](#)

This excellent resource is a portal to a wide variety of tax related information. The site includes a variety of online calculators and sections about personal tax, sales taxes, RRSP/RRIF/TFSA, stocks/bonds, provincial tax information, and more.

Uses: Learners access the resources online and summarize given sections.

Job Search Skills

[Career Exploration – Work BC](#)

This page has skills assessments, career profiles, an employer index.

Uses: Learners search career profiles, take skills assessments online, and find employers that match their chosen area of focus.

[Craft a 30-second Elevator Speech to Impress Potential and Current Employers and Associates – CanadianImmigrant.ca](#)

This article outlines the process and power of a good elevator pitch.

Uses: Learners read article and take notes about the tips and advice.

[How to Network \(1:49\) – Howcast](#)

This video has dramatizations accompanied by narration that is summarized in text below. The page also has videos on networking.

Uses: Learners access video online and take notes while listening and then check comprehension with text onscreen.

[How to Start a Conversation When You Have Nothing to Talk About – wikiHow](#)

This wiki has an 11-step process for starting a conversation with graphic cartoons to accompany the steps, a tip section, a video, warnings, and more.

Uses: Learners access wiki online and summarize the steps and tips.

[Kforce: Elevator Pitch Examples \(Mar. 12, 2012, 2:14\) – YouTube](#)

This short video shows the wrong/right way to introduce yourself with an elevator pitch.

Uses: Learners access video online and take notes about good and poor techniques.

[Networking Advice – BCJobs.ca](#)

This page has links to many articles that give networking advice.

Topics include: Facebook Friend or Foe, Business Card Design Tips, Elevator Pitches, and more. (Note: This resource also appears in ELSA 6 Unit 2)

Uses: Learners take notes about one of the articles and share their

findings with the other students.

[Networking to Get a Job \(May 4, 2010, 5:46\) – YouTube](#)

This visually appealing video reviews techniques to build a personal network, make new contacts, use online social media to reactivate old connections, and more.

Uses: Learners access video online and take notes about the tips and ideas.

[Start Your Career – Work BC](#)

This website provides information on career pathways, finding a job, being an employer, training available, and the BC labour market.

Uses: Learners access tools online and fill out forms to begin planning a personal pathway.

[Steps to Successful Career Planning: Assessment Tools – Arizona State University](#)

This page has a short overview of career planning assessment tools and links to excellent value and skill-assessment exercises.

Uses: Learners follow instructions to complete assessment exercises online or in the classroom.

[WorkBC Centres – Government of BC](#)

This page has an interactive map to find WorkBC Centres throughout the province, eligibility requirements, job search resources/services, and employment planning/training information.

Uses: Learners navigate the interactive map to find the WorkBC Centre in their area and access information on the site about job skills.

[Work in BC – Welcome BC](#)

This page has information about finding jobs, qualifications, labour markets, employment standards, and more.

Uses: Learners navigate the site to find information to assist with career planning.

Leadership Skills

[10 Tips on Moderating a Panel Discussion – Professionally Speaking](#)

This blog outlines 10 tips to effectively moderate a panel discussion. The website also has links to many other blogs on similar topics.

Uses: Learners summarize the tips and apply to panel discussions.

[Active Listening - Carl Rogers and Richard E. Farson](#)

This 8-page pdf is an excellent introduction to active listening skills. It outlines what listening is, how to listen, problems and challenges with active listening, benefits of listening, and more.

Uses: Learners summarize the reading and apply skills in small group meetings and discussions.

[Leadership Training: Active Listening \(Jan. 21, 2010, 2:21\) – YouTube](#)

This video follows the Communication Roadblocks resource from Leadership Training. This resource contrasts the roadblocks with effective listening skills. The scenario is very realistic and the ‘owner’ of the problem finds a solution with the assistance of a coworker’s active listening techniques.

Uses: Learners understand moderately complex social exchanges that demonstrate active listening.

[Leadership Training: Communication Roadblocks \(Jan. 21, 2010, 2:18\) – YouTube](#)

This video introduces 12 roadblocks to communication when someone has a problem at work and has 3 realistic short clips to explain the roadblocks of questioning, criticizing, and ordering. See complimentary video from Leadership Training – Active Listening.

Uses: Learners understand moderately complex social exchanges that demonstrate communication roadblocks.

[Moderate with Moderation: 10 Steps to Running a Successful Panel Discussion – DeFinis Communications](#)

This concise article gives 10 steps for effective panel discussions. The website also has links to further information about business communications.

Uses: Learners navigate the website to find information, take notes, and apply to panel discussions.

[Principles of Effective Instruction Delivery – Teaching as Leadership](#)

This text gives concise points to consider when giving instructions. It covers things like planning, getting attention, key points, confusion, comprehension, and more.

Uses: Learners follow tips to support giving instructions and directions.

[The Art of Giving Instructions: 7 Practices for Facilitators – Chris Corrigan](#)

This useful article outlines 7 important points to consider when facilitators give instructions.

Uses: Learners understand extended multistep instructions for giving instructions.

[Tips for the Chair – Our Community](#)

This article offers 7 tips for the chair with regards to facilitating group meetings. The tips include rules, tone, diversity, communication, deadlocks, and more.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

Presentation Skills

[Better Public Speaking – MindTools](#)

This article goes through strategies and tips for improving public speaking.

Uses: Learners make presentations to describe and explain structures, systems or processes based on research.

[Deliver Powerful and Impactful Workshops: Top Tips – The Coaching Academy Blog](#)

This blog has excellent resources for many aspects of presentations.

Uses: Learners reduce a text to an outline or summary.

[Guidelines for Oral Presentations – Ohio Wesleyan University](#)

This page has an excellent overview of oral presentation skills from preparation through to evaluation.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[How to Design an Effective Training Presentation – eHow](#)

This article outlines 8 steps to designing effective training presentations.

Uses: Learners reduce a text to an outline or summary.

[How to Design and Deliver a Great Presentation Using 4 Steps – eHow](#)

This short article offers an introduction to presentation design and delivery. The page also has links to more related articles and videos.

Uses: Learners reduce a text of up to 2 pages to an outline or summary.

[Oral Presentations Classroom Workshop \(2011, 19:49\) – Texas A & M University Writing Centre](#)

This engaging workshop has two speakers who outline the common pitfalls and solutions for preparing, practicing, and delivering oral presentations.

Uses: Learners reduce oral discourse about presentation skills given in the video into notes that can be used to write down instructions.

[Oral Presentations: Tips on How to Deliver a Speech for School or Work – Jerz's Literacy Weblog](#)

This extensive weblog outlines tips for better oral presentations.

The page includes a video and tips for planning, delivery, language, questions, and more.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[Presentation Skills – UBC Wiki](#)

This Wiki has summaries about presentation structure, design, tone, body language, and more. (Note: This resource also appears in ELSA 6 Unit 5).

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[Persuasive Speech Assignment – Riverside Community College](#)

This student packet includes learner outcomes, steps to prepare for a 6-8 minute persuasive speech, instructions for sequencing/ideas, a template to follow, citation information, and a marking rubric.

Uses: Learners follow the steps to prepare a persuasive presentation.

[The Presentation – English Club](#)

This article outlines the parts of a presentation and provides useful functional language items to support building an introduction, the body, and conclusion.

Uses: Learners summarize article to support presentation skills and planning.

Study/Time Management Skills

[Advice on Academic Writing – University of Toronto](#)

This page has links to writing resources in categories like planning/organizing, reading/researching, using sources, style/editing, and more.

Uses: Learners use the site to support writing a paragraph to explain information in a table, graph, flow chart or diagram.

[Boolean Operators \(Apr. 24, 2008, 3:03\) – YouTube](#)

This useful video goes through the use of Boolean operators to improve success with online searches.

Uses: Learners understand narration about complex ideas on familiar topics.

[Effective Listening and Note-taking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking as well as common abbreviations, bad habits, mapping examples, and more. (Note: This resource also appears in ELSA 6 Unit 8).

Uses: Learners understand moderately complex instructions for note-taking.

[Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has a list of links to listening resources and note-taking strategies from SFU and other universities. (Note: This resource also appears in ELSA 6 Unit 8).

Uses: Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

[Literacy and Essential Skills – Human Resources and Skills Development Canada](#)

This site contains information, examples, and resources for assessing and practicing the nine essential skills in Canada. There are links to definitions of the skills, exercises, videos, podcasts, and more.

Uses: Learners access information online and use the resources to explore, define, and practice essential skills.

[Principles of Composition – Capital Community College](#)

This resource includes information about the writing process, structural considerations, patterns of composition, etc. The lists are organized by process, structure, and patterns.

Uses: Learners access the site to find supporting lessons for the writing needs of the unit.

[Research and Reading – Study Guides and Strategies](#)

This page has links to excellent resources for researching online, evaluating website content, organizing research, summarizing and more.

Use: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[The Seven Steps of the Research Process – Cornell University](#)

This page gives an excellent overview of the research process with links to further information about each step. (Note: This resource also appears in ELSA 6 Unit 9).

Uses: Learners summarize and apply suggestions to essay research.

[Writing with Statistics – Purdue Online Writing Lab](#)

This page is the overview to an online lesson about writing with statistics. The lesson includes sections on descriptive statistics, inferential statistics, using visuals/statistics, and more.

Uses: Learners complete lesson online or in class to support presentation skills and planning.

Teamwork Skills

[Consensus Building Principles – RESOLVE](#)

This article outlines the process of building consensus within a group discussion. It offers four principles to help negotiate different positions, interests, and issues around a common problem.

Uses: Learners summarize the principles to support group consensus strategies.

[Building Consensus for a Sustainable Future: Guiding Principles – The Foreign Policy Committee of the National Round Table on the Environment and the Economy](#)

This 26-page document outlines the results of a meeting of Canadians from all regions and sectors to build consensus towards achieving goals for sustainable social development in Canada.

Uses: Learners write 3 or 4 connected paragraphs to provide a detailed description of a given section of the document.

[Group Decision Making – University of Waterloo](#)

This excellent resource outlines the basics of group decision making, (different methods and examples) and has links to further resources on the topic. The page also includes a link to listen to an audio version of the article.

Use: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[How to Run an Effective Meeting – wikiHow](#)

This wiki provides the steps to effective meetings, a good video, required material, tips, warnings, and more.

Uses: Learners summarize steps and apply to small group discussions or meetings.

[Short Guide to Consensus Building – Massachusetts Institute of Technology](#)

This comprehensive reading is an alternative to Robert's Rules of Order. It outlines definitions, steps to consensus, and procedures for various meetings.

Uses: Learners summarize a given section and apply to group discussions or meetings.

[Types of Consensus Building – Resolve](#)

This page outlines the facilitative/evaluative processes of consensus building. The website also offers principles, stages, tools, reports, a blog, and more.

Uses: Learners navigate the website to find information, take notes, and apply to group discussions or meetings.

Vocabulary Building Skills

[Coherence: Use of Transitions – Northland Community and Technical College](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access list to support presentation preparation.

[Discourse Markers – University of Warwick](#)

This page has extensive information about discourse markers with supporting examples throughout. The page also has links to further information and examples.

[Discourse Markers: Linking Your Ideas in English – About.com](#)

This article gives an overview of discourse markers and use with supporting examples. The page also has links to further related resources.

Uses: Learners incorporate discourse markers into presentations to describe and explain structures, systems, or processes based on research.

[Transition Words Connect Ideas – Language Portal of Canada](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access list to support presentation preparation.

[Transitional Words and Phrases – Memorial University of Newfoundland](#)

This pdf has a comprehensive list of transitional language organized by function. (Note: This resource also appears in ELSA 6 Unit 9).

Uses: Learners use this resource to compliment essay writing skills.

Online Resources Troubleshooting Guide

Dead Link? Page has moved? I clicked on it and nothing happened!

An unfortunate characteristic of online resources is their tendency to move around and, sometimes, disappear completely! One of the worst offenders is CBC. Over the past two years, they have redesigned their website three times, changing the web addresses of their videos and articles each time. A site like YouTube is far more reliable in terms of addresses staying constant, but videos can disappear or be discontinued with no warning. All this makes life frustrating when you are trying to plan lessons and reuse material that has worked well before.

Here are some tips to help:

General Internet Resources

If the resource you are looking for is on the internet at large (and not on a site like CBC or YouTube), then a Google search will help if the link doesn't work. For example, let's presume you are looking for [Danielle Duplassie, MA, PhD – The SMART Principle for Reaching Your Goals and Resolutions](#).

If the link in the curriculum doesn't work, you can find the article by doing either of the following:

- Highlight, right click, and copy the resource heading from the curriculum. Go to www.google.ca, right click, and paste the heading into the search field. The resource should appear in the search results.
- Use key words from the resource in your Google search, ex: *duplassie smart principle goals resolutions*. This should yield the same results.

If these techniques don't reveal the resource, it has most likely been removed completely. In this case, take out any key words that indicate authorship, include all other content words, and search again: *smart principle reaching goals resolutions*. This will usually lead you to an acceptable replacement resource if the original is gone.

Site Specific Resources

Many of the resources in this curriculum are found on large websites like CBC, YouTube, Wikipedia, SFU, etc. If the trouble is with a resource on a site like these, Google will work the same as above, but you may have better results by going to the host website first.

For example, let's presume you are looking for [The Brain that Changes Itself \(Nov. 28, 2008, 43:38\) – The Nature of Things](#).

Find the host site with a Google search, go to the host site (in this case *CBC*), find the search field on the home page, and search for the key words in the title of the resource: *brain changes itself*. If this doesn't reveal the resource, it has most likely been removed completely. In this case, return to Google and try the steps from the first example above to find an acceptable replacement resource.

The internet can be very fruitful and frustrating – always remember to keep watch for complimentary/replacement resources while you search. New material is added to the web every second! Also, consider watching the following two videos from YouTube, and if the links below don't work, see the tips above. 😊

[Advanced and Alternative Internet Searches \(Oct. 23, 2010, 12:02\)](#)

This YouTube video gives an excellent overview of advanced searches and the use of a variety of search engines including Wikipedia.

[Internet Tools & Uses: How to Conduct an Advanced Internet Search \(Dec. 30, 2008, 2:57\)](#)

This YouTube video gives an excellent overview of advanced Google searches.