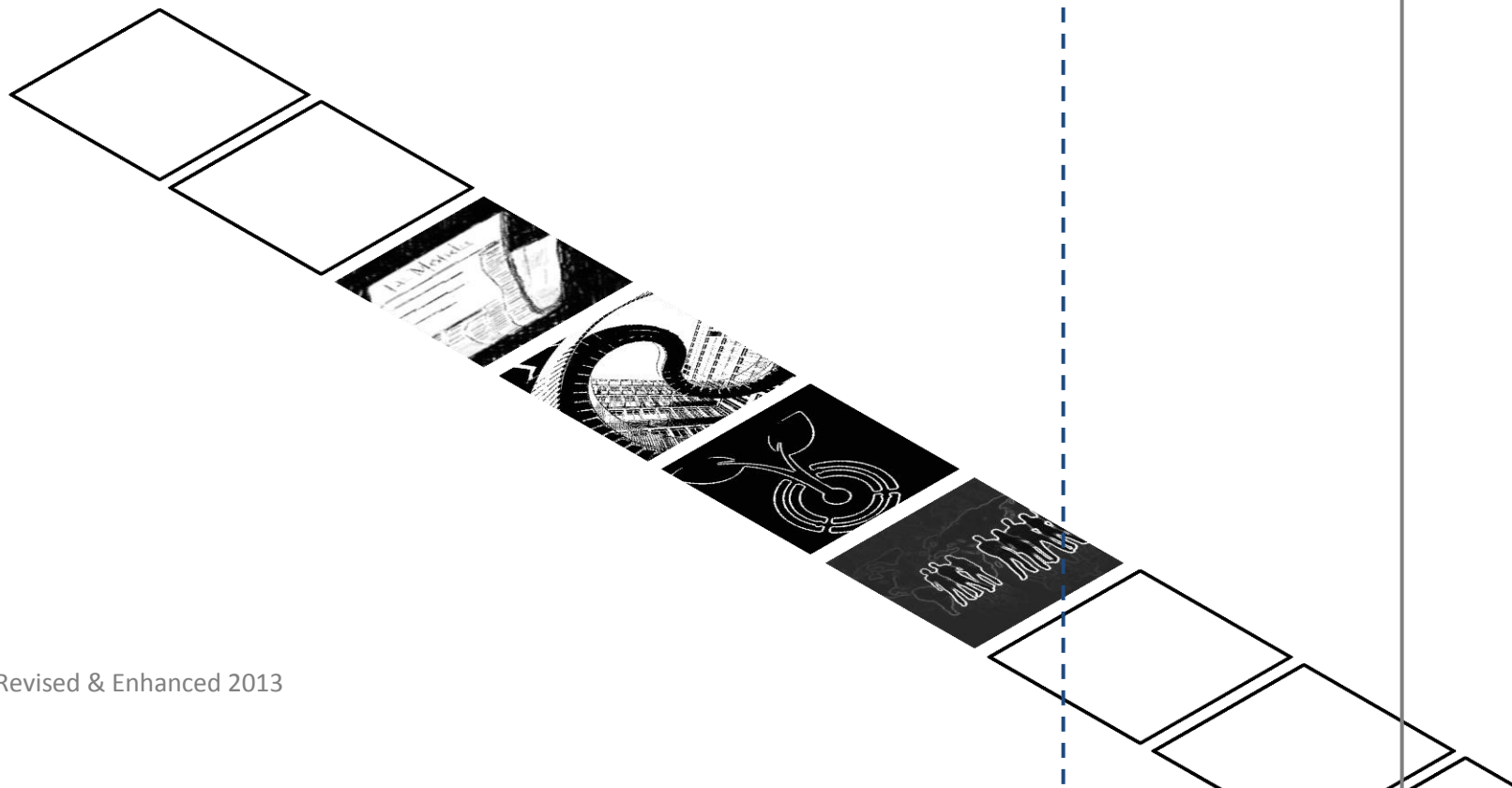


ELSA 6 CURRICULUM guidelines



Acknowledgments

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Revisions to the Original Document

Pilot Program

The *ELSA 6/7 Curriculum Guidelines* was launched in the fall of 2011 to a number of ELSA providers in the Lower Mainland. Intensive training was followed up by small groups, called PODs, of ELSA 6/7 instructors. After the initial training, instructors were given the option to continue with the PODs, which many of them did, and after almost a year of piloting the program, instructors met for a final session to discuss relevant issues with the curriculum, including highlights and challenges, incorporating sociocultural elements into the teaching syllabus, and share experiences of delivering the curriculum via a blended model.

Gathering Feedback

Following the first year of the pilot, a number of tools were used to gather feedback from coordinators and instructors regarding the *ELSA 6/7 Curriculum Guidelines*, both in terms of the document itself and its delivery in the classroom context.

Using the notes from POD meetings, online surveys, focus groups, and informal conversations with instructors at Sharing Sessions and on-site visits, ELSA Net was able determine which areas of the original curriculum were in need of revisions and enhancements in order to improve the document both in terms of learners' needs and usability by instructors in their planning.

Changes to the Curriculum

Initially each unit of the curriculum was built around a key visual of Core, Project, and Strategies. This has been reduced to Core and Project, with strategies being incorporated into both, rather than being presented as separate elements. As a result, the key visual has been simplified. As well, it is believed that since Strategic Competence is an important element of the

Canadian Language Benchmarks, strategies need to be taught throughout the curriculum and not be thought of as an optional element.

The number of target CLB outcomes for each unit has been reduced. The curriculum consultants ensured that all the CLB 7 outcomes for ELSA level 6 are represented in Units 1 – 5 and again in Units 6 – 10. The same was done with regard to the CLB 8 outcomes for ELSA 7. By reducing the number of target outcomes, instructors have a concrete focus of the language skills to focus on during a unit. No doubt practice of other CLBs will continually repeat throughout the units, but with a particular focus in each unit, instructors can be sure targets have been reached by the learners. A grid illustrating the breakdown of the CLBs across each level is now included in the appendix.

As well, the CLB 6 outcomes in ELSA 6 were upgraded to CLB 7, and the CLB 7 outcomes in ELSA 7 were upgraded to CLB 8. Instructors will need to be cognizant on the occasions when a benchmark target might be too high for their learners and therefore adapt as their lessons necessary. However, it was thought to be better for everyone if the CLBs at each level were consistent.

Additional target outcomes had included other CLB and Essential Skills competencies. As these were found to be somewhat repetitive throughout the curriculum, the CLB competencies for Textual Knowledge, Functional Knowledge, Sociolinguistic Knowledge, and Strategic Competence along with the Essential Skills competencies were compiled and added to the appendix. These are important elements to be included at the ELSA 6 and 7 levels, and instructors can use their discretion about when and where to include such elements. The linguistic competencies known as Grammatical Knowledge in the CLBs were left intact for each unit, as vocabulary, grammar, and pronunciation are considered important elements by instructors and learners alike, and are expected elements of the language class. The CLB's Model of Communicative Language Ability has also been included in the appendices, along with the Profiles of Ability across Stage II.

Frequently Asked Questions (FAQs)

Where did this curriculum come from? Who developed it?

The *ELSA 6/7 Curriculum Guidelines* were developed by ELSA Net for the British Columbia Immigration and Welcome BC Branch, Ministry of Advanced Education and Labour Market Development. The guidelines were an adaptation of the *LINC 5-7 Curriculum Guidelines*, which were developed by the Toronto Catholic District School Board for use in LINC programs; however, in the end the adaptation was of sufficient scope to make the two documents substantially different. The major adaptations were as follows:

- use of the new Revised Canadian Language Benchmarks (CLB 6-8)
- re-organization of the units to link settlement contents or themes with sample tasks. This generated twenty content-based modules, ten for each of ELSA 6 and ELSA 7.

ELSA Net developed the *ELSA 6/7 Curriculum Guidelines* with help from a team of five consultants and an Advisory Committee with representatives from government, ELSA providers, and post-secondary institutions (with either TESOL training or ELSA programs). Names of contributors, including ELSA Net, consultants, and advisory committee members, appear in the opening credits, all of whom made significant and substantive contributions to the final product.

Can you tell me more about the original curriculum?

The *LINC 5-7 Curriculum Guidelines* document was developed by the Toronto Catholic District School Board in 2007 and funded by the Government of Canada (CIC) for use in LINC programs. The document is available on the Web with a series of companion documents, alongside a planning guide (*LINC 5-7 In the Classroom*), activities (*LINC 5-7 Classroom Activities*), and audio and e-resource files and activities. The *LINC 5-7 Curriculum Guidelines* document is meant to assist instructors in program planning by providing ideas for curriculum content that:

- are consistent with the Canadian Language Benchmarks 2000 (CLB 5-8)
- are task-based and learner-centered, and

- meet the objective of the LINC program, which is to provide language instruction that facilitates social, cultural and economic integration into Canada.

The *LINC 5-7 Curriculum Guidelines* also has 20 units, but they are defined around ideas for teaching language in specific communication situations, such as meetings, social interaction, and interviews. It also provides ideas for thematic content utilizing the same 12 themes as in the *LINC 1-5 Curriculum Guidelines* document, but it is up to instructors and programs to link the content with the situational tasks. The units in the *LINC 5-7 Curriculum Guidelines* document are as follows:

- Introduction and Overview
- Planning and Assessment
- LINC Level Outcomes
- Academic Skills - 2 Units
- Business Writing - 2 Units
- Interacting with Others - 4 Units
- Looking for a Job - 3 Units
- Managing Information - 4 Units
- Meetings - 3 Units
- Telephone Calls - 2 Units
- Themes
- Additional Resources

Why is the document referred to as “curriculum guidelines” rather than as a “curriculum”?

As curriculum guidelines, this document offers target outcomes, specified contents or themes, core tasks, project options, and an array of sample tasks with resources to assist the instructor in developing and implementing the curriculum. The term *curriculum* refers to a course of studies as they unfold in the classroom; therefore, the curriculum emerges when instructors interpret the guidelines through the lens of the specific interests and needs of learners, instructors, programs, and communities.

This suggests that instructors and learners are actively engaged in developing curriculum through the interpretation of the unit within the development of specific projects, lesson plans, and activities. In this way, we see this document and the curriculum it gives rise to as a creative, generative process that nonetheless offers standards of excellence and engagement to ESL learners at this level.

Do the ELSA 6/7 curriculum guidelines offer community, workplace, and/or academic ESL options?

The original *LINC 5-7 Curriculum Guidelines* offered sample tasks and options for programs to focus on community, workplace, or academic ESL outcomes based on learners' needs; therefore, the *ELSA 6/7 Curricular Guidelines* document also offers activities and sample tasks to support learners to participate in academic genres, workplace practices, and community contexts. Consequently, it is important to design the *actual* curriculum that instructors deliver based on a formal needs assessment that recognizes learners' diverse needs, aspirations, and contexts, regardless of the program they may find themselves in. We realize that ELSA learners, and in particular learners at this level who are often better educated, may have complex and diverse needs over the trajectory of their settlement processes and programs.

Despite this versatility and scope, this curriculum was explicitly developed and intended for use in community settlement ESL programs. Unlike the *LINC 5-7*, which was designed to be adapted across academic, workplace, and community ESL contexts, the B.C. government sponsored distinctive curricula for use in *ELSA 6/7* (community) programs; *ELSA for the Workplace 6/7* programs; and post-secondary ESL certificate (academic) programs at the same CLB 6-8 levels.

At the same time, because the *ELSA 6/7 Curriculum Guidelines* draw on the academic writing, business writing, meetings, job search, managing information, social interactions, and telephone call sample tasks from the original *LINC 5-7 Curriculum Guidelines*, we are confident that certain units or projects could be integrated effectively in academic or workplace ESL classrooms and programs.

Are the ELSA 6/7 curriculum guidelines a prescribed syllabus?

As is the case with the *LINC 5-7 Curriculum Guidelines*, the *ELSA 6/7 Curriculum Guidelines* document is not intended to be used as a prescribed syllabus. Instructors can select to use relevant material (units, projects, sample tasks, resources) from this document based on learners' needs and goals. Unlike the *ELSA for the Workplace 6/7* curriculum, this curriculum does not offer sequenced and prescribed activities and lessons. Instead, it offers a selection of topics to develop under the broad theme of the unit and an array of content-based sample tasks (organized under core and project) that are presented in a scoped and sequenced manner. Instructors have to plan and

select those topics, tasks and activities they wish to focus on based on learners' needs and interests.

What are mandatory are the Target Outcomes in each unit that include the relevant revised Canadian Language Benchmark performance indicators (listening, speaking, reading, writing), which are covered exhaustively for each level between Units 1-5 and again between Units 6-10. Consequently, we recommend that instructors complete a cycle of units within these ranges before moving on to cover others. That way, instructors can ensure learners are exposed to an optimal combination and range of benchmarked outcomes for their level.

Can I change the order of the units or do they have to be delivered in sequence?

Within the Units 1-5 and Units 6-10, the sequence in which the units are delivered does not matter. There are no assumptions in any unit that learners have completed any previous unit; therefore, technically, programs could start with any unit they desire, though they should complete the units in that range (e.g., Units 1-5 or 6-10) to cover off the Revised CLB performance indicators and competencies exhaustively.

What is optional and what is required in the curriculum guidelines?

The required or mandatory components of the curriculum guidelines are the Target Outcomes page, which include CLB Proficiencies. Also, the overall settlement-related theme or content is required, although there is a very broad spectrum of topics that can be covered in any one unit, as outlined in the Possible Topics page, and not all the themes or contents need to be covered in one ELSA level.

The rest of the sections of each unit in the curriculum guidelines are neither required nor mandatory; instead, they are offered as a way to support instructors and providers to deliver high-quality programs that are responsive of learners' needs and consistent across service providers. These optional sections include: Possible Topics, General and Learners' Resources, At-a-Glance, and Scope and Sequence of Sample Tasks for Core.

Have the resources been approved for copyright clearance?

We elected to go predominantly with online resources using live links and citations for non-electronic resources to avoid the necessity of soliciting copyright clearance. In Canada, the public enjoys free access to government resources, so we have tended to rely heavily on those. In addition, many of the websites intended to share educational materials for use in a classroom have an implied permission, although you should not copy anything with a copyright, unless it is Creative Commons Copyright or explicitly states it is useable for educational purposes. Learners can work with website links freely at their individual computers, and you can stream video or other texts. You cannot copy and use more than 10% of a book. For more information on copyright rules for educational purposes in Canada, visit CAUT (Canadian Association of University Teachers).

The hyperlink for a resource doesn't work. What do I do?

An unfortunate characteristic of online resources is their tendency to move around, and sometimes, disappear completely. For example, over the past two years the CBC has redesigned their website no less than three times, making it necessary to find video and article links at new web addresses. YouTube may be more reliable in terms of addresses staying constant, but on this site, videos can disappear or be discontinued without warning. This can be frustrating when trying to plan lessons and reuse material that has worked well before.

Here are some tips to help:

General Internet Resources

If the resource is on the internet at a large (and not on a well-known site like CBC or YouTube) then a Google search will usually suffice if the link does not work. Perhaps you will want to access a resource from the curriculum that looks like this:

[Danielle Duplassie, MA, PhD – The SMART Principle for Reaching Your Goals and Resolutions](#)

If the link in the curriculum does not work, find it by doing the following:

- 1) Highlight, right click, and copy the entire heading from the curriculum.
- 2) Go to www.google.ca.

- 3) Right click, and paste the heading into the search field.

The resource should be first, or near to first in the results.

Another way to find the same resource above is to do a Google search using the main content words:

- 1) Go to Google.
- 2) Type the words: *duplassie smart principle goals resolutions*.

This should yield the same results.

If these techniques do not reveal the resource, it has most likely been removed completely. In this case, remove the content words that indicate authorship, include all other content words, and search again: *smart principles reaching goals resolutions*. This usually leads to an acceptable replacement resource if the original is gone.

Site Specific Resources

Many of the resources in this curriculum are found on much larger websites like CBC, YouTube, Wikipedia, etc. If the trouble is with a resource on a site like these, Google would work the same as above, but there may be better results by going to the host website first. For example, if there is trouble with the link for a resource that looks like this:

[The Brain that Changes Itself \(Nov. 28, 2008, 43:38\) – The Nature of Things](#)

Then find the host site with a Google search:

- 1) Go to the host site. (In this case, it's www.cbc.ca.)
- 2) Find the search field on the home page.
- 3) Search for the main content words in the title of the resource: *brain changes itself*.

The resource should be first, or near to first, in the results. If this does not reveal the resource, it has 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 both fruitful and frustrating; always remember to keep watch for complementary or replacement resources when searching. New material is added to the web every second.

Overview of Adaptations of LINC 5-7 Curriculum Guidelines

Below is an outline of the key adaptations of the *LINC 5-7 Curriculum Guidelines* involved in preparing this document, the *ELSA 6/7 Curriculum Guidelines*.

Connecting Settlement Tasks and Contents

The most significant adaptation of the original *LINC 5-7 Curriculum Guidelines* document was to connect settlement content themes and sample tasks explicitly in units. In the original *LINC 5-7* documents, this responsibility was left up to instructors, whereas in the *ELSA 6/7*, we undertook this labour-intensive task for instructors and programs so they wouldn't have to reason through what settlement contents and resources aligned best with key sample tasks. This was possible in British Columbia because these curriculum guidelines were explicitly developed for community programs that required a content-focus on citizenship and community settlement contexts rather than having to serve an array of possible programs as is the case with the *LINC 5-7 Curriculum Guidelines*.

As a consequence of explicitly connecting settlement tasks and themes, the *ELSA 6/7 Curriculum Guidelines* offers an integrated program for combining task- and content-based ESL approaches. Task-based approaches focus language learning on target needs, on authentic materials and language, and on the application of language within real communicative contexts. Content-based approaches, in turn, support vocabulary development and thinking skills, which are very important at this level (CLB 6-8).

Original LINC Units

In the original *LINC 5-7* document, sample tasks were organized into the following seven units:

- Academic Skills
- Business Writing
- Interacting with Others
- Looking for a Job
- Managing Information
- Meetings,
- Telephone Calls

Original LINC Themes

ELSA 6 Curriculum Guidelines: Revised & Enhanced 2013

The 12 LINC themes below appear in a later section with subtopics for teacher to align with the above:

- At Home in Our Community and the World
- Banking and Finance
- Canada
- Canadian Culture
- Canadian Law
- Commercial Services and Business
- Community and Government Services
- Education
- Employment
- Family and Relationships
- Health and Safety
- Travel and Transportation

ELSA 6/7 UNITS

As with the *LINC 5-7 Curriculum Guidelines*, we chose to have 20 units, with 10 units per ELSA 6 and 7 levels. Rather than focusing these units on tasks as was done in the LINC approach, we elected to focus each unit on a specific settlement content topic for each of the 20 units, and to provide an overarching theme for each of ELSA 6 (Interacting in Communities) and ELSA 7 (Learning in Communities).

Overview of Unit Structure

The following outlines the key components of each unit.

Introduction: This section provides a summary of the unit with explicit outcomes for student learning. It also includes a number of teaching suggestions.

Target Outcomes: CLB, Content, and Other Outcomes: These are lists of the mandated target outcomes for the unit.

Possible Topics: This section provides a broad span of possible topics that teacher *could* cover in the unit. It reminds instructors they are free to develop the curriculum within the framework provided.

General Resources: This section offers a list of annotated general resources for instructors and learners that relate to the content of the unit. Instructors could consult these resources to develop background knowledge to teach the content or topic matter of the unit. Also, some of these resources could be used in the classroom or for learners in self-study or projects.

At-a-Glance: This section offers an overview of the Core and Project tasks on a single page.

Scope and Sequence: This section aligns proficiency indicators from the 2012 CLB document with sample tasks. The sample tasks offer examples, but instructors could develop alternative tasks that would give rise to comparable performance outcomes. There are two embedded sets of scope and sequence tasks:

- **Core Curriculum:** This component is required and includes the foundational language and content outcomes and activities of the unit.
- **Project:** This component is optional (with mandatory benchmark outcomes). It involves using team- and project-based learning as a way for learners to develop interactive, small group, organizational, and soft skills. In each unit, a final possible project is explicitly named.

CLB/LINC Alignment

The target outcomes derive from the revised Canadian Language Benchmarks document released in 2012. This document differs from the earlier CLB 2000 document in that the target outcomes are more narrowly focused, incrementally developed, and include “knowledge and strategic” competencies that include five areas: linguistic, textual, functional, sociolinguistic, and strategic competencies; however, these competencies are defined generically by skill area according to level (e.g., Level I, II, and III).

Another issue to bear in mind is that ELSA program are aligned to the CLB differently than LINC levels. In the case of ELSA, it is understood that a learner

enters an ELSA level with 70% ability at that CLB level; therefore, the curriculum targets CLB benchmark outcomes at a higher level. To progress, a learner needs to perform at 70% in the higher benchmark. So, for example, to advance from ELSA 5 into ELSA 6, a learner must have achieved 70% of the CLB 6. This formula differs significantly from LINC, which is at the equivalent CLB level for literacy skills (reading and writing) and above level for oral skills (listening and speaking.) See the following chart:

	Level 6 (Oral)	Level 6 (Lit)	Level 7 (Oral)	Level 7 (Lit)
LINC	CLB 7	CLB 6	CLB 8	CLB 7 & 8
ELSA	CLB 6/7	CLB 6/7	CLB 7/8	CLB 7/8

ELSA 6/7 THEMES

The two ELSA levels focus on distinctive themes of communication within communities of practice. Most of the thematic contents of the LINC 5-7 curriculum guidelines can be covered under these respective themes and related topics. Some settlement themes and topics of the LINC 5-7 curriculum that are covered currently in the ELSA 5 curriculum were not included.

Theme (Title) of ELSA 6: [Interacting in Communities](#)

Theme (Title) of ELSA 7: [Learning in Communities](#)

ELSA 6/7 TOPICS

The following two pages graphically depict how the units were organized and identified in ELSA 6 and 7, respectively. The topics derive from the LINC 5-7 themes, either verbatim or paraphrased; however, topics related to travel, transportation, and safety were omitted as they are covered extensively at ELSA 4/5 and were felt to be less appropriate for this level.



ELSA 6: Interacting in Communities

These 10 topics form the bases of the units for ELSA 6. These topics derive directly from the LINC 5-7 curriculum. The units are focused on supporting social interaction and other forms of communication to encourage and foster newcomers' smooth transition into Canadian communities and communities of practice. Furthermore, there is a strong emphasis on socio-cultural and soft skill competencies; for example, Education and Services or Employment and Workplace at this level focus on intercultural and interactive communicative skills rather than information *per se*.



ELSA 7: Learning in Communities

These 10 topics form the bases of the units for ELSA 7. These topics also derive from the LINC 5-7 document. These topics focus on encouraging and supporting newcomers' participation in continuous lifelong learning. Therefore, the content and associated tasks focus on language and learning strategies in formal, informal and non-formal educational contexts, including the workplace, community and NGO organizations, and career and personal planning and development. Strategies to support lifelong learning include the use of libraries (reading), the Web, and social media.

Decision-Making Steps in Planning a Unit

When planning a unit, you might ask yourself and answer the following sequence of questions.

NOTES:

Needs Assessment:

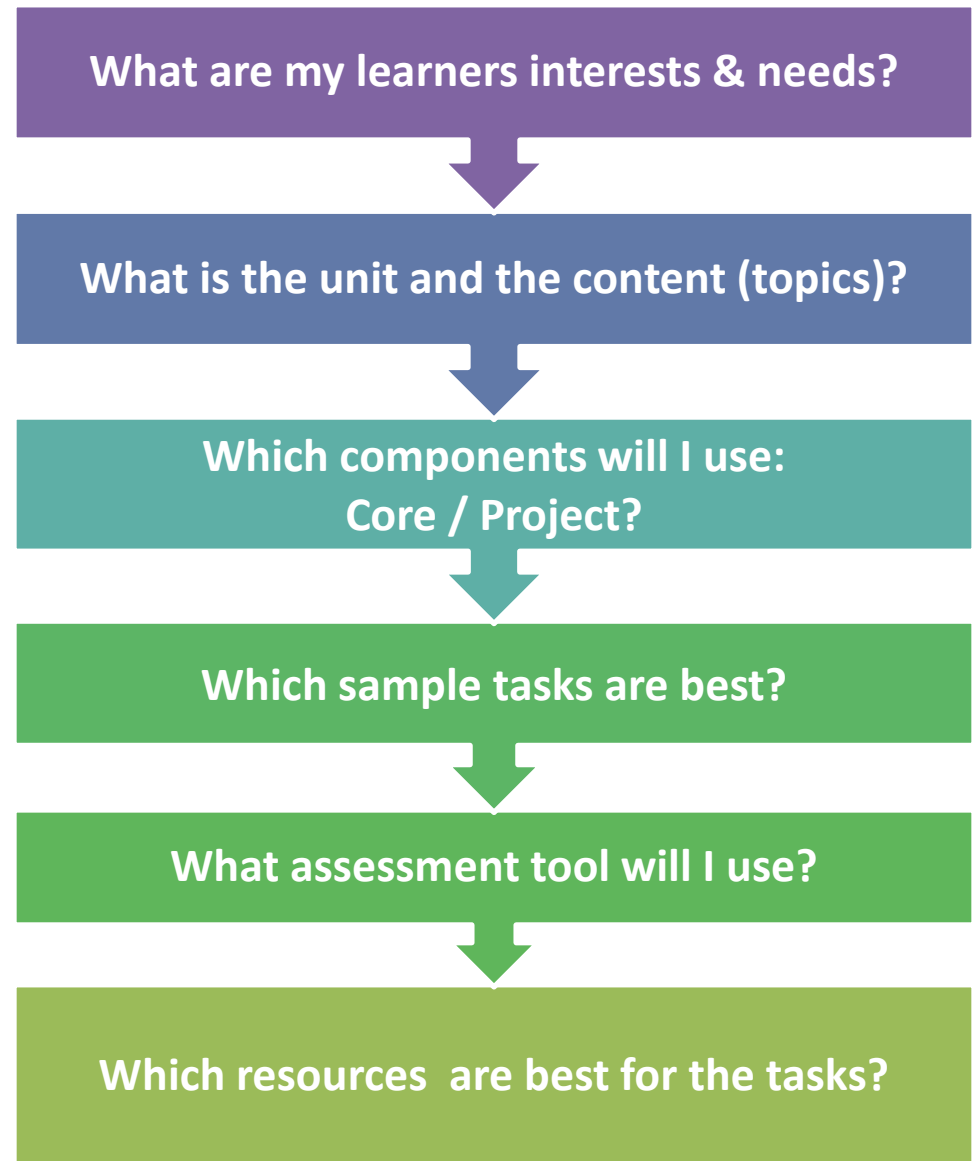
Unit #, Title, Topic(s):

Components:
Core:
Project:

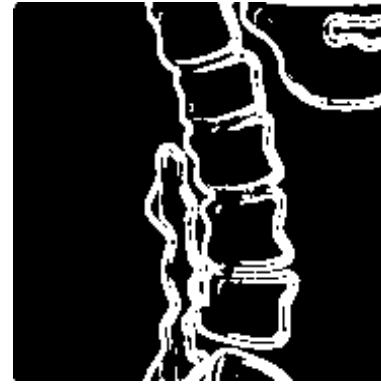
Sample Tasks:

Formative Assessment:

Resources:



Interacting in communities: Unit 1 **BODY & MIND**



ELSA 6
CLB 7

Introduction

In this unit, learners examine the services covered by the BC Health Care System and compare the BC health care system with that of their home country. In addition, learners will explore some health topics and their social effects.

The **Core Curriculum** focuses on the BC health care system. Learners familiarize themselves with the BC health care system by searching online and printed information. In the process, learners learn about the services that are covered or not covered by MSP and the coverage outside BC and Canada.

The **Project** focuses on health issues and their social effects. Learners participate in a collaborative inquiry project on a selected relevant health topic in BC to create and deliver a presentation. The goal of this project is to give learners a better understanding of health systems and policies in British Columbia and Canada. This project requires group brainstorming sessions and group decision making sessions.





Teaching Suggestions

- Invite a public health nurse, first aid trainer, or other health care expert to come and speak to the class.
- Record presentations to use for self-reflection and feedback.
- Encourage learners to access as independently as possible authentic sources for their research by carefully previewing the sources used, pre-teaching the vocabulary, scaffolding the tasks using such tools as graphic organizers, and giving clear expectations.
- Model the academic attitudes of inquiry, critical thinking, and collaboration by demonstrating these through respectful interaction with the learners, asking for clarification, listening to understand the others' perspectives, thinking through issues, and seeking understanding.
- Encourage learners to use thesauri, dictionaries and glossaries to build list-reading and scanning skills.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 7-II:	Understand moderately complex directions and instructions for technical or non-technical tasks. (FATK)
Speaking	
 CLB 7-IV:	Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures. (FATK)
Reading	
 CLB 7-IV:	Access, locate and integrate information from online reference sources.
Writing	
 CLB 7-III:	Complete extended forms requiring detailed personal information. (FATK)

Content and Other Outcomes

Learners will

- develop their health literacy
- understand how BC manages its health care system to provide for its citizens
- build health related vocabulary and apply it in conversation, writing, and presentations
- refine their critical reading abilities through comparing and contrasting articles on similar topics
- develop the ability to manage and synthesize information from various sources to produce and present a coherent report
- build team-working skills through collaborating exercises geared towards creating a group presentation

POSSIBLE TOPICS

Topic	<p>This unit explores health issues as they impact both the bodies and the minds of individuals, communities, or large populations. Possible topics could include specific information on accessing BC Medical Services for newcomers and extend to consider broad personal and public health issues. Instructors might include any of the following:</p> <ul style="list-style-type: none">• symptoms, diagnostics, diseases, and treatments• conventional, preventative, traditional, complementary, and alternative medicine• health indicators (e.g., life expectancy, infant mortality, obesity, disease) –see WHO glossary• public health, health promotion (see the WHO glossary), environmental health• epidemics, disease control, disease prevention• mental health issues and drug addiction• health as a social issue (e.g., Aboriginal health; elder or dependent child homecare vs. institutional care; impact of mental health and alcohol/drug addiction on homelessness)
Cross-cultural Perspectives	<p>Cultures have distinctive perspectives and practices concerning both traditional and modern medicine. Instructors could explore any of the following differences with learners:</p> <ul style="list-style-type: none">• modern and traditional approaches to medicine• mind-body relationship, well-being and stress managements across cultures, happiness & health• health as a personal, family, community, religious, or nation-state responsibility
Systems and Practices in BC and Canada	<p>The following are one or more possible topics instructors could explore with learners:</p> <ul style="list-style-type: none">• MSP and extended health care• jurisdiction (various government levels) over medical and health care services in Canada• specific Canadian health issues (e.g., Aboriginal health, homelessness, poverty and health, children’s health, the implications of an aging population)• health promotion and Canada’s contribution to the international health promotion agenda• physical fitness and healthy lifestyle learning opportunities through community centres

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- phrases indicating problems in comprehension
- phrases for comprehension checks

I am sorry I didn't get what you meant. Could you please slow down?

Do you mean ...? Is it ...?

Grammar

- verb tenses to describe changes in data
- prepositions used to describe changes in data over time
- transitional words and phrases
- comparison/contrast
- cause and effect

*decrease, decreased, may/will decrease, has been decreasing
increased by 10% over two years, from 1998 to 2000*

My first point is...

likewise, similarly, in contrast

consequently, hence, therefore

Pronunciation

- non-verbal communication to indicate politeness and deference
- contrastive stress to indicate which of several options is preferred
- chunking at the phrase level to make information easier to process

appropriate head tilting, nodding gestures

Yuri/, would you like to sit here/or over there?

The first order of business/ is to elect/ new officials

RESOURCES

Health

[The Brain from Top to Bottom: Beginners – CINMHA \(Canadian Institute of Neurosciences, Mental Health, and Addiction\)](#)

Learners may need support to access these informational modules, but they provide a good way to develop their AWL vocabulary. Diagrams and simple definitions are provided. Topics include the following: a basic description of brain physiology, memory, evolution and the brain, thought and language in the brain, and sleeping and dreaming.

Uses: Build vocabulary scaffold to tackle more complex texts/videos.

[The Brain that Changes Itself \(Nov. 28, 2008, 43:38\) – The Nature of Things](#)

This CBC *Nature of Things* documentary complements the CINMHA page above. The story is told through several case studies that support the current research on neuroplasticity.

Uses: Learners analyse individual cases. They provide excellent listening samples for note-taking and summary skills practice.

[Canada’s Food Guide](#)

This page is suitable for ELSA 5 – 8.

Uses: Learners research one food group and present their findings to the class. This is well suited to making tables and charts.

[Diabetes Resources – AMSSA](#)

This webpage has many CLB – aligned health resources.

Uses: This is a great pairing with Best of the Reader links above, and builds on information about diabetes and cancer.

[Health Canada](#)

This website has excellent links to many topics including the following: About Health Canada, Consumer Product Safety, Drugs & Health Products, Environmental & Workplace Health, Food & Nutrition, Canada’s Health Care System, Healthy Living, and more.

Uses: Copy and paste this resource from Health Canada to build jig-saws, short presentations, reading activities, or to practice note-taking skills.

[HealthLink BC – Government of BC](#)

This website has a variety of resources including a great online symptom checker that is excellent for vocabulary and topic development.

Uses: This is excellent for online navigation skill exercises, research, and note-taking /vocabulary skills exercises.

[Healthy Living Page – Health Canada](#)

This page is very user friendly and well suited to lab work.

Uses: These are excellent for online navigation skills exercises, research, and note-taking. They provide a good lead into the Canada Food Guide, and many other relevant topics such as: Travel Health, Healthy Babies, Sun Safety, Mental Health, and more.

[Homelessness in Vancouver – Social Development Department House Policy](#)

This pdf document has excellent charts, graphs, and graphic representations.

Uses: Learners research one stage of social development to present to classmates, also well suited to document use exercises and reading comprehension.

[Housing Plan for the Downtown Eastside – City of Vancouver](#)

This pdf document is the City’s Downtown Eastside Plan with charts, graphs, a portrait of the residents, and eight sub-area sections.

Uses: Learners summarize material suitable for jigsaws and presentations.

[Literacy and Health](#)

This fact sheet explains how literacy and health are related and includes useful links.

Uses: There is a five-part jigsaw about the effects of literacy on health.

[My Food Guide – Canada’s Food Guide](#)

Uses: Learners can use the guide to find information suitable for their age and gender and can follow online instructional prompts to complete a personalized food guide and then share their findings in short presentations or discussions.

RESOURCES

Health (cont.)

[Symptom Checker – Health Link BC](#)

This engaging page has an interactive online symptom checker from HealthLinkBC.

Uses: Learners point and click to choose a body part or area, describe the symptoms, and finally receive instructions. This is excellent for vocabulary building or topic research for presentations.

[Take the Guided Tour – Canada’s Food Guide](#)

This tour is a great introduction to the website.

Uses: This provides navigation skills practice available in HTML or Flash is recommended. Learners can access online material for presentations, readings, or role-plays.

[Vancouver Homeless Count 2011 \(Mar. 17, 2011, 3:06\) – The Province Online Youtube Video](#)

This video features Mayor Gregor Robertson and others standing on the street in the Downtown Eastside talking about their experiences during the homeless count.

Uses: Learners listen and take notes about the homeless count of 2011.

Health System and Services

[BC Services Card – Government of BC](#)

This page has essential information and links to other resources about the new BC Services Card that became effective February 15, 2013.

Uses: Learners access information online about the process and forms required for the new card.

[Four-part video debate on Canadian Health Care – The Globe and Mail](#)

Follow the links in this video debate series to see discussions about various topics: a two-tiered system, queue jumpers, brain drain, and patient input.

Uses: Learners listen for points of the debate as well as the role of the moderator. This is well suited to discussions, note-taking, and role-plays.

[WHO Health Promotion Glossary](#)

This document defines technical terms in health promotion (e.g., health indicators, health expectancy, community, population health). This is a WHO publication from the Ottawa Charter for Health Promotion.

Uses: This is useful for making a facsimile reading exit task.

[Your Health \(mixed levels, including advanced\) by Joan Acosta – Westcoast Reader](#)

This resource includes activities for ELSA 6 or 7 including sections on exercise, colds and flu, cancer, and diabetes.

Uses: These resources suitable to start the class, to review or introduce material, or to begin a larger project.

[Healthy Living Resources – AMSSA \(Affiliation of Multicultural Societies and Services Agencies of BC\)](#)

This page has an excellent selection of resources.

Uses: This is a page of useful links to ready-to-use material, audio clips, transcripts, and videos.

[PharmaCare – Ministry of Health](#)

This site has links to excellent topics such as: Fair PharmaCare Plan, All PharmaCare Plans, Benefits Information, Drug Coverage, Hot Topics, Smoking Cessation Program, Your Voice – Public Input to Drug Reviews, and many more.

Uses: Learners are assigned a section and take notes to report on, or learners determine who needs which form.

RESOURCES

Health System and Services (cont.)

[PharmaCare forms – Ministry of Health](#)

This page has Fair PharmaCare Forms and links to many other health related forms including MSP.

Uses: Learners complete extended forms requiring personal information, or learners use the forms to practice question formation and fill out the forms for a partner through questioning.

[Province of British Columbia Youtube Channel](#)

This Youtube channel has the latest and archived videos from the provincial government.

Uses: Learners access current news items, watch videos, and summarize the main points from their notes.

[Public vs. Private Health Care – CBC News In Depth: Health Care](#)

This article is well organized with headings in question format.

Uses: This complements the *Globe and Mail* video debate series, and has a good menu for online navigation skills that is suitable for presentations or debate research.

Skill Building Resources

[Assessing a PowerPoint Presentation – TeacherVision](#)

This pdf form is a ready-made assessment tool that is well suited to the classroom.

Uses: Learners access the document, print it, and use it to focus on skills before presenting and then to offer constructive feedback to other learners after presenting.

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

This two-page summary provides a concise list of steps with examples.

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

[Talking with Your Doctor: A Guide for Older People – NIA](#)

This US National Institute on Aging resource is suitable for ELSA 5-8.

Although some information is American focused, there are very useful sections about how to talk to your doctor.

Uses: It includes ready-made worksheets for doctor visits, medication, and information suitable for presentations/role-plays.

[Toll-Free Information Lines – BC Ministry of Health Services](#)

This page has a list of toll-free information lines and links for health related topics.

Uses: This is an excellent resource for individual or pair research, online navigation, and telephone skills.

[Welcome BC – Health Care](#)

This page has links and summaries for MSP, Pharmacare, Emergencies, Finding a Doctor, and much more.

Uses: Learners access, locate, and integrate information from the website and by navigating the links.

[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 PowerPoint presentation.

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

[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 Strengths, Weaknesses, Opportunities and Threats (SWOT) and Political, Economic, Social and Technological (PEST) analysis.

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

RESOURCES

Skill Building Resources (cont.)

[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.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors 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.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 5, Volume 2: Managing Information

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.

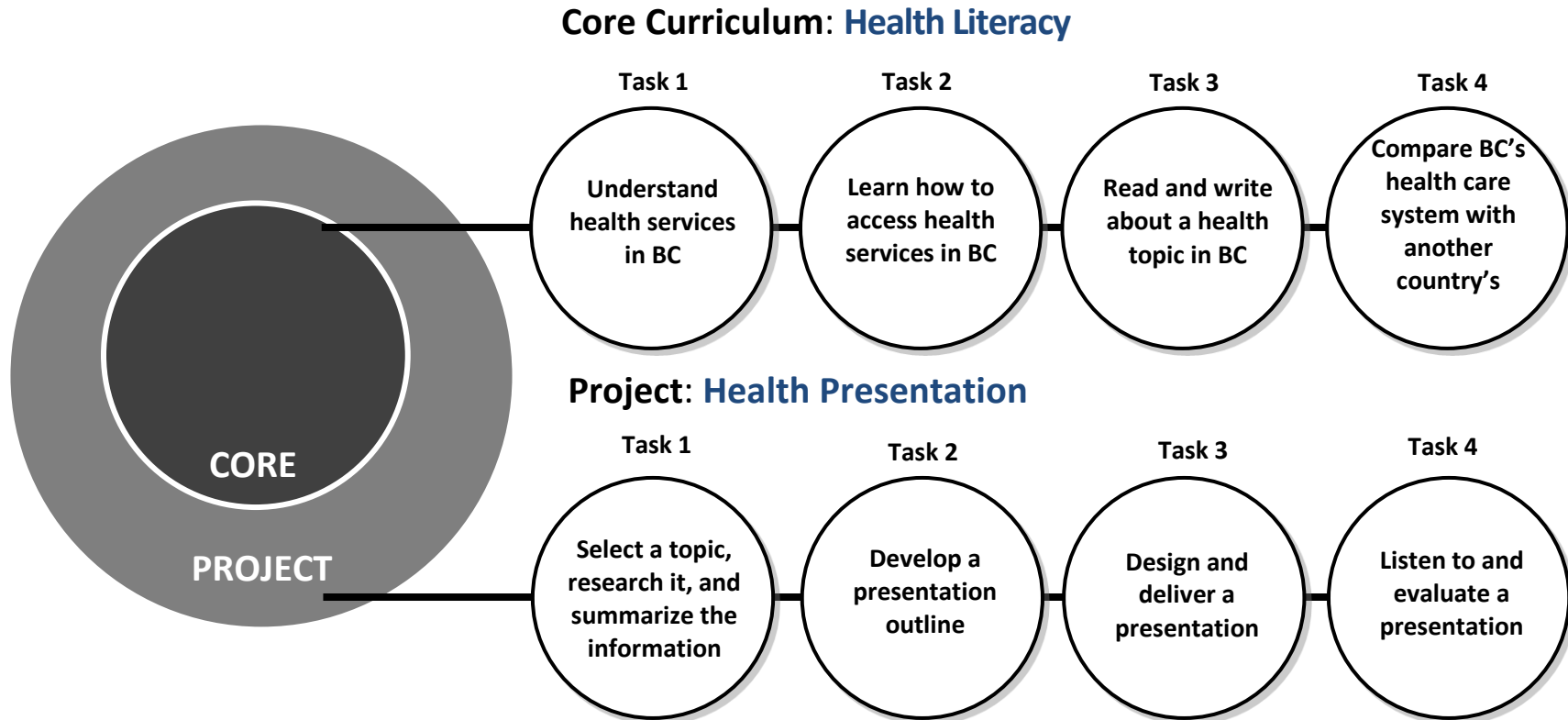
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

[Chapter 7, Volume 2: Telephone Calls](#)

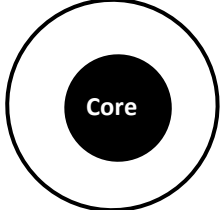
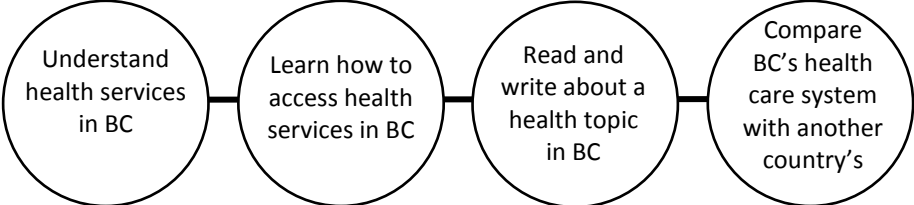






At a glance: BODY & MIND



SCOPE & SEQUENCE

of Sample Tasks

ELSA 6


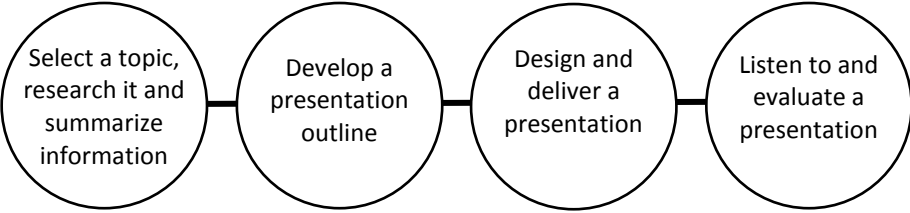

Unit 1: Body and Mind	CORE CURRICULUM: Health Literacy PROJECT: Health Presentation	
		
CLB OUTCOME   	SAMPLE TASK	RESOURCES
 CLB 7-IV: Access, locate and integrate information from online reference sources.	Task 1: Understand health services in BC <ul style="list-style-type: none"> locate and identify services covered by MSP inside and outside BC and Canada create a list of what is <i>not</i> covered by MSP, include the average cost, and discuss private and public health care systems identify different types of supplemental coverage: workplace plans, and private plans 	Welcome BC – Health Care PharmaCare – Ministry of Health Public vs. Private Health Care – CBC News In Depth: Health Care Four-part video debate on Canadian Health Care – The Globe and Mail
 CLB 7-III: Complete extended forms requiring detailed personal information. (FATK)  CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks. (FATK)	Task 2: Learn how to access health services in BC <ul style="list-style-type: none"> complete an online or print MSP application form; identify the purpose of the form and complete it with all the required information; use correct spelling, punctuation, capitalization, dates, and number format listen to recorded messages about what to do when reporting a lost Care Card, following sequence markers or other linguistic clues to infer the order of steps role-play, responding appropriately to health care practitioners' advice and suggestions 	Formative Assessment Toolkit (CLB 7) Welcome BC – Health Care PharmaCare forms – Ministry of Health BC Services Card – Government of BC PharmaCare – Ministry of Health Talking with Your Doctor: A Guide for Older People – National Institute on Aging

Unit 1: Body and Mind	CORE CURRICULUM: Health Literacy (cont.) PROJECT: Health Presentation	
CLB OUTCOME 🗣️🧠📖✍️	SAMPLE TASK	RESOURCES
🗣️ CLB 7-IV: Access, locate and integrate information from online reference sources.	Task 3: Read and write about a health topic in BC This component can be used as a stand-alone task, or as a lead-in to the project work. Learners can work independently, in pairs or groups. <ul style="list-style-type: none"> • select a health topic of interest and social relevance (e.g., mental health, refugee health care, obesity) • research the topic, take notes, and summarize the results • share findings with class 	Health Canada Diabetes Resources – AMSSA Literacy and Health Canada’s Food Guide
🗣️ CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures. (FATK)	Task 4: Compare BC’s health care system with another country’s <ul style="list-style-type: none"> • reflect on learning about the BC health care system; make notes about how BC’s system compares with home country’s • present a short informal report, providing accurate and detailed descriptions and comparisons; include opinion and evidence of critical thinking 	Formative Assessment Toolkit (CLB 7) Presentation Skills – The Training Professional’s Gateway. Collins, M. J.

SCOPE & SEQUENCE

of Sample Tasks

ELSA 6

UNIT 1: Body and Mind	CORE CURRICULUM: Health Literacy PROJECT: Health Presentation	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
CLB 7-IV: Access, locate and integrate information from online reference sources.	Task 1: Select a topic, research it, and summarize information <ul style="list-style-type: none"> • select a topic by participating in a group meeting in which a formal decision making process (e.g., consensus, voting) is used to make decisions • strategize to divide research tasks • research, take notes by reducing information to key points with accurate detail, and summarize information 	Problem-solving and Decision-making: Simple Processes for Problem-solving and Decision-making – Chapman, A.
Various non-target CLB outcomes	Task 2: Develop a presentation outline <ul style="list-style-type: none"> • select a presentation format: <ul style="list-style-type: none"> ○ a presentation and poster that conveys important information about the health topic ○ a 10-minute lesson plan that conveys essential information accompanied by teaching handouts or visuals ○ a 10-minute PowerPoint presentation • write an outline for the presentation, dividing the presentation tasks and roles 	Writing a Topic Outline – WISC-ONLINE: Masticola, R.M.

UNIT 1: Body and Mind	CORE CURRICULUM: Health Literacy PROJECT: Health Presentation (cont.)	
CLB OUTCOME 🧠💡🗣️✍️	SAMPLE TASK	RESOURCES
🧠 CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures. (FATK)	Task 3: Design and deliver a presentation <ul style="list-style-type: none"> • use the outline to plan the presentation, scripting a role for each group member • create visuals (posters, handouts or slides) • identify and write a list of criteria for evaluating presentations (e.g. topic interest, voice, body language, use of visuals) • deliver the presentation as a group 	Assessing a PowerPoint Presentation – TeacherVision
Various non-target CLB outcomes	Task 4: Listen to and evaluate a presentation <ul style="list-style-type: none"> • evaluate your own and others’ presentations based on the criteria selected by the group • give constructive feedback on presentations • set goals for the next presentation 	Giving Constructive Feedback on Presentations – Duke University Centre for Instructional Technology

Interacting in
communities: Unit 2
**EMPLOYMENT &
WORKPLACE**



ELSA 6
CLB 7

Introduction

In this unit, learners build their job search tools and skills, including resume and cover letter writing, finding job postings, phone skills and interview skills. If they do not intend to look for paid employment, all of the skills they build in this unit are transferable to finding volunteer work.

In the **Core Curriculum**, learners focus on cover letters and résumés, search online for jobs, and practice interview skills. The different values placed on soft skills and hard skills are explored, and emphasized.

In the **Project** section, learners research local employment and volunteer organizations. Learners then organize and participate in a field trip to visit one of these agencies where they can put their language skills to active use.







Teaching Suggestions

- If most learners in your class are *not* planning to look for work in Canada, adapt the following tasks to focus on searching for a volunteer position. The skills and strategies are transferable.
- Invite former learners who have obtained employment to share their success stories and offer advice.
- Ask learners to make cold calls to companies of their choice.
- Encourage learners to get involved in the community and seek volunteer opportunities or participate in workshops, presentations, or job fairs.
- Use authentic résumés and cover letters as models or classroom materials for critical reading and analysis.
- Discuss the cultural aspects of the résumé as a representation of workers' actual experience and abilities.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 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).
Speaking	
 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). (FATK)
 CLB 7-I:	Participate in routine phone calls.
Reading	
 CLB 7-I:	Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).
 CLB 7-III:	Get information from moderately complex business/service texts containing assessments, evaluations and advice. (FATK)
Writing	
 CLB 7-II:	Reduce a text of up to about 2 pages to an outline or summary.

Content and Other Outcomes

Learners will

- identify their personal goals, skills, experience, and interests
- improve their résumé and letter writing skills and produce ready-to-use tools for the job search
- gain job hunting and interviewing skills
- research and visit local employment/volunteer programs
- differentiate between soft and hard skills
- develop their awareness of body language, dress, etiquette, and grooming appropriate for the Canadian workplace

POSSIBLE TOPICS

Topic

There are few endeavours that are more challenging to newcomers than negotiating the complex and rewarding paths to gaining meaningful employment in the workforce in Canada. The following outlines possible topics instructors could focus on in delivering this unit:

- job search skills (resume writing, locating jobs, initial contact, interview skills)
- networking skills (electronic and face-to-face)
- skills in starting and succeeding in the Canadian workplace
- participating in workplace meetings and team work
- participating in innovations and communicating new ideas
- common written genres associated with the workplace (business letters, emails, memos)
- telephone and interpersonal communicative etiquette at the workplace
- workplace relationships, challenges, bullying, and discrimination
- unpaid labour at home, in raising children, or through volunteer work

Cross-cultural Perspectives

Laws, practices, and other cultural norms surrounding the workplace and employment vary from country to country. It is therefore worthwhile for instructors to explore some of these notions with learners. Any of the following topics may be explored with an emphasis on practices across cultures:

- compare dominant careers and occupations in learners' home countries and Canada
- compare employment and workplace practices and etiquette across cultures
- compare gender differences in employment and work across different cultures
- compare differing management styles and workplace hierarchies across cultures

Systems and Practices in BC and Canada

The following are topics instructors could explore with learners:

- unions, professional associations, and employee rights in BC and Canada
- BC and Canadian labour laws (e.g., minimum wage, paid vacation, leaves, breaks)
- Canadian Human Rights guidelines with respect to discrimination at work
- Workers' Compensation (WorkSafeBC) and Employment Insurance
- workplace safety
- new and emerging trends in employment and workplace practices (e.g., flex hours, out-of-home, part-time or work share, older employees with the removal of mandatory retirement)

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- terms related to occupations, professional designations, job characteristics and job descriptions
- terms related to job search process and abbreviations and jargon used in job advertisements
- wider scope of action verbs used to describe work experience, skills and abilities
- wider scope of adjectives and nouns to describe personal qualities and qualifications

duties, responsibilities, qualifications, credentials

attention to detail, ability to work on a team, dynamic environment, thrive under pressure

analyze, review, evaluate, plan, allocate

go-getter, forward-looking, solution-oriented

Grammar

- past and present tenses to describe education and work experience
- identifying and non-identifying adjective clauses
- time clauses

I've worked on a variety of long-term projects.

By the end of the week, from time to time, at the end of the day

Pronunciation

- sentence stress on adjectives or adverbs describing key work experience
- syllable stress in all work-related terms
- intonation patterns to indicate friendliness and engagement

RESOURCES

Job Skills

[Career Handbook – Human Resources and Skills Development Canada](#)

This page has an overview of the Career Handbook and a menu that links to the classification structure, job titles, the National Occupational Classification (NOC), a search for the Career Handbook, and more.

Uses: Learners navigate to find information on skills and qualifications for specific job categories.

[Employment Standards Branch – Ministry of Jobs, Tourism, and Skills Training](#)

This website offers updates on the latest news and changes to the minimum wage and other employment standards in BC. In addition, there are links to pages with specific standards documents, information on standards for particular occupations, and video guides to the website, navigating the website, and more.

Uses: Learners watch a navigation video and use the website to find information about standards for particular occupations.

[How Do Your Skills Measure Up? – Tows 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.

Job Search Skills

[BCJobs.ca](#)

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

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

[Country Profiles – Kwintessential](#)

This website has links to free international culture, customs, and etiquette guides for many countries around the world.

Uses: Learners read and compare a profile of their country's culture with Canada's and note the differences, with a specific focus on work.

[The Learning Edge](#)

This website is an online, interactive newspaper for adult language learners that focuses on employment in Canada with audio and visual supports.

Uses: Learners research job skills through reading and listening.

[National Occupational Classification – Human Resources and Skills Development Canada](#)

This government website is the authoritative resource on occupational information in Canada. The homepage offers many sections including the following: About the NOC, Occupational Structure, Tutorial (recommended), Quick Search, and more.

Uses: Learners use online navigation skills to learn how to use the NOC and then to access occupational information with it.

[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 many more.

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

RESOURCES

Job Search Skills (cont.)

[Eluta.ca](#)

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

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

[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 tables, and charts.

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

[Informational Interviews Create Powerful Results – BCJobs.ca](#)

This article gives an overview of informational interviews and has a concise list of the benefits. It also has links to related articles and a menu of categories for other advice.

Uses: Learners summarize the overview and work together to explain the rationale behind the list of benefits. Learners could also be encouraged or supported to contact someone in their network who works in one of these job categories for an informational interview.

[Informational Interviews Part 2 – BCJobs.ca](#)

This follow-up article outlines a five-step process for a successful informational interview.

Uses: Learners summarize the steps and carry out a real informational interview or a role-play.

[Jobs and Careers Videos – About.com](#)

This page has over 200 videos about job and career related topics.

Uses: Learners take notes and research job interviews and workplace skills.

[Mock Job Interview – YouTube](#)

This link takes you to a mock job interview search results page on YouTube. Many videos are excellent for listening but be aware that some may include parody or satire, the understanding of which is rated at CLB 9 or higher.

Uses: Learners navigate online to access videos on YouTube and determine the purpose, audience, and quality of the clips. Learners can then take notes on the videos that are actually useful for serious job seekers.

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

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

[Nice Jobs](#)

This 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 use 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 and services, and employment planning and 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 use navigation skills and access job ads online.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#).

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This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors 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.

Uses: A number of chapters are particularly useful for this unit including the following:

Chapter 4, Volume 1: Looking for a Job

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](#)

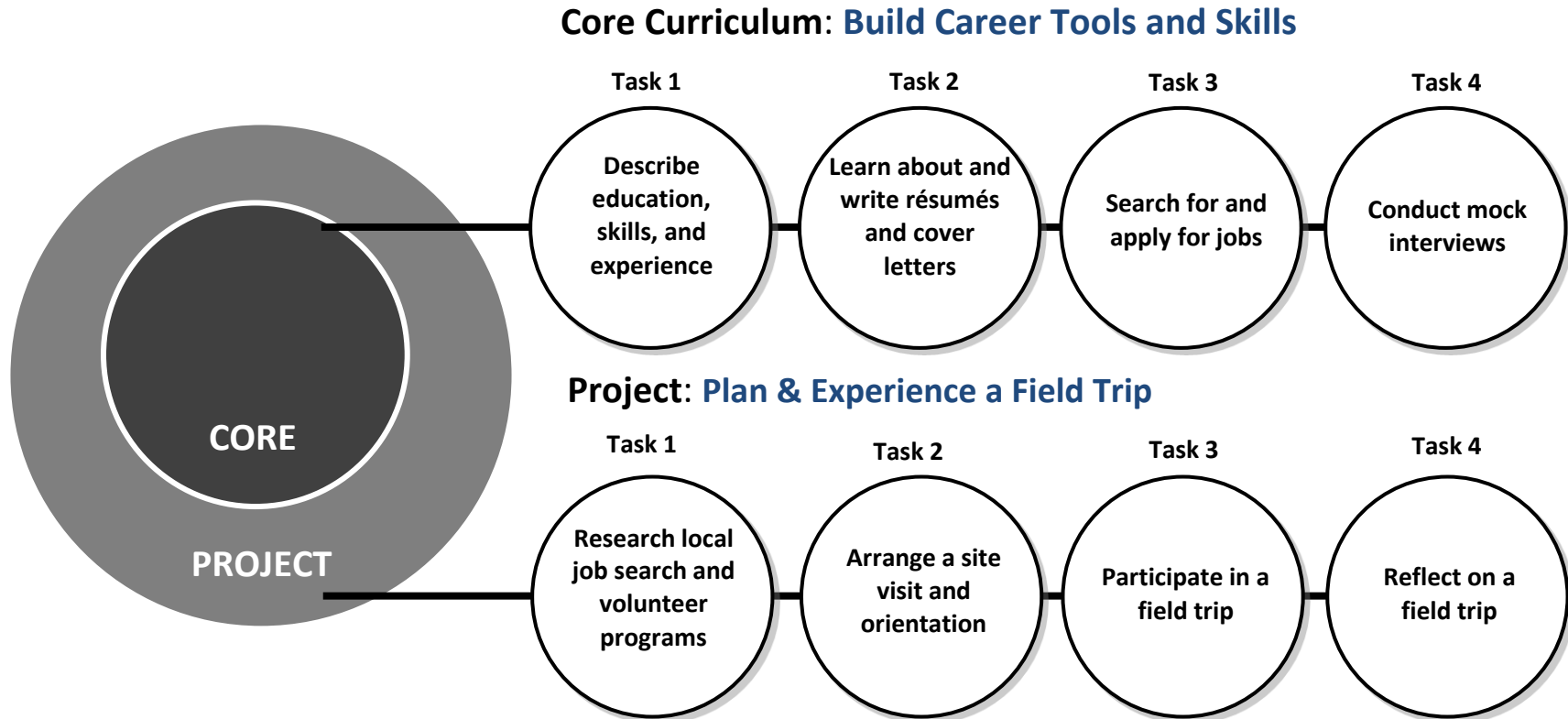
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

Uses: The following chapters are well-suited to this unit:

[Chapter 4, Volume 1: Looking for a Job](#)

[Chapter 7, Volume 2: Telephone Calls](#)

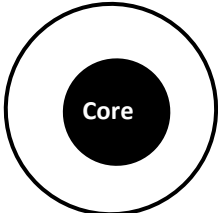
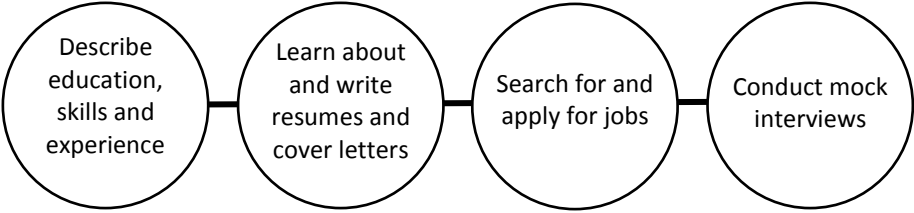
At a glance: EMPLOYMENT & WORKPLACE










SCOPE & SEQUENCE

ELSA 6

of Sample Tasks


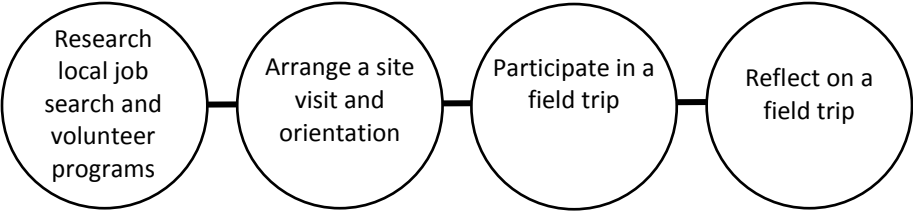



UNIT 2: Employment & Workplace	CORE CURRICULUM: Build Career Tools and Skills PROJECT: Plan and Experience a Field Trip	
		
CLB OUTCOME 🧠💡📝	SAMPLE TASK	RESOURCES
🧠 CLB 7-I: Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope). (FATK)	Task 1: Describe education, skills and experience <ul style="list-style-type: none"> perform a class survey to discover work and education history, career goals and needs Note: If most learners are <i>not</i> planning to look for work in Canada, adapt the following tasks to focus on searching for a volunteer position <ul style="list-style-type: none"> build vocabulary needed to describe education, skills, and experience share workplace anecdotes to practice describing skills and experience; use conversation management strategies such as active listening, interrupting and holding the floor identify hard & soft skills 	Formative Assessment Toolkit (CLB 7) LINC 5-7 Classroom Activities How Do Your Skills Measure Up? – Towses Skill Plan
📝 CLB 7-I: Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).	Task 2: Learn about and write resumes and cover letters <ul style="list-style-type: none"> compare different types of résumés, identifying common and different elements, and evaluating the effectiveness of each read and analyze various resume samples write a résumé based on a personal point-form inventory of skills, attributes, credentials, and work experience (OPTIONAL) Note: Writing resumes is a CLB 8 task; it is optional for this level; learners will need a lot of support if you attempt it. <ul style="list-style-type: none"> Read various cover letters and compare them to the specific job posting, take notes of the positive and negative features of the cover letter and discuss improving it write a cover letter as part of a job application 	LINC 5-7 Classroom Activities LINC 5-7 Classroom Activities (e-Resources) Cover Letter Samples – Monster.ca

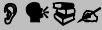




UNIT 2: Employment & Workplace		CORE CURRICULUM: Build Career Tools and Skills PROJECT: Plan and Experience a Field Trip	
CLB OUTCOME   	SAMPLE TASK	RESOURCES	
<p> CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice. (FATK)</p> <p> CLB 7-I: Participate in routine phone calls</p>	<p>Task 3: Search for and apply for jobs</p> <ul style="list-style-type: none"> find three job ads that are of interest, using job search websites <p>Note: These can be used with the cover letters above and the mock interviews below</p> <ul style="list-style-type: none"> summarize the three jobs to a group practice telephone skills doing the following: <ul style="list-style-type: none"> asking for someone; leaving a message introducing yourself; stating the purpose of your call requesting information; following up after submitting a résumé making and changing appointments role play calling about the job ads, following up on a resume submission, and making an appointment for an interview 	<p>Formative Assessment Toolkit (CLB 7)</p> <p>LINC 5-7 Classroom Activities, Chapter 4, Volume 1: Looking for a Job</p> <p>LINC 5-7 Classroom Activities, Chapter 7, Volume 2: Telephone Calls</p>	
<p> CLB 7-II: Reduce a text of up to about 2 pages to an outline or summary.</p> <p> 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).</p>	<p>Task 4: Conduct mock interviews</p> <ul style="list-style-type: none"> research the most commonly asked job interview questions select three challenging questions and write point-form notes on how to answer them read an online article on job interviews and make a list of job interview do's and don'ts view sample job interviews; make notes of questions asked and etiquette practice asking and answering interview questions in multiple one-on-one interviews relating to a variety of different job descriptions learners may be required to do the following: <ul style="list-style-type: none"> provide necessary information ask relevant questions summarize information and ideas to confirm understanding agree and disagree appropriately thank others for their contributions and information practice a panel interview, wherein one candidate is interviewed by three interviewers at a time 	<p>LINC 5-7 Classroom Activities, Chapter 4, Volume 1: Looking for a Job</p> <p>Mock Job Interview – YouTube</p> <p>Jobs and Careers Videos – About.com</p>	

SCOPE & SEQUENCE

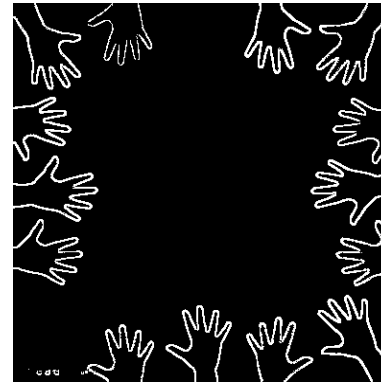
ELSA 6

of Sample Tasks

UNIT 2: Employment and Workplace	CORE CURRICULUM: Build Career Tools and Skills PROJECT: Plan & Experience a Field Trip	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice.</p> <p> CLB 7-II: Reduce a text of up to about 2 pages to an outline or summary.</p>	<p>Task 1: Research local job search and volunteer programs</p> <ul style="list-style-type: none"> • identify and research the following kinds of local employment or volunteer-related agencies and programs: <ul style="list-style-type: none"> ○ government employment centres ○ public job or volunteer fair in the community ○ volunteer matching program ○ public library which has job and volunteering searching resources • read the website information to find out the address, phone number, program descriptions, and eligibility requirements • take notes from websites and create a chart of employment or volunteer organizations and all relevant information as follows: <ul style="list-style-type: none"> ○ reduce information to important points with accurate details and no major omissions ○ record details such as names, addresses, dates, and directions with correct spellings 	<p>WorkBC Centres – Government of BC</p>

UNIT 2: Employment and Workplace		
CORE CURRICULUM: Build Career Tools and Skills		
PROJECT: Plan & Experience a Field Trip		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-I: Participate in routine phone calls.</p>	<p>Task 2: Arrange a site visit and orientation</p> <ul style="list-style-type: none"> • practice phone skills as follows: <ul style="list-style-type: none"> ○ requesting information about the program ○ phoning to ask to visit the site of the employment program as a class ○ requesting a group orientation to services ○ scheduling a site visit <p>Note: one student could be tasked with actually making this phone call; alternatively the teacher could make the phone call while the class listens and makes notes of language used</p>	<p>LINC 5-7 Classroom Activities, Chapter 7, Volume 2: Telephone Calls</p>
<p> 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.)</p> <p> CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations, and advice.</p>	<p>Task 3: Participate in a field trip</p> <ul style="list-style-type: none"> • prior to the field trip, do the following: <ul style="list-style-type: none"> ○ review conversation management skills, such as stating the reason for your visit, asking for clarification, interrupting to ask a question, etc. ○ identify appropriate and inappropriate behaviour for a workplace environment ○ list and assign questions to be asked • read program brochures, posters, flyers and other program information provided during the field trip • evaluate which programs or services would be relevant and useful • extract details about these programs and services 	<p>Networking Advice – BC Jobs.ca</p> <p>Country Profiles-Kwintessential</p>
<p> 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.)</p>	<p>Task 4: Reflect on a field trip</p> <ul style="list-style-type: none"> • summarize what was learned on the field trip • make note of any next steps or other follow up needed • write a thank you card or email • make mini-presentations about the unit, including what was learned, career goals, and actions to be taken 	

Interacting in
communities: Unit 3
IMMIGRATION &
MULTICULTURALISM



ELSA 6
CLB 7

Introduction

The topics of immigration and multiculturalism are of interest to newcomers, not just through the lens of personal experience, but also from historical, political and social perspectives.

The **Core Curriculum** introduces learners to immigration and multicultural programs. Learners will explore some of the historical factors that have shaped immigration in BC and look at barriers faced by newcomers.

The **Project** involves building relationships. It includes an assignment in which learners interview a newcomer to Canada for their experiences and opinions. Learners will practice interview techniques, prepare questions for the interview, conduct the interview, and report back to the class.





Teaching Suggestions

- Draw on learners' experience and expertise as newcomers to Canada.
- Arrange field trips to multicultural fairs, neighbourhoods and community events.
- Encourage learners to purposefully investigate language use (e.g., greetings, leave-taking) and bring results to class.
- Encourage learners to actively work on developing community connections through community centres, friendship clubs, churches, etc.
- Use common errors from learners' writing to develop editing checklists for learner use.
- Involve learners in the development of editing checklists and paragraph and essay evaluation rubrics.
- Encourage learners to use various conversation management strategies and discussion techniques in every class.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 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. (FATK)
Speaking	
 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.
Reading	
 CLB 7-IV:	Understand moderately complex extended descriptions, reports and narrations on familiar topics.
Writing	
 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.

Content and Other Outcomes

Learners will

- express opinions about immigration and multiculturalism in Canada
- survey immigration and multiculturalism policy from historical and contemporary perspectives
- increase their cultural understanding of immigration and multiculturalism through both research and critical analysis
- build vocabulary related to immigration, multiculturalism, race, and ethnicity, and apply it in speaking and writing
- refine their critical reading abilities through critiquing immigration and multiculturalism policy in Canada
- build confidence in speaking through an extended interview with a newcomer

POSSIBLE TOPICS

Topic	<p>This unit covers the historic and contemporary policies and practices of immigration to Canada and British Columbia, and policies, practices, and organizations promoting multiculturalism. Instructors might include any of the following topics:</p> <ul style="list-style-type: none">• life histories of individual immigrants or histories of immigrant communities in British Columbia• critical issues in immigration history in British Columbia, such as the Chinese Head Tax in the 1920s and the internship of the Japanese during WWII (news or other documentation from the time might be used to consider historical versus contemporary perspectives)• the changing nature of immigration policies and the immigration sources to British Columbia• demographic distributions of immigrants and immigrant communities over time in British Columbia
Cross-cultural Perspectives	<p>Immigration in Canada varies from region-to-region and from rural to urban contexts. Likewise, internationally, migration trends and multicultural policies and practices vary. These topics invite the introduction of compare and contrast or advantages and disadvantages processes. Instructors could explore one or more of the following differences with learners:</p> <ul style="list-style-type: none">• compare and contrast the histories, experiences and perspectives of immigrants to Canada in different regions or in rural versus urban contexts• compare and contrast British Columbia and Quebec’s approaches to immigration and multiculturalism• explore how Canada’s immigration and multicultural policies and practices compare with those of other countries.• explore the advantages and disadvantages of diversity and high levels of immigration in a country or region
Systems and Practices in BC and Canada	<p>The following are one or more topics instructors could explore with learners:</p> <ul style="list-style-type: none">• Canada and BC’s immigration policies, practices and services.• Canadian Multicultural policies as articulated in the Canadian Charter and the Multicultural Act of 1988

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- idiomatic and technical language related to immigration and multiculturalism
- vocabulary related to application forms, policies, and procedures
- vocabulary related to reports and formatted texts
- vocabulary to manage conversations, deal with conflict, and give opinions

diversity, melting pot, mosaic, allophone, anglophone

act, bill, ministry, appeal, adjudicated

outline, refer to, based on, according to

in my experience, on the other hand, I don't doubt you

Grammar

- perfect tenses, basic reported speech, infinitives and gerunds, and basic conditionals
- questions for conversation management and tag questions for small talk
- passive voice to describe processes

According to the article, they said that they were claiming refugee status

The decision was made unanimously.

Pronunciation

- high-rise intonation pattern to indicate yes-no questions and tag questions
- rise-fall intonation pattern in wh- questions
- non-word vocalizations and head motions to express interest and encourage the speaker to continue

Did he really/ leave?//; He didn't leave, did he?

Where did he move to/ after he left Toronto?

um-hmm, aha, wow

RESOURCES

Newcomer Stories

[BC Archives](#)

This website is a good resource for instructors. It includes access to textual and visual records and moving images and sound recordings from the archives of the Government of British Columbia.

Uses: Learners access and listen to moderately complex communication related to personal or general experiences.

[BC People – Portraits of Diversity in BC](#)

This website offers an overview of the project, a downloadable book, online podcasts, and a DVD that can be ordered online for free. This is an excellent resource for reading and listening skills development.

Uses: Learners read and listen to understand moderately complex extended descriptions and narrations about the people of BC.

[Canadian Immigrant Magazine - British Columbia Edition](#)

This is a fantastic free resource for both instructors and learners. It offers information on settlement in BC, culture, education, money and business etc.

Uses: Learners find and research immigrant stories, which have Canadian immigrants discussing a wide variety of topics about life in Canada.

[Canadian Immigrant – Voices of Immigrants in Canada](#)

This website has immigrant stories and resources for newcomers.

Uses: Learners write a summary, a comparison, or provide a detailed description of a person, system, or procedure.

[Canadian Museum of Civilization – Face to Face – The Canadian Personalities Hall](#)

This online exhibition has a wide variety of stories about Canadians throughout history who have contributed to the building and shaping of Canada and Canadian culture.

Uses: Learners write two or three connected paragraphs to relate a familiar

sequence of events, make a comparison, or provide a detailed description of a Canadian newcomer.

[Hana’s Suitcase](#)

The original book is illustrated for children but it can be adapted for use with adults. There are excellent web-based teacher resources, archival material, and audio and video resources readily available on-line for extending the reading into research, including the Brady Family.

Uses: Learners could display their own immigration realia to explore their personal immigration stories, or they might consider the immigration histories of communities in Canada that sought refuge from persecution.

[Shaun Tan](#)

This is the website for the author of *The Arrival*, a graphic novel with no words or text that chronicles the journey of a newcomer from his unspecified homeland to the USA. This website provides a good way to explore visual literacy, creative outlets, and one very interesting newcomer, Shaun Tan.

Uses: Learners build vocabulary and creative writing assignments based on the ideas from the website, so learners are able to narrate what they understand. Like *Hana’s Suitcase*, it invites using objects to tell learners’ personal migration stories.

[TEFLtastic Blog – Alex Case](#)

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

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays. It is also a great source of classroom-ready material for teachers. The links include functions like giving detailed information, expressing and qualifying opinions and feelings, and expressing reservations, approval, disapproval, possibilities, probabilities and more.

RESOURCES

Newcomer Facts and Resources

[British Columbia Institute of Technology \(BCIT\) – International Credential Evaluation Service \(ICES\)](#)

This page has an overview of the service and links to the steps required to have an evaluation of credentials done.

Uses: Learners follow the steps and fill out an application, or learners can write two or three connected paragraphs to provide a detailed description of a procedure.

[Citizenship and Immigration Canada](#)

This is the Federal Government’s official website providing comprehensive information about immigration law, process of immigration, settlement programs etc.

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays.

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

This page of the CIC website has links to sponsorship forms, immigration forms, and geographical information guides.

Uses: Learners complete extended forms requiring personal information, or learners use the forms to practice question formation and fill out the forms for a partner through questioning.

[Ministry of Social Development – Self Serve Assessment & Application](#)

This page has links to information, assessment, and application forms for income assistance.

Uses: Learners complete extended forms requiring personal information, or use the forms to practice question formation and fill out the forms for a partner through questioning.

Multiculturalism and Identity

[Campbell River and Area – Multicultural and Immigrant Services](#)

This page has a condensed version of the basic principles from the BC Human Rights Code and the Canadian *Human Rights Act*.

Uses: Learners use the information to guide discussion about current human rights stories in the news.

[Statistics Canada](#)

This website has links to a lot of demographic information, including ethnic diversity, immigration, population, income, poverty, and more.

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays.

[Statistics Canada – Students and Teachers](#)

This page includes a comprehensive list of lesson plans intended for learners from elementary to post-secondary levels.

Uses: Learners and teachers can create their own graphs and charts based on the data of their choice.

[Welcome BC](#)

This website has a comprehensive list of various service providers, resources, and programs offered in BC.

Uses: Learners use navigation skills to access online material for presentations, readings, or role-plays.

[Welcome BC – Immigration and Diversity Facts and Trends](#)

This page has links to diversity profiles by region, immigration diversity maps and trends, and census reports.

Uses: Learners use navigation skills to access online material for short presentations by region using charts, graphs, and tables.

[Campbell River and Area – Multicultural and Immigrant Services](#)

This resource provides a condensed version of the basic principles in the Canadian *Multiculturalism Act* and the BC *Multiculturalism Act*

RESOURCES

Multiculturalism and Identity (cont.)

[Embrace BC](#)

Funded by the Government of Canada and the province of BC, this website offers resources and links with a focus on promoting inclusive communities within BC, multiculturalism, and eliminating racism.

Uses: Learners access information online for a jigsaw about current resources, campaigns, and events.

[Encyclopedia of Canada's Peoples – Multiculturalism and Canadian Identity](#)

This articles examines multiculturalism and the Canadian identity in the years leading up to, during, and after World War II.

Uses: Learners build vocabulary through reading and create a timeline to

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors 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.

Uses: The following chapters are particularly well-suited to this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 5, Volume 2: Managing Information

Chapter 7, Volume 2: Telephone Calls

match the article with key points summarized. Also well suited to an ordering exercise if cut into strips as a warm-up/follow-up.

[The Globe and Mail – Strike Multiculturalism from the National Vocabulary](#)

This article investigates the benefits of multiculturalism in Canada. The page has links including most viewed articles, video and features, top-rated comments and poll results.

Uses: Learners read the article, watch the videos, and give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions.

[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.

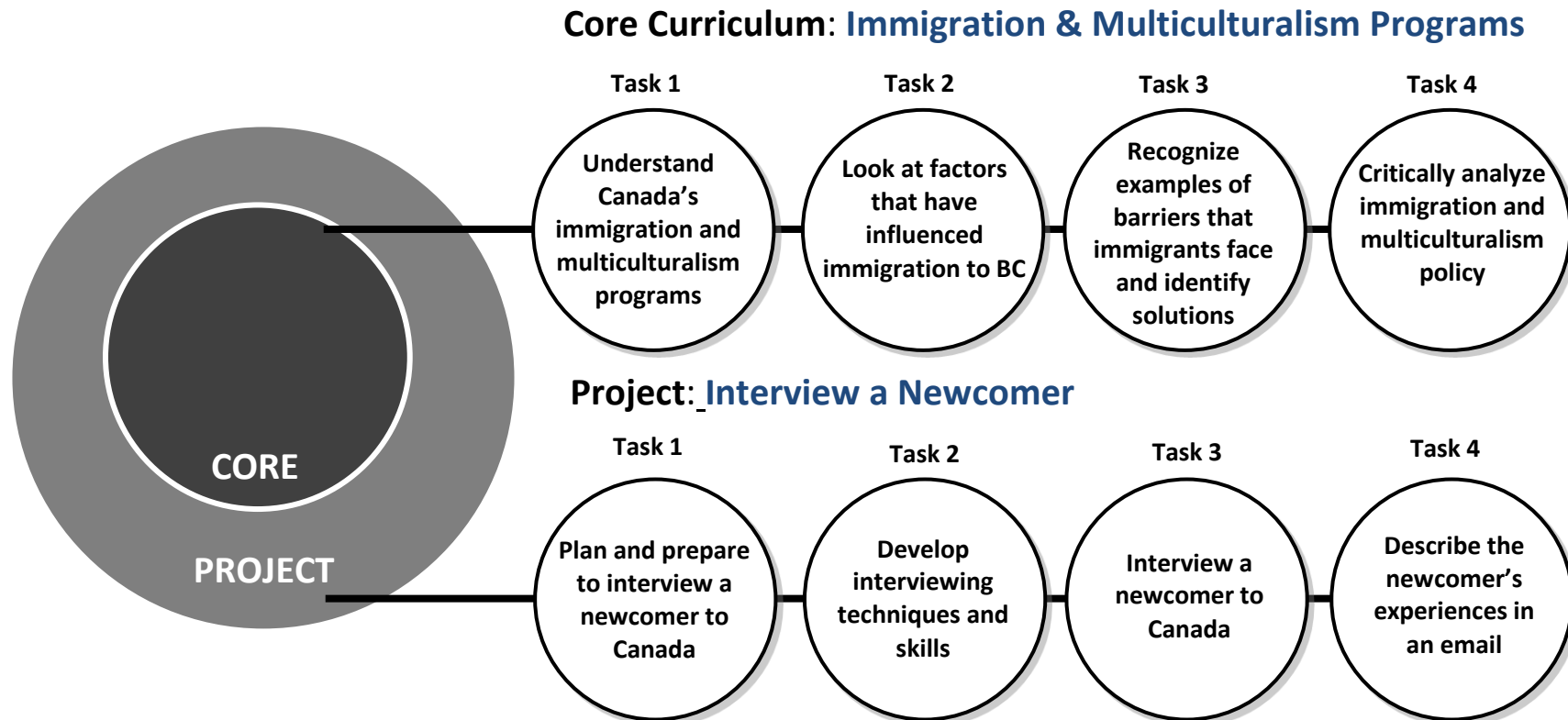
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

[Chapter 7, Volume 2: Telephone Calls](#)

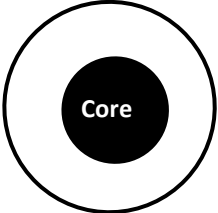
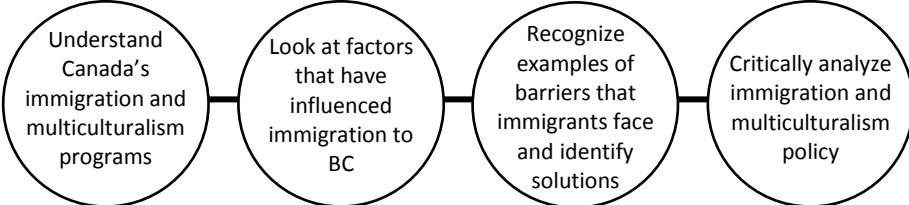
At a glance: IMMIGRATION & MULTICULTURALISM






SCOPE & SEQUENCE

of Sample Tasks

ELSA 6


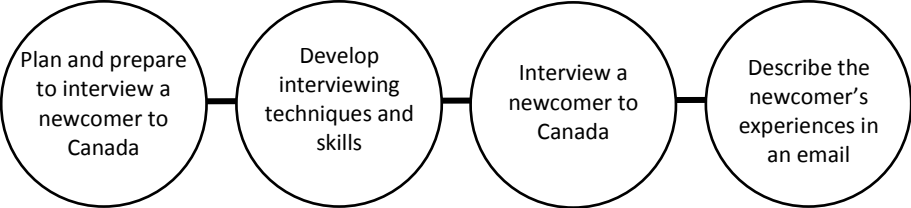

UNIT 3: Immigration & Multiculturalism	CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview a Newcomer	
		
CLB OUTCOME 🗣️👂📖	SAMPLE TASK	RESOURCES
🗣️ CLB 7-III: Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.	Task 1: Understand Canada's immigration and multiculturalism programs <ul style="list-style-type: none"> view various videos on the Citizenship and Immigration Canada (CIC) website identify purpose and intended audience for the videos; analyze the persuasive intent and devices used compare with learners' own experiences with the immigration system identify key immigration policies, programs and trends search CIC and Welcome BC websites to identify and list settlement and employment programs for newcomers create posters to summarize and display useful information 	Citizenship and Immigration Canada – Video Centre Welcome BC Encyclopedia of Canada's Peoples – Multiculturalism and Canadian Identity
📖 CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.	Task 2: Look at factors that have influenced immigration to BC <ul style="list-style-type: none"> read reports, timelines, and tables to understand how immigration to BC has changed historically ask and answer questions about how BC has been built by immigration explore the role of one or more immigrant communities in BC (e.g., Japanese, Ukrainian) and how they have influenced others and been shaped by settling in BC 	Welcome BC Encyclopedia of Canada's Peoples – Multiculturalism and Canadian Identity







UNIT 3: Immigration & Multiculturalism		CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview a Newcomer	
CLB OUTCOME 	SAMPLE TASK	RESOURCES	
<p> 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.</p>	<p>Task 3: Recognize examples of barriers that immigrants face and identify solutions</p> <ul style="list-style-type: none"> brainstorm barriers that immigrants and refugees experience, drawing on personal experience and the results of research done in component 1 & 2 identify potential or actual solutions; refer to programs investigated above view videos of “Success Stories” on the Welcome BC YouTube channel; identify the barrier the individual faced and how she or he overcame it 	<p>Welcome BC Video Channel – YouTube</p> <p>Canadian Immigrant – Voices of Immigrants in Canada</p> <p>Canadian Immigrant Magazine – BC Edition</p>	
<p> 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.</p>	<p>Task 4: Critically analyze immigration and multiculturalism policy</p> <ul style="list-style-type: none"> synthesize and evaluate the concepts explored in the unit by writing a short essay on one aspect of immigration and multiculturalism select a topic that is narrow enough to be treated in a short essay learn or review paragraph writing skills write an outline; include a critical analysis, an opinion and a solution write a draft receive and provide feedback on draft rewrite and share the work 	<p>LINC 5-7 Classroom Activities, Chapter 1, Volume 1: Academic Skills</p> <p>The Globe and Mail – Strike Multiculturalism from the National Vocabulary</p> <p>Campbell River and Area – Multicultural and Immigrant Services</p>	

SCOPE & SEQUENCE

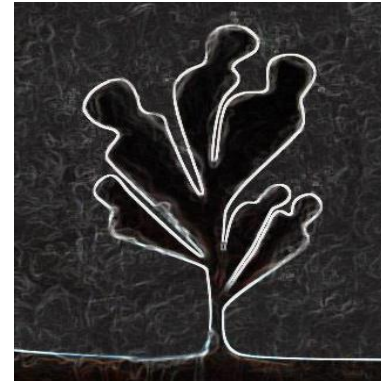
of Sample Tasks

ELSA 6

UNIT 3: Immigration & Multiculturalism	CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview with a Newcomer	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>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.</p>	<p>Task 1: Plan and prepare to interview a newcomer to Canada</p> <ul style="list-style-type: none"> • working in small groups or pairs, identify a non-classmate newcomer to interview; this may be a friend, a co-worker, or a neighbour • email or phone the newcomer and request a 15-minute interview • negotiate the date, time and, venue for the interview <p>Note: this can be during class time</p> <ul style="list-style-type: none"> • Prepare a list of questions to ask the interviewee about the following topics: <ul style="list-style-type: none"> ○ experiences with and perceptions of the immigration process ○ experiences of various immigration and multiculturalism programs ○ views or opinions of multiculturalism and ethnic diversity in Canada ○ experiences living in British Columbia ○ perceptions of barriers to achieving economic, social, or political success in British Columbia 	<p>LINC 5-7 Classroom Activities</p> <p>TEFLtastic Blog – Alex Case</p>

UNIT 3: Immigration & Multiculturalism		CORE CURRICULUM: Immigration & Multiculturalism Programs PROJECT: Interview with a Newcomer
CLB OUTCOME    	SAMPLE TASK	RESOURCES
<p> 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. (FATK)</p>	<p>Task 2: Develop interviewing techniques and skills</p> <ul style="list-style-type: none"> • practice conversation strategies by role playing the following: <ul style="list-style-type: none"> ○ conversation opening, maintenance, and closing techniques ○ follow-up questions to keep the conversation going ○ techniques for holding the floor, keeping the turn, and resuming conversation after interruptions ○ techniques to change the topic appropriately • listen to an interview with a newcomer to identify the following: <ul style="list-style-type: none"> ○ the purpose of the interview ○ factual details, and phrases used to interrupt, change the topic, and open and close the interview • role play interviews using questions developed in Component 1 and techniques developed in Component 2 	<p>Formative Assessment Toolkit (CLB 7)</p> <p>Canada's Top Immigrants - CBC Edmonton EAL</p>
<p>Various non-target CLB outcomes</p>	<p>Task 3: Interview a newcomer to Canada</p> <ul style="list-style-type: none"> • meet with a newcomer and conduct an interview doing the following: <ul style="list-style-type: none"> ○ asking for clarification and repetition as needed ○ taking detailed notes and summarizing the notes back to interviewee in order to confirm accuracy 	<p>LINC 5-7 Classroom Activities</p> <p>TEFLtastic Blog – Alex Case</p>
<p> 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.</p>	<p>Task 4: Describe the newcomer's experiences in an email</p> <ul style="list-style-type: none"> • report back to classmates presenting the results of the interview • write a report of two to three paragraphs describing the newcomers experience in Canada • email it as an attachment to classmates • reflect on the experience of planning and conducting the interview 	<p>LINC 5-7 Classroom Activities, Chapter 1, Academic Skills</p>

Interacting in communities: Unit 4 **FAMILY & RELATIONSHIPS**



ELSA 6
CLB 7

Introduction

In this unit, learners become acquainted with the different types of family services offered in British Columbia. They identify the difficulties in adjusting to a new life and making new friends in Canada. In addition, they examine possible resolutions to family and relationship challenges.

In the **Core Curriculum**, learners focus on family systems and family services. Learners discuss the kinds of changes that their families have experienced since they immigrated to Canada. Through group discussions and research, including the use of online directories, they research family services in British Columbia.

The **Project** component focuses on non-family relationships. Learners discover ways to strengthen their social networks, investigate cultural expectations in social situations, and explore issues of diversity. The project culminates in producing a video or blog post aimed at advising newcomers about how to make friends and build relationships in Canada.





Teaching Suggestions

- Encourage learners to attend community events to observe social interaction and practice small talk.
- Encourage learners to send notes, letters, and emails to friends and colleagues expressing congratulations, condolences, best wishes and appreciation.
- Include simulation activities of common social events (e.g., weddings, funerals, baby showers, house warming events, and cocktail parties) where learners can practice interacting with each other.
- Use online graph-reading sample test questions.
- Involve learners in giving constructive feedback after peer presentations.
- Include pronunciation activities to practice effective use of voice, including speed, clarity, and tone.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 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	
 CLB 7-III:	Give extended warnings, suggestions, recommendations or advice.
Reading	
 CLB 7-IV:	Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus).
Writing	
 CLB 7-I:	Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).

Content and Other Outcomes

Learners will

- become acquainted with family services offered in BC
- describe graphs or data tables containing statistics about families and social diversity
- present personal views on family and relationship issues
- develop and demonstrate the ability to use language strategies for managing conversations and avoiding miscommunication
- improve their language of social interaction and suasion
- use resources such as dictionaries, thesauri, internet search skills, and spell-checking functions on a computer

POSSIBLE TOPICS

Topic	This unit focuses on supporting learners to maintain and develop strong family and personal relationships as newcomers to Canada. Instructors might begin with an overview of the types of families in Canada and how they are changing and some consideration of family dynamics experienced by newcomers to Canada (e.g., generational differences, intergenerational conflicts). The specific topics should be selected according to learners' needs.
Cross-cultural Perspectives	<p>It is important to consider cross-cultural perspectives and practices with respect to families and relationships. Instructors might explore any of the following topics with learners:</p> <ul style="list-style-type: none">• family relationship and role differences across cultures• differences between familial and state responsibilities for social services across cultures• courtship and gender differences across cultures• birthing and child-rearing practices across cultures• the role of elders and grandparents across cultures
Systems and Practices in BC and Canada	<p>One or more of the following are topics teachers could explore with learners:</p> <ul style="list-style-type: none">• marriage and common law relationships in Canada• changing gender roles and expectations• children's rights and responsibilities; parental rights and responsibilities• early childhood development issues• family literacy practices and projects• parental roles with respect to schooling in Canada• strategies for language development in children, for maintaining heritage language and culture• strategies for maintaining and sustaining intergenerational relationships in the family• strategies for building strong connections to neighbourhoods• strategies for forming and maintaining friendships and interpersonal support systems• caring for the elderly or people with disabilities• child care support and services in BC and Canada• child protection in BC and Canada• family law in BC and Canada• same sex marriage and LGBTQ rights in BC and Canada

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- language related to family services and family issues
- expanded range of abstract, idiomatic and conceptual vocabulary to report and discuss personal and factual information, and to express ideas, opinions and feelings about familiar topics and issues
- words and expressions relating to social participation

*child support, gradual entry, special needs, common law, immediate and extended family
in a heartbeat, be on the same page, all over the place, burn the candle at both ends, tag-team parenting
engaged, network, support system*

Grammar

- modals of advice, necessity, and prohibition
- spelling, punctuation, and capitalization in writing
- gerunds as objects of prepositions in expressions of apologies, thanks, and disappointment

You'd better not, I'd rather you...

I'm sorry for not calling you.

Thank you for helping me.

He's disappointed about not being able to attend the event.

Pronunciation

- intelligible and communicatively effective pronunciation
- English phonological sound systems to interpret oral discourse

sound segments, rhythms, and intonations

RESOURCES

Family

[Babies](#)

This wordless film by French directors Balmès and Chabat follows the birth, home environment, and early upbringing of four newborns as they are born and develop into toddlers in four different regions of the world. The DVD is available at the library, video stores, or through online distributors, and there are photo slide shows and articles available on the website.

Uses: An instructor could use all of the film or show shorter segments. Learners look at pictures and watch video and compare the different babies and their surroundings through discussion or writing.

[Canadian Immigrant Magazine](#)

This is a fantastic free resource for both teachers and learners. It offers information on settlement in BC, culture, education, family and business etc. Some excellent articles to consider include the following:

[Preserving Memories for Future Generations](#)

[Welcome to Canada – Overcoming the Challenges of Immigrating](#) [Immigrant Parents Should Make Use of Online Support Groups](#)

Uses: Learners find and research immigrant stories, which discuss a wide variety of topics about life in Canada.

[Canadian Parents More Lenient than Europeans – The Globe and Mail](#)

This article examines a study that has found that Canadian parents are more lenient than parents in many other countries.

Uses: Learners read the article to prepare for further research, debates, or discussions about the subject of parenting across cultures.

Services, Resources and Programs

[BC211 – Redbook Online](#)

This website has an overview of BC211, links to help lines, and a search engine to find thousands of community, social, and government services throughout the Lower Mainland.

Uses: Learners search for services online and report findings to the group. This website is an excellent launch pad for a Family Services Fair.

[Cat Stevens – Cat’s in the Cradle \(Music and Lyrics, 3:45\) – YouTube](#)

This song provides excellent insights into some North American cultural issues in the family.

Uses: Learners access the song online and discuss the themes in the song. This is an excellent start to a discussion on family roles and relationships.

[We Can Only Ever Have 150 Friends at Most by Robin Dunbar – The Observer](#)

This link has a short article and accompanying 23 minute video interview between anthropologist Robin Dunbar and journalist Aleks Krotoski about his ideas that technology cannot speed up our biology.

Uses: The video interview will be a challenge for ELSA 6 learners, but it will assist the instructor to share some of the ideas. The news article is accessible with scaffolding. Learners take notes about main points to discuss with small groups.

[What the World Eats – Time Photos](#)

This time photo slideshow includes 16 families from around the world with one week worth of their groceries spread out for the camera. The text includes the family name, city, country, dollar amount per week, and a favourite family dish.

Uses: Learners look at pictures and compare the different families, groceries, and their surroundings through discussion or writing.

[Big Brothers Big Sisters of Canada](#)

This website has an overview of the organization and information about mentoring, donations, news, events, and more.

Uses: Learners access information online, take notes, and summarize the different sections.

RESOURCES

Services, Resources and Programs (cont.)

[Big Brothers Big Sisters of Canada – Youtube Channel](#)

This collection of videos complements the website above.

Uses: Learners listen to extended descriptive or narrative monologues or presentations about personal experiences.

[British Columbia Newcomers’ Guide to Resources and Services – Welcome BC](#)

This page has links to the essential BC Newcomers’ Guide, videos, and a variety of methods to download or order the book.

Uses: Learners interpret information in the guide, take notes from the videos, or order the book online.

[CMAS \(Childminding Monitory Advisory & Support\) Expert Articles at Your Fingertips](#)

This page has accessible information about supporting immigrant children during settlement including school readiness, understanding separation anxiety, culture shock, and more.

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

[The Federation of Community Social Services of BC](#)

This page has links to current news stories, annual reports, videos, and much more that relates to social services in the province.

Uses: Learners access information online, take notes, and summarize the current news items, videos, or reports.

[Help Your Kids Tackle Cyber Bullying and Cyber Racism](#)

This article gives advice for parents about this complex problem for kids.

Uses: Learners develop vocabulary and skills for giving warnings, recommendations, suggestions, or advice. It’s an excellent resource to begin family role-plays about the subject.

[Indo-Canadian Women’s Association – Edmonton, AB](#)

The website offers articles, external links, and resources for families dealing with human rights, violence against women, dowries, peace in the family, and more.

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

[International Children’s Digital Library: A Library for the World’s Children](#)

This site offers a large number of children’s books in various languages as a way to promote sustainable bilingualism or multilingualism in the family across generations.

Uses: Learners practice online navigation skills to access books, open a library account, and view the community forums. It can also be used as a learner resource to promote home and family literacy practices in both English and the heritage language.

[Ministry of Children and Family Development](#)

This website has links to information about child care, adoption, foster care, special needs, youth justice, youth services, current news, and much more.

Uses: Learners research information for short presentations or role-playing for giving advice.

[Parents Matter – Downloadable Parenting Resources](#)

This page offers many topics including: Choosing Quality Books; From Hitting to Words; Gardening Together; Parents at Play; Setting Consequences; Supporting Children’s Play, and more.

Uses: Learners access information online to use for presentations, discussions, or role-plays.

RESOURCES

Services, Resources and Programs (cont.)

[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 role-plays for giving advice.

[StrongStart BC – Early Learning Programs](#)

This site offers links, resources for parents and educators, tips, and contact information to StrongStart early learning programs across the province with free services to children between 0-5 years of age and their families.

Uses: Learners use online navigation skills to access information for discussions, presentations, or role-plays.

Statistics and Trends

[Families Count – Profiling Canada’s Families IV](#)

This report can be downloaded or ordered for free and is an excellent resource for this unit. It has easy-to-read charts, graphics, tables, and commentary, which identify trends, successes, and challenges facing Canadian families today.

Suggested Chapters include the following:

Chapter 3: Canada’s Aging Population

Chapter 6: Immigrant Population on the Rise.

Chapter 7: Greater Racial and Ethnic Diversity

Chapter 8: Many Languages Spoken

Chapter 13: Changing Family Structure

Chapter 15: Trends in Family Size

Chapter 16: Marriage, Common-law and Single

Chapter 24: Reasons Why People Marry

[Vancouver Board of Parks and Recreation](#)

This website has links to recreational activities, facilities, schedules, arts and culture, stewardship, current news, and much more.

Uses: Learners plan a staycation for a hypothetical family living in Greater Vancouver. Learners work in teams that represent different family members who show interest or a lack of interest in various suggested activities. Role-play a family meeting to plan for a week.

[What Parents Can Do to Keep a Child from Dropping Out of School - EduGuide](#)

This article gives advice for parents and is organized by the age of the child and behavioural trends.

Uses: Learners develop vocabulary and skills for giving warnings, recommendations, suggestions, or advice. This is an excellent resource to begin family role-plays about the subject.

Uses: Learners access a copy online and use the resource to support research for short presentations about services available in Canada and the trends that have created the need for them.

[Trends in Dropout Rates and the Labour Market Outcomes for Young Dropouts – Statistics Canada](#)

This report has been archived on the website, but scroll down for great text, tables, graphs, and charts that are listed by age, gender, geography, and more.

Uses: Learners access report for reading and numeracy practice while gathering information for presentations or discussions.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[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, although ELSA instructors 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.

Uses: The following chapters are particularly useful for this unit:

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

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.

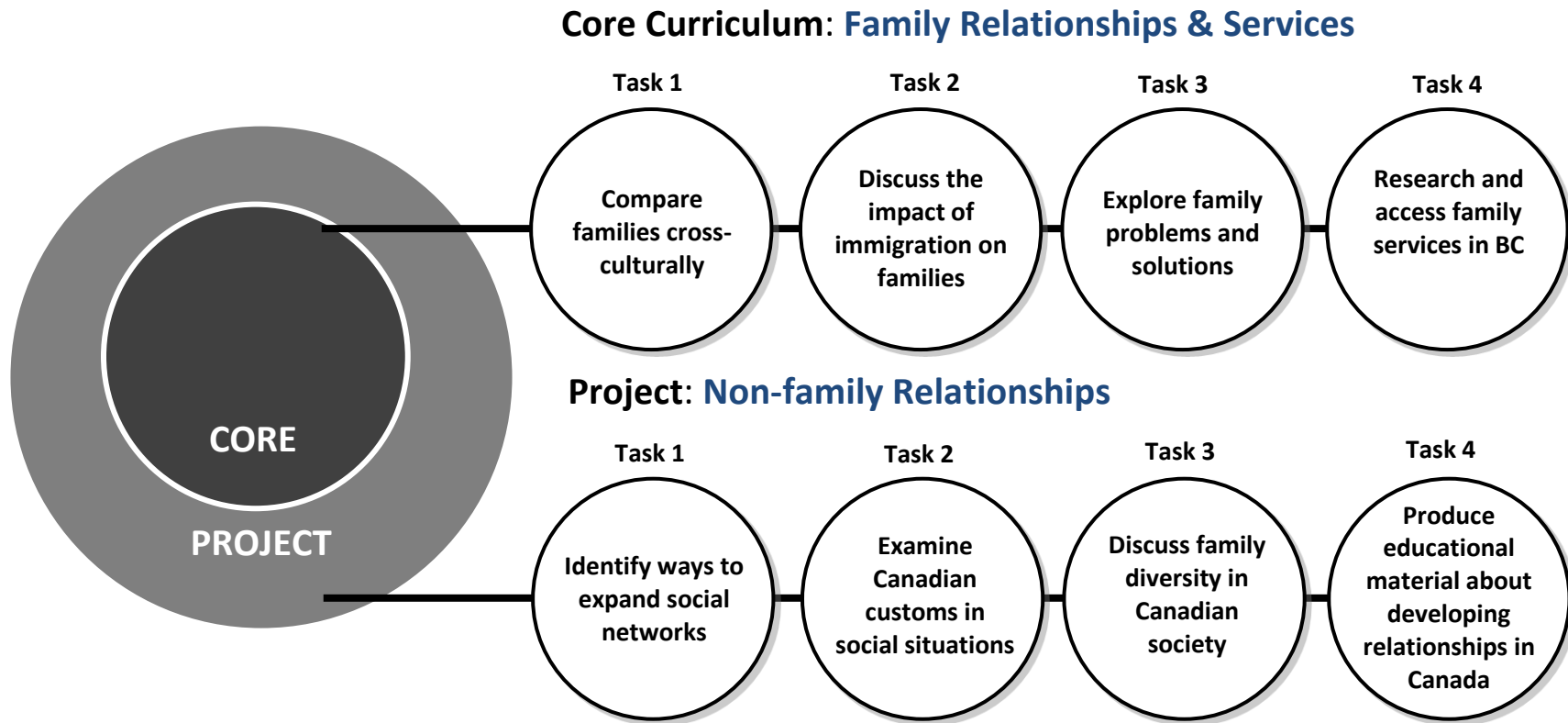
Uses: The following chapters are well-suited to this unit:

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 5, Volume 2: Managing Information](#)

[Chapter 7, Volume 2: Telephone Calls](#)

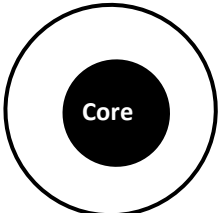
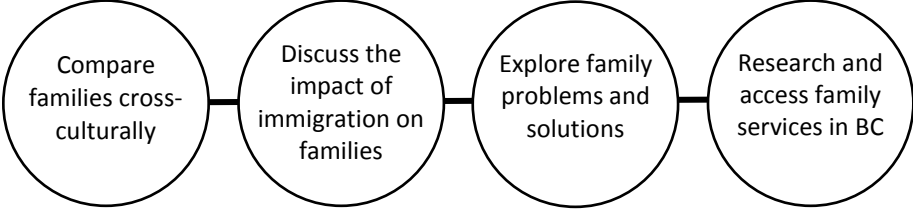



At a glance: FAMILY & RELATIONSHIPS





SCOPE & SEQUENCE

of Sample Tasks

ELSA 6

UNIT 4: Family & Relationships	CORE CURRICULUM: Family Relationships & Services PROJECT: Non-family Relationships	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> 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.</p>	<p>Task 1: Compare families cross-culturally</p> <ul style="list-style-type: none"> • read charts and graphs about changes in family structure in Canada and identify factors affecting Canadian families (e.g., childcare arrangements, elder care, employment training) • identify and compare family care obligations: elder care, child care, level of supervision of children • compare parenting styles and models of discipline • give presentations comparing and contrasting family systems cross-culturally 	<p>Families Count – Profiling Canada’s Families IV</p> <p>Canadian Parents More Lenient than Europeans – The Globe and Mail</p>
<p> CLB 7-III: Give extended warnings, suggestions, recommendations or advice.</p>	<p>Task 2: Discuss the impact of immigration on families</p> <ul style="list-style-type: none"> • express opinions about the change in family roles since immigrating to Canada (e.g., husband stays home to look after young children, and parents attend English classes) • read a news article about immigrant parents having challenges dealing with their children in a new country or understanding the BC education system • read a letter from a newspaper advice column about a family relationship conflict (e.g., domestic violence, child abuse), agree or disagree with the advice given and distinguish facts from opinions 	<p>Canadian Immigrant Magazine</p> <p>Preserving Memories for Future Generations</p> <p>Welcome to Canada – Overcoming the Challenges of Immigrating</p> <p>Immigrant Parents Should Make Use of Online Support Groups</p>

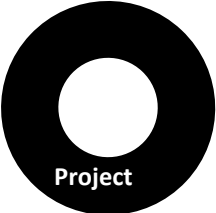
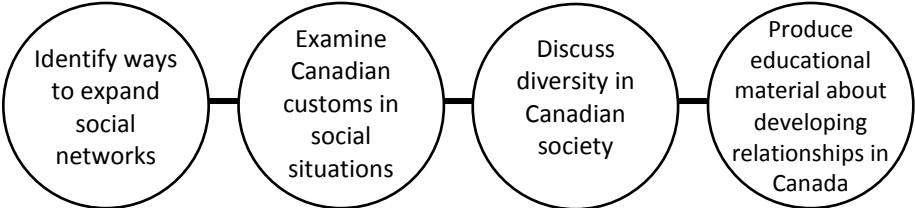

UNIT 4: Family & Relationships	CORE CURRICULUM: Family Relationships & Services PROJECT: Non-family Relationships	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
	Task 2: Discuss the impact of immigration on families (cont.) <ul style="list-style-type: none"> • use persuasive arguments and personal experience to give detailed suggestions about how to adjust to a new life in Canada • practice holding the floor, keeping the turn, and resuming conversation after interruptions 	
<p> CLB 7-I: Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope.)</p>	Task 3: Explore family problems and solutions <ul style="list-style-type: none"> • identify five challenges that immigrant and non-immigrant families face (e.g. child care, problems at school, senior care) • apply problem solving skills paying attention to the following: <ul style="list-style-type: none"> ○ define the problem ○ generate alternative solutions ○ evaluate alternatives (cost-benefit analysis) ○ select solution and implement • practice writing formal and informal notes and letters addressing the above problems; messages should have a clear, concise message, convey a sense of audience, and use appropriate format as follows: <ul style="list-style-type: none"> ○ leave a note to a spouse or child asking that they cook dinner ○ write a one- to two-paragraph formal email to a school teacher responding appropriately to a concern about child’s behaviour and asking for an interview ○ write a short letter to express concerns about an issue at child’s daycare centre (e.g., the child often comes home in dirty clothes) ○ write a formal letter to an instructor or work supervisor to request a leave of absence to take care of a family member who is sick at home 	<p>CMAS (Childminding Monitory Advisory & Support) Expert Articles at Your Fingertips</p> <p>What Parents Can Do to Keep a Child from Dropping Out of School – EduGuide</p> <p>Help Your Kids Tackle Cyber Bullying and Cyber Racism</p> <p>Indo-Canadian Women’s Association – Edmonton, AB</p> <p>Problem Solving Skills – Mind Tools.com</p> <p>LINC 5-7 Classroom Activities, Chapter 2, Volume 1: Business Writing</p>

UNIT 4: Family & Relationships	CORE CURRICULUM: Family Relationships & Services PROJECT: Non-family Relationships	
CLB OUTCOME 🗣️📄📊📈	SAMPLE TASK	RESOURCES
📖 CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).	Task 4: Research and access family services in BC <ul style="list-style-type: none"> • use print or online directories to find out about family services (e.g., counselling, drug benefits programs, senior care, child care arrangements, safe houses, transition houses) • access school board policies and procedures for enrolling or transferring a child requesting special education services (e.g., school bus service) • phone a community center to obtain information about programs available to families • visit a local family service organization, community centre, library, or neighbourhood house 	Ministry of Children and Family Development The Federation of Community Social Services of BC BC211 – Redbook Online British Columbia Newcomers’ Guide to Resources and Services – Welcome BC

SCOPE & SEQUENCE

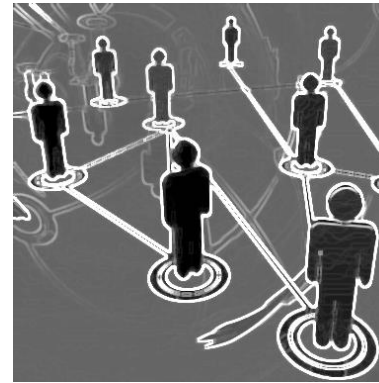
ELSA 6

of Sample Tasks

UNIT 4: Family & Relationships	CORE CURRICULUM: Family Relationships & Services PROJECT: Non-family Relationships	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>🗣️ CLB 7-III: Give extended warnings, suggestions, recommendations or advice.</p>	<p>Task 1: Identify ways to expand social networks</p> <ul style="list-style-type: none"> • discuss the challenges and difficulties in finding new friends in Canada; express opinions and feelings about cultural differences and language barrier • identify ways to meet new people and get involved in the community (e.g. volunteering, community events, places of worship, children’s school) • compare electronic social networks to real relationships 	<p>British Columbia Newcomers’ Guide to Resources and Services – Welcome BC</p> <p>We Can Only Ever Have 150 Friends at Most by Robin Dunbar – The Observer</p>
<p>✉️ CLB 7-I: Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).</p>	<p>Task 2: Examine Canadian customs in social situations</p> <ul style="list-style-type: none"> • list five social situations (e.g. a school pot luck, a baby shower, a Canada Day BBQ, a statutory holiday party) and identify social expectations and etiquette for each situation • compare these social events across cultures • write and respond to invitations • select and write a message in greeting cards • cancel a dinner date and respond appropriately • apologize and give reasons for not being able to complete your part of a group assignment on time • send an email message to inform a classmate who was absent that a class field trip was cancelled 	<p>Canadian Immigrant Magazine</p>

UNIT 4: Family & Relationships	CORE CURRICULUM: Family Relationships & Services PROJECT: Non-family Relationships	
CLB OUTCOME 🗣️📄📊	SAMPLE TASK	RESOURCES
	Task 2: Examine Canadian customs in social situations (cont) <ul style="list-style-type: none"> • write a thank you note to someone for a special gesture • congratulate a friend, classmate, or neighbour who has just had a baby, or got a new job • readers of the above messages make inferences, identify specific factual details, identify language function, and identify context, relationship, mood, and attitude 	
📄 CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus.)	Task 3: Discuss diversity in Canadian society <ul style="list-style-type: none"> • read Statistics Canada charts and graphs; locate information about diversity in Canada, BC, and region and summarize and share • investigate Canadian values towards diversity as expressed in the law and in the media; explore historical reasons for diversity and our values towards it • discuss costs and benefits of diversity 	Trends in Dropout Rates and the Labour Market Outcomes for Young Dropouts – Statistics Canada Families Count – Profiling Canada’s Families IV
🗣️ 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.	Task 4: Produce educational material about developing relationships in Canada <ul style="list-style-type: none"> • summarize and reflect on the impact of immigration on social networks; ways to make friends; Canadian social norms and diversity • identify advice, suggestions and recommendations you would give to someone who has just arrived in Canada, in regards to social relationships • produce a short video, brochure, poster or blog post aimed at newcomers and providing suggestions for strengthening social networks • present the video and share with the whole class or other classes 	LINC 5-7 Classroom Activities Vancouver Board of Parks and Recreation We Can Only Ever Have 150 Friends at Most

Interacting in communities: Unit 5 EDUCATION & TRAINING



ELSA 6
CLB 7

Introduction

In this unit, learners build the knowledge, gain the perspectives, and practice the skills they require to make informed, practical, and suitable plans for furthering their education.

The **Core Curriculum** focuses on the basic skills learners need to initiate admissions into educational institutions. Topics include navigating admissions and credentialing procedures, and building study and time management skills.

The **Project** component draws the unit together by requiring learners to create a detailed educational plan (i.e., Action Plan) using the SMART (Specific, Measurable, Attainable, Relevant, and Timely) goal-setting approach. Learners assist their peers in small group meetings throughout the process and present the written action plans in class at the final stage of the project.







Teaching Suggestions

- Evaluate learners' educational needs and goals. If some learners do not intend to pursue further education or training they could investigate educational options for family members *or* for recreational and general interest courses.
- Visit local educational institutions, community centres, or continuing education facilities.
- Invite a guest speaker who has returned to school later in life to talk about their experience and the challenges and benefits of doing so.
- Encourage learners to use various conversation management strategies and discussion techniques in every class.
- Encourage learners to develop lists containing useful expressions.
- Have learners share search engine results and their selected texts with other learners.
- Have learners share their reactions to a text after reading.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 7-IV:	Understand short group interactions, discussions and meetings on generally familiar topics.
Speaking	
 CLB 7-II:	Give instructions and directions for technical and non-technical tasks, procedures and processes.
Reading	
 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.)
Writing	
 CLB 7-II:	Reduce short oral discourse (such as live or recoded phone messages, pre-recorded public information, podcasts or short presentations) to notes.
 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).

Content and Other Outcomes

Learners will

- become acquainted with family services offered in BC
- describe graphs or data tables containing statistics about families and social diversity
- present personal views on family and relationship issues
- develop and demonstrate the ability to use language strategies for managing conversations and avoiding miscommunication
- improve their language of social interaction and suasion
- use resources such as dictionaries, thesauri, internet search skills, and spell-checking functions on a computer

POSSIBLE TOPICS

Topic	<p>This unit focuses on education and related services in British Columbia and Canada. Education is a key locus of cross-cultural contact and interaction for newcomers with Canadians. There are two components that might appear in this unit:</p> <ul style="list-style-type: none">• supporting the learner to plan and research educational options or resources to enter or re-enter their target profession or occupations in Canada; or• helping the learner to support their children’s education and educational trajectories.
Cross-cultural Perspectives	<p>Possible topics include comparing and contrasting approaches to education in Canada with those of learners’ countries of origin. Instructors might explore any of the following:</p> <ul style="list-style-type: none">• the education of women and gender segregation or integration• expectations for specialization at various levels of education• the relative desirability of various post-secondary educational options (e.g., university vs. vocational education)• different approaches to teaching and learning (teacher-centred versus learner-centred; rote- vs. inquiry-based)• the relative status and value of teachers and education• access to religious, traditional, and secular education alternatives• expectations for parental involvement in children’s education at various levels• value placed on lifelong and continuous learning• forms of non-formal learning (i.e., outside of schools or institutions)• education as a right in the UN Convention on the Rights of the Child
Systems and Practices in BC and Canada	<p>The following are possible topics instructors could explore with learners:</p> <ul style="list-style-type: none">• BC public education systems – from daycare and pre-school to K – 12 to post-secondary• the public versus private contributions for different levels of formal schooling or education in BC• expectations and varieties of parental involvement in children’s education in BC• lifelong learning, workplace learning, and professional development• pathways for foreign credential recognition for various occupations or professions in BC including English language needs• community- and Web-based formal and non-formal educational alternatives• strategies for reaching occupational or professional goals through education and career planning

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- concrete and some abstract idiomatic and technical vocabulary relating to common knowledge, facts, opinions, feelings, ideas, and basic concepts and applications relating to education
- words and expressions relating to topic areas

upgrade, flunk out, get the piece of paper, cram, general interest courses, jump through hoops, student body, GPA, convocation, mortar and gown, apprenticeship, on the job training, program advisor, transcript, re-credential

general content, academic, occupational and vocational areas

Grammar

- grammar and syntax structures to interpret texts
- fluency in using grammatical, syntactic, and lexical structures typical in moderately demanding academic, community, and work contexts

perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clause, passive and active voice, infinitives and gerunds

Pronunciation

- English phonological sound systems to interpret oral discourse

sound segments, rhythms, and intonations

RESOURCES

Education and Training

[Apply BC](#)

This site is the BC Campus Services portal to the Post Secondary Application Service. It has links to applications (with an excellent video tutorial), course listings, and institution reports.

Uses: Learners follow the steps from the video and fill out an application, or learners can write two or three connected paragraphs to provide a detailed description of a procedure, course, or institution.

[British Columbia Institute of Technology \(BCIT\) – International Credential Evaluation Service \(ICES\)](#)

This page has an overview of the service and links to the steps required to have an evaluation of credentials done.

Uses: Learners follow the steps and fill out an application, or learners can write two or three connected paragraphs to provide a detailed description of a procedure.

[British Columbia Newcomers’ Guide to Resources and Services – Welcome BC](#)

This page has links to the essential BC Newcomers’ Guide, videos, and a variety of methods to download or order the book.

Uses: Learners interpret information in the guide, take notes from the videos, or order the book online.

[CASE: Council of Administrators of Special Education](#)

This page is a list of resources and links to a wide of variety of special education organizations in BC. The overviews include website links, pdf publications, and short audio clips to describe some of the organizations.

Uses: Learners take notes and summarize what the different organizations do and which groups they serve through reading and listening.

[Council of Ministers of Education, Canada \(CMEC\)](#)

This website has excellent resources for research into education in Canada. The homepage has an interactive map with links to the provincial and territorial ministries of education and to other useful sources of information. The site also has pages for programs, downloadable publications, international resources, and more.

Uses: Learners access online material for presentations, readings, or role-plays.

[Education and Training – Work BC](#)

This page has links to resources for career planning, post-secondary education, skill upgrading, and much more.

Uses: Learners locate and use three to four pieces of information from the website.

[Education Planner](#)

This website is a goldmine of resources and information. It plays a significant role in this unit, offering information on post-secondary educational options in BC with information on programs, credentials, university transfer, institutional information, and career development. This site also has an [Advising Centre](#) with an excellent collection of videos and resources that are well suited to listening and note-taking practice.

Uses: Learners access information online about educational institutions, apprenticeships, career development, and more.

[Ministry of Advanced Education and Labour Market Development](#)

This website contains information about adult education, degree authorization, foreign qualifications recognition and StudentAid BC. It also provides links to web pages with information about student loans, post-secondary institutes and application procedures as well as the BC Council on Admissions and Transfers.

Uses: Learners navigate the website menu and summarize moderately complex instructional texts for multistep procedures related to education planning, student aid, qualification recognition, or application procedures.

RESOURCES

Education and Training (cont.)

[Ministry of Regional Economic & Skills Development](#)

This page has an interactive map of public post-secondary institutions throughout BC.

Uses: Learners use map and legend to identify and access public post-secondary institutions throughout BC that offer one or more programs of interest. Learners present their findings to the class.

[Ministry of Education](#)

This website has a wealth of information about BC's K – 12 education system, curriculum, testing, public and private schools, and current programs in the schools. It also provides articles on many subjects, including healthy schools, seismic upgrades, supporting children through school, child development, and children with special needs.

Uses: Learners use the website navigation menu to locate and summarize three to four pieces of information about a topic of their choice and present their findings to a group.

Action Plans and Presentations

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

This page has an excellent collection of videos about study skills, time management techniques, and much more. 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 their notes 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 provides 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 problems and solutions and tips in the video.

[Scholarship Canada](#)

This website has navigation menus to access information from an exhaustive list of educational scholarships.

Uses: Learners locate and use three to four pieces of information online.

[Vancouver School Board – English Language Learner Information](#)

This page has information about the VSB ESL assessment centre and the various types of community and outreach workers (e.g., multicultural liaison workers and settlement workers) hired specifically to support immigrant and newcomer families and students.

Uses: Learners access and summarize information about the process for newcomer children entering the VSB system.

[Danielle Duplassie, MA, PhD – The SMART Principle for Reaching Your Goals and Resolutions](#)

This online article summarizes the five components of SMART goal setting: Specific, Measurable, Attainable, Realistic, and Timely. The last three components vary with commentators. “A” is also interpreted to mean Achievable or Actionable; “R” is also interpreted as Relevant or Responsible; and “T” as Trackable or Time-bound.

Uses: Learners build vocabulary for videos and take note of the different explanations of the acronym. [Dave @ 5 Rules – How to Write a SMART Goal \(Sept. 19, 2007, 2:40\)](#)

This YouTube video provides a straightforward explanation of SMART goals.

Uses: Learners watch and take notes on the spoken part of the presentation with attention to signposting and transitional language. This video is well suited to presentation comparisons with other SMART videos. The content is also useful for goal planning strategies.

RESOURCES

Action Plans and Presentations (cont.)

[Email Basics – About.com](#)

This page has links to articles that describe the basics of 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.

[Erica Olsen Whiteboard Sessions – How to Set SMART Goals \(Oct.17, 2008, 4:44\)](#)

This YouTube video is an explanation of SMART goals that is mostly spoken with key points written on a whiteboard.

Uses: Learners watch and take notes on the spoken part of the presentation with attention to signposting, transitional language, and what the speaker chooses to write on the board. This video is well suited to presentation comparisons with other SMART videos. The content is also useful for goal planning strategies.

[GPS Life Plan](#)

This website provides a template for making an action plan from a SMART goal.

Use: Learners use the template to write an action plan

[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.

[How to Write a Letter of Intent – How to Do Things.com](#)

This article is a concise summary of the purpose, format, and details in a letter of intent. A short example letter is included.

Uses: Learners reduce the article to its usable points and apply these to a letter of intent. Or, learners compare tips in this article to those in other similar texts.

[J. Martin – SMART Goal Setting Presentation \(Oct. 5, 2010, 13:34\)](#)

This YouTube video is an explanation of SMART goals for college students.

Uses: Learners watch and take notes on the text and the use of PowerPoint, with attention to signposting and transitional language in the spoken narrative. This video is well suited to presentation comparisons with other SMART videos. The content is also useful for goal-planning strategies.

[Letter of Intent – About.com](#)

This article outlines the purpose and contents of a letter of intent to enter graduate studies.

Uses: Learners summarize the article into usable points and apply these to a letter of intent. Or, learners compare tips in this article to those in other similar texts.

[Letter of Intent/Autobiographical Letter Tip Sheet – Vanier College](#)

This pdf provides an excellent list of tips for writing letters of intent for university applications.

Uses: Learners summarize the article into usable points and apply these to a letter of intent. Or, learners compare tips in this article to those in other similar texts.

[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.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors 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.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

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

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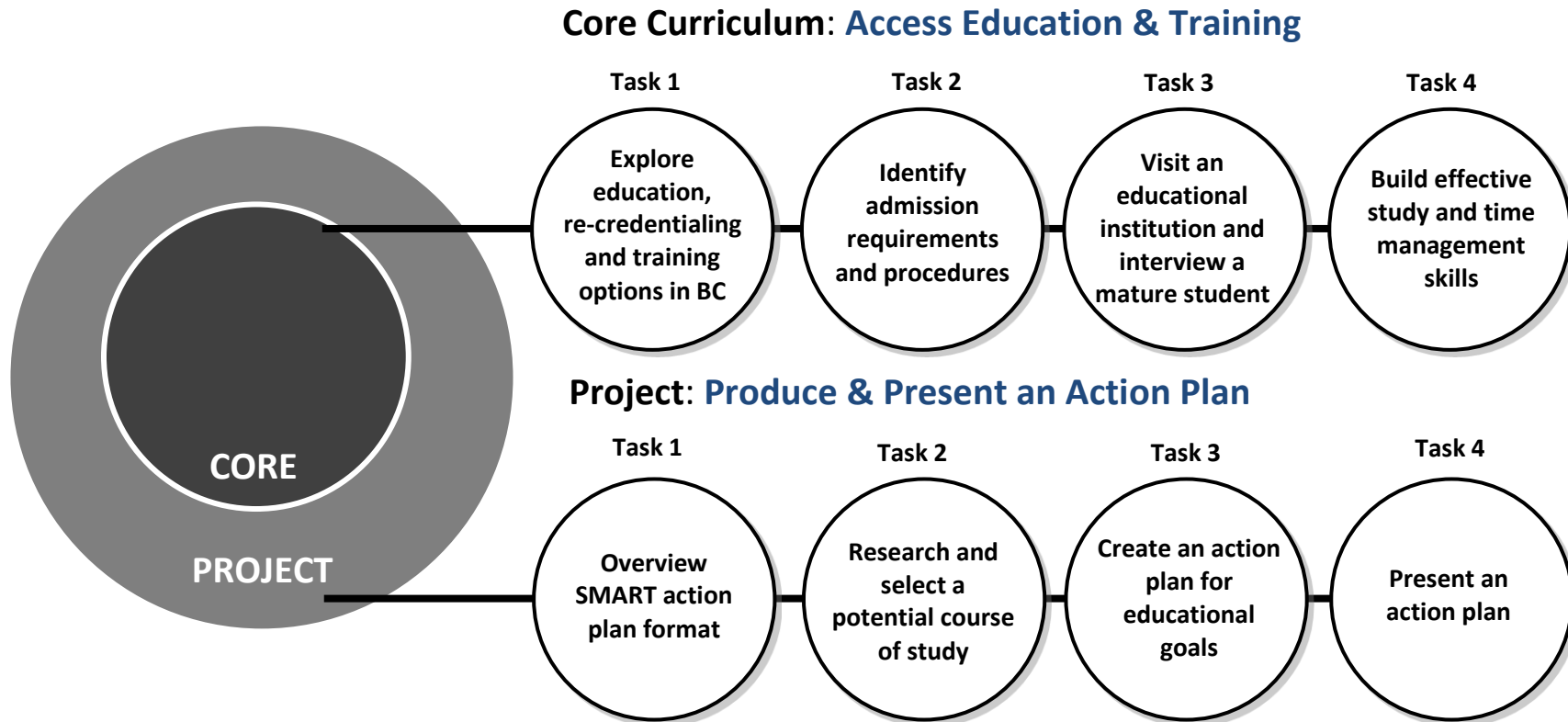
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[Chapter 5, Volume 2: Managing Information](#)

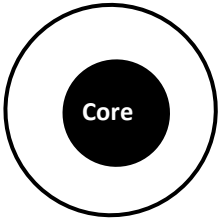
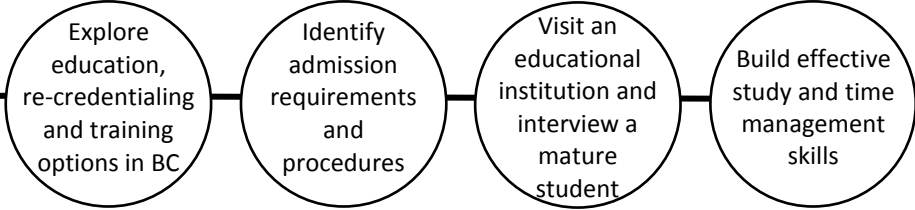
At a glance: EDUCATION & TRAINING








SCOPE & SEQUENCE

of Sample Tasks

ELSA 6


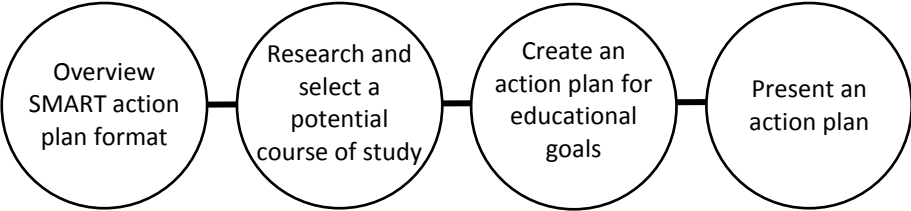




UNIT 5: Education & Training	CORE CURRICULUM: Access Education & Training PROJECT: Produce & Present an Action Plan	
		
CLB OUTCOME 🗣️📖📱	SAMPLE TASK	RESOURCES
📖 CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).	Task 1: Explore education, re-credentialing and training options in BC <ul style="list-style-type: none"> • assess needs and interests in relation to education and training • assign one of the following to individuals or small groups: <ul style="list-style-type: none"> ○ local education and training programs ○ re-credentialing in BC ○ trades and apprenticeship programs • research and summarize key information about above programs share information with others 	Education and Training – Work BC British Columbia Newcomers’ Guide to Resources and Services – Welcome BC Education Planner British Columbia Institute of Technology (BCIT) – International Credential Evaluation Service (ICES)
📖 CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.	Task 2: Identify admission requirements and procedures <ul style="list-style-type: none"> • explore in detail admissions procedures of one local educational institution, taking notes, and preparing a short oral description, for example: <ul style="list-style-type: none"> ○ register a child in an elementary school ○ apply for high school upgrading or a general interest course apply for distance, part-time, or full-time studies at a community college, polytechnic, or university	Apply BC Ministry of Advanced Education and Labour Market Development




UNIT 5: Education & Training		CORE CURRICULUM: Access Education & Training PROJECT: Produce & Present an Action Plan	
CLB OUTCOME 	SAMPLE TASK	RESOURCES	
<p> 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).</p>	<p>Task 2: Identify admission requirements and procedures (cont.)</p> <ul style="list-style-type: none"> • write an email to request program information, and/or • write an email to make an appointment with an academic advisor, and/or write a letter of intent to apply for graduate school 	<p>Email Basics – About.com</p>	
<p> CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.</p>	<p>Task 3: Visit an educational institution and interview a mature student</p> <ul style="list-style-type: none"> • hold one or more semiformal class or small group meetings to achieve the following outcomes: <ul style="list-style-type: none"> ○ select field trip or guest speaker options ○ brainstorm alternatives ○ select the date ○ assign tasks, such as requesting an orientation session, researching bus routes to destination, and sending a thank-you note ○ generate questions to ask <p>arrange a field trip or guest speaker</p>	<p>How to Hold a Good Meeting – Advertising Educational Foundation</p>	
<p> CLB 7-II: Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.</p>	<p>Task 4: Build effective study and time management skills</p> <ul style="list-style-type: none"> • working in pairs or small groups, watch videos about study skills and time management <p>create a poster summarizing the key recommendations</p>	<p>College Study Tips – Academic Excellence in Undergraduate Education (AEUE) Washington State University</p> <p>Academic Skills Online Resources – McMaster University</p>	
<p> CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.</p>	<p>present the poster to the whole class or another class, give technical instructions</p>	<p>Presentation Skills – UBC Wiki</p>	

SCOPE & SEQUENCE

ELSA 6

of Sample Tasks

UNIT 5: Education & Training	CORE CURRICULUM: Access Education & Training PROJECT: Produce & Present an Action Plan	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.</p> <p> CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.</p>	<p>Task 1: Overview SMART action plan format</p> <ul style="list-style-type: none"> • read online articles about SMART planning • identify the key steps and the format • develop a Word template for SMART plans <p>• discuss and identify goals; compare wishes and goals</p> <p>• discuss the usefulness of SMART plans</p>	<p>Danielle Duplassie, MA, PhD – The SMART Principle for Reaching Your Goals and Resolutions</p>
<p> CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).</p>	<p>Task 2: Research and select a potential course of study</p> <ul style="list-style-type: none"> • use online education planning tools to select a program or general interest course for yourself or a family member • navigate online course calendars to gather detailed information 	<p>Education and Training – Work BC</p> <p>Education Planner</p>

UNIT 5: Education & Training	CORE CURRICULUM: Access Education & Training PROJECT: Produce & Present an Action Plan	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> 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).</p>	<p>Task 3: Create an action plan for educational goals</p> <ul style="list-style-type: none"> • draft an action plan based on the SMART goal setting approach; the plan should contain the following: <ul style="list-style-type: none"> ○ a rationale ○ a personal assessment of skills, credentials, experience ○ a statement of short- to-medium-term goals ○ a timeline for the accomplishment of the goals • email an electronic copy of SMART Plan to peers requesting constructive feed back • hold a small group meeting to offer constructive feedback on the focus, content, language, and effectiveness of preliminary drafts. 	<p>GPS Life Plan</p>
<p> CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.</p>	<p>Task 4: Present an action plan</p> <ul style="list-style-type: none"> • present the final SMART plan to the whole class • specify steps to be taken and procedures to be followed 	<p>Presentation Skills - UBC Wiki</p>

Interacting in
communities: Unit 6

HUMAN RIGHTS & THE LAW



ELSA 6
CLB 7

Introduction

In this unit, learners will explore human rights and the law in the context of Canada. Human rights and the law are important in Canada. Human rights and abiding by the law are two things that Canadians value highly. Therefore it is important for learners to work with content related to these topics.

The **Core Curriculum** surveys the institutions and cornerstones of Canada's legal system. The unit focuses on individual rights protected under the Charter of Rights and Freedoms and BC Human Rights Code. Additionally, learners will learn how to access help and learn steps to take if their human rights are violated.

The **Project** supports the learners' in the creating of a Human Rights Fair involving as many students, teachers, parents, and members of the community as possible. Learners create a program that includes promotional texts, panels, and displays focusing on enhancing knowledge of human rights. The Human Rights Fair also includes a guest speaker and could involve a workshop, lecture, and/or panel discussion.





Teaching Suggestions

- Build law-related vocabulary.
- Invite a guest speaker from the Legal Education Society, the Civil Liberties Association, or a Human Rights Organization.
- Arrange a field trip to the local courts for a tour and court-watching.
- Allow learners a chance to read authentic materials, such as the Charter of Rights and Freedoms or the BC Human Rights Code.
- Watch law-related educational videos.
- Read about interesting human rights cases.
- Compare the role that protecting and valuing human rights plays across cultures.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 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	
 CLB 7-I:	Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).
Reading	
 CLB 7-IV:	Access, locate and integrate information from online reference sources.
Writing	
 CLB 7-III:	Complete extended forms requiring detailed personal information.

Content and Other Outcomes

Learners will

- increase their understanding of the Canadian legal system through intensive reading and collaborative activities
- identify areas where human rights are protected and important human rights issues in BC and Canada
- sharpen their conversation management and critical thinking skills
- use internet search strategies to assist research activities
- practice applying spelling, punctuation, and capitalization conventions when filling in forms

POSSIBLE TOPICS

Topic	<p>This unit focuses on human rights and the law. The protection of human rights and abiding by the law are two things that Canadians value highly. Instructors may wish to teach any of the following possible topics in this unit:</p> <ul style="list-style-type: none">• the definition of human rights, and how they relate to needs, desires, respect, responsibilities, and capabilities• the overlap and differences between human rights and the law• the history of human rights legislation in Canada rights as it pertains to the workplace and unionization• some occupations and professions associated with the practice of law in Canada
Cross-cultural Perspectives	<p>Instructors may wish to compare and contrast the approach to human rights and law in Canada with those of their learner's countries of origin. Possible topics could include the following:</p> <ul style="list-style-type: none">• the cultural differences in the interpretation of individual versus collective rights when comparing Canada with their home country• the extent to which women, children, Indigenous peoples, and other minorities are treated equally before the law and in society in their home country and in Canada• how rights, the law, and policing compare in Canada and the learners' home country• balancing rights and responsibilities with cultural differences
Systems and Practices in BC and Canada	<p>Instructors could explore any of the following topics teachers with learners:</p> <ul style="list-style-type: none">• the interpretation of human rights in Canada• the roles of the following institutions: the judiciary (courts, and the Supreme Court in particular), the Canadian Human Rights Commission, legislators, the media, and educators• citizens' rights in Canada with respect to demonstrating, assembly, expression, and security in contacts with police and security personnel• the roles of the BC Human Rights Tribunal in adjudicating human rights conflicts and of the Canadian Human Rights Commission in ensuring compliance to the <i>Canadian Human Rights Act</i> and the <i>Canadian Employment Equity Act</i>• the law-making bodies in Canada (municipal, provincial, federal) and the areas of law they preside over• the difference between civil and criminal law and the courts that preside over each system• restorative justice (e.g., as practiced in some Aboriginal and Indigenous communities in Canada)

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- words and phrases used to describe human rights.
- vocabulary related to law.
- terms related to legal procedures.
- language commonly found on forms.
- abbreviations commonly used on forms..

*freedom of assembly, political opinion, movement, etc.
Charter case, appeal, Supreme Court, to try a case, to hear a case, tribunal, arbitration
eligibility, residence, marital status, consent, representative, respondent, block capitals, initial, witness*

Grammar

- passive voice to record conflicts.
- past unreal conditional.
- modal verbs of necessity and prohibition.
- past modals of advice and possibility.
- conjunctions.
- transitions and logical connectors to link clauses and sentences.

*The case was appealed, the claim was denied
It would have been better if, ...
You can't discriminate, an employer must provide
He should have appealed.
however, furthermore, in addition
as I said previously, in reference to, following that*

Pronunciation

- thought groups
- syllable stress on noun phrases, compounds and, multi-syllable words.

Chunk major sentence parts in conditional clauses.

RESOURCES

Human Rights

[BCCLA Citizenship Handbook Guide: Chapter 4 – Protecting Your Rights](#)

This chapter from the BC Civil Liberties Association Handbook has excellent printable classroom activities, exercises, and quizzes that relate to the unit. This chapter is one part of the larger document: [The Teaching and Workshop Guide for ESL Teachers and Settlement Counselors](#)

Uses: Learners work through the case studies, exercises, and quizzes.

[BC Human Rights Coalition](#)

This website has extensive links for text, audio, and video resources concerning Human Rights in BC.

Uses: Learners access, locate, and integrate information from the website and links.

[British Columbia Human Rights Tribunal](#)

This website includes links to the Human Rights Code, definitions of the terms in the Code, the purpose and intent of the Code, complaints, discrimination, guides and information sheets, rules of practice, and more.

Uses: Learners summarize a given section to share with the group. Learners can also navigate the website to find complaint forms for use in class.

[Canadian Charter of Rights and Freedoms – Government of Canada](#)

This page has the complete charter and links to related information.

Uses: Learners summarize a given section to share with the group.

[The Canadian Charter of Rights and Freedoms: An Introduction – Maple Leaf Web](#)

This article gives an introduction to the contents, application, enforcement, and scope of the Canadian Charter of Rights and Freedoms.

Uses: Learners focus on different sections of the reading, take notes and summarize in order to share with others through small group discussions or short presentations. Learners follow links to find more information.

[The Canadian Constitution: Introduction to Canada’s Constitutional Framework – Maple Leaf Web](#)

This article gives an overview of the basic foundations, sources, principles, and values of the Canadian Constitution.

Uses: Learners focus on different sections of the reading, take notes and summarize in order to share with others through small group discussions or short presentations. Learners follow links to find more information.

[Canadian Human Rights Commission](#)

This page gives an overview of the commission and has links to a variety of resources including the Human Rights Act, preventing discrimination, resolving disputes, historical milestones, and much more.

Uses: Learners access, locate, and integrate information from the website and links.

[Children’s Rights – Canadian Bar Association BC Branch](#)

This page has a summary of Children’s Rights in the province as well as links to information that relates to each section.

Uses: Learners discuss situations where the rights of children are in question.

[The Constitution at 30 \(Apr. 16, 2012, 53:04\) – The Agenda with Steve Paikin](#)

This video examines the constitution today, 30 years after the repatriation and addition of The Charter of Rights and Freedoms. The video is a lengthy panel discussion about the changes and importance of the constitution.

Uses: Learners take notes about the main points covered in the video.

RESOURCES

Human Rights (cont.)

[Human Rights and Civil Liberties – Charity Village](#)

This page has a collection of links to Canadian organizations that support Human Rights in Canada.

Uses: Learners research a given organization to present to small groups, or to begin a larger project.

[Human Rights – Canadian Heritage](#)

This website includes a guide to the Charter of Rights and Freedoms, links, publications and documents, topical guides, and much more.

Uses: Learners access, locate, and integrate information from the website and links.

[Human Rights Education – John Humphrey Centre for Peace and Human Rights](#)

This page has lesson plans and videos focusing on people with disabilities, the environment, and gender disparity. The lesson plans are organized by the categories Elementary, Junior High, High School, and Community. The website includes biographical information on John Humphrey, the Canadian who co-drafted the United Nations' Declaration of Human Rights.

Uses: Learners participate in select activities. Learners can also navigate the website to access further information about Human Rights.

[International Human Rights Organizations List – Wikipedia](#)

This Wikipedia page has links to almost 100 human rights organizations around the world.

Uses: Learners choose an organization, access information online, take notes and summarize for small group discussions or short presentations.

The Law

[Canada's Court System – Department of Justice](#)

This page has links to information about all the different courts across Canada.

Uses: Learners navigate to access information about select courts or topics.

[Private Members Bill – Social Condition in to BC Human Rights Legislation \(Apr. 16, 2010, 4:42\)](#)

This video gives background on Vancouver-Mount Pleasant MLA Jenny Kwan's private members bill to amend the BC Human Rights Code to include "Social Condition" in the Code.

Uses: Learners take notes about the main points covered in the video.

[Quizzes for Human Rights 101 – Ontario Human Rights Commission](#)

This online self-marking quiz has true/false, multiple choice, ordering, matching, and fill-in-the-blanks questions about Ontario Human Rights, which are very similar to BC Human Rights. The quiz is based on the information in this excellent teaching package: [Teaching Human Rights in Ontario](#) This ready-to-use 87 page resource has learning outcomes, definitions, case studies, handouts, classroom activities, and much more.

Uses: Learners can take the online quiz to check their knowledge about general Human Rights before or after using selected sections of the teaching package.

[The Universal Declaration of Human Rights \(Oct. 7, 2008, 4:32\) – Human Rights Action Centre](#)

This excellent YouTube video gives a visual and textual introduction to the Declaration of Human Rights.

Uses: Learners watch and takes notes on the textual points and the symbolic visual graphics used.

[Common Law and Civil Law – Canada in the Making](#)

This page offers an explanation of the history behind Common and Civil Law in Canada.

Uses: Learners access, integrate, and use information from this online reference source.

RESOURCES

The Law (cont.)

[Court Information Program for Immigrants – CourtInformation.ca](#)

This website is for newcomers to BC. It has information about the justice system, family law, criminal law, young offenders, and much more.

Uses: Learners choose an organization, access information online, take notes and summarize for small group discussions or short presentations.

[The Courts of British Columbia](#)

This page is the portal to the Court of Appeal, the Supreme Court, and the Provincial Court. There are also links for recent judgements, hearing lists, locations, policies, and much more.

Uses: Learners navigate to access information about select courts and topics.

[Dial-a-Law Audio Scripts – The Canadian Bar Association BC Branch](#)

This site offers audio scripts on a number of criminal charges and court proceedings.

Uses: Learners navigate to find select scripts, take notes, and summarize. These scripts are also well suited to listening exercises in the classroom.

[Family Law Videos – BC’s Immigrant Legal Toolkit](#)

This page has many excellent video resources for a variety of different family law topics. There are also links to videos and resources for people who need help with domestic violence and tenancy and employment problems.

Uses: Learners understand extended descriptive narratives about the law in Canada.

[Justice Education Society](#)

This website has excellent resources for the unit. There are links to videos and information for youth, parents, victims, immigrants, and more.

Uses: Learners access videos and listen to extended narrations and descriptions.

[Justice in our Times](#)

This website offers presentation videos on topics related to justice, current news items, events, links to other resources, and more.

Uses: Learners access, integrate, and use information from this online reference source.

[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. She discusses formality, tone, questioning techniques, and avoiding common pitfalls in giving interviews.

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

[People’s Law School](#)

This website has links to programs, publications, videos, current events and much more. The website offers a wide range of law-related free resources which are full of direct and useful information about BC laws and the legal system.

Uses: Learners access, integrate, and use information from the online reference source.

[Supreme Court of Canada](#)

This page gives an overview of the Supreme Court of Canada and has links to scheduled hearings, the history of the court, cases and judgements, webcasts, and more.

Uses: Learners access and use information about the purpose, role, and importance of the Supreme Court.

RESOURCES

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Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 6, Volume 2: Meetings

Chapter 7, Volume 2: Telephone Calls

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[Chapter 7, Volume 2: Telephone Calls](#)

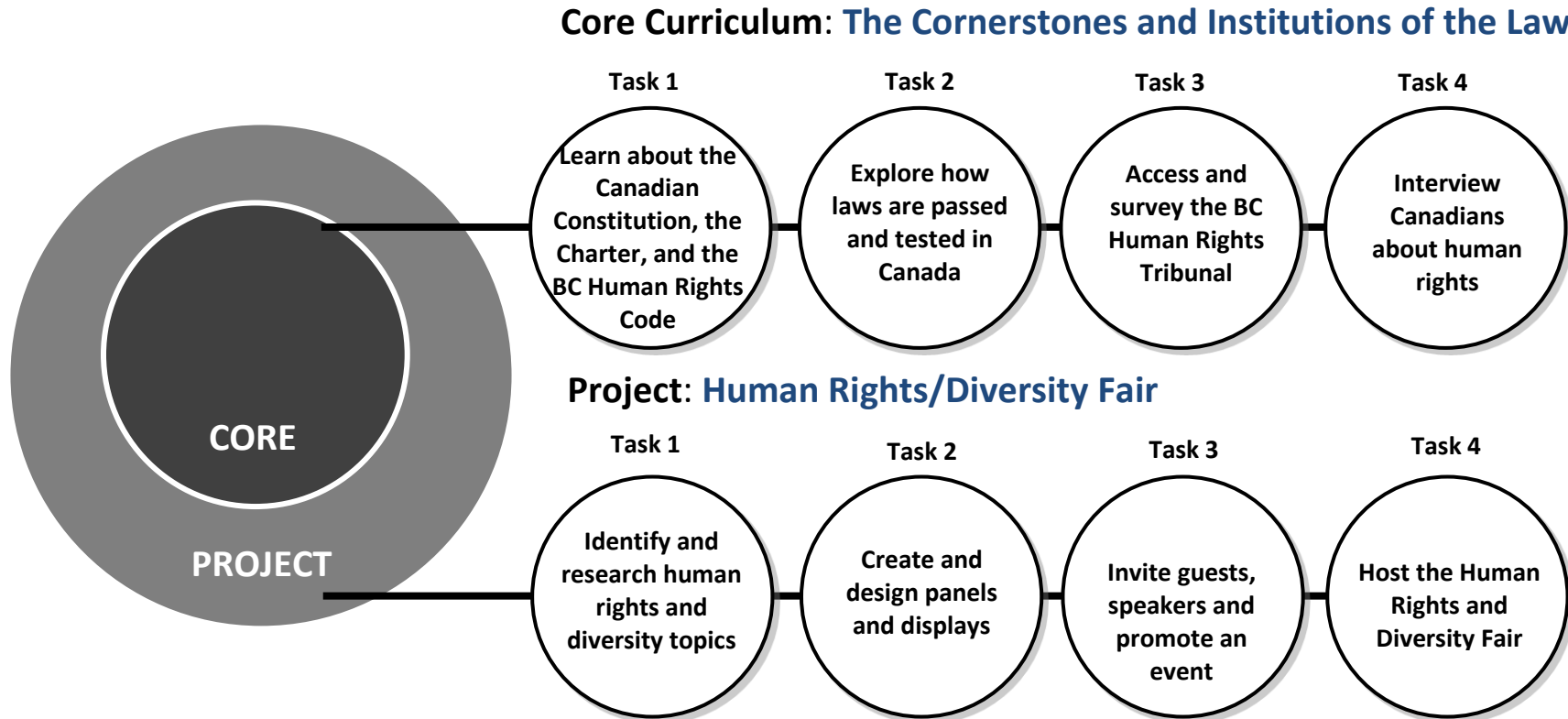
Other Resources

[Wiki How](#)

This website has an article titled, “How to Design an Event Flyer that Gets Attention.”

Use: Learners read, take notes and apply ideas to creating a flyer for the Human Rights Fair

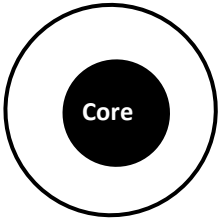
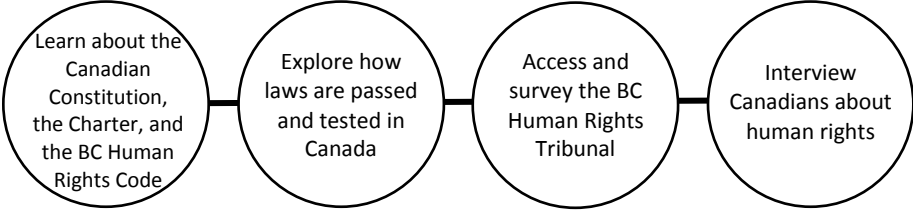



At a glance: HUMAN RIGHTS & THE LAW






SCOPE & SEQUENCE

ELSA 6

of Sample Tasks


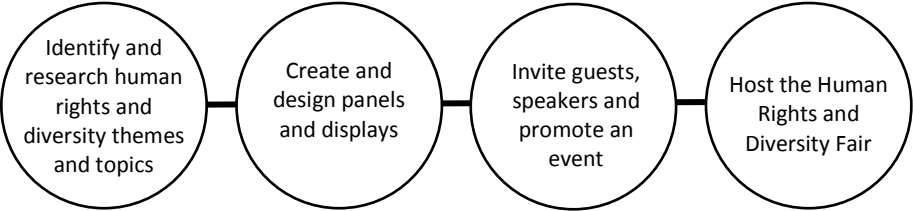

UNIT 6: Human Rights & the Law	CORE CURRICULUM: The Cornerstones and Institutions of the Law PROJECT: Human Rights and Diversity Fair	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-IV: Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.</p>	<p>Task 1: Learn about the Canadian Constitution, the Charter, and the BC Human Rights Code</p> <ul style="list-style-type: none"> complete a Rights Awareness Test to gauge level of awareness of human rights laws in Canada, record the results, take the same test at the end of the unit, and record the results again, representing increase in awareness using a chart. view videos about the Canadian Constitution, the Charter of Rights and Freedoms, and the BC Human Rights Code, focusing on the main ideas confirm and extend understanding by reading on-line and print resources summarize information in a chart or poster explore and discuss the historical and cultural roots of these legal documents, and discuss how cultural values are reflected in the law 	<p>Quizzes for Human Rights 101 – Ontario Human Rights Commission</p> <p>The Constitution at 30 – The Agenda with Steve Paikin</p> <p>Canadian Charter of Rights and Freedoms – Government of Canada</p> <p>BC Human Rights Coalition</p> <p>The Canadian Charter of Rights and Freedoms – Maple Leaf Web</p>
<p> CLB 7-IV: Access, locate and integrate information from online reference sources.</p>	<p>Task 2: Explore how laws are passed and tested in Canada</p> <ul style="list-style-type: none"> locate information about the process of passing laws in Canada locate information about testing the constitutionality of laws in Canada examine case studies of various laws that have been challenged (e.g., wearing turbans in the RCMP polygamy, and the wearing of face covering in courts) 	<p>People’s Law School</p> <p>Supreme Court of Canada</p> <p>Family Law Videos – BC’s Immigrant Legal Toolkit</p>


UNIT 6: Human Rights & the Law	CORE CURRICULUM: The Cornerstones and Institutions of the Law PROJECT: Human Rights and Diversity Fair	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-III: Complete extended forms requiring detailed personal information.</p>	<p>Task 3: Access and survey the BC Human Rights Tribunal</p> <ul style="list-style-type: none"> • learn about the BC Human Rights Tribunal: its purpose, who funds it, the types of cases it hears, etc. • outline the process for bringing a human rights complaint to the Tribunal • fill out an online Human Rights Complaint Form, using case studies from Task 2 or by creating new ones 	<p>British Columbia Human Rights Tribunal</p>
<p> CLB 7-I: Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).</p>	<p>Task 4: Interview Canadians about human rights</p> <ul style="list-style-type: none"> • explore how laws reflect and guide cultural values; how people are made aware of their rights and responsibilities, and how attitudes towards issues are shaped • create an interview, questionnaire, or survey about human rights in BC and Canada, with questions such as these: <ul style="list-style-type: none"> ○ what are human rights? ○ which human rights are protected in Canada? how? ○ what is the most important human right? ○ what is your opinion of _____ (name some human rights issues) ○ have you ever been discriminated against? how? ○ what would you do if you were discriminated against • identify potential participants for the interview or survey (e.g., friends, neighbours, co-workers, school staff) • practice the following conversation management skills: <ul style="list-style-type: none"> ○ introducing self ○ requesting interview ○ stating purpose of interview ○ managing interview ○ closing conversation ○ thanking • conduct an interview or survey • record, report on, and analyze the results 	<p>Katie Couric on How to Conduct a Good Interview</p> <p>LINC 5-7 Classroom Activities</p>


SCOPE & SEQUENCE

of Sample Tasks

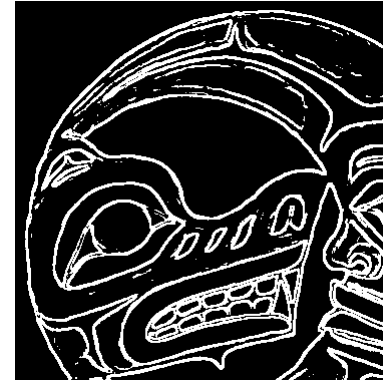
ELSA 6

UNIT 6: Human Rights & the Law	CORE CURRICULUM: The Cornerstones and Institutions of the Law PROJECT: Human Rights and Diversity Fair	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
CLB 7-IV: Access, locate and integrate information from online reference sources.	Task 1: Identify and research human rights and diversity themes and topics <ul style="list-style-type: none"> • identify a number of human rights or diversity themes and topics; topics might include the following: <ul style="list-style-type: none"> ○ minority language rights ○ discrimination in the workplace ○ the rights of same sex couples ○ diversity initiatives in the local community • assign one topic per group or pair; for small classes, combine with another class for the project or assign 2 themes per pair • research topics, taking notes and identifying key information 	International Human Rights Organizations List – Wikipedia Human Rights Education – John Humphrey Centre for Peace and Human Rights Human Rights and Civil Liberties – Charity Village Children’s Rights – Canadian Bar Association BC Branch
Various non-target CLB outcomes	Task 2: Create and design panels and displays <ul style="list-style-type: none"> • select the best way of representing the information to be presented considering the following: <ul style="list-style-type: none"> ○ display panels ○ trade show booth ○ posters, FAQ sheets, brochures ○ mini-presentations 	LINC 5-7 Classroom Activities, Chapter 1, Volume 1: Academic Skills

<p>UNIT 6: Human Rights & the Law</p>	<p>CORE CURRICULUM: The Cornerstones and Institutions of the Law PROJECT: Human Rights and Diversity Fair</p>	
<p>CLB OUTCOME </p>	<p>SAMPLE TASK</p>	<p>RESOURCES</p>
	<p>Task 2: Create and design panels and displays (cont.)</p> <ul style="list-style-type: none"> • create display, ensuring it is attractive, engaging and contains the necessary information, including the following elements: <ul style="list-style-type: none"> ○ basic information ○ a clear message to the audience ○ a sense of audience with regard to language levels and the best format for communication 	
<p>CLB 7-I: Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).</p>	<p>Task 3: Invite guests, speakers and promote event</p> <ul style="list-style-type: none"> • identify guests (e.g., the school community, friends, family members) • identify potential guest speakers (e.g., from a local community organization or human rights group) • design a flyer to promote the event • practice inviting someone in person and on the phone by doing the following: <ul style="list-style-type: none"> ○ greet the other person and introduce yourself ○ describe event’s purpose, place and time ○ extend an invitation ○ close the conversation and thank the person • invite guests and guest speakers • promote the event by sending the flyer by email and putting it up around town <p>Before the Fair</p> <ul style="list-style-type: none"> • practice various speech acts learners will need during the fair: <ul style="list-style-type: none"> ○ greeting and welcoming guests ○ introducing a guest speaker ○ giving impromptu thank you speeches at formal social functions. ○ opening and maintaining conversations ○ closing conversations using the three customary steps (pre-closing, closing, and leave-taking) ○ announcing the end of the event ○ thanking everyone for attending 	<p>Wiki How</p>

UNIT 6: Human Rights & the Law	CORE CURRICULUM: The Cornerstones and Institutions of the Law PROJECT: Human Rights and Diversity Fair	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>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.</p>	<p>Task 4: Host the Human Rights and Diversity Fair</p> <ul style="list-style-type: none"> • set up the displays, refreshments, etc. • host and manage the fair (see above for common speech acts) • listen to mini-presentations and guest speakers <p><i>After the Fair</i></p> <ul style="list-style-type: none"> • write a thank-you email to the guest speakers • reflect on the experience 	

Interacting in
communities: Unit 7
**ABORIGINAL
COMMUNITIES**



**ELSA 6
CLB 7**

Introduction

In this unit, learners explore Aboriginal communities in Canada: First Nations, Inuit, and Métis. Canadians understand that it is not possible to live as a fully participating citizen in this country without some understanding of the cultures and ways of being embodied in our Aboriginal Peoples. .

The **Core Curriculum** surveys the traditions and history of Aboriginal populations. Learners examine the Canadian government's aboriginal policies. The Core Curriculum also challenges learners to analyze current events and issues affecting First Nations communities.

The **Project** develops learners' understanding of Aboriginal communities. It develops learners' ability to interpret and work with all kinds of formatted text by creating a multi-panel wall display with timelines, maps, charts, and diagrams.






Teaching Suggestions

- Take learners to a local museum that houses Aboriginal artefacts such as The Museum of Anthropology.
- Encourage learners to read or listen to traditional Aboriginal myths and legends.
- Expose learners to traditional Aboriginal music.
- Invite a guest speaker from the Aboriginal community to give a class presentation or workshop.
- Encourage learners to ask questions about texts (and answer their own questions) to build study skills.
- Use free podcasts of lectures for listening material.
- Involve learners in giving constructive feedback after peer discussions.
- Encourage learners to speak to a large group as often as possible.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 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.
Speaking	
 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 discussion or meetings.
Reading	
 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 navigation menus).
Writing	
 CLB 7-II:	Reduce a text of up to about 2 pages to an outline or summary.

Content and Other Outcomes

Learners will

- increase their understanding of Aboriginal communities in BC
- develop an appreciation for core traditions of various Aboriginal societies, such as the oral tradition
- develop map-reading strategies to locate traditional territories of Aboriginal groups in BC
- develop their ability to extract information and summarize it for other people
- read and interpret formatted texts such as timelines, charts, and graphs

POSSIBLE TOPICS

Topic	This unit explores the historical and contemporary conditions and perspectives of Indigenous peoples and their descendants and communities in Canada. <i>Aboriginal</i> is the common term used by governments to refer to First Nations, Métis, and Inuit peoples. With increased immigration and Aboriginal urban migration, there is more contact between Aboriginal people and newcomers. This unit is designed to increase the awareness and sensitivity of newcomers to the special roles and needs of Aboriginal people in Canada.
Cross-cultural Perspectives	<p>Other cross-cultural topics to consider are Aboriginal and Canadian settler perspectives. Instructors may help learners use comparing and contrasting techniques with the following:</p> <ul style="list-style-type: none">• differences in approaches to conflict resolution, restorative justice, governance, and community development• Aboriginal approaches to group communication using sharing circles and talking sticks• the Iroquois Confederacy's approach to democratic consensual decision-making vs. the European approach• spiritual and sustenance value of the natural world and environment• interpretations of Canadian history and the Canadian nation-state• collectivist and communitarian versus individualistic orientations• European and First Nations' values regarding private property
Systems and Practices in BC and Canada	<p>The following are possible topics instructors could explore with learners:</p> <ul style="list-style-type: none">• history of contact between settlers and Aboriginal people in Canada• treaties and treaty-making processes, historically and today, including BC's current treaty process• the status of Aboriginal languages in Canada and how they relate to culture• Aboriginal governance organizations and structures in BC and Canada• Aboriginal people's protections and distinctive rights as outlined in the Canadian Charter and other laws• the history of residential schools in Canada and BC and the Indian Residential Schools Settlement Agreement• the Truth and Reconciliation Commission• the Government of Canada's Royal Commission's Report on Aboriginal Peoples• Indigenous people as custodians of local ecosystems and knowledge

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- terms for note-taking/study strategies and techniques
- expressions to signal parts and structure of an extended description
- idioms, technical and academic language related to the subject

*point-form, abbreviations, revise, edit, jot down, collate
furthermore, moreover, not only...but also*

*First Nations, Inuit, Metis, treaties, reserves, revitalization,
demonstration, oral history, reconciliation, residential schools,
build bridges, grassroots*

Grammar

- transitions to show “and” relation
- transitions to show “but” relation
- transitions to show time and sequence
- transitions to show a cause and effect relation

*additionally, as a matter of fact, likewise
actually, however, in either case, at any rate
briefly, in conclusion, in sum, secondly
as a result, hence, otherwise, thus*

Pronunciation

- gestures to show liveliness and to focus listener attention

RESOURCES

Aboriginal Culture and Traditions

[8th Fire – CBC Doc Zone](#)

This page has links to all of the media associated with this excellent documentary series including dispatches, maps, profiles, the documentary itself and more.

Uses: Learners access and understand moderately complex extended narrations and descriptions.

[Aboriginal – CBC](#)

This website has information on a wide range of current topics including Idle No More, reconciliation, treaties, and more. The site has links to TV and radio clips to support the stories.

Uses: Learners take notes about the main points with attention to the reporting styles, techniques, questions, and formality.

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

This page gives an overview of the function and then has links to expressions to agree and disagree. The website also offers learners a variety of resources and lesson plans using the four skill areas and more.

Uses: Learners access functions online.

[Canada’s First Nations – University of Calgary](#)

This multimedia tutorial covers many topics of relevance to this unit.

Uses: Learners navigate the tutorial to access and use information.

[Canadian Aboriginal History: Origins \(Apr. 17, 2009, 7:00\)](#)

This YouTube video is an interesting overview that looks at many of the topics surrounding Aboriginal history in Canada.

Uses: Learners take notes about the main points.

[Canadian Aboriginals: In or Out? – The Agenda with Steve Paikin \(Jan. 17, 2012, 40:08\)](#)

This panel discussion looks at the Aboriginal involvement in Canadian politics and decision making. The panel features several leading authorities in the Aboriginal community and former Prime Minister Paul Martin.

Uses: Learners take notes about the main points with attention to the interview style, techniques, questions, and tone.

[Examining Aboriginal Rights and Education – George Stroumboulopoulos](#)

This short reading introduces the topic of the video interview on the same page. The interview has former Prime Minister Paul Martin discussing the quality of Aboriginal life in Canada with the interviewer.

Uses: Learners take notes about the main points with attention to the interview style, techniques, questions, and tone.

[The Facts: What is Oral History? – Indian Claims Commission](#)

This two-page reading outlines oral histories and provides some samples.

Uses: Learners reduce text to an outline or summary.

[Heritage Minutes Videos – Historica Dominion Institute](#)

This site has a series of one-minute dramatizations of topics in Canadian history. Choose the theme, *First Nations*, to find topics like Louis Riel, Peacemaker, residential schools, and many more.

Uses: Learners access and understand moderately complex extended narrations and descriptions.

[How Aboriginal People in Canada Retain Their Culture and Traditions](#)

This research report contains interviews with Aboriginal people in BC.

Uses: Learners summarize individual stories.

[Inuit Odyssey \(Sep. 22, 2012, 44:03\) – The Nature of Things with David Suzuki](#)

This page is a summary of the fascinating documentary that traces the origins of the Inuit people of Canada’s North.

Uses: Learners read the summary and follow links to watch the documentary, take notes, and create a timeline of the events in the film.

[Languages of the World – Ethnologue](#)

This website offers information and links on endangered languages in various regions of the world. Under “The Americas” link, Canada has 19 endangered Indigenous and Aboriginal languages listed, most from British Columbia.

Uses: Learners navigate to access information for charts, graphs, and short presentations.

RESOURCES

Aboriginal Culture and Traditions (cont.)

[Our Voices, Our Stories: First Nations, Metis, and Inuit Stories](#)

This website provides oral histories from the past to the present.

Uses: Learners access, locate, and reduce informational texts to an outline or summary.

[Rezolution Pictures YouTube Channel](#)

This channel has more than 25 short videos about Aboriginal history, legends, and film trailers.

Uses: Learners access and understand moderately complex extended narrations and descriptions.

[Six Stages: Policies and Procedures – BC Treaty Commission](#)

This page outlines the six stages in the treaty procedure. This website also contains both historical and contemporary information on BC Treaties.

Uses: Learners research and summarize stages for short presentations or discussions.

Dictionary and Research Links

[2006 Aboriginal Population Profile – Statistics Canada](#)

This StatsCan link takes you to the breakdown of the 2006 Census findings regarding Aboriginal and non-Aboriginal populations in various communities, regions, and cities in British Columbia.

Uses: Learners interpret statistical information in formatted texts such as graph, tables, and charts about Aboriginal Peoples.

[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.

[Truth and Reconciliation Commission of Canada](#)

This website has extensive resources to learn the truth about what happened in the residential schools and to inform all Canadians about what happened in the schools. The site offers links to resources like the Indian Residential Schools Settlement Agreement and many more.

Uses: Learners access, locate, and reduce informational texts to an outline or summary.

[Understanding Aboriginal Culture – Terry LeBlanc \(May 18, 2010, 10:36\)](#)

This YouTube video provides an interesting interview that looks at many of the topics surrounding Aboriginal Culture in Canada.

Uses: Learners take notes about the main points with attention to the interview style, techniques, questions, and tone.

[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.

[Statistics by Subject: Aboriginal Peoples – Statistics Canada](#)

This page has links to statistical information about the different groups of Aboriginal Peoples in Canada. The information is listed by subtopics such as health, education, justice, business, and more.

Uses: Learners interpret statistical information in formatted texts such as tables, and charts about Aboriginal Peoples.

RESOURCES

Dictionary and Research Links (cont.)

The following five dictionary resources support vocabulary acquisition.

Uses: Learners access and compare dictionary definitions for key vocabulary.

[Dictionary.com](#)

[Your Dictionary](#)

[Dictionary and Thesaurus – Merriam-Webster Online](#)

[Cambridge Dictionaries Online](#)

[Longman English Dictionary Online](#)

Timelines and Maps

[First Peoples' Language Map of BC](#)

This interactive map shows the language groups of BC and has links to lists of languages and First Nations, and community champions with brief biographies and media links.

Uses: Learners access and navigate the map to find information for presentations about First Nations or individual community champions.

[First Nations Peoples of BC Map – Government of BC](#)

This map shows the First Nations of BC with a list of the bands, pronunciation, and language groups.

Uses: Learners access and navigate the map to find information for presentations about First Nations language groups in BC.

[A Historical look at Canada and B.C.'s Relationship with First Nations – Cariboo Links](#)

This is an excellent timeline from 10,000 BC to 1995 that focuses on European/First Nations relations.

Uses: Learners use timeline to begin further research, or reduce the text to an outline or summary.

The following five **research resources** are excellent sources for unit topics.

Uses: Learners access and compare resources for key topics.

[Dictionary of Canadian Biography Online](#)

[Britannica Online Encyclopaedia](#)

[The Canadian Encyclopaedia](#)

[Canadiana](#)

[Wikipedia](#)

[Interactive Timeline: 20 Years of Treaty Making – British Columbia Treaty Commission](#)

This timeline traces the history of BC Treaties with text and video. The website offers information on the treaty process in BC with an education section that includes videos and teacher resources.

Uses: Learners use timeline to begin further research, or reduce the text to an outline or summary.

[Map Room – Aboriginal and Northern Development Canada](#)

This page has an extensive list of maps that relate to the topics in this unit.

Uses: Learners navigate to access information for maps, charts, and short presentations.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although 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.

Uses: The following are particularly useful chapters for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 5, Volume 2: Managing Information

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

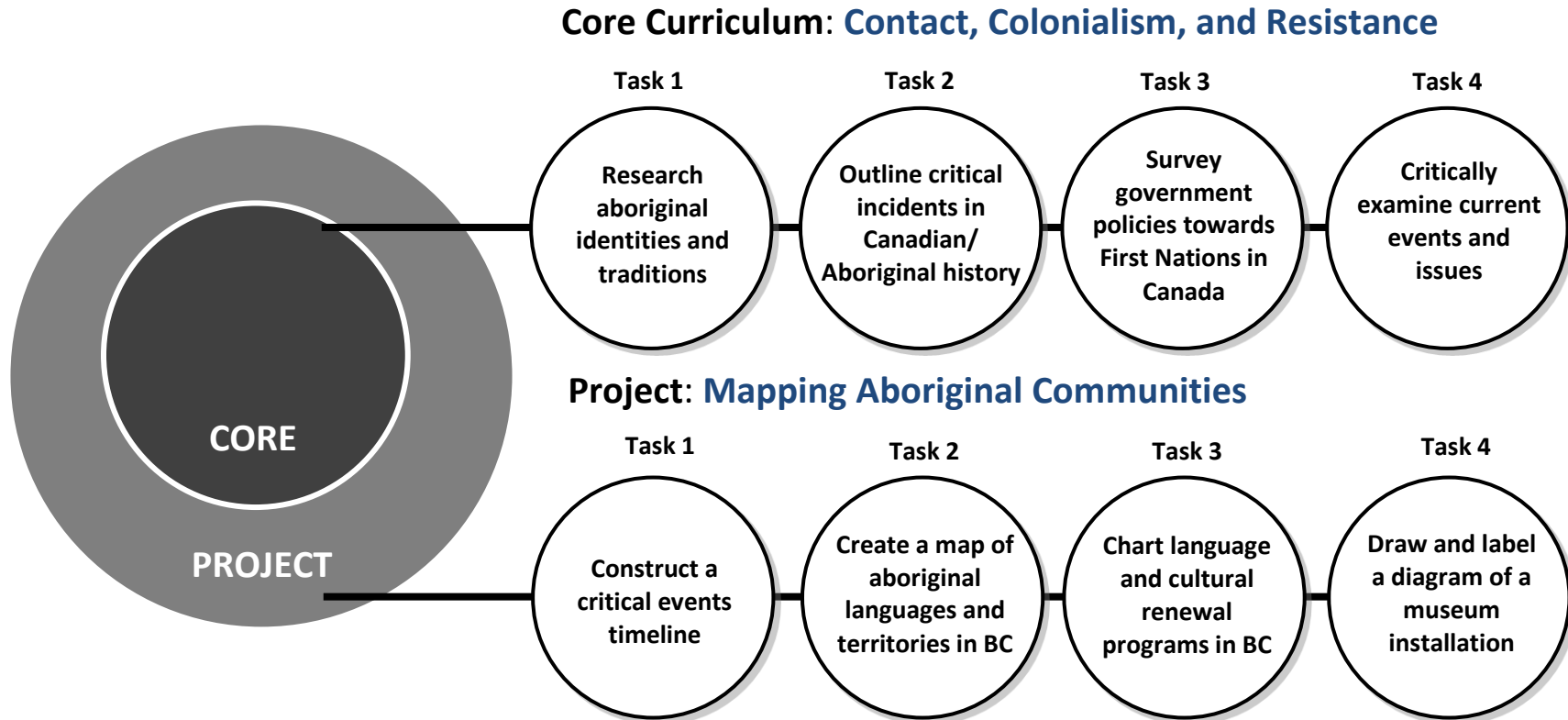
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

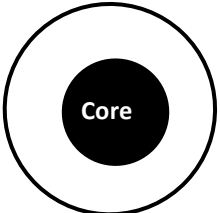
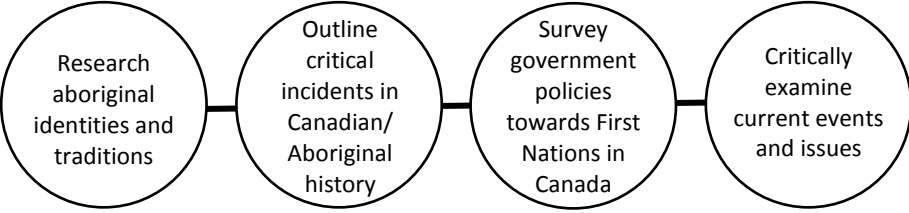
At a glance: ABORIGINAL COMMUNITIES



SCOPE & SEQUENCE

of Sample Tasks

ELSA 6


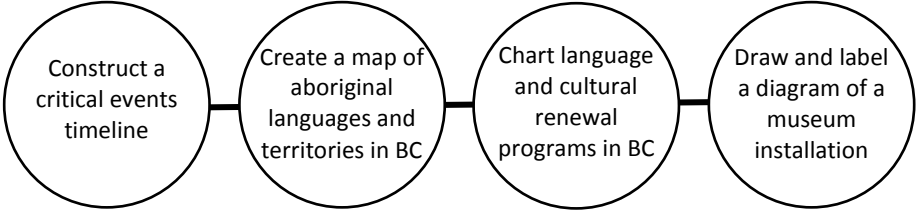



UNIT 7: Aboriginal Communities	CORE CURRICULUM: Contact, Colonialism & Resistance PROJECT: Mapping Aboriginal Communities	
		
CLB OUTCOME 🗣️📖📝	SAMPLE TASK	RESOURCES
🗣️ CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.	Task 1: Research aboriginal identities and traditions <ul style="list-style-type: none"> • read online and print dictionaries or reference sources for definitions of the following terms: Indigenous, Aboriginal, First Nations, Métis, and Inuit and compare the definitions • read various articles and descriptions of aboriginal traditions (e.g., the oral tradition, potlatch, mask making and wearing, the use of cedar, sweat lodges) • demonstrate the ability to do the following from readings: <ul style="list-style-type: none"> ○ distinguish fact from opinion ○ evaluate ideas in text to draw conclusions ○ identify organization of text and links between paragraphs • summarize and share information about traditions with classmates 	Dictionary.com Dictionary and Thesaurus – Merriam-Webster Online Cambridge Dictionaries Online Canada’s First Nations – University of Calgary Our Voices, Our Stories: First Nations, Metis, and Inuit Stories
📝 CLB 7-II: Reduce a text of up to about 2 pages to an outline or summary.	Task 2: Outline critical incidents in Canadian/Aboriginal history <ul style="list-style-type: none"> • research critical incidents in Canadian/aboriginal history (e.g., contact, fur trade, Confederation, treaties, participation in WWI and WWII, the right to vote, the Oka crisis) • read articles and timelines about critical incidents • write an outline and summary of the key incidents to be used in the Project: <ul style="list-style-type: none"> ○ reduce information to important points ○ take notes in point form ○ convey the essential information ○ record names and dates with correct spelling 	A Historical look at Canada and B.C.’s Relationship with First Nations – Cariboo Links Interactive Timeline: 20 Years of Treaty Making – BC Treaty Commission Aboriginal – CBC

UNIT 7: Aboriginal Communities		
CORE CURRICULUM: Contact, Colonialism & Resistance		
PROJECT: Mapping Aboriginal Communities		
CLB OUTCOME 🗣️👂📄✍️	SAMPLE TASK	RESOURCES
<p>🗣️ 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 discussion or meetings.</p>	<p>Task 3: Survey government policies towards First Nations in Canada</p> <ul style="list-style-type: none"> research Canadian government policies towards First Nations regarding the following topics: <ul style="list-style-type: none"> treaties anti-potlatch laws residential schools the Indian Act the reserve system fostering and adoption of Native children share information with classmates and express opinions doing the following: <ul style="list-style-type: none"> provide necessary information ask and respond to relevant questions summarize information and ideas to clarify and confirm understanding hold the floor, share the floor, thank others for their contributions 	<p>Six Stages: Policies and Procedures – BC Treaty Commission</p> <p>Truth and Reconciliation Commission of Canada</p> <p>Heritage Minutes Videos – Historica Dominion Institute</p> <p>Dictionary of Canadian Biography</p> <p>Britannica Online Encyclopaedia</p> <p>The Canadian Encyclopaedia</p> <p>Agreeing and Disagreeing in English – English Club</p>
<p>👂 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.</p> <p>📄 CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).</p>	<p>Task 4: Critically examine current events and issues</p> <ul style="list-style-type: none"> listen to or watch a news report or documentary about current events and issues relating to First Nations (e.g. the Idle No More protest, substandard housing on reserves, residential school settlement, economic initiatives on reserves) examine the message behind the news, points of view and persuasive techniques used: <ul style="list-style-type: none"> identify the purpose, main ideas and factual details identify implied meanings follow discourse indicators signalling cause and effect, condition, and result predict consequences and outcomes interpret, critically examine, and discuss charts and tables that summarize information about contemporary Aboriginal communities (e.g. demographics, socio-economic indicators, literacy levels, health indicators, and comparative budget allocations) 	<p>Understanding Aboriginal Culture</p> <p>8th Fire – CBC Doc Zone</p> <p>Aboriginal – CBC</p> <p>2006 Aboriginal Population Profile – Statistics Canada</p> <p>Statistics by Subject: Aboriginal Peoples – Statistics Canada</p>

SCOPE & SEQUENCE

of Sample Tasks

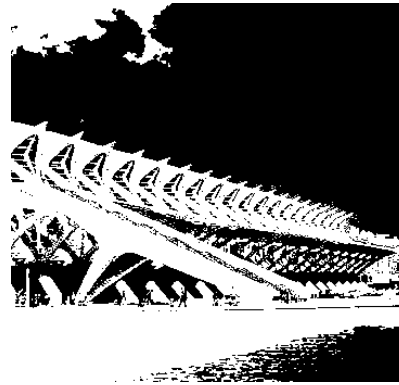
ELSA 6

UNIT 7: Aboriginal Communities	CORE CURRICULUM: Contact, Colonialism & Resistance PROJECT: Mapping Aboriginal Communities	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-II: Reduce a text of up to about 2 pages to an outline or summary.</p> <p> 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 discussion or meetings.</p>	<p>Task 1: Construct a critical events timeline</p> <ul style="list-style-type: none"> • identify key critical events in the history of the First Nations (see Core Task 2 above) • working in pairs, research the event • write a summary of the event • prepare discussion points <ul style="list-style-type: none"> • present a summary of event to whole class • lead discussion, ensuring that everyone participates • post summaries on a timeline on the classroom wall 	<p>Interactive Timeline: 20 Years of Treaty Making</p> <p>Agreeing and Disagreeing in English – English Club</p>

UNIT 7: Aboriginal Communities	CORE CURRICULUM: Contact, Colonialism & Resistance PROJECT: Mapping Aboriginal Communities	
CLB OUTCOME 🗣️🧠📄✍️	SAMPLE TASK	RESOURCES
🗣️ CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).	Task 2: Create a map of aboriginal languages and territories in BC <ul style="list-style-type: none"> • examine a map or chart displaying or explaining the cultural and linguistic diversity that exists among First Nations within BC • examine a map to name a major First Nations group within each region of BC (e.g., the northern interior, coast, northeast, southern interior) • locate on a map of BC the main territory of several BC First Nations • identify the First Nation on whose traditional territory the learners' school is located • summarize the information about languages and territories in BC on a map and post it with timeline (see Project Task 1 above) 	Map Room – Aboriginal and Northern Development Canada First Peoples' Language Map of BC
🗣️ CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.	Task 3: Chart language and cultural renewal programs in BC <ul style="list-style-type: none"> • perform online research to identify current initiatives to strengthen First Nations language and culture in BC • summarize information in a chart; adding pictures and other visual enhancements • post the chart on the wall with a timeline and a map (see Project Tasks 1 & 2 above) 	The Facts: What is Oral History? – Indian Claims Commission Canadian Aboriginal History: Origins (Apr. 17, 2009, 7:00) Our Voices, Our Stories: First Nations, Metis, and Inuit Stories
🗣️ 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.	Task 4: Draw and label a diagram of a museum installation <ul style="list-style-type: none"> • visit a museum, gallery, or cultural centre that focuses on aboriginal content • listen to a docent or guide describe the installations • select one installation or display, and make a quick sketch of it • back in the classroom turn the sketch into a diagram of the installation and label it • post on wall with the timeline, map and chart (see Project Tasks 1, 2 & 3) • invite other members of the school community to view the wall displays 	

Interacting in
communities: Unit 8

SCIENCE, TECHNOLOGY, & ENVIRONMENT



ELSA 6
CLB 7

Introduction

In this unit learners will embed the topics of science, technology, and the environment into their own personal, cultural, and social contexts and experiences. This unit engages learners in considering science-related issues in everyday life and encourages them to make responsible choices about these issues. Rather than adopting a specialist disposition, instructors are encouraged to join their learners in exploring how these topics relate to real peoples' lives and environments. Instructors should have no fear of saying, "I don't know. Let's find out!"

The **Core Curriculum** focuses on learners' ecological footprints, how household objects are invented and produced, and big-picture science questions such as the origins of the universe and life on Earth.

The optional **Project** component focuses on the production of a short instructional video describing how to perform a particular science, technology, or environmental task or procedure. Learners collaborate to produce the video, which culminates in a class presentation and screening.






Teaching Suggestions

- Plan a field trip to a science fair, ecology centre, or technology museum.
- Invite a guest speaker from an environmental organization, such as the Sierra Club of BC or the Western Canada Wilderness Committee.
- Ask learners to compare and contrast articles that express opposing points of view on topics.
- Encourage learners to ask questions about texts and answer their own questions to build study skills.
- Encourage learners to give each other feedback on class assignments.
- Research communication styles that contribute to effective teams.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 7-II:	Understand moderately complex directions and instructions for technical or non-technical tasks.
Speaking	
 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.
Reading	
 CLB 7-II:	Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.
Writing	
 CLB 7-II:	Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.

Content and Other Outcomes

Learners will

- have the opportunity to expand their scientific, technological, and environmental literacy
- read and listen to written and aural texts intensively to understand key science, technology, and environmental concepts
- consider critical perspectives on environmental, scientific, and technological claims
- collaborate to produce an instructional video on a science, technology, or environmental issue
- develop skills appropriate to their role in the project: some, but not all of script writing, production planning, acting, narrating, video-taping, producing

POSSIBLE TOPICS

Topic	<p>This unit introduces learners to science, technology, and the environment as these things affect the day-to-day life of Canadians. The unit is intended to develop scientific and environmental literacy and citizenship. The focus is on developing the kinds of reasoning and information about science, technology, and the environment required to live as an active, informed and healthy citizen in contemporary Canada. Possible topics include critical thinking, information sources, and behaviours required to function as effective consumers of scientific, technological, or environmental information and services.</p>
Cross-cultural Perspectives	<p>Attitudes toward science, technology, and the environment vary from country to country. Topics might include comparing and contrasting Canada and learners' countries of origin with respect to the following:</p> <ul style="list-style-type: none">• access to, or use of, technology (e.g., cellphones vs. land phones the internet, computers)• population, consumption and per capita ecological footprints• food consumption, households, and lifestyles• energy consumption and sources• comparing and contrasting scientific thinking and evidence with other forms of belief or reasoning• economic development and quality of life:<ul style="list-style-type: none">○ quantity vs. quality of life (e.g., GNP vs. human development index)○ Bhutan's approach to Gross National Happiness (vs. the GNP)○ characteristics of a high quality of life (see the HDI)
Systems and Practices in BC and Canada	<p>The following are possible topics instructors could explore with learners:</p> <ul style="list-style-type: none">• important Canadian scientists or scientific and technological inventions, such as the following:<ul style="list-style-type: none">○ the Canadarm○ communications inventions linked to Canada and Canadian inventors (e.g., Alexander Graham Bell – the telephone, Reginald Fessenden – radio and sonar, Donald Hings – the walkie-talkie)• environmental policies and practices in British Columbia• green economies, energy policies, and taxation in BC and Canada• reduce, reuse, recycle policies and practices

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary	<ul style="list-style-type: none">• words and expressions in relation to topic areas• 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	<p><i>general content; academic, occupational, and vocational areas; social participation</i></p> <p><i>cutting edge, version, gadget, widget, thingy, ozone layer, ice cap, extinct/endangered/threatened</i></p>
Grammar	<ul style="list-style-type: none">• imperative vs. present simple for giving instructions• discourse and sequence markers for giving instructions, especially with gerunds• modals of advice	<p><i>Take off the lens cap vs. You take off the lens cap.</i></p> <p><i>First of all, before inserting the SIM card; after exiting the application; finally</i></p> <p><i>should, ought to, had better</i></p>
Pronunciation	<ul style="list-style-type: none">• English phonological sound systems to interpret spoken discourse	<p><i>sound segments, rhythms, and intonations</i></p>

RESOURCES

Science

[Big Bang Theory: Overview – All About Science](#)

This article gives an introduction to the Big Bang Theory and is divided into five sections including common misconceptions, evidence, and theological arguments

Uses: Learners summarize and discuss the implications of each section.

[The Habitable Planet: A Systems Approach to Environmental Science – Annenberg Learner](#)

This collection of 13 half-hour videos covers a variety of environmental topics.

Uses: Learners reduce one video to notes and summarize for the others.

Technology

[The Greatest Canadian Invention from CBC – Wikipedia](#)

This page has a list of the top 50 Canadian inventions as chosen on the CBC documentary from 2007 with links to information about each.

Uses: Learners access the list online, navigate the website, and summarize information about one of the inventions and inventors.

[Video Channel – How Stuff Works](#)

This extensive collection of technology, science, and other videos is accessible by categories or by most popular.

Uses: Learners access videos online and reduce a chosen topic to notes.

Environment

[David Suzuki Foundation](#)

This site offers pages on hot issues, blogs, and suggestions and recommendations for individual action and change.

Uses: Learners understand moderately complex instructions for environmental change at a personal level.

[Plate Tectonics \(Dec. 29, 2007, 10:24\) – YouTube](#)

This video gives a detailed introduction to the science of plate tectonics.

Uses: Learners reduce narration to notes.

[Quirks and Quarks Radio Program – CBC](#)

This excellent national weekly science program explores a wide range of topics.

Uses: Learners access episodes online and reduce a story to notes.

[Stuff to Blow Your Mind Podcast – How Stuff Works](#)

This page has links to the weekly science podcast, videos, and more.

Uses: Learners access episodes or videos online and reduce a story to notes.

[Video Library – Common Craft](#)

This website has a series of short animated videos in simple English with graphic support explaining key components or issues of technology and other topics.

Uses: Learners access videos online and reduce a chosen topic to notes.

[Footprint Calculator – Global Footprint Network](#)

This visually appealing quiz can be adjusted for learners' language levels. The website also offers information about footprint science.

Uses: Learners access the quiz online and follow instructional prompts to complete it and record their results.

RESOURCES

Environment (cont.)

[Global Footprints – National Geographic](#)

This photojournalistic slideshow with captions to describe the scenes captures the footprint of three families from Botswana, the USA, and India.

Uses: Learners discuss the similarities and differences between the photos.

[Living Planet Report – World Wildlife Fund Global](#)

This website offers many resources surrounding the conservation efforts of the WWF including videos, articles, reports, information about the Earth, and more.

Uses: Learners navigate the site to find information for short presentations.

[My Footprint: Ecological Footprint Quiz – Center for Sustainable Economy](#)

[This quiz takes an inventory of personal resource consumption and adds a powerful twist after the last question.](#)

Uses: [Learners access the quiz online and follow instructional prompts to complete it and record their results.](#)

Public Service Announcement (PSA) Examples

[Canadian Red Cross: Stand Up 2 Bullying PSAs – Ontario Youth Winners](#)

This page has a collection of short 30-second video PSAs created by High School students depicting how bystanders can make a difference in bullying situations.

Uses: Learners reduce the PSAs to notes and compare the presentation style with other videos.

[Feed The Pig PSAs – YouTube Channel](#)

This collection of videos includes an informative short film that follows the making of the series of PSAs for financial literacy.

Uses: Learners take notes about the steps taken to produce the PSAs.

[Heal the Bay: The Majestic Plastic Bay: A Mockumentary \(Aug. 14, 2010, 4:00\) – YouTube](#)

This is a funny public advocacy announcement narrated by Jeremy Irons. This short film follows the journey of a plastic bag from a California grocery store to the Pacific Ocean in a satirical style.

[The Story of Stuff Project](#)

This excellent website has blogs, videos, podcasts, and resources surrounding production and consumption patterns in the global marketplace.

Uses: Learners access videos and podcasts and reduce discourse to notes for discussion.

[What the World Eats Part I – TIME Photos](#)

This photo slideshow compares and contrasts food consumption, lifestyles, and household composition of 16 homes in different countries.

Uses: Learners discuss the similarities and differences between the photos.

[World Wildlife Fund Canada](#)

This website showcases one of the country's leading conservation organizations, enjoying the active support of more than 150,000 Canadians.

Uses: Learners navigate the site to find information for short presentations.

Uses: Although comprehending satire is a CLB 9+ task, instructors can help learners reduce film to notes and compare the presentation style with other videos.

[Journeyman Pictures: Gross National Happiness – Bhutan \(Dec. 21, 2007, 16:31\) - YouTube](#)

This is an informative and interesting comparison documentary video that examines GNH in Bhutan and includes footage from the country.

Uses: Learners reduce documentary to notes and compare the presentation style with other videos.

[MADD Canada Media Campaigns – MADD Canada Research Library](#)

This page has an excellent collection of video, radio, and print PSAs from MADD (Mothers Against Drunk Driving).

Uses: Learners reduce the PSAs to notes and compare the presentation style with other videos.

GENERAL RESOURCES

Public Service Announcement (PSA) Examples (cont)

[Morten Sandergaard: What is “Gross National Happiness”? \(Dec. 13, 2010, 3:29\) – YouTube](#)

This is a short film that uses a “simpleshow” animation format to explain GNH from its origins and applications in the country of Bhutan.

Uses: Learners reduce film to notes and compare the presentation style with other videos.

Project Skills

[10 Essentials to an Effective TV Commercial – About.com](#)

This page is the first of two pages that list the 10 essentials for a commercial.

Uses: Learners understand a given section and then relate their instructions to others.

[13 More Tips to Help You Record Narration Like the Pros – The Rapid E-Learning Blog](#)

This post gives a concise overview of the recording process for narration.

Uses: Learners understand moderately complex instructional texts for multistep procedures to record a narration.

[Effective Listening and Notetaking – 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.

[How to Make a Short Film with No Budget \(and Questionable Talent\) – Luceo Magazine](#)

This engaging article follows the steps to making a short film from having an idea and a camera, to writing the story, and finally finding an audience.

Uses: Learners reduce the article to notes about the steps to make a PSA.

[Wildlife Public Service Announcements – Canadian Wildlife Federation](#)

This page has summaries and links to wildlife PSAs.

Uses: Learners reduce PSAs to notes and compare the presentation style with other videos.

[How to Upload a Video on YouTube \(Mar. 11, 2008, 5:29\) – YouTube](#)

This video outlines the steps to upload a video from signing up with YouTube through the process of uploading.

Uses: Learners understand moderately complex directions and instructions for uploading a video to YouTube.

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

This page gives a concise review of imperatives.

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

[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 and 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.

[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.

RESOURCES

Project Skills (cont.)

[My Tube: Changing the World with Video Public Service Announcements – Deborah Kosdras, Ph.D.](#)

This is an excellent page that contains a six-session lesson plan with resources and extension activities.

Uses: Learners follow moderately complex instructions and multistep procedures related to making a PSA.

[Persuasion Map – Read Write Think](#)

This simple website provides a printable visual template for an essay or presentation thesis, main points, supporting points, and conclusion.

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

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC

[Using Movie Maker to Create Public Service Announcements – Read Write Think](#)

This two page pdf gives a 15-step set of instructions for using Windows Movie Maker.

Uses: Learners understand moderately complex instructional texts for multistep procedure to make a PSA.

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

This page has links to vocabulary exercises from the Academic Word List organized by subsection.

Uses: Learners complete exercises online to build academic vocabulary.

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.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 5, Volume 2: Managing Information

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

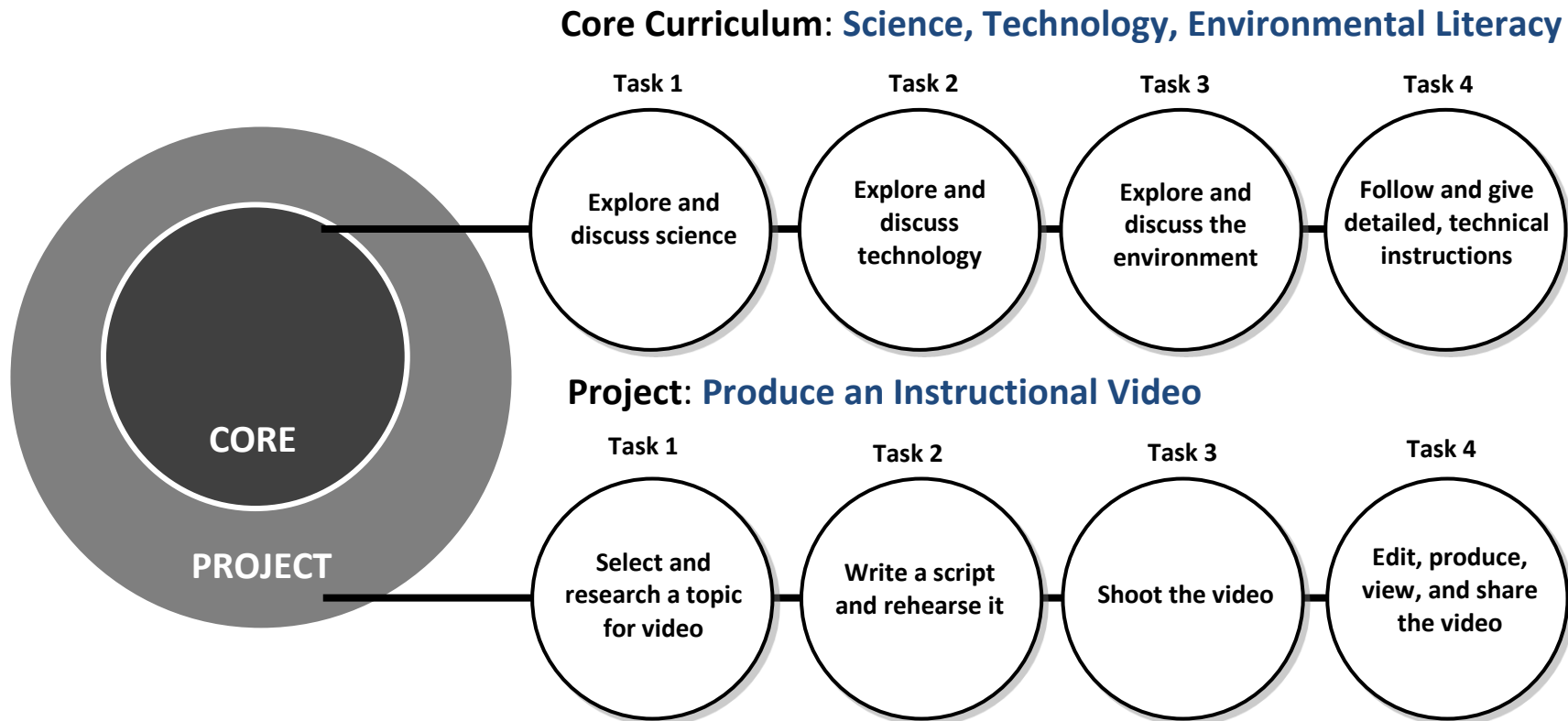
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

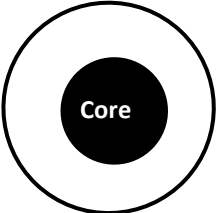
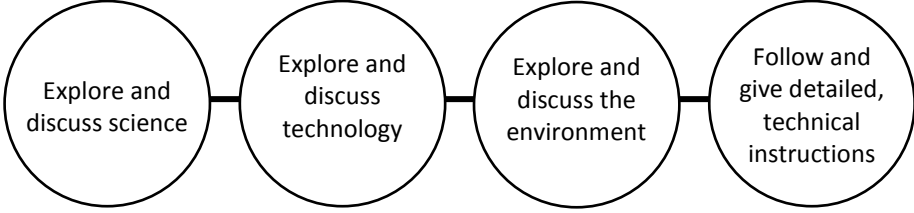
At a glance: SCIENCE, TECHNOLOGY, & ENVIRONMENT




SCOPE & SEQUENCE

of Sample Tasks

ELSA 6


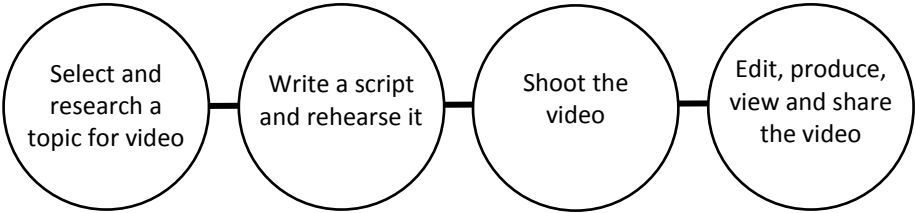

UNIT 8: Science, Technology, & Environment	CORE CURRICULUM: Science, Technology & Environmental Literacy PROJECT: Produce an Instructional Video	
		
CLB OUTCOME 🗣️🧠📝	SAMPLE TASK	RESOURCES
<p>🗣️ CLB 7-II: Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.</p>	<p>Task 1: Explore and discuss science</p> <ul style="list-style-type: none"> listen to podcasts about a science topic of interest (e.g., medical advances, government funding for research, space exploration, the Nobel Prizes) take notes on the podcast as follows: <ul style="list-style-type: none"> reduce information to important points with accurate details and no major omissions take notes in point form convey the essential information discuss the value of science in culture and society examine the media’s role in keeping people informed about science 	<p>Quirks and Quarks Radio Program – CBC</p> <p>Stuff to Blow Your Mind Podcast – How Stuff Works</p> <p>Listening and Note-taking – Student Learning Commons Resources SFU</p>
<p>🗣️ CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks.</p>	<p>Task 2: Explore and discuss technology</p> <ul style="list-style-type: none"> watch short videos on how different technologies work: <ul style="list-style-type: none"> follow sequence markers, cohesive devices (connecting words, pronoun reference, parallel structure, and substitution) or other linguistic clues to infer the order of steps seek clarification and confirmation if required list words, phrases and other linguistic elements used to give directions and instructions summarize videos to each other discuss the value of technology and innovation in society 	<p>Video Channel – How Stuff Works</p> <p>The Story of Stuff Project</p>


UNIT 8: Science, Technology, & Environment	CORE CURRICULUM: Science, Technology & Environmental Literacy PROJECT: Produce an Instructional Video	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
	<p>Task 2: Explore and discuss technology (cont.)</p> <ul style="list-style-type: none"> examine the role of the rapid obsolescence of technology in over-consumption view the short video “The Story of Stuff” and examine how technologies affect the environment 	
<p>🗣️ CLB 7-III: Give extended warnings, suggestions, recommendations or advice.</p>	<p>Task 3: Explore and discuss the environment</p> <ul style="list-style-type: none"> take an online quiz to assess level of personal consumption, compare the results with others, and create a chart to summarize the results give suggestions for reducing personal consumption: <ul style="list-style-type: none"> use appropriate persuasive arguments use modals with the appropriate level of politeness compare ecological footprints across countries investigate other environmental issues (e.g., global warming, species endangerment, rising sea levels) read charts and maps on the WWF website extract up to five interesting pieces of information, facts or impressions, write a related discussion question and present these in small groups for discussion identify and describe five key environmental concerns give warnings about these concerns and recommend possible solutions 	<p>My Footprint: Ecological Footprint Quiz – Center for Sustainable Economy</p> <p>Footprint Calculator – Global Footprint Network</p> <p>World Wildlife Fund Canada</p> <p>Modals of Advice - University of Victoria English Language Centre</p> <p>Imperatives – University of Victoria English Language Centre</p>
<p>📖 CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.</p>	<p>Task 4: Follow and give detailed, technical instructions</p> <ul style="list-style-type: none"> research and read a procedure of interest to the whole class (e.g., recycling, using a PVR) read instructions and procedures, and perform procedure or summarize it: <ul style="list-style-type: none"> interpret sequence and location signals and implied meanings to infer the correct steps follow the instructions to complete the task repeat in pairs or small group and summarize to the rest of the class 	<p>LINC 5-7 Classroom Activities, Chapter 5, Managing Information</p>
<p>🗣️ CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.</p>	<ul style="list-style-type: none"> select a technology, a scientific procedure or an environmentally friendly act (e.g., using a smart phone, drawing a blood sample, composting) that is relevant and interesting to each learner’s life and work in pairs or individually describe the procedure to classmates as follows: <ul style="list-style-type: none"> use the correct sequence of steps use clear references and provide necessary details use sequencing intonation so that listeners can follow 	<p>Imperatives – University of Victoria English Language Centre</p>

SCOPE & SEQUENCE

of Sample Tasks

ELSA 6

UNIT 8: Science, Technology, & Environment	CORE CURRICULUM: Science, Technology, & Environmental Literacy PROJECT: Produce an Instructional Video	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.	Task 1: Select and research a topic for video <ul style="list-style-type: none"> select a technical procedure from learners’ personal lives and work (e.g. recycling, filling a prescription, building a website, filling a baby bottle, operating a sewing machine) for the video that will instruct viewers on how to perform this task or procedure research the vocabulary needed to describe the steps in detail gathering visuals, examples and realia to help 	Video Library – Common Craft The Greatest Canadian Invention from CBC – Wikipedia Video Channel – How Stuff Works
CLB 7-II: Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.	<ul style="list-style-type: none"> view videos and listen to podcasts describing the selected procedure take notes on key steps and transitional phrases used compare notes from several videos and rewrite them into a detailed outline for the script 	Video Library – Common Craft Video Channel – How Stuff Works

UNIT 8: Science, Technology, & Environment	CORE CURRICULUM: Science, Technology, & Environmental Literacy PROJECT: Produce an Instructional Video	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
🧠 CLB 7-III: Give extended warnings, suggestions, recommendations or advice.	Task 2: Write a script and rehearse it <ul style="list-style-type: none"> • negotiate and compromise with the group to write a script for the video to do the following: <ul style="list-style-type: none"> ○ give detailed, sequenced instructions on how to perform a task or procedure ○ allow all group members a role ○ use accurate vocabulary to describe both the parts used and the process ○ use realia and visuals to enhance the viewing experience • edit first draft of the script and rewrite it • rehearse the script and get feedback on the performance 	Persuasion Map – Read Write Think
🧠 CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.	Task 3: Shoot the video <ul style="list-style-type: none"> • view videos about shooting and producing videos • shoot the instructional video, ensuring the instructions are accurate, sequenced, and clear. 	10 Essentials to an Effective TV Commercial – About.com How to Make a Short Film with No Budget (and Questionable Talent) – Luceo Magazine
🧠 CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks.	Task 4: Edit, produce, view and share the video <ul style="list-style-type: none"> • view videos about editing and uploading videos and share the video via email or YouTube • invite others in the school community and host a screening party serving popcorn and beverages • provide the audience with a feedback form to gather comments 	Using Movie Maker to Create Public Service Announcements – Read Write Think 13 More Tips to Help You Record Narration Like the Pros – The Rapid E-Learning Blog How to Upload a Video on YouTube

Interacting in communities: Unit 9

HISTORY & GEOGRAPHY OF CANADA



ELSA 6
CLB 7

Introduction

In this unit, learners learn about Canada in the past and present through its historical events, geographic regions, and natural landmarks.

The **Core Curriculum** begins with some review from Unit 7, focusing on First Nations history in relation to European settlement. In addition, learners study Canada's geographical regions, natural landscapes, and environment. They analyze and express opinions about how some major historical events (e.g., the Chinese head tax, Japanese internment camps, the BC Gold Rush) have affected the Canada of today.

The **Project** focuses on team work and group presentations. Learners negotiate and compromise with teammates to select, research, outline, rehearse, present, and evaluate a 10-minute presentation.






Teaching Suggestions

- Visit a museum or a community event celebrating a historical event.
- Discuss reading preferences for news, pleasure, and information.
- Infer meaning of unfamiliar vocabulary in a text before reading.
- Introduce and have learners practice vocabulary-building strategies.
- Analyze texts for bias, and tone.
- Encourage learners to use a wide range of computer functions for editing (e.g., inserting comments, tracking changes, checking grammar and spell, and tracking document statistics such as word count).
- Include pronunciation activities to practice effective use of voice with regard to speed, clarity, and tone.
- Encourage learners to use MS PowerPoint, Excel, and Word to create supporting materials for their presentations.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 7-IV:	Understand short group interactions, discussions and meetings on generally familiar topics.
Speaking	
 CLB 7-IV:	Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.
Reading	
 CLB 7-III:	Locate and use 3 or 4 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.
Writing	
 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.

Content and Other Outcomes

Learners will

- study Canadian history and key historical events
- learn about Canadian geography, regions, climate, and resources
- research major historical events, evaluate the events, and give opinions about them
- engage in team work to prepare and deliver a presentation
- write an extended description of historical events using correct paragraph format, and transitioning and connecting words

POSSIBLE TOPICS

Topic	This unit provides newcomers opportunities to learn about the history and geography of Canada. The intention is to convey a sense of belonging, not merely information; therefore, the unit is intended to offer learners an appreciation of the historical events and geographical features that have contributed to our contemporary experiences, values, and perspectives.
Cross-Cultural Perspectives	<p>ELSA learners come from a variety of countries with histories and geography vastly different from those of Canada. It is perhaps then worthwhile to compare such differences with learners in the classroom. Possible topics to consider across cultures might include the following:</p> <ul style="list-style-type: none">• how geography and the environment influence culture and cultural perspectives (e.g., northern versus southern climates and cultures)• similarities and differences among cultural celebrations in Canada and in learners' countries of origin, and why many Canadian celebrations might be based on seasons (e.g., Labour Day, Thanksgiving, Christmas and New Years, Easter)• similarities and differences between the history of the learners' countries of origins and the history of Canada with respect to the duration and time since settlement
Systems and Practices in BC and Canada	<p>The following are possible topics teachers could explore with learners:</p> <ul style="list-style-type: none">• interactions between the early settlers and First Nations' communities• dynamics between First Nations, French, and English governments in the formation of Canada• characteristics of various groups of immigrants from different regions of the world• milestones in Canadian and British Columbia history• geographical, demographic, and climatic characteristics of various regions of Canada• how Canadian geography has affected, and continues to affect, its history, politics, and culture• famous or important historical figures in Canada• how Canadian geography affected transportation, and how transportation, in turn, affected Canadian history

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- terms related to reading comprehension strategies
- nouns related to paragraphs and essays
- words and phrases used to describe cause and effect

questioning, skimming, scanning, outlining, mapping, evaluating and synthesizing
quotations, topic sentence, main idea, factual and supporting detail
as a result of....subsequently; compare and contrast: as opposed to....in comparison with...

Grammar

- conjunctions
- subordinating conjunctions that show cause and effect, opposition, or condition

and, but, therefore, otherwise
because, now that, inasmuch as; even though, although, while; if, unless, in the event that, even if

Pronunciation

- affective intonation for expressing positive and negative affect

conciliation, interest, distress, discomfort, etc.

RESOURCES

Canadian History

[Anashinteractive – YouTube Channel](#)

This channel has over 20 videos ranging from one to 10 minutes that include Aboriginal history, customs, governance, potlatch tradition, family, and more.

Uses: Learners access a given video online, take notes and write two or three connected summary paragraphs to relate a detailed description of the story.

[Black Robe Part 1 \(Aug. 27, 2012, 21:41\) – YouTube](#)

This video is the first part of the Canadian film *Black Robe*, which was shot in Quebec. The film follows a Jesuit missionary through his experience with the Huron in 1634. Follow the links on YouTube for more of the film in parts.

Uses: Learners take notes and summarize the story and emotions of the characters.

[A Brief History of Canada \(Jan. 15, 2008, 1:26\) – YouTube](#)

This short cartoon overview of Canadian history is cheeky and engaging.

Uses: Learners take notes about the names and dates presented in the video.

[A Brief History of Canada 1600 to 1699 – Sympatico](#)

This website has a detailed timeline with links to further information about the events relating to settlement, the fur trade, and war.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and summarize the events.

[Canada FAQ](#)

This website has extensive information about Canada's history, geography, personalities, provinces, cities, politics, immigration, and more with links embedded in the text.

Uses: Learners locate and use three or four pieces of information from website navigation menu and take notes about the topic.

[Canada History](#)

This website includes information about culture and politics with maps, timelines, presentations, and documents.

Uses: Learners navigate the website to research topics for presentations.

[Canada in the Making – Canadiana.org](#)

This website has resources about constitutional history, Aboriginal relations, and pioneers and immigrants for both learners and instructors including thematic narratives, historical documents, ready-made lesson plans, and more.

Uses: Learners access information online or follow lesson plans in class.

[Canada's History](#)

This magazine's website has excellent resources for instructors and learners. The site features articles, podcast interviews, webinars, lesson plans, and more.

Uses: Learners navigate the website to research topics for presentations.

[Canadian Encyclopedia](#)

This website has interactive resources that include timelines, personalities, and more.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[Canadian History Timeline – Schools in Canada.com](#)

This page has an excellent summary timeline from 2800 BC – 2009. The site also has quick links to a wide variety of other topics about Canada.

Uses: Learners navigate the website to research topics for presentations.

[Canadian Opinion Research Archive \(CORA\) – Queens University](#)

This website has historical and current survey results for a wide range of topics that relate to Canada. There are also links to trends, data analysis, other sources of similar data, and more.

Uses: Learners navigate the website to find supporting statistics for presentations.

[CBC Digital Archives](#)

This extensive collection of archived radio and TV from the CBC has documentaries, newsreels, radio interviews, and more.

Uses: Learners search the archives for material and take notes to support topics for presentations or discussion.

RESOURCES

Canadian History (cont.)

[CBC Ottawa – ESL Learning English with the CBC](#)

This page has 10 ESL lessons based on the use of CBC Radio’s Canadian archival news stories. The lessons include prelistening activities, short authentic radio stories on various topics with comprehension questions and postlistening discussion questions. The lessons relevant to this unit include D-Day, the Arctic Winter Games, Maple Syrup, Louis Riel, and Women in WWII.

Uses: Learners follow lesson plans in class or independently online.

[The Doukhobors \(Feb. 18, 2009, 2:21\) – YouTube](#)

This mini-documentary gives an overview of the Doukhobor flight to BC.

Uses: Learners summarize the information in the video.

[History Network Central Catalogue: Canada History](#)

This is a portal to multiple research tools and resources for history and geography including maps, timelines, historical summaries, and more.

Uses: Learners use the portal to access information online.

[History of the Canadian Pacific Railway in BC – Vancouver Public Library](#)

This page has a good reading about the CPR in BC and links to photographs of the topography and challenges faced in building the railway.

Uses: Learners navigate the website to research topics for presentations.

[Important Moments in Canadian History – UBC Creative and Critical Studies](#)

This page is the portal to an extensive timeline of Canadian history that is organized by era starting with prehistory to 1800 and finishing with 1968 to the present.

Uses: Learners use the portal to access information online.

[Indian Residential School Survivor – YouTube Playlist](#)

This playlist has a dozen short videos that relate to the residential school system including interviews with survivors, panel discussions, slideshows, songs, the Prime Minister’s apology, and more.

Uses: Learners access the playlist online and take notes for a given video to summarize and relate to others.

[The Komagata Maru Incident \(Apr. 17, 2008, 5:25\) – YouTube](#)

This video is a speech from the House of Commons by MP Ruby Dhalla addressing the incident of 1914 and the terrible results of the decision.

Uses: Learners summarize the information in the video.

[Legends Project – CBC Aboriginal](#)

This page has an 11 hour long audio archives of Aboriginal legends that have been collected to preserve oral histories.

Uses: Learners access a given legend online, take notes and write two or three connected summary paragraphs to relate a detailed description of the story.

[Libraries and Archives Canada](#)

This government website has extensive resources listed by a wide variety of topics. The resources include virtual exhibitions, maps, biographies, statistics, and much more.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[Our Past, Present, and Future – Canadian Pacific Railway](#)

This page has sections about the history of the CPR, image galleries, and a great short video about Lord Strathcona.

Uses: Learners access the video online and take notes for presentations.

[Political Aspects of the Chinese Head Tax \(Dec. 15, 2009, 5:09\) – YouTube](#)

This video examines the politics around the head tax and has some startling images that reveal the attitudes of the time.

Uses: Learners summarize the information in the video.

[Stombo: Shawn Atleo: The Complete Interview \(Jan. 27, 2012, 13:30\) – YouTube](#)

This interview with the National Chief of the Assembly of First Nations is relaxed, and personal, and covers a wide range of current and historical topics.

Uses: Learners access the interview online and take notes about the main points.

RESOURCES

Canadian Geography

[Canada Guide – National Geographic](#)

This web page provides an engaging and visual introduction to the geography and culture of Canada with links to facts, photos, maps, videos, and more.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[The Canadian Atlas Online – Canadian Geographic](#)

This website has extensive information about Canada. It is organized by theme, subject, and grade and includes ready-made lesson plans for instructors.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[Historical Atlas of Canada Online Learning Project](#)

This website is part of Canada's online learning project and provides access to interactive maps, text and graphics that explore major themes in history.

Uses: Learners access maps to find supporting information for given topics.

[Introduction to Canada \(Apr. 7, 2010, 2:54\) – YouTube](#)

This video is a quick highly visual tour of Canada from coast to coast and makes an excellent introduction to this unit.

Project Skills

[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.

[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.

[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.

Uses: Learners take notes about the people, cities, topography, and attractions.

[Natural Resources Canada](#)

This official government website has links to information about pipelines, minerals, energy, forests, acts and regulations, and more.

Uses: Learners access a given section online, take notes and write 2 or 3 connected summary paragraphs to relate a detailed description of the topic.

[Population & Demography – Statistics Canada](#)

This page has links to statistics by subtopics including births and deaths, mobility and migration, population changes, and more.

Uses: Learners navigate the website to find supporting statistics for presentations.

[Travel Canada: A Web Quest](#)

This interesting site provides a guided activity to create thematic maps of Canada to persuade classmates that your province or territory is the best destination. It has links to each of the provincial and territorial tourism websites and more.

Uses: Learners can follow the task as written online, or can use the site as a research portal for presentation material.

[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.

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

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

Uses: Learners summarize and apply suggestions to their presentation research.

RESOURCES

Project Skills (cont.)

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

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

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

[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.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors 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

[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.

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

This webpage provides an overview of the writing process and has links to detailed information and exercises for each stage of the writing process, from prewriting to proofreading.

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

various chapters.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

[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.

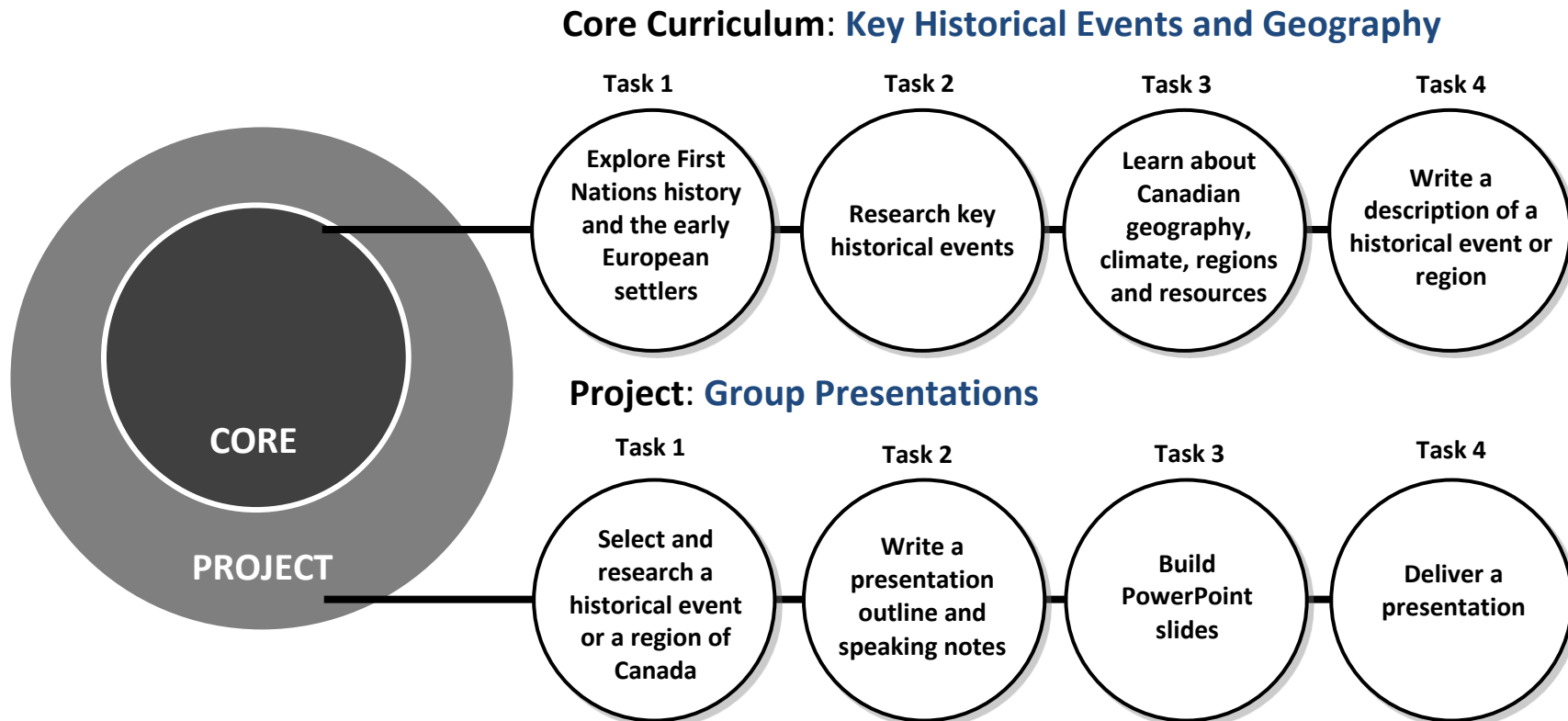
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 5, Volume 2: Managing Information](#)

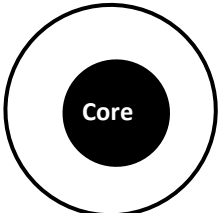
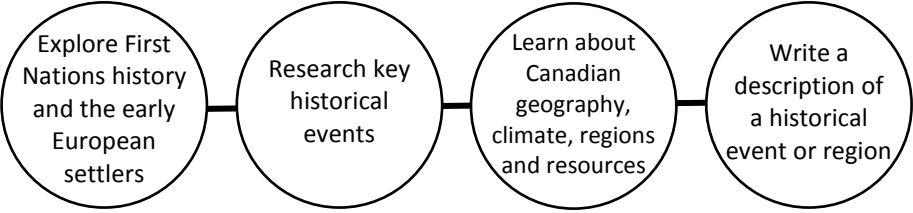



At a glance: HISTORY & GEOGRAPHY OF CANADA










SCOPE & SEQUENCE

ELSA 6

of Sample Tasks

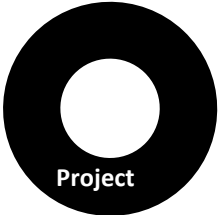
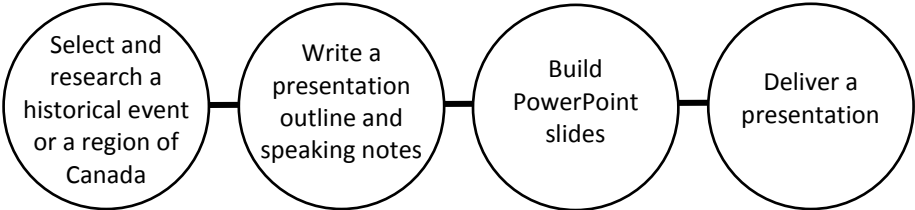
UNIT 9: History and Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
 CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.	Task 1: Explore First Nations history and the early European settlers <ul style="list-style-type: none"> • develop an overview of early Canadian history • listen to interviews, debates, movie clips, and reports about Canada’s early history: <ul style="list-style-type: none"> ○ identify factual details, main ideas, and supporting details ○ make inferences ○ identify facts and opinions ○ interpret factual information, explanations, and opinions 	Anashinteractive – YouTube Channel Legends Project – CBC Aboriginal Indian Residential School Survivor Black Robe Part 1 – YouTube A Brief History of Canada – YouTube
 CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).	Task 2: Research key historical events <ul style="list-style-type: none"> • locate key historical events on a timeline of Canadian history (e.g., Confederation, building the railway, the Wars, NAFTA) • select an event of interest, individually or in pairs • research the event using a variety of print and on-line resources <ul style="list-style-type: none"> ○ identify layout and organization of text to find the information needed ○ find and use three or four pieces of information by scanning the text • compare and evaluate how two or more resources describe and present the same event, evaluating the text for bias, tone, graphics, layout, attractiveness, and ease of accessing information • take notes from texts to be used in the writing assignment (see Task 4) 	A Brief History of Canada 1600 to 1699 – Sympatico Get The Most From Your Textbook: Study Skills – Athabasca University The Seven Steps of the Research Process – Cornell University Study Skills (Continuing Education) – McGill University





UNIT 9: History and Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
CLB OUTCOME    	SAMPLE TASK	RESOURCES
<p> CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice.</p> <p> CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.</p>	<p>Task 3: Learn about Canadian geography, climate, regions and resources</p> <ul style="list-style-type: none"> • map basic elements of Canadian geography including provinces, cities, regions, oceans, lakes, and rivers • identify basic climate zones and natural resources • read provincial tourism brochures, flyers, and websites • select and research one region, examining the following: <ul style="list-style-type: none"> ○ the landscape ○ the climate ○ the natural resources ○ these geographic features' influence on settlement patterns, history, the economy, and culture • present research findings to the class with or without visual aids: <ul style="list-style-type: none"> ○ present information using connected discourse ○ use an introduction, development, and conclusion ○ use connective words and phrases appropriately ○ provide clear and detailed descriptions and comparisons ○ show developing awareness of appropriate eye contact, body language, volume, and rate of speech <p>Note: The research and presentation in this task can be used to teach the skills needed for the Project, to prepare the learners for the Project, or it can be fully integrated with the Project.</p>	<p>Travel Canada: A Web Quest</p> <p>The Canadian Atlas Online – Canadian Geographic</p> <p>Introduction to Canada – YouTube</p> <p>Transitional Words and Phrases – Memorial University of Newfoundland</p> <p>PowerPoint Introduction: Total Overview (Mar. 1, 2012, 17:33) – YouTube</p> <p>PowerPoint Present – YouTube Channel</p>
<p> 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.</p>	<p>Task 4: Write a description of a historical event or region</p> <ul style="list-style-type: none"> • study writing skills and strategies: the writing process, topic sentences, using transitional words and phrases, etc. • write two or three connected paragraphs about one of the topics explored in Tasks 1 – 3: <ul style="list-style-type: none"> ○ address the purpose of the task ○ express the main idea and support it with details ○ present the text as a coherent, connected whole with appropriate use of appropriate connective words and phrases ○ provide accurate and detailed descriptions, explanations, or accounts of events in a clear sequence 	<p>The Writing Process – Purdue Online Writing Lab</p> <p>Transitional Words and Phrases – Memorial University of Newfoundland</p>

SCOPE & SEQUENCE

ELSA 6

of Sample Tasks

UNIT 9: History & Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
		
CLB OUTCOME 🧠 🗣️ 📖	SAMPLE TASK	RESOURCES
<p>📖 CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).</p> <p>📖 CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice.</p>	<p>Task 1: Select and research a historical event or a region of Canada</p> <ul style="list-style-type: none"> • negotiate and compromise with other group members to select a historical event or a region of Canada using the same or different one chosen from the topic selected in the Core, depending on learner needs and class schedule • divide research responsibilities among group members • use a variety of print and online resources to research the topic • find and read brochures and websites of tourism agencies, chambers of commerce, historical societies, etc. • summarize, share, and evaluate the information gathered 	<p>Organizing Team Decision-Making – Mind Tools</p> <p>Get The Most From Your Textbook: Study Skills – Athabasca University</p>

UNIT 9: History & Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> 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.</p>	<p>Task 2: Write a presentation outline and speaking notes</p> <ul style="list-style-type: none"> • negotiate and compromise with other group members to write an outline for a 10-minute presentation, achieving consensus on what to include and exclude • write an outline for the presentation • divide the presentation development and speaking responsibilities • write speaking script for rehearsal fully planning what you will say • summarize the speaking script into note form on index cards 	<p>Teamwork Skills: Being an Effective Group Member – University of Waterloo</p> <p>PowerPoint Introduction: Total Overview (Mar. 1, 2012, 17:33) – YouTube</p>
<p> CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.</p>	<p>Task 3: Build PowerPoint slides</p> <ul style="list-style-type: none"> • negotiate and compromise with other group members to select a style for the slides • build slides and add speaker notes • write the introduction and conclusion for presentation • rehearse the presentation, ensuring every speaker contributes • identify the criteria for evaluating presentations: content, organization, use of visuals, voice, body language, etc. 	<p>PowerPoint Present – YouTube Channel</p> <p>Organizing Team Decision-Making – Mind Tools</p>
<p> CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.</p>	<p>Task 4: Deliver a presentation</p> <ul style="list-style-type: none"> • to more fully experience the rigours of public speaking, give the presentations in front of invited guests record the presentations for self-evaluation • evaluate self and others according to the previously agreed upon criteria • in a journal, reflect on the process of working as a team to design and deliver a presentation • identify areas for improvement and set goals 	

Interacting in
communities: Unit 10

BUSINESS & CONSUMERISM



ELSA 6
CLB 7

Introduction

In this unit, learners learn about the relationship between businesses and consumers. As with other human relationships, businesses and consumers are responsible both for themselves and to each other. This unit proposes to help learners reflect on their roles as consumers and negotiate their relationships with the businesses they patronize.

The **Core Curriculum** focuses on being a smart consumer and accessing processes for consumer protection. Learners also practice customer service scenarios, and writing complaints and recommendations for local businesses.

The **Project** focuses on starting a small business. Learners research steps to starting a business and accessing small business programs. Learners also invite a small business owner to speak to the class.






Teaching Suggestions

- Send learners on a contact assignment to enumerate and categorize businesses in the area.
- Invite a small business person as guest speaker.
- Have learners bring various receipts into the class for analysis.
- Have learners research various types of credit cards and compare and contrast interest rates, services, etc.
- Encourage learners to research stories of new Canadians who have become successful business owners.
- Discuss cultural differences in dealing with customers or clients and the effect these differences may have on face-to-face or phone interactions.
- Encourage learners to practice active listening techniques in the classroom in the context of customer relations.
- Discuss tips and strategies for negotiating the price of an item or service (e.g., a car, a piece of furniture, a home renovation).

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 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).
Speaking	
 CLB 7-I:	Participate in routine phone calls.
Reading	
 CLB 7-I:	Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction). (FATK)
Writing	
 CLB 7-I:	Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).
 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).

Content and Other Outcomes

Learners will

- increase their understanding of consumer protections
- practice telephone and email skills
- practice strategies to compensate for or prevent communication breakdown
- access, analyze, and summarize information to start a small business
- identify steps to complete formal complaints
- evaluate the effectiveness of formal complaint letters
- develop checklists to respond to suggestions and complaints

POSSIBLE TOPICS

Topic	This unit explores the language, tasks, and services relevant to conducting business in Canada, from the perspective of both business owners and consumers. The unit focuses on processes for the development of learners as informed consumers and ethical business owners in British Columbia through research and discussions about laws and regulations related to consumer protections and business practices.
Cross-cultural Perspectives	Values about business and consumerism vary from country to country. It is perhaps worthwhile then to focus on cross-cultural perspectives by comparing and contrasting Canada with learners' home countries and cultures vis-à-vis the following: <ul style="list-style-type: none">• types of businesses and business regulations• pricing and purchasing customs and practices• the language and etiquette used in making a formal or informal complaint• gender and small business ownership or shopping practices• children's relationships to money, banking, and shopping• advertising• levels of profitability among various kinds of businesses
Systems and Practices in BC and Canada	The following are topics instructors could explore with learners: <ul style="list-style-type: none">• real-estate, housing and mortgage businesses, regulations, financing, and practices• the responsibilities of municipal, provincial, and federal governments that regulate business practices• legal consumer protections• organizations that help protect consumers such as the Better Business Bureau• organizations and social networks for small business owners, such as the Chamber of Commerce• qualities associated with initiative, entrepreneurship, and success in business• profiles of successful business people• business ethics• borrowing and investing• resources to inform consumers about products• factors to consider in making consumer choices• marketing strategies and ethics

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- words and expressions relating to business and consumerism
- 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

*start up, entrepreneur, downsize, blow out, bankrupt, just in time, bottom line
Better Business Bureau, Board of Trade, Chamber of Commerce, patron, client, customer*

Grammar

- conditionals for requests and complaints
- spelling, punctuation, and capitalization conventions

*I was wondering if...; It would have been nice, if
softeners: just, actually, well*

Pronunciation

- speak clearly on the phone
- clarify miscommunication, especially due to pronunciation difficulties both as speaker and listener

*produce intelligible and communicatively effective pronunciation:
Could you spell that? Did you say 15 or 50? One five or five zero?*

RESOURCES

Business

[Business Development Bank of Canada \(BDC\)](#)

This website offers financial and consulting services to Canadian small businesses through an advice centre, videos, current news, and more.

Uses: Learners access information about small businesses online.

[Business Planning Basics \(2010, 2:58\) – Answers.com Videos](#)

This short video discusses the various legal aspects of starting a business.

Uses: Learners take notes and summarize the main points in the video.

[Canada Business Network](#)

This government website is for start-up businesses and entrepreneurs and features checklists for starting a business, finance planning, permits and licences, service standards, current blog posts, and more.

Uses: Learners access checklists and guides for starting a small business.

[The Canadian Intellectual Property Office](#)

This website has online forms, FAQs, information about Canadian patents, trademarks, copyrights, industrial designs, and more.

Uses: Learners access information online and view and fill out forms.

[Community Futures British Columbia](#)

This website offers a variety of entrepreneurial programs, business advice, loan programs, best practices, success stories, and more.

Uses: Learners access a given section and summarize the information to relate to others.

[The Cult of the Customer by Shep Hyken \(Aug. 29, 2009, 6:17\) – YouTube](#)

This well-spoken author introduces his book and offers his tips for the five steps to customer loyalty.

Uses: Learners summarize the five steps to customer loyalty.

[Customer Engagement Strategies](#)

This 12 page pdf outlines the four stages of customer interaction through text, graphic images, company attribute lists, customer experience categories, corporate solutions, and more.

Uses: Learners take notes about the stages of customer experience and levels of interaction.

[Government of BC Import/Export Guide 2011](#)

This 16-page pdf document includes starting and running an import/export business, promotion, and Canada's Pacific Gateway.

Uses: Learners summarize a given section of the reading and discuss.

[How to Prepare a Business Plan \(2007 3:47\) – Answers.com Videos](#)

This short video outlines the basic steps of preparing a business plan.

Uses: Learners reduce the video to notes organized by the steps.

[How to Choose a Business Entity \(2010,7:15\) – Answers.com Videos](#)

This video looks at the advantages and disadvantages of various business types.

Uses: Learners take notes and discuss the information and tips in the video.

[Identifying Potential Target Markets – Statistics Canada](#)

This downloadable lesson plan has a ready-made vocabulary list, activities, worksheets, and classroom instructions that help learners identify target markets by using Statistics Canada resources and tools.

Uses: Learners can complete lesson independently online, or as a group in the classroom.

[Industry Canada](#)

This government website has an extensive drop-down menu organized by topics, businesses, consumers, and forms, reports, and guides. This menu is a portal to business and consumer information including starting a business, industry statistics, financing, bankruptcy, effective complaints, and more.

Uses: Learners can access this site throughout the unit as required for information on a wide variety of topics.

[Scott Meyer on Trends in Online Advertising \(2013, 6:47\) – About.com](#)

This video has an accompanying transcript and discusses changes and trends online advertising.

Uses: Learners summarize the video and discuss the implications for small businesses.

RESOURCES

Business (cont.)

[Small Business BC](#)

This website helps small-business owners access government programs, services, information, and data. It offers articles, blogs, success stories, videos, and more.

Uses: Learners access information and videos online.

[Small Business – Canadian Immigrant Magazine](#)

This page has a wealth of information on business and consumerism for newcomers to Canada.

Uses: Learners access a given article online and discuss the tips and advice.

[Top 5 Business Trends 2012 – About.com Small Business Canada](#)

This website provides an interesting list and includes information about

Consumerism Resources

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

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

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

[Autoblog Canada](#)

This automobile blog is organized by automakers and includes reviews, events, social media links, and more.

Uses: Learners navigate the menus to follow reviews of a particular car or event.

[Better Business Bureau](#)

This website has extensive information for consumers and businesses including tips, warnings, scams, complaints, and more.

Uses: Learners access information about given topics and summarize it.

[Blog: News and Notes – Marketplace CBC](#)

This blog has a wide range of topics relating to consumer protection in Canada and also has links to episodes of the investigative journalism program on CBC.

corporate social responsibility, mobile marketing, phone apps, and social media.

Uses: Learners participate in a five-part jigsaw to share the information and discuss opinions on the list.

[Best Business Opportunities 2013 – About.com](#)

This site offers 10 innovative business opportunities for starting a small business related to organic food, bike stores, hot lunch delivery, and more.

Uses: Learners participate in a jigsaw activity to share information and discuss the ideas presented.

Uses: Learners understand moderately complex public social messages conveying warnings, recommendations, and advice.

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

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

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

[The Canadian Consumer Handbook](#)

This website has a variety of resources to build consumer awareness including the complaint process, a sample complaint letter, spam protection, identity theft, and more.

Uses: Learners follow the complaint process and letter template to write complaint letters, or summarize a given article for discussion.

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

This page has detailed complaint letter templates with links to letters organized by type of complaint. General tips are included as well.

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

RESOURCES

Consumerism (cont.)

[Complaints and Requests Lesson Plans – ESLFlow.com](#)

This page has numerous links to ready-made worksheets and lesson plans that centre around complaints and requests. There are dialogues, complaint letter samples, polite request worksheets, exercises to describe problems, and more.

Uses: Learners complete selected relevant worksheets and lessons in class.

[Consumer Protection BC](#)

This site offers information for businesses and consumers including consumer tips and rights, how to make complaints, business tips and practices, legislation, forms, extensive links to other resources, and more.

Uses: Learners can access this site throughout the unit as required for information on a wide variety of topics.

[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.

[Customer Service Training Video \(Aug. 6, 2007, 4:00\) – YouTube](#)

This video follows an insensitive hotel manager through a series of poor customer service situations.

Uses: Learners take note of bad customer service points and discuss better solutions.

[Dave Carroll Music](#)

This engaging website features the complaint video *United Breaks Guitars*, a song that launched a consumer protection sensation online. The website features videos, music, public speaking samples, various social media feeds, a “gripevine,” and more.

Uses: Learners access information online and take notes about the use of social media to get results in customer complaint situations.

[Front Desk Impressions: The Unprofessional \(Aug. 4, 2010, 6:45\) – YouTube](#)

This funny and engaging video follows a front desk clerk through a series of unprofessional actions. The video starts by challenging the viewer to spot all the infractions and finishes by reviewing them all with text on screen.

Uses: Learners take note of customer-service interactions and make notes for discussion.

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

This page has a list of useful expressions for complaints with links to vocabulary matching and gap filling exercises for practice.

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

[Seinfeld Soup Nazi Best Bits \(Mar. 27, 2011, 7:43\) – YouTube](#)

This collection of clips from the popular sitcom has humorous examples of poor customer service..

Uses: Learners take note of customer-service interactions and make notes for discussion.

[WineAlign Blog](#)

This blog has extensive archives, a twitter feed, and links to other blogs about wine quality, wine prices, wine growers, and more.

Uses: Learners navigate the links to follow reviews of a particular wine or wine-tasting event.

[Yelp](#)

This website helps consumers find a wide variety of local businesses, reviews, events, neighbourhood listings, and more.

Uses: Learners understand moderately complex personal and public social messages conveying complaints, satisfaction, and dissatisfaction.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor 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 complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[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, although 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.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

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.

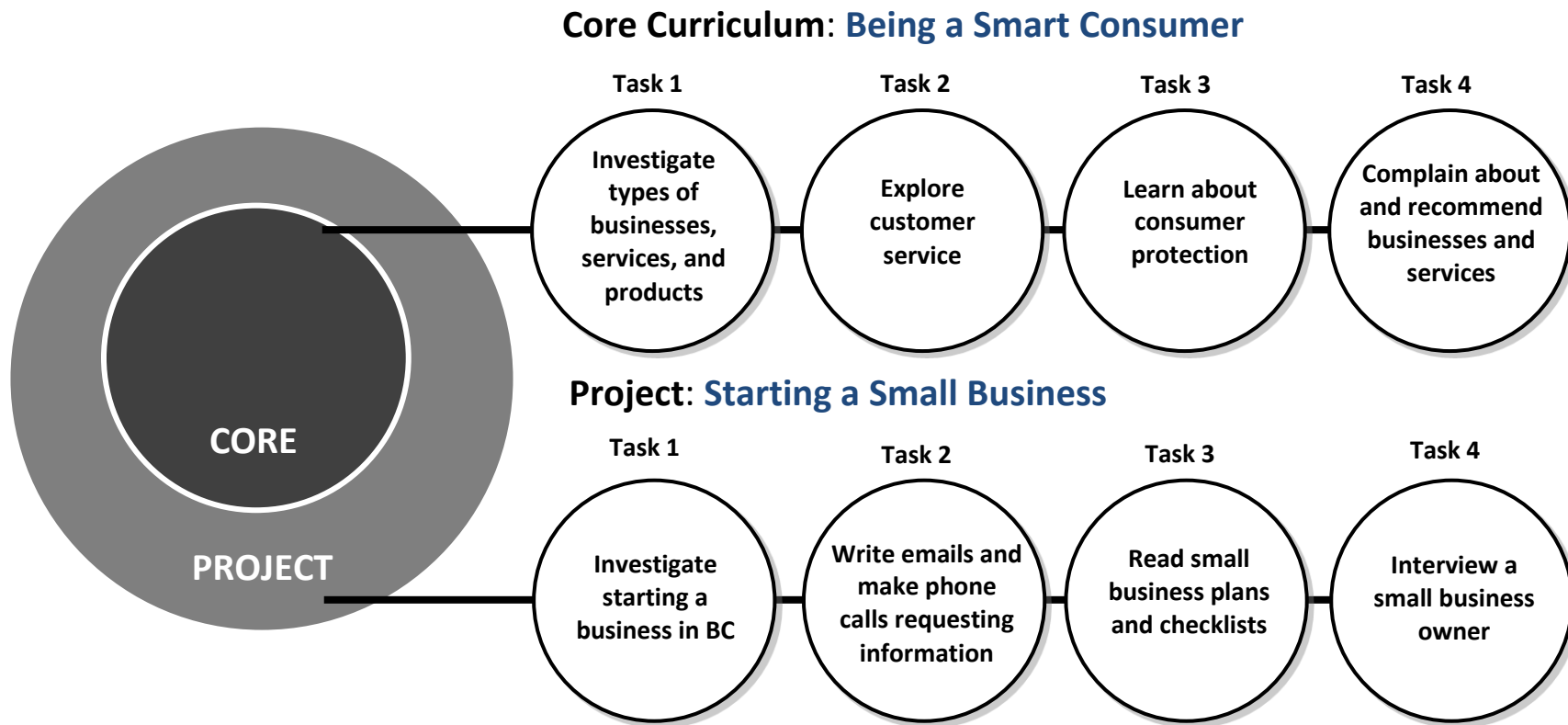
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 7, Volume 2: Telephone Calls](#)

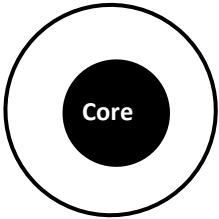
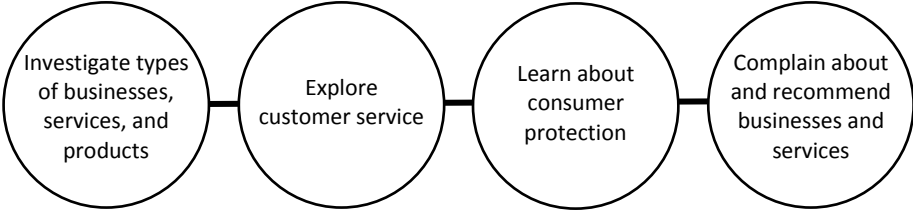
At a glance: BUSINESS & CONSUMERISM







SCOPE & SEQUENCE

ELSA 6

of Sample Tasks

UNIT 10: Business & Consumerism	CORE CURRICULUM: Being a Smart Consumer PROJECT: Starting a Small Business	
		
CLB OUTCOME 🗣️📞📱	SAMPLE TASK	RESOURCES
🗣️ CLB 7-I: Participate in routine phone calls.	Task 1: Investigate types of businesses, services, and products <ul style="list-style-type: none"> • access and read information about types of businesses (e.g., manufacturing, retail, wholesale, service, online, restaurant, consultancy) and the services and products they offer • discuss personal experiences with different types of businesses and services, either in their home country or in Canada • select a local business to investigate, viewing its website and looking for reviews • phone businesses for more information (e.g., hours, fees, years in business, owner) and role-play requesting an appointment for a service, ordering a product: <ul style="list-style-type: none"> ○ answer the phone, greet a caller, and close conversation using appropriate conventions and expressions ○ provide information or leave accurate messages in some detail ○ clarify and confirm information 	LINC 5-7 Classroom Activities, Chapter 7, Volume 2: Telephone Calls Small Business BC Canada Business Network Better Business Bureau Yelp! Autoblog Canada WineAlign Blog Blog: News and Notes – Marketplace CBC


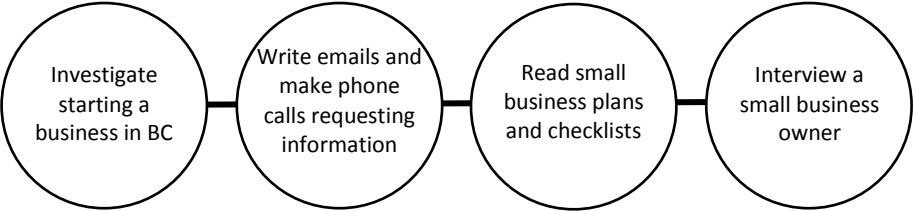




UNIT 10: Business & Consumerism		CORE CURRICULUM: Being a Smart Consumer PROJECT: Starting a Small Business
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>CLB 7-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).</p>	<p>Task 2: Explore customer service</p> <ul style="list-style-type: none"> • view various videos and audio recordings about customer service <ul style="list-style-type: none"> ○ identify implied meanings and stated and unspecified details ○ identify language functions ○ understand the intent of the expressions and the responses ○ identify formal and colloquial style and register ○ identify emotional state, mood, and attitude from tone and intonation ○ interpret feelings such as gratitude, hope, and appreciation ○ identify the context and relationship between speakers • discuss experiences with good and poor customer service • identify expectations of customer service and compare cross-culturally • role-play customer service situations: <ul style="list-style-type: none"> ○ ordering food in a restaurant ○ discussing needs with a hairdresser ○ booking a plumber to fix a plugged sink ○ discussing car maintenance with a mechanic 	<p>Seinfeld Soup Nazi Best Bits (Mar. 27, 2011, 7:43) – YouTube</p> <p>Customer Service Training Video (Aug. 6, 2007, 4:00) – YouTube</p> <p>Front Desk Impressions: The Unprofessional (Aug. 4, 2010, 6:45) – YouTube</p> <p>Complaints and Requests Lesson Plans – ESLFlow.com</p> <p>Making and Handling Complaints – Word Power</p> <p>Customer Engagement Strategies</p>
<p>CLB 7-I: Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction). (FATK)</p>	<p>Task 3: Learn about consumer protection</p> <ul style="list-style-type: none"> • identify situations of consumer-business conflict using personal experience brainstorm potential courses of action • investigate the recommended steps for protecting yourself as a consumer on the Consumer Protection BC website • read various customer complaint letters and emails from the Consumer Protection site and other sites • analyze a letter or email of complaint: <ul style="list-style-type: none"> ○ identify specific factual details and implied meanings ○ identify the purpose of the message ○ identify the reader/writer relationship ○ identify the mood and attitude of the writer ○ identify the context, register, and style 	<p>Formative Assessment Toolkit (CLB 7)</p> <p>Consumer Protection BC</p> <p>The Canadian Consumer Handbook</p> <p>10 Secrets for Writing Killer Complaint Letters – Writing Help Central</p> <p>Complaint Letter Templates – HowtoComplain.com</p> <p>Correspondence Style Guide – The Ontario Public Service</p>


UNIT 10: Business & Consumerism	CORE CURRICULUM: Being a Smart Consumer PROJECT: Starting a Small Business	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> 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).</p> <p> CLB 7-I: Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).</p>	<p>Task 4: Complain about and recommend businesses and services</p> <ul style="list-style-type: none"> • write a letter or email of complaint for a faulty product or service: <ul style="list-style-type: none"> ○ convey a clear message with details of the date and type of service, description of the problem, request for restitution ○ demonstrate an understanding of audience in language and format • write a review, commendation or recommendation for a business or service as an email, facebook post, yelp! post, tweet, or blog post: <ul style="list-style-type: none"> ○ convey the intended meaning ○ use language, format, and content appropriate and relevant to the situation and audience ○ express main ideas and support them with details ○ use complex structures and vocabulary • read and react to classmates’ reviews 	<p>Making and Handling Complaints – Word Power</p> <p>Business English ESL Lessons for Writing Emails – YouTube Course</p> <p>Yelp!</p>

SCOPE & SEQUENCE

of Sample Tasks

ELSA 6

UNIT 10: Business & Consumerism	CORE CURRICULUM: Being a Smart Consumer PROJECT: Starting a Small Business	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-I: Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).</p>	<p>Task 1: Investigate starting a business in BC</p> <ul style="list-style-type: none"> locate and access information about starting a small business in BC summarize recommended steps for starting a business in an email to a friend or relative investigate government programs to support entrepreneurship and assist in setting up a small business tweet, or post information about small business programs in BC intended for other newcomers to Canada 	<p>Small Business BC Community Futures British Columbia Canada Business Network Small Business – Canadian Immigrant Magazine</p>
<p> 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).</p> <p> CLB 7-I: Participate in routine phone calls.</p>	<p>Task 2: Write emails and make phone calls requesting information</p> <ul style="list-style-type: none"> write an email requesting information about financial support for new businesses write an email to a small business or entrepreneurship program requesting to meet with an advisor write a letter of intent to a financial institution in support of a business loan <ul style="list-style-type: none"> phone Small Business BC to ask for information phone a local small business program to request an appointment with an advisor invite the owner of a local small business to come and speak to the class 	<p>Business English ESL Lessons for Writing Emails – YouTube Course</p> <p>LINC 5-7 Classroom Activities, Chapter 7, Volume 2: Telephone Calls</p>

UNIT 10: Business & Consumerism	CORE CURRICULUM: Being a Smart Consumer PROJECT: Starting a Small Business	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
CLB 7-I: Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).	Task 3: Read small business plans and checklists <ul style="list-style-type: none"> • investigate various checklists for starting a small businesses • read various sample business plans • evaluate viability of the businesses described in the plan • evaluate the business plans 	Small Business BC Community Futures British Columbia Top 5 Business Trends 2012 – About.com Small Business Canada Canada Business Network Small Business – Canadian Immigrant Magazine
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).	Task 4: Interview a small business owner <ul style="list-style-type: none"> • invite and welcome a local small business owner to speak to the class • prepare questions about the process of establishing the business, the challenges, motivations, and benefits of business ownership • welcome the guest, ask questions, thank the guest for attending • write a thank-you note to the guest 	Contact your local Chamber of Commerce or Business Improvement Association



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 recorded 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) Profiles of Ability

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

Canadian Language Benchmarks (October 2012 edition), p. 14

SPEAKING 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 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>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>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>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

Canadian Language Benchmarks (October 2012 edition), p. 50

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

Canadian Language Benchmarks (October 2012 edition), p. 86

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

Canadian Language Benchmarks (October 2012 edition), p. 122

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.

Textural 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>

Canadian Language Benchmarks, p. VIII

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 as 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

Canadian Language Benchmarks, p. 51

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

Canadian Language Benchmarks, p. 123

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

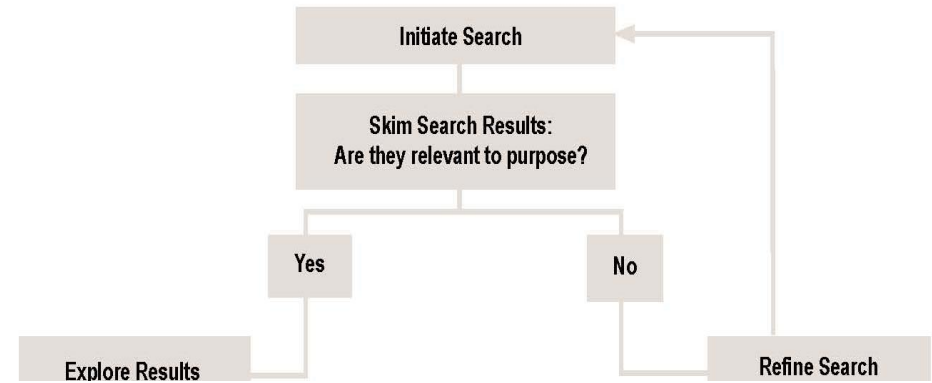
Read brief descriptions of results Evaluate the scope of results and the relevance to your purpose: results too broad? too narrow? too numerous?

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

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 Ø school. (no article) The meeting was at the school. Ø Lake Ontario is in the province of Ontario.*

Causative verbs

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

Clauses

Groups of words containing a subject and a verb:

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

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

Conditional sentences

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

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

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

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

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

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

Conjunctions

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

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

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

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

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

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

Emphatic structures

Special structures that express speaker's emphasis:

do: *I do want to help you.*

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

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

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

Fronted negatives

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

Future

Ways to express future:

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

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

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

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

Gerunds

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

simple gerund: *Smoking is dangerous.*

gerund phrase: *Studying English is important.*

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

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

Indirect (reported) speech

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

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

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

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

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

Infinitives

The simple form of the verb with *to*:

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

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

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

Linking verbs

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

Logical connectors

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

Modal verbs

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

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

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

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

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

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

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.*

Subjunctive mode

A special form of present tense which has no -s in the third person singular. It is used in *that*-clauses in a formal style, after words that express the idea that something is important or desirable, e.g., *suggest, recommend, insist, vital, essential. It is important that students come on time. The doctor suggested that she take this medicine.*

Subordination

A technique of combining two ideas that are unequal in importance so that a reader/listener can quickly tell which idea is the central one. A writer/speaker creates subordination by placing the most important idea in a main clause and the less important idea in a dependent (or subordinate) clause.

Main Idea	Subordinate Idea
<i>Our house caught on fire</i>	<i>when the gas heater exploded.</i>

Transitions

Words or phrases that join one idea to another. A transition is used to draw a clearer relation between ideas. Transitions can more closely link both sentences and paragraphs. *Mike asked for a raise in salary. It was not granted. Mina didn't study. Consequently, she failed the exam.*

Verb Tenses

The form of the verb which indicates its relation to time. Inflection (*walk, walks, walking, walked*) and the use of auxiliaries (*will walk, have walked, had walked, will have walked*) show the tense of a verb.

	Past	Present	Future
Simple	<i>He walked to school.</i>	<i>He walks to school.</i>	<i>He will walk to school.</i>
Progressive	<i>She was reading when the phone rang.</i>	<i>She is reading.</i>	<i>She will be reading.</i>
Perfect	<i>They had left before we arrived.</i>	<i>I have lived in Toronto for two years.</i>	<i>She will have finished reading the book before school begins.</i>
Perfect Progressive	<i>They had been studying all night.</i>	<i>She has been practising all week.</i>	<i>Next year, he will have been working here for 20 years.</i>

Wish

Wish + present unreal: *I wish I could help. (but I can't)*

Wish + past unreal: *I wish I had studied more. (but I didn't)*

Wish + subjunctive: *I wish she were here right now.*

Pronunciation Items

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

Affective Intonation

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

Chunking

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

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

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

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

Consonants

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

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

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

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

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

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

Content Word

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 manger 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
- [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

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
- [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

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
- 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 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

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.

- [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
- [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

Unit 1

Murphy, J. (2010). Living with Stress.

Unit 2

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

Bolles, R. N. (2011). What Color Is your Parachute? A Practical Manual for Job-hunters and Career-changers (2011 ed.).

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

Unit 3

Harmer, J & Lethaby, C. (2005). Just Listening and Speaking – Upper Intermediate.

Jones, V. & Kay, S. (1999). Inside Out Student’s Book – Upper Intermediate.

Kay, S. (1999). Reward - Intermediate Resource Pack.

Pietrusiak, L., Engket, K., & Bardy, P. (1992). Take Part, Second Edition

Ganong, E. & Ingram, D. (2004). The Grab Bag of Work.

Moses, B. (2009). What Next? Find the Work That’s Right for You (2nd Canadian ed.).

Smith, S. (2010). Business Communication Strategies.

Levine, K. (2002). Hana’s Suitcase.

Moore, P. & Cunningham, S. (1999). New Cutting Edge - Upper Intermediate Student’s Book.

Shantz, M.S. (2000). Gold Mine III.

Tan, S. (2006). The Arrival.

Unit 4

Bates, S. *Amazing! Interviews & Conversations*.

Berish, L. & Thibaudeau, S. (1992). *Canadian Concepts 5, Second Edition*.

Colberg, J.A. (2010). *Welcoming Newcomer Children: The Settlement of New Immigrants and Refugees*.

D’Aluisio, F. and Menzel, P. (2008). *What the World Eats*

Kehe, D. & Dustin Kehe, P. (1994). *Conversation Strategies*.

Kehe, D. & Dustin Kehe, P. (2003). *Writing Strategies 1 – Intermediate*.

Penrod, G. (2002). *Touchy Situations – An Advanced Conversation Text for ESL Students*

Unit 5

Febiri, F., & Ofori, E. (2009). *Succeeding from the Margins of Canadian Society: A Strategic Resource for New Immigrants, Refugees and International Students*.

Millar, E., & Coli, B. (2011). *The Canadian Campus Companion: Everything a Student Needs to Know About Going to University and College in Canada*.

Unit 6

Bozek, P.E. (1998). *50 One-minute Tips for Better Communication*.

Bugden, J. (2005). *Teacher’s Guide to the Ninth Edition of Learning about the Law: British Columbia’s Laws and Legal System*.

English, I., & Addison-Wesley, S.L. (1995). *Business across Cultures: Effective Communication Strategies*.

Hinkle, A. & Dragman, J. (2010). *Learning about the Law: British Columbia’s Laws and Legal System*.

Nash, B.G. (2010). *Legislation Made Easy – 3rd Edition*.

Viney, P. & Viney, K. (1996). *Handshake: A Course in Communication*.

Unit 7

Edmonds, P. (2010). *Urbanizing Frontiers - Indigenous Peoples and Settlers in 19th-century Pacific Rim Cities*.

Timpson, A.M. (Ed.). (2010). *First Nations, First Thoughts - The Impact of Indigenous Thought in Canada*.

Spielmann, R., McLeod-Shabogesic, P. & Steven, T. (2009). *Anishnaabe World - A Survival Guide for Building Bridges between Canada and First Nations*.

Unit 8

Aluisio, F. (Photos by Menzel, P.). (2008). What the World Eats.

Dale, P. (2000). Speech Communication Made Simple: A Multicultural Perspective.

Dale, P. & Wolf, J.C. (2006). Speech Communication Made Simple.

Lanier, T. & Nichols, C. (2005). Filmmaking for Teens: Pulling Off Your Shorts.

Unit 9

Cameron, J. & Derwing, T. (1996). Being Canadian: Language for Citizenship.

Employment & Immigration Canada. (1991). Canada: A Source Book for Orientation, Language and Settlement Workers.

Ganong, E. & Ingram, D. (2001). A Grab Bag of Canada.

Kaskens, AM. (2003). A Beginning Look at Canada, Second Edition.

Unit 10

Belgar, D. & Murray, N. (1993). Contemporary Topics-Advance Listening Comprehension.

Cotton, D. & S Robbins. Nelson, S. (1993). Business Class.

Denton D.K. & Boyd, C. (1994). Did You Know? Fascinating Facts & Fallacies about Business.

Fournier, C A. (1990). Open for Business – Communication Activities for Students of English.

Menzel, P. (1996). Material World: A Global Family Portrait.

Oberg, B.C. (1994). Speechcraft – An Introduction to Public Speaking.

Suzuki D. & Boyd D. R. (2008). David Suzuki's Green Guide.

Reader's Digest Association (2005). The Canadian Atlas: Our Nation, Environments and People.

Stanford, Q.H. (2008). Ninth Edition - Canadian Oxford School Atlas.

Suave V.L. & Suave, M. (1997). Gateway to Canada.

French, J.T. (1994). You're in Business! Building Better English Skills.

Gayla Reid. 2005. Scams To Avoid, 2nd Edition.

James, J.D. (1995). Starting a successful business in Canada, 13th Edition.

Rosenberg, M. (2005). In Business – Activities to Bring Business English to Life.

Tolley-Dowling, B. & McDougal-Arden, M. (1992). Business Concepts for English Practice

ELSA 7 Print Resources

Unit 1

Byrd, D.R.H. & Clemente, I.C. (2001). *React Interact: Situations for Communication*, Third Edition.

Cain, J. S. (2001). *Eye on Editing 1: Developing Writing Skills through Grammar*.

Cain, J. S. (2003). *Eye on Editing 2: Developing Editing Skills for Writing*.

Engkent, L. P. (2011). *Skill Set: Strategies for Reading and Writing* (2nd ed.).

Unit 2

Barreca, D. & Hepler, M. (2000). *Staying Afloat: Lifeskills and English for ABE/ESL college students*.

Brown, S.E., Lucas, C. (2009). *English in the Workplace: Hear and See How English is Actually Spoken*.

Covey, S.R. (1997). *The 7 habits of highly effective people*.

Unit 3

Brown, K. & Hood, S. (2002). *Academic Encounters: Life in Society. Reading, Study Skills and Writing*.

Davis, J., Liss, R., Mayer, P., Savage, A., & Shafiey, M. (2006). *Effective Academic Writing 1: The Paragraph / Effective Academic Writing 2: The Short Essay / Effective Academic Writing 3: The Essay*.

Field, J. (2009). *Listening in the Language Classroom*.

Kehe, D. & Dustin Kehe, P. (1994). *Conversation Strategies*.

Nuttall, C. *Teaching Reading Skills in a Foreign Language*.

McKay, I. (2010). *Have your Say: Intermediate Communication Activities*.

Ramirez, G., & Engelking, M. (2010). *Breakthroughs: An Intermediate English Program*.

Covey, S. (1998). *The 7 Habits of Highly Effective Teens*.

Ganong, E. & Ingram, D. (2002). *A Grab Bag of Socializing*.

Moses, B. (2009). *What Next? Find the Work that's Right for You* (2nd Canadian ed.).

Sanabria, K. (2004). *Academic Listening Encounters: Life in Society. Listening, Note Taking, and Discussion*.

Shea, V. & Whitley, W. (2001). *Foundations: Critical Thinking, Reading, and Writing. Your One-stop Guide to Succeeding in Post-secondary Studies*.

Unit 4

Bendaly, L. (1996). Games Teams Play: Dynamic Activities for Tapping Work Team Potential.

Bendaly, L. (2002). On track: Taking Meetings from Good to Great.

Unit 5

Barnard, R. & Meehan, A. (2005). Writing for the Real World 2: An Introduction to Business Writing.

Laws, A. (1999). Summertown Business Skills: Writing Skills.

Unit 6

Emmerson, P. (2004). Email English.

Kaskens, A. (2003). A Beginning Look at Canada (2nd ed.).

Mills, R., Frazier, L. (2009). Northstar Listening and Speaking 4 (3rd ed.).

Unit 7

Conrad, S., Biber, D. (2009). Real Grammar: A Corpus-based Approach to English.

Murphy, R. (2004). English Grammar in Use (3rd ed.).

Pokras, S. (2002). Working in Teams: A Team Member Guidebook.

Viney, P. & Viney, K. (1996). Handshake: A Course in Communication.

Pokras, S. (2002). Working in Teams: A Team Member Guidebook.

Robert, H. M. (2004). Robert's Rules of Order, Newly Revised, in Brief.

Noorani, N., Noorani, S. (2008). Arrival Survival Canada: A Handbook for New Immigrants.

Smith, S. (2010). Business Communication Strategies in the International Business World.

Smith, S. (2010). Business Communication Strategies in the International Business World.

Unit 8

N/A

Unit 9

Bond, J. and Nicholson, G. (2002). *Canada Works* 2nd ed.

Bonkowski, F., Kingwell, G. and Stephenson, I. (2005). *Canadian Snapshots: Raising Issues*.

Gaetz, I. (2006). *Open Window*.

Geraci, K. (2005). *Workwrite: Policies and Procedures*.

Makarenko, J. (2009). *Provincial Government in Canada: Organization, Institutions & Issues*.

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

Unit 10

N/A

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: Masticola, 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 an 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