



ELSA 6/7 for Smaller Communities (Revised 2013)



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Introduction

The *ELSA 6/7 for Smaller Communities* curriculum has been specifically developed for newcomers outside the BC Lower Mainland to help them achieve their language, settlement, and individualized learning needs. The curriculum is task-based and incorporates the Canadian Language Benchmarks at Stage II, Levels 7 and 8. It is geared to learners who already have strong intermediate English language proficiency, with a view to helping them further develop and refine their language skills. In addition, teaching suggestions, or *threads*, are woven into the curriculum to help learners develop other important skills to support them in their paths toward their workplace, study, or community goals, and eventually to become more productive and contributing members of Canadian society.

Two core assumptions of the curriculum are that meaning is central to language learning, and learning is most effective when content is relevant to learners' experiences, interests, and prior knowledge. The curriculum is therefore designed to be adaptable to learners' immediate goals, whether these goals are related to community, workplace or study. In addition, the curriculum aims to extend language learning beyond classroom walls, allowing ample opportunity for learners to interact with the community at large. Since ELSA learners do not only listen, speak, read, and write as students, but also as women, fathers, engineers, church members, or company owners, opportunities to address individuals' needs in the context of larger social processes are vital. Through the lenses and perspectives of families, communities, businesses, or governments, learners are able to grapple with issues related to Canadian citizenship, settlement, and integration. Finally, the curriculum was developed with the intention of validating learners' identities, helping them develop a sense of greater worth regarding their contribution to Canada, and feeling a sense of belonging and empowerment. Content elements

promote exploration of the differences that contribute to Canada's pluralistic nature, allowing opportunities for the inclusion of multiple and minority perspectives.

In addition to the language and settlement content, the curriculum incorporates workplace skills and competencies in a number of ways. Many of the tasks outlined in the curriculum are specifically geared to a workplace context, and require business-related language skills. Furthermore, supplementary workplace-related teaching suggestions and resources are included to assist instructors cater to learners with specific workplace goals. Instructors can work these teaching suggestions seamlessly into the regular curricular tasks, or instructors can choose to focus specifically on the development of workplace skills, diverging on occasion from the regular curriculum.

Finally, out of consideration to the diverse instructor population, the curriculum is designed to be flexible and adaptable. Some instructors embrace flexibility while others may reach for structure. Thus, the curriculum uses a clear module framework, with opportunities for instructors to tailor the curriculum while being supported by suggestions and activity plans. The curriculum is akin to a set of guidelines – it will not come to life until the instructor and each group of learners start to work through it. At the same time, the module structure is flexible enough to give instructors space to make tasks meaningful, yet rigorous enough that all learners will cover specific CLB outcomes.

The curriculum development team is confident that the *ELSA 6/7 for Smaller Communities* curriculum, with its engaging and relevant content alongside structured and achievable CLB outcomes, will appeal to both instructors and learners throughout the province of British Columbia.

Background

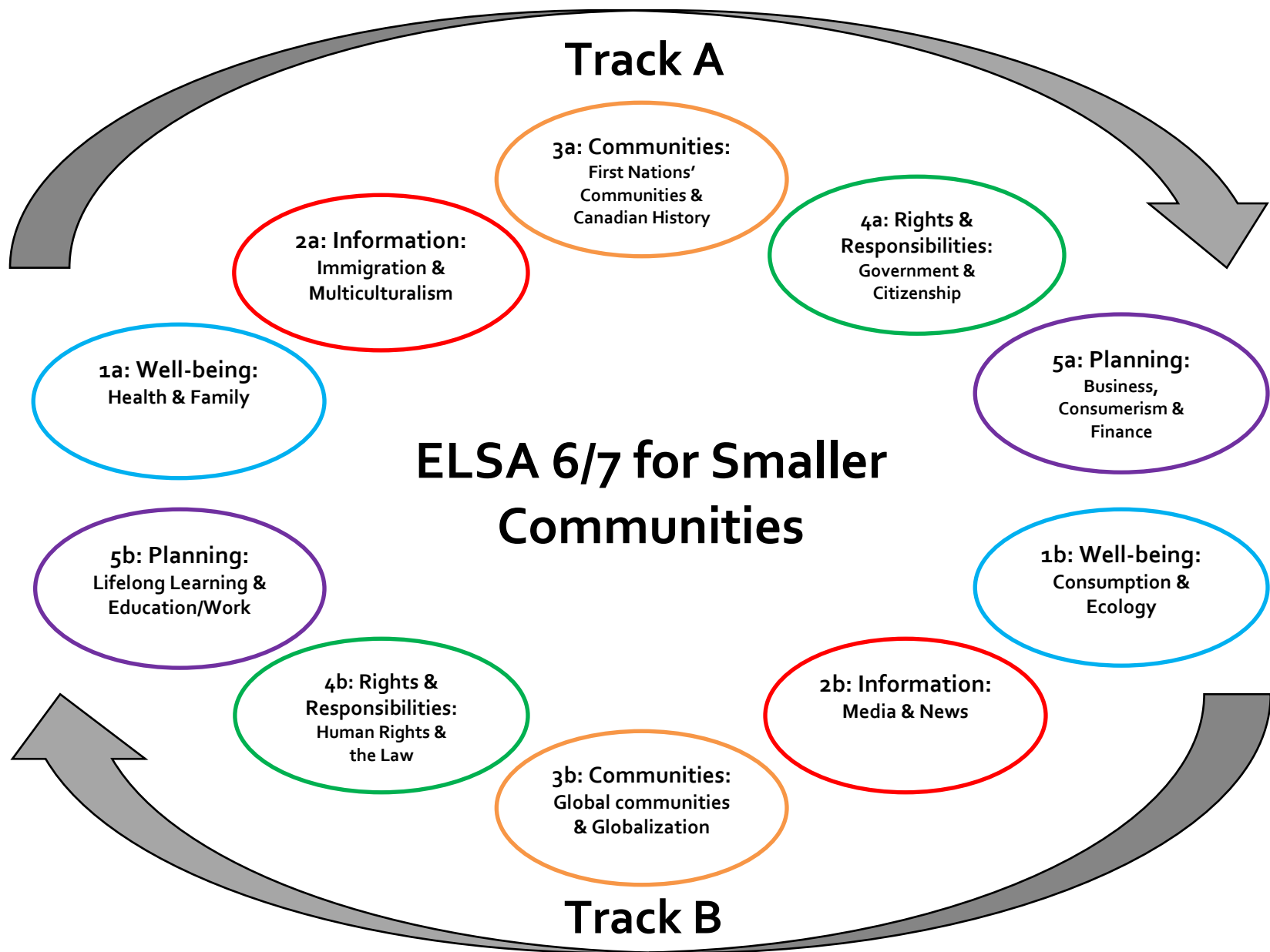
The *ELSA 6/7 for Smaller Communities* curriculum was developed by ELSA Net for Welcome BC and the British Columbia Immigrant Integration and Multiculturalism Branch, Ministry of Jobs, Tourism and Innovation. The *ELSA 6/7 for Smaller Communities* Curriculum is an amalgamation of the regular *ELSA 6/7 Curriculum Guidelines* (2011), which were based on the *LINC 5-7 Curriculum Guidelines* (2008) document developed by the Toronto Catholic District School Board, and *ELSA for the Workplace (EFW) 6/7* (2011), which was developed by Camoson College. As with LINC, ELSA 6/7 and EFW 6/7, this curriculum is based on the Canadian Language Benchmarks, which provide a national standard and framework of reference for teaching adult ESL learners.

The settlement content from the twenty units of the *ELSA 6/7 Curriculum Guidelines* was combined into five modules, each with Tracks A and B. Many of the online resources and sample tasks from the original ELSA 6/7 curriculum were also incorporated into the new curriculum's core tasks and suggested resources. Each module in the new curriculum references the original ELSA 6/7 units.

The modules in *ELSA for the Workplace 6/7* contain several project components that were used as a basis for developing the main project frameworks in the *ELSA 6/7 for Smaller Communities* curriculum (make a presentation, arrange a networking opportunity, etc.). The curricular threads from EFW were also adapted, with the additional threads from the CLBs (strategic competencies, textual knowledge, etc.).

The curriculum was specifically developed to meet the needs of ELSA communities outside the BC Lower Mainland. In particular, the curriculum was designed with the understanding that most classrooms will have learners from both levels 6 and 7. In addition, the tasks can be easily adapted for individual, pair, and group work.

The curriculum was revised and enhanced in late 2013 based on feedback and input from the teachers who had piloted the curriculum gathered through mentorship groups, survey and focus group. The focus for the revisions was to add in skill-building tasks for each CLB.



Hours of Instruction

Each module is designed to be delivered over 60 hours. The flexibility of the curriculum allows instructors to adapt the curriculum to a part-time or full-time schedule. At a minimum, instructors should cover the module tasks (core tasks and project tasks) to ensure that the target CLBs of each module are covered.

Supplementary Resources and Model Activity Plans (MAPs)

The instructor may choose to fewer of the skill building tasks (i.e., curricular threads) in order to focus on the main core and project tasks. They can also draw on other, complementary CLBs, skill building tasks, and the optional workplace model activity plans and New Media Model Activity Plans to expand the modules. For each module, there is a Model Activity Plan (MAP) with lesson suggestions based on a part-time, 12 hours/week program delivery (5 weeks per module) to support instructors in integrating the various elements of the curriculum.

Community, Workplace, and Study Options

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. The project tasks for each module allow learners to choose between community, workplace, or study options to pursue personal goals and interests related to the overall module theme. In this way, the learners determine the content of the projects, but are supported in meeting the same CLB outcomes and developing key skills.

The purpose of the projects is to bring learners to a higher level of engagement with their community, and to bring them closer to achieving their community, workplace, and study goals. Instructors can use the Project MAP to help with coordinating and planning for learners' projects.

ELSA 6 and 7 Learners in the Same Class

Although the *ELSA 6/7 for Smaller Communities* curriculum is targeted for CLB 8, it includes modifications to CLB 7 for each task. The modifications provide instructors with suggestions on how to adjust the difficulty of the task to CLB 7, and they list the indicators of proficiency for CLB 7. Thus, each task gives instructors a way to adjust the task for learners at ELSA 6 while also teaching those learners at ELSA 7.

Assessing Learners

Ongoing assessment is an important part of the delivery of any curriculum. The *ELSA 6/7 for Smaller Communities Curriculum* incorporates both Needs Assessment and Formative Assessment suggestions throughout.

The **At a Glance** page for each module includes the important first step of **Needs Assessment**. The curriculum does not spell out which tasks instructors should do at this point, as it is understood that instructors will use their experience and expertise to survey the class to find out their specific learning needs and interests in order to develop the module plan. As the curriculum is learner-centred, the Needs Assessment stage is one which is very important to the curriculum. Through a series of tasks (e.g., checklists, surveys, observations), the instructor can hone in on learners' specific needs, both in terms of language learning and settlement, and adapt the curriculum accordingly.

Chapter 3 in *Canadian Language Benchmarks 2000: A guide to implementation*, "Needs Assessment in a Learner-Centred Approach" provides excellent information about the needs assessment process, sample tools, and suggestions for further reading.

Suggestions for **Formative Assessment** are included with most tasks. Suggestions are taken from ELSA Net's *Formative Assessment Toolkit*, which is available on the ELSA Net website. Some of the suggestions will have been developed for lower ELSA levels, but can be adapted for use with 6/7 learners. These suggestions have been included throughout the curriculum to reinforce that formal formative assessment should be ongoing.

Overview of the Document

There are six main components to the *ELSA 6/7 for Smaller Communities Curriculum*, described below.

The Introduction

The Introduction provides background and context for the document, including its history and development, an overview of the modules, and explanations of the Canadian Language Benchmarks and Curricular Threads.

The Modules

There are five modules with alternate Tracks (A and B). The topics or themes for the tracks of each module (e.g., 1a and 1b) are taken directly from the *ELSA 6/7 Curriculum Guidelines*, to ensure content can be adapted to the local situations in regional areas of British Columbia as well as learners' specific settlement needs. Within each Track (A and B), each of the Core Tasks has two closely related sub-themes (highlighted by "or"), accompanied by a list of topics and resources. The Core Tasks focus on the general settlement content theme. The projects, which can be done independently, adapt the themes to the learners' area of interest (community, workplace, or study).

Module Model Activity Plans

The Model Activity Plans (MAPs) for Track A of each module give instructors suggestions on how to integrate the various elements of the curriculum (content, core and project tasks, workplace, and teaching suggestion components) into a classroom-based program delivery model. The MAPs are structured around a 12-hour, four-days-per-week scenario. The Module MAPs can be accessed via the curriculum's website and are not included in the hardcopy of the curriculum.

New Media Model Activity Plans

The New Media MAPs include a variety of teaching suggestions for incorporating New Media into the classroom, including some

fundamentals for developing new media literacy among ELSA students. The New Media MAPs also include alternatives to the Projects in each module, ones which are based on the same Project CLB outcomes, but which also have learners engage in a variety of New Media platforms to complete their projects, hone their language skills, and develop their New Media literacy. The New Media MAPs will be especially useful in cases where there is independent online learning built into the Language Training Organization's mode of delivery. As well, the New Media MAPs offer suggestions which can put ELSA learners in touch with one another across the province of BC.

Workplace Model Activity Plans

The Workplace MAPs offer extensive task and resource suggestions to develop specific workplace skills in conjunction with the modules or for use in stand-alone lessons.

The Workplace MAPs focus on interviews, telephone communication, email, business writing, and feedback. The topics and materials are drawn predominantly from ready-made teaching materials and worksheets available online or in print from LINC 5-7 and EFW 6/7 Activities.

Project Model Activity Plan

The Project Model Activity Plan (MAP) provides an outline of suggested tasks with which to approach projects, and includes a variety of worksheets and handouts for use in class or as homework. The Project MAP is meant to be generic, so that instructors can adapt the MAP for use with other projects and their specific topics. The Project MAP can be accessed via the curriculum's website and is not included in the hardcopy of the curriculum.

Overview of the Modules

There are five modules in the curriculum with Tracks A and B; although the CLB outcomes are the same for both tracks, the content varies. It is recommended that instructors cover all the A modules before switching to the B modules to ensure that learners in continuous intake cover all of the CLBs, and that any learners moving from ELSA 6 to ELSA 7 do not repeat content. The following outlines the key components of each module.

Introduction

The Introduction provides a description of the theme content.

Content Outcomes

This section describes the knowledge outcomes of the module.

Target CLB Outcomes

The Target CLB Outcomes are lists of the mandated target outcomes for the module, with descriptions of both CLBs 7 and 8.

At a Glance

The At a Glance section offers an overview of the whole module, including Needs Assessment as well as Core and Project Task overviews and outcomes.

Possible Topics for the Core Tasks

These suggested topics are listed on a separate page so that instructors can use it as an interest inventory or as part of a needs assessment with their students.

Core Task Descriptions

Each Core Task page contains an overview of the task, the target CLB, instructions for carrying out the tasks based on the indicators of proficiency for the target CLB, modifications to CLB 7, the complementary CLB, and suggestions for formative assessment taken from the Formative Assessment Toolkit.

Skill-Building Task Descriptions

Each task is followed by a suggested list of skill-building tasks, which provide scaffolding to achievement of the target task. Many

skill-building tasks link to ready-made worksheets which have been adapted from both *LINC 5-7 Classroom Activities* and the *ELSA 6/7 for the Workplace* activities.

It is important to note that most of the worksheets do not directly relate to the theme or the task. Thus, the worksheets can be used as extension or warm-up activities to support or scaffold learners.

Project Task Descriptions

Each Project Task Description contains an overview of the task, the target CLB, instructions for carrying out the tasks, and modifications to CLB 7.

Project Overview

The Project Introduction provides a description of the specific content, purpose, and outcomes of the project tasks.

Content Resources

The Content Resources have been selected based on their relevance to the module's theme. The list contains suggested online and hardcopy resources with the expectation that instructors will also research and develop materials to meet the unique needs of learners in the specific classroom context.

Only links to online resources that are relatively stable are listed, as links to websites such as YouTube frequently change. However, websites such as YouTube remain an excellent source of authentic and challenging material for learners at this level. Instructors are encouraged to conduct their own searches of such websites.

ESL and Skill Building Resources

These resources, both online and print, support the teaching of the language skills necessary for completion of the tasks. It is important to note that most of these resources do not directly relate to the theme or the task. Thus, the skill building resources can be used as extension or warm-up activities to support or scaffold learners.

Canadian Language Benchmarks

In this curriculum, all the CLBs at levels 7 and 8 are distributed across the five modules. To ensure all the CLBs are encountered at least once, they have been labeled as “target” outcomes throughout. The target outcomes are the primary focus in each module; however, instructors may highlight complementary outcomes as needed.

The modules are composed of the “core” and the “project” with associated tasks and CLB outcomes for each. While learners in class may be working on individual projects, everyone should be working on mastery of the same CLB outcomes.

Note that while the target outcomes and task descriptions are aimed at CLB 8, there are always suggested modifications to adapt the task to learners at CLB 7.

Furthermore, when learners move through the curriculum at ELSA 6, they will encounter CLB 7 outcomes. However, when learners move through the curriculum again (with different content) at ELSA 7, they will encounter the same distribution of CLB outcomes across the five modules, but at a higher level—CLB 8. Note that the aim of ELSA 6 learners is mastery of CLB 7, and the aim of ELSA 7 learners is mastery of CLB 8.

The CLB 7 and 8 Profiles of Proficiencies for listening, speaking, reading, and writing can be found in the appendices.

Curricular Threads

Beyond the four main language skills (listening, speaking, reading and writing), there are many other sub-skills which are an integral part of typical language proficiency and use. These sub-skills, termed “threads,” integrate the main language skills with the various sub-skills listed below:

- Essential Skills
- Teamwork
- Critical Thinking
- Pronunciation
- Vocabulary
- Grammar
- Textual Knowledge
- Functional Knowledge
- Sociolinguistic Knowledge
- Strategic Competence

Curricular threads are topics and skills that are integrated into the five modules to provide support for developing learners’ linguistic and cognitive skills and knowledge across community, workplace, and study settings. Through an integrated approach, learners are exposed to authentic language and are involved in activities that are meaningful and interesting. The goal of the integrated approach is to focus on learning realistic language that can be helpful in contributing toward learners’ all-round development of communicative competence in the English language. As the CLBs were used in developing the main language outcomes for the curriculum tasks, the Model of Communicative Language Ability in the CLB was also used to identify several of the threads. This model includes five components: grammatical knowledge, textual knowledge, functional knowledge, sociolinguistic knowledge, and strategic competence (Revised CLB Document, p. VI).

The threads are integrated into each module through the skill-building tasks. The skill-building tasks are optional; the instructor can choose from any of the skill-building tasks to support the main core or project task, or the instructor may choose to add support in other ways based on the learners’ needs and the instructor’s professional judgment. A list of the threads, their definitions, and related teaching suggestions can be found in the Appendices.



1a: Well-being

Health & Family

This module is about the well-being of families and individuals in Canada. Through the core and project tasks, learners will develop their awareness of significant health and family issues in Canada. They will also engage in self-directed inquiry to identify the broad range of programs, services, and initiatives developed to improve the emotional and physical health of individuals and their families.

Track 1a is adapted from ELSA 6 Unit 1: Body & Mind, and ELSA 6 Unit 4: Family & Relationships.






Learning Outcomes

Content Outcomes






Learners will do the following:

- develop their health literacy skills and knowledge of the BC and Canadian health care system.
- identify and evaluate viewpoints on family, relationship, and health issues.
- strengthen their oral communication skills through a presentation on a health or family-related issue or program in the community or region.

Target CLB 8 Outcomes

-  **8-IV Comprehending Information**
Understand group interactions about abstract and complex ideas on familiar topics.
-  **8-IV Sharing Information**
Give presentations to describe and explain structures, systems or processes based on research.
-  **8-IV Comprehending Information**
Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts and website navigation menus).
-  **8-II Reproducing Information**
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.
-  **8-II Reproducing Information**
Reduce a text of up to about 2 pages to an outline or summary.

Target CLB 7 Outcomes

-  **7-IV Comprehending Information**
Understand short group interactions, discussions and meetings on generally familiar topics.
-  **7-IV Sharing Information**
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.
-  **7-IV Comprehending Information**
Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).
-  **7-II Reproducing Information**
Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.
-  **7-II Reproducing Information**
Reduce a text of up to about 2 pages to an outline or summary.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Core Task 1

Learners develop the ability to interpret difficult concepts and identify main ideas in a news broadcast, panel discussion, or interview about a topic related to the health care system in Canada or about issues faced by newcomer families to Canada. Learners evaluate resources for objectivity and bias, and practice distinguishing fact from opinion.

Core Task 2

Learners practice note-taking techniques to record relevant information from a fact based podcast or presentation about a process, system, or initiative related to health or family topics.

Core Task 3

Learners develop further note-taking techniques in order to identify the main ideas and supporting details in readings related to health or family issues facing newcomers in Canada. Learners then use their notes to write a summary.

Overview and Outcomes

Learners examine significant health or family issues and to understand how these can affect individuals and communities. Learners research the programs, services, and initiatives developed to address or spread awareness of these issues. They then synthesize their findings in an oral presentation.

Community Project

Learners research and report on a health or family issue that government service providers often deal with in their local community.

Workplace Project

Learners research and report on a health issue that employees face at work or workplace policies and procedures related to health or family and relationships.

Study Project

Learners research and report on a health or family issue about which a local educational institution is trying to raise awareness.

Possible Topics for the Core Tasks

Health

- MSP coverage in BC and the rest of Canada
- the BC health care system compared with other provinces or learners' home countries
- health services not covered by the MSP
- the development of the Canadian or BC health care system
- health care for homeless people
- the effect of poverty or homelessness on health
- children's health
- the challenges of providing health care for an aging population

Family

- accessing family services, such as childcare
- cultural differences in family structure
- child custody
- parent-child conflicts
- marital practices and laws
- children's rights
- gender roles in the family

Core Task 1

Overview

Learners listen to a discussion about a controversial social issue related to a health or family issue and evaluate speakers' ideas for bias, tone, and purpose.

Target CLB Outcome 🗣️ 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

Modify to CLB 🗣️ 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

Description

In this core task, students will learn skills to evaluate resources. Students will be able to listen and identify facts and opinions, tone, and bias in a conversation between two or more people about a controversial issue (such as private versus public health care, harm reduction policies, medical marijuana, universal daycare, family law, notions of what constitutes a family unit, etc.). Listening samples could include TV shows featuring panels of guests with opposing viewpoints, presenters with obvious political leanings, or presentations that appeal to emotion and are intended to persuade. As an introduction to the unit, play short films, TV advertisements, clips from sitcoms, movies, etc. to practice the skills of identifying tone and register with simpler or lighter content matter. Have students hold class discussions to articulate their own attitudes toward issues related to family or health.

Have learners listen to a conversation between the two individuals about the chosen issue. While listening, students should take notes to identify the following:

- the main idea, implied meanings, and detailed information.
- facts, opinions and attitudes.
- the speakers' purpose and intent.
- bias words and vocabulary intended to persuade or discredit.
- some nuances in tone, emotion, and register.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit*, (CLB 🗣️ 7-ALL), p. 61. Find this on Tutela.ca.

Skill Building Tasks for Core Task 1

Assessing Quality and Appropriateness of Information

As a class, before accessing the online texts, establish criteria for assessing the quality and appropriateness of information. Using these criteria, encourage learners to assess the value of the information in terms of the suitability for their needs. A lesson and template about bias in the media can be found at: <http://mediasmarts.ca/lessonplan/bias-news-sources-lesson>.

This lesson introduces concepts such as bias through word choice, selection and omission, placement, and source control.

Distinguishing Facts from Opinions

Teach techniques to distinguish between fact and opinion, for example, expressions containing the modal *should*, and comparatives and superlatives for making judgments (superior to, the worst, the best), versus statements that can be qualified or measured. A simple clear power point presentation about these points can be found at:

<http://pjgalien.wordpress.com/tag/fact-or-opinion-esl/> .

Students could also use audio transcripts to identify fact and opinion, highlighting facts in pink and opinions in yellow for example.

Identifying Emotion, Purpose, and Attitude in speech and print

As a class, review adjectives for describing emotions. **LINC Vol.1, 267** provides a good list as a starting point for analysis of listening materials. Play clips of a news item or interview and elicit student ideas about the speakers' tone and bias and the purpose of the listening resource as a whole (is it a feature intended to persuade, a debate presenting two opposing viewpoints, an evaluation of a current event?). Additionally, introduce the concept of register and have students decide which news clips are more formal than others.

Collocations

Use the ELSA Net Resources for Higher Learners lesson based on the short film, "Words," which can be found on Tutela.ca, and develop a lesson on family or health collocations and idioms (get pregnant, give birth, no fault divorce, dysfunctional family, etc.). See [Espresso English](#) for a good list of collocations and idioms and some quizzes.

Core Task 2

Overview

Learners listen to an extended fact-based presentation, such as a presentation relating a cause and effect process (e.g., the causes of heart disease) a public health message outlining prevention procedures, or instructions on how to administer first aid and reduce the main ideas to notes.

Target CLB Outcome: ✍ CLB 8-II Reproducing Information

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.

Modify to ✍ CLB 7-II Reproducing Information

Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.

Description

This task introduces students to a variety of note-taking formats and techniques. Students will review common abbreviations and symbols used in note-taking, and examine a variety of note-taking formats while listening to audio broadcasts or features, or public service announcements that highlight or explain a process or system, examine the causes and effects of a health care issue, compare and contrast two systems, or present other fact-based descriptions or expositions. Some suggested topics might include how to administer first aid, how to navigate the BC health care system, common causes of heart disease and strokes, symptoms and consequences of mental illness, or how to go through the mediation process when dissolving a marriage. Provide note-taking models and guided writing tasks (e.g., add key words, main ideas, and supporting details in the blanks of a note-taking chart) to help learners in the early stages of this task. Later, students should be able to produce comprehensive, accurate, and usable notes independently. Students will also be able to do the following:

- identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion.
- interpret factual information, explanations, and opinions.
- identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.

Formative Assessment

See the Writing Task Scoring Grid tool, *Formative Assessment Toolkit* (CLB ✍ 7-IV) p. 102. Find this on Tutela.ca.

See the Summary Evaluation Rating Scale tool, *Formative Assessment Toolkit* (CLB ✍ 8-II), p. 118. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Medical and Technical Terms

Help students review common vocabulary related to medicine, and family law (mediation, biological, pharmaceutical, etc.). Have them identify common suffixes and stress patterns in medical or legal language and use context clues to guess the meaning of difficult new words. For details, see the following resources: [People's Law School: Family Law Glossary](#); [TEFLtatic: The Roots of Medical English](#).

Rhetorical Modes: Cause and Effect

Students at this level have a difficult time using cause and effect structures and would benefit from review. When students are watching or listening to audio texts in class, have them identify causal connectors and break down cause and effect sentences into two clauses, identifying which clause contains the cause and which clause contains the effect. The following resource contains some one-page readings about common health risks that could be used for analysis: [AMSSA: Healthy Living Resources](#).

Verbal Cohesive Devices and Discourse Indicators

As a class, go over verbal cohesive devices and discourse indicators (such as conjunctive adverbs or adverbials) that signal meaning, contrast, or examples that help with understanding oral discourse. While listening to the audio text, ask learners to write down cohesive devices and discourse indicators. Consult the following resource for review before listening: [Capital Community College: Coherence: Transitions Between Ideas](#).

Note-taking Strategies

Review note-taking strategies to help students record the most important information and relevant details in a broadcast, podcast, feature, etc. Later students will use their note-taking skills when conducted research for their presentation topic. **LINC Vol. 2, 148** contains a worksheet that supports this.

Core Task 3

Overview

Learners read about a program, technological development, process, or system related to consumption or ecology. Students demonstrate their reading and note-taking skills by producing an outline or summary of readings of up to two pages.

Target CLB Outcome 8-II Reproducing Information

Reduce a text of up to about 2 pages to an outline or summary.

Modify to CLB 7-II Reproducing Information

Reduce a text of up to about 2 pages to an outline or summary.

Reduce the amount of reading text required.

Description

In this task, students will apply the note-taking and comprehension skills they have learned thus far in the unit, which include identifying discourse markers, understanding the difference between fact and opinion, and recognizing patterns of organization (chronological, comparing, contrasting, cause and effect). In addition, students continue to practice their vocabulary building skills, such as guessing meaning from context, and identifying common medical root words, prefixes, and suffixes. Students will also learn to avoid plagiarizing difficult concepts. They will do this by manipulating word forms and sentence constructions and using synonyms. Students will then choose a note-taking format, practice reducing readings to notes, and learn strategies for writing summaries of the original readings. When writing, learners will do the following:

- reduce information to main points with accurate supporting details and no major omissions.
- convey essential information.
- demonstrate an understanding of the reading audience through appropriate language, format, and content.

Formative Assessment

See the *Formative Assessment Toolkit* on Tutela.ca for ideas for creating formative assessment tools

Skill Building Tasks for Core Task 3

Note-taking Strategies

Students continue to practice their note-taking techniques. As a practice task, have students highlight important details from a reading and compare with a partner to examine similarities and differences (this is a quick visual way to identify students who are having difficulties). See the **LINC Vol. 1, Chapter 1** worksheets for support for CLB 6 learners.

Paragraph Writing

Students with writing skills at CLB 6 may need to review the elements of a paragraph (topic sentences, supporting details, transitions, pronoun reference, and concluding sentences). See **LINC Vol. 1, 58-63** for support.

Paraphrasing

Some students will have to be taught that copying information word for word is considered plagiarism in Canada. Teaching students paraphrasing techniques will help them break this habit. The lessons at www.eslwriting.org provide students with techniques to help put ideas in their own words.

Passive Forms

Medical descriptions of processes or official policies and programs are often written in the passive voice, so it's essential that students be familiar with this structure. Review passive forms in written text with the worksheet from **LINC Vol. 2, 65**. Students could circle passive forms in readings and practice turning them into active sentences. Alternatively, students could turn sentences written in the active voice into the passive.

Summarizing

Students at this level often have a difficult time writing summaries, as they don't know what they should include or exclude from the original source. See the lesson about summary writing at the following location: [University of Victoria's Intermediate Writing Tips](#) for support.

Coherent Pronoun References

Students practice identifying pronouns and antecedents in the provided reading (for instance, students circle a pronoun and draw a line to the noun it is representing). Have students then do the same with their own summary writing (or have them check a partner's work) to identify the common error of ambiguous pronoun references. See **LINC Vol. 1, 63** for support.

Rhetorical Modes: Comparisons

The themes in this unit lend themselves well to comparisons of programs and systems in different provinces and countries. Elicit and teach comparative forms and transitions. **LINC Vol. 1, 73**, provides a good model of a comparative essay related to the theme (i.e. prevention methods for the cold, versus those for the flu).

Transitions

LINC Vol. 1, 61 provides an overview of a variety of transitions that provide cohesion and connect topic sentences to supporting details. The lesson includes a cloze activity on the topic of reducing the risks of cancer.

Project Overview

Present on a Health Topic or Family Issue

Description

Learners will develop and deliver a presentation on a health topic or family issue. Through the community, workplace, or study project tasks, learners will examine health or family issues that affect their community, or programs that have been developed to tackle these issues. Learners will research programs, services, and initiatives developed to address or spread awareness of the issue.

In this project, students will do the following:

Pre-Task: Identify a family or health issue to research. Find information on services, programs, and initiatives related to the chosen theme. Research information on services, initiatives, and programs related to the issue.

During their research, learners will employ the skills learned in the core tasks, for instance, choosing resources that are as free from bias and as objective as possible. Students should use a minimum of one reading resource, and one listening, and show evidence of good note-taking and summarizing skills. Students can be working on their research concurrently as they are introduced to other skills in the project tasks.

- Task 1** Research and interpret information in reports, features, policies, descriptions, or processes that contain a moderately complex formatted text.
- Task 2** Synthesize findings, and finish with an oral presentation.

Content Outcomes

Learners will do the following:

- deepen their understanding of a health or family issue that affects a local community.
- develop their health literacy skills through self-directed inquiry.

Target CLB 8 Outcomes

8-IV Sharing Information

Give presentations to describe and explain complex structures, systems or processes based on research.

8-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts and website navigation menus).

Target CLB 7 Outcomes

7-IV Sharing Information

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.

7-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).

Possible Topics

Community

- childhood issues & programs (obesity, drugs, suicide, gangs)
- health issues affecting seniors
- mental health counseling services
- healthy communities initiatives
- school nutrition programs

Workplace

- work and family responsibilities
- work-related stress
- benefits, sick days, parental leave
- safety policies, committees at work
- WHIMIS, workplace hazards
- WCB rules and regulations

Study

- time and stress management
- study/life balance
- nutrition
- any academic topic related to health or family (e.g., methodology related to child rearing)

Project Task 1

Overview

Learners read information on services, initiatives, and programs related to a selected family or health issue.

Target CLB Outcome 8-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).

Modify to CLB 7-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).

Reduce the amount of reading text required.

Description

In this task, students will locate and interpret information contained in moderately complex formatted texts that relate to the chosen issue, such as reports published by local, provincial, or federal governments, non-profit organizations, or businesses. Describe services, initiatives, programs, or other means to address or spread awareness of the chosen issue. Students could also use feature articles from newspapers or magazines that highlight statistics and research (such as stories based on Statistics Canada releases, science and ecology themed exposés, etc.) Texts should be up to about three pages.

The following are examples of texts suitable for this task:

- tables, graphs or diagrams used to spread awareness of the issue (e.g., a chart showing levels of childhood obesity)
- documents that contain workplace policies and procedures related to either health or family and relationships
- print or online directories to find out about family or health services that focus on the chosen health or family issue

Learners should read the selected texts to do the following:

- identify organization of text and links between paragraphs.
- follow sequences of narrations or processes.
- locate and integrate relevant information across paragraphs or sections of the text.
- present the information contained in charts, diagrams, and tables in an alternate form.
- identify supporting details, implied meanings, and bias.
- evaluate ideas in the text, draw conclusions, and express their own opinions.

Learners will present the key information from the texts on the chosen issue in an alternate form by creating visual aids or handouts for use in the presentation in Project Task 2.

Formative Assessment

See the *Formative Assessment Toolkit* for ideas on creating formative assessment tools. Find this on Tutela.ca.

Skill Building Tasks for Project Task 1

Charts, Statistics, Graphs, and Other Visual Aids

Elicit or introduce vocabulary for various types of charts, statistics, tables, maps, floor plans, diagrams, flow charts, etc. Review the function of each type of visual aid. As an activity, posit questions related to data and processes, and elicit which type of visual aid would be the most appropriate for displaying the information. Students could also be taught to create their own visuals using application software such as Excel, PowerPoint or Word. **LINC Vol. 2, Chapter 5** in Managing Information provides a detailed overview for students unfamiliar with this language.

Reports

The following resource: [Business Report Helpsheet](#), from the University of Sydney Business School reveals the difference between essays and reports, and includes materials on charts and helpful language.

The Census and Demographics

The Canadian Census offers a treasure trove of material about the makeup of families past and present. *Census Snapshot of Canada – Families*, **LINC Vol. 2, 184-189**, provides a reading lesson about analyzing census data.

Language for Describing Visual Aids

Learners must study language for writing or orally describing visual aids such as charts, tables, and diagrams. Use the worksheets from **LINC Vol. 2, 66-67 & 145** as a reference and have students reproduce information in written form for practice. Students should then practice describing visual aids orally.

Expressing numbers in English

Learners at even the highest levels often pronounce numbers incorrectly and may need to review cardinal numbers, ordinal numbers, fractions, percentages, dates, etc. **LINC Vol.2, 39-42** includes a lesson on pronouncing large numbers.

Describing Charts with Comparative Forms and Noun Clauses

We must often use complex sentence forms when describing data. Clearpoint English offers a good lesson on describing charts using comparative forms and noun clauses. It can be found at [IELTS Writing, Task 1 – Graph Description](#).

Project Task 2

Overview

Learners present on a selected family or health issue.

Target CLB Outcome 🗨️ 8-IV Sharing Information

Give presentations to describe and explain complex structures, systems or processes based on research.

Modify to CLB 🗨️ 7-IV Sharing Information

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.

Reduce the presentation to **10 minutes**.

Description

Students compile research on chosen topics (i.e. notes from audio-video resources and features and websites or reports containing charts, tables, or other visuals) and give a 10 to 20-minute presentation to do the following:

- provide an overview of the chosen issue.
- report the key ideas, opinions, experiences or advice of two individuals.
- report the key findings on services, initiatives, programs, or other means used to address or spread awareness of the chosen issue.
- provide a conclusion to the presentation.
- support the presentation with the use of visual aids or handouts.

In the presentation, students do the following:

- present information using coherent, connected discourse with clear agents, actions, circumstances, and sequences.
- provide an introduction, development, and conclusion.
- narrate and describe coherently all aspects of the presentation.
- use appropriate style and register.
- provide accurate and detailed descriptions and explanations or accounts of the issue or event.
- speak with appropriate eye contact, body language, volume, rate, fluency, and comprehensibility.

Formative Assessment

See the Rubric tool, *Formative Assessment Toolkit* (CLB 🗨️ 7-IV), p. 91. Find this on Tutela.ca.

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB 7-ALL), p. 60. Find this on Tutela.ca.

Skill Building Tasks for Project Task 2

Pitch, Volume, Intonation, and Stress

Review pitch, volume, intonation, and stress with learners. Encourage learners to write parts of their presentations. Ask learners to add intonation and stress markers to the writing. Encourage learners to practice their presentations, reading them aloud and focusing on using the intonation and stress markers.

Adjective Clauses

Review adjective clauses with the class, using the worksheets as an aid. Have learners incorporate adjective clauses into the introductions of their presentations See **LINC Vol. 2, 149** for details.

Body Language and Visuals

As a class, review using visuals and body language in presentations. Encourage learners to incorporate appropriate and effective body language and visuals into their presentations Use the worksheets in **LINC Vol. 2, 145-147** for support.

Presentations

Review components of a presentation and go over how to create a presentation with the class. Encourage learners to consider audience, purpose, length, and visual aids in their presentations Use the worksheets in **LINC Vol. 2 p. 139** for support.

Outlining

Review how to outline a presentation with learners. Encourage learners to start their presentation with an outline Use the worksheet in **LINC Vol. 2, 141** for support.

Describing Process

As class, review structures and language to describe processes. Encourage learners to incorporate this language when describing their topic Use the worksheets in **LINC Vol. 2, 144** for support.

Syllable Stress

Have learners determine syllable stress and proper pronunciation of new and key words in their presentations. Ask them to practice proper pronunciation before presenting See **EFW 44** for details.

Health Resources

[Act Now BC ESL Resources](#)

This document offers teaching resources for ELSA levels Literacy to Level 5. Topics include healthy eating, mental health, seniors' health, physical activity, heart health, diabetes, pregnancy, pre and post-natal care, infant care, addictions, tobacco cessation, and general health.

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

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

[Canada's Food Guide](#) and [My Food Guide](#)

These webpages are suitable for ELSA 5 – 7. Learners can use the latter to find information suitable for their age and gender.

[Government of Canada, Public Safety](#)

This resource includes information about emergencies, disasters, fire prevention, and health protection.

[Health Canada: Media Room](#)

This is Health Canada's official website. The media room page has links to many articles on topical issues.

[Statistics Canada: Health Reports](#)

Health Reports is a quarterly journal that includes articles and tables and graphs on Canadian health data.

[WHO Health Promotion Glossary](#)

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

[WestCoast Reader: Your Health](#)

This resource is for mixed levels. It contains activities for ELSA 6/7, including sections on exercise, colds and flu, cancer, and diabetes.

Family Resources

[Child-minding Monitory Advisory & Support](#)

This resource includes accessible information on immigrant children, including the following topics: School Readiness, Understanding Separation Anxiety, and Culture Shock.

[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. It could be used as a learner resource. It includes suggestions to maintain heritage languages in the family across generations.

[Ministry of Children and Family Development](#)

This site describes a wide range of programs and services for children, youth, parents, families, people with special needs, and those fighting addictions.

[Parents Matter. Downloadable Parenting Resources](#)

Topics on this site include Choosing Quality Books, From Hitting to Words Gardening Together, Parents at Play, Setting Consequences, Supporting Children’s Play, and many more.

[Red Book Online](#)

The Red Book Online is a web connection to information about community, social, and government services in the Metro Vancouver, Fraser Valley, and Squamish-Lillooet Regional Districts.

[StrongStart in BC: StrongStart BC Early Learning Programs](#)

This site offers links 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.

[The Vanier Institute of the Family](#)

This organization creates awareness of and provides leadership on the importance and strengths of families in Canada and the challenges they face in their structural, demographic, economic, cultural, and social diversity. This site also has some excellent infographics.

[Love and Logic – Parenting with Respect: Lesson 7](#)

CBC EAL Manitoba has a number of podcasts with supporting instructional materials.

[Life Changes: Lesson 14](#)

CBC EAL Edmonton has a number of podcasts with supporting instructional materials.

[New Moves: An Orientation Video for Newcomer Students](#)

This video features 14 newcomer youth talking about their adjustment to school in Canada.

ESL and Skill Building Resources

[Springboard Online: Expository Writing; Cause and Effect](#)

Although this is a chapter dedicated to essay writing, it has some good ideas for scaffolding tasks to develop awareness of cause and effect structures. The unit also contains a model essay on the topic of eating disorders.

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

This site includes an overview of the writing process, structural considerations, and patterns of composition including cause and effect and those for writing procedures.

[The Language Teacher Online: Building Vocabulary: Guessing Meaning from Context](#)

This link leads to an interesting lesson using Yiddish in the place of English words to encourage students to identify parts of speech to aid in the comprehension of new vocabulary. The Lewis C. Carol poem, *Jabberwocky*, is also a great resource for this activity too.

[Douglas College Learning Centre: Understanding Vocabulary in Context](#)

This resource provides practice exercises for the various techniques employed in guessing meaning from context such as definition clues, example clues, comparison clues, and the like.

[TEFLtastic](#)

This resource includes a game where learners practicing using medical terms in relative clauses.

[TEFLtastic](#)

This resource includes the game Medical Breakthroughs Dominos, which allows students to practice using passive forms to describe medical innovations.

[A TESOL ESL File Drawer \(Higher Ed.\)](#)

This WordPress Blog written by a TESOL instructor features a lesson on fact versus opinion created in PowerPoint.

[2011 Census Adult Education Kit](#)

This is a lesson that was published by Statistics Canada in order to educate newcomers about the role and importance of the Census in Canada. The kit includes an instructor's guide and a student workbook.

[Charts, Graphs and Tables: English Writing Online Interactive](#)

An interactive lesson about the language of charts, graphs and tables, which would be for students to study independently.

ELSA Net Resources for Higher Learners: 2011 National Household Study (Find it on [Tutela.ca](#).)

This lesson introduces the language used to describe charts, graphs and statistics.

[My Learning: Centre for Adult Education- Discourse Markers](#)

This basic discourse marker handout would be a good start for students who are new to public speaking, or have lower speaking benchmarks.

ESL and Skill Building Print Resources

***Have Your Say! Communication Activities*; 2nd ed. McKay, I. Don Mills: Oxford University Press. (2011).**

“Friends, Families, and Relationships”; Chapter 3, 64 – 67, contains a listening activity based on the last census and reviews common vocabulary used to describe family.

***LEAP: (Learning English for Academic Purposes): Listening and Speaking*; 2nd ed. Beatty, K. Montreal: Pearson. (2012).**

Though the content for the relevant material on Chapter 1; Playing to Win, 16 – 21 is not related to this module, this lesson about preparing and delivering a presentation could easily be adapted.

***LEAP (Learning English for Academic Purposes): Listening & Speaking*; 2nd ed. Beatty, K. Montreal: Pearson. (2012).**

Chapter 2; Lifelong Learning 29 – 32. This chapter contains a lesson about working with charts and talking about data.

***English Pronunciation in Use*, Hancock, Mark. Cambridge: Cambridge University Press. (2003)**

“Attitude Words and Phrases; Exclamations,” Chapters 49 – 51 cover vocabulary and expressions that are often used to add emphasis or express various emotions. Students learn how to identify and produce language that reflects the speaker’s attitude.

***Creating Meaning: Reading and Writing for the Canadian Classroom; Advanced*. Block, K. & Friesen, H. Don Mills, Ontario: Oxford University Press. (2012).**

Chapter 1: Our Families, Ourselves. The lessons in this chapter include paragraph writing, signal words, complex sentences and summary writing.

***Move Up: Advanced Practice Book*. Pye, D & Greenall, S. Oxford: (1996).**

Chapter 36, *For Better or Worse*, is about climate change and includes a lesson on note taking, outlining, and editing.

***LINC 5-7 Classroom Activities, Vol.2 Managing Information; LINC 6, Chapter 1*. (2010)**

This unit provides a variety of lessons on graphs, charts and visuals and the language used to describe them. Theme related lessons include graphics about Canada’s aging population, reading nutritional labels (available in LINC 5), and an extended reading entitled, “A Snapshot of Canadian Families” (184 – 189).



1b: Well-being Consumption & Ecology

This module is about the well-being of the environment and the world around us. It promotes ecological literacy, a key requirement for an engaged citizenry in 21st century Canada. Through the core and project tasks, learners will explore the issue of climate change as a vehicle to focus on the multiple knowledge bases of ecology, to stimulate an inquiry-based approach to learning, and to develop the ability to explain difficult concepts coherently in oral summaries containing ecological concepts or processes.

Track 1b is adapted from ELSA 6 Unit 8: Science, Technology & the Environment, and ELSA 7 Unit 8: Ecology & Climate Change.






Learning Outcomes

Content Outcomes






Learners will do the following:

- expand their scientific, technological, or environmental literacy.
- consider critical perspectives on environmental, scientific, or technological claims.
- engage in self-directed inquiry into environmental issues.
- strengthen their oral communication skills through a presentation on environmental issues or processes that affect the community.

Target CLB 8 Outcomes

-  **8-IV Comprehending Information**
Understand group interactions about abstract and complex ideas on familiar topics.
-  **8-IV Sharing Information**
Give presentations to describe and explain structures, systems or processes based on research.
-  **8-IV Comprehending Information**
Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts and website navigation menus).
-  **8-II Reproducing Information**
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.
-  **8-II Reproducing Information**
Reduce a text of up to about 2 pages to an outline or summary.

Target CLB 7 Outcomes

-  **7-IV Comprehending Information**
Understand short group interactions, discussions and meetings on generally familiar topics.
-  **7-IV Sharing Information**
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.
-  **7-IV Comprehending Information**
Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).
-  **7-II Reproducing Information**
Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.
-  **7-II Reproducing Information**
Reduce a text of up to about 2 pages to an outline or summary.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Core Task 1

Learners develop the ability to interpret difficult concepts and identify main ideas in a news broadcast, panel discussion, or interview on an issue such as climate change, sustainability, or consumption. Learners evaluate resources for objectivity and bias, and practice distinguishing fact from opinion.

Core Task 2

Learners practice note-taking techniques to record relevant information from a fact based podcast, or presentation about a process or situation related to ecology, conservation, environmental initiatives, policies, etc.

Core Task 3

Learners develop further note-taking techniques in order to identify the main ideas and supporting details in readings related to ecology or consumption. Students then use their notes to write a summary.

Overview and Outcomes

Learners deepen their understanding of how a significant environmental or sustainability issue affects individuals, communities, or countries.

Community Project

Learners research and report on a local community-based sustainability or ecological initiative that affects the local community.

Workplace Project

Learners research and report on environmentally-friendly policies, procedures, practices, or projects of a local business or organization.

Study Project

Learners research and report on courses that focus on sustainability, ecology, or climate-change issues.

Possible Topics

Consumption

- the population and consumption, and per capita ecological footprints of different countries
- personal resource consumption (goods, e-waste)
- energy consumption and resources
- economic development and quality of life
- food consumption, households, and lifestyles

Ecology

- the causes and effects of climate change
- efforts by Canada and BC to address climate change
- Canada's energy policy as it affects climate change
- international boycotts in response to Canada's energy policy
- personal efforts individuals and families in BC can make to reduce their carbon footprint
- the Alberta oil sands

Core Task 1

Overview

Learners listen to features, broadcasts, interviews, and programs about environmental issues, and evaluate speakers' ideas for bias, tone, and purpose.

Target CLB Outcome 🗣️ 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

Modify to CLB 🗣️ 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

Description

In this core task, students will learn skills to evaluate resources. Students will be able to listen and identify facts and opinions, tone, point of view, and bias in a conversation between two or more people about a controversial issue (such as GMO foods, e-waste, climate change, green marketing, environmental movements, policies, etc.). Listening samples could include TV shows featuring panels of guests with opposing viewpoints, presenters with obvious political leanings, or presentations that appeal to emotion and are intended to persuade. As an introduction to the unit, play short films, TV advertisements, clips from sitcoms, movies, etc. to practice the skills of identifying tone and register with simpler or lighter content matter. Have students hold class discussions to articulate their own attitudes, toward issues related to consumption or ecology.

Using graphic organizers, or simply drawing a chart on the board, have students listen and identify the following:

- the main idea, implied meanings, and detailed information.
- facts, opinions and attitudes.
- the speakers' purpose and intent.
- bias words and vocabulary intended to persuade or discredit.
- some nuances in tone, emotion, and register.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit*, (CLB 🗣️ 7-ALL), p. 61. Find this on Tutela.ca.

Skill Building Tasks for Core Task 1

Assessing Quality and Appropriateness of Information

As a class, before accessing the online texts, establish criteria for assessing the quality and appropriateness of information. Using these criteria, encourage learners to assess the value of the information in terms of the suitability for their needs. A lesson and template about bias in the media can be found at:

<http://mediasmarts.ca/lessonplan/bias-news-sources-lesson>.

This lesson covers introduces concepts such as bias through word choice, selection and omission, placement, and source control.

Distinguishing Facts from Opinions

Teach techniques to distinguish between fact and opinion, for example, expressions containing the modal *should*, and comparatives and superlatives for making judgments (superior to, the worst, the best), versus statements that can be qualified or measured. A simple clear power point presentation about these points can be found at: <http://pjalien.wordpress.com/tag/fact-or-opinion-esl/>. Students could also use audio transcripts to identify fact and opinion, highlighting facts in pink and opinions in yellow for example.

Identifying Emotion, Purpose, and Attitude in speech and print

As a class, review adjectives for describing emotions. **LINC Vol.1, 267** provides a good list as a starting point for analysis of listening materials. Play clips of a news item or interview and elicit student ideas about the speakers' tone and bias and the purpose of the listening resource as a whole (is it a feature intended to persuade, a debate presenting two opposing viewpoints, an evaluation of a current event?). Additionally, introduce the concept of register and have students decide which news clips are more formal and than others.

Collocations

Use the ELSA Net Resources for Higher Learners lesson based on the short film, "Words," which can be found on Tutela.ca, and develop a lesson on "green" collocations and idioms (green washing, green products, non-renewable resources, etc.).

Core Task 2

Overview

Learners listen to an extended fact-based presentation, such as a presentation relating a cause and effect process (e.g., the causes of climate change) and reduce the main ideas to notes.

Target CLB Outcome 8-II Reproducing Information

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.

Modify to CLB 7-II Reproducing Information


Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.

Description

This task introduces students to a variety of note-taking formats and techniques. Students will review common abbreviations and symbols used in note-taking, and sample a variety of note-taking formats while listening to sample audio broadcasts, features, or public service announcements that highlight a process, describe a technological system, explain a causal relationship in the physical world, or present other fact-based information. Instructors could initially provide note-taking models and guided writing tasks (e.g., add key words, main ideas, supporting details in the blanks of a note-taking chart). In the final tasks of this lesson, students should be able to produce comprehensive, accurate, and usable notes independently. Students will also do the following:

- identify phrases and sentences that mark topic introduction, topic development, topic shift and conclusion.
- interpret factual information, explanations, and opinions.
- Identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.

Formative Assessment

See the Writing Task Scoring Grid tool, *Formative Assessment Toolkit* (CLB  7-IV) p. 102. Find this on Tutela.ca.

See the Summary Evaluation Rating Scale tool, *Formative Assessment Toolkit* (CLB  8-II), p. 118. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Note-taking Strategies

Review note-taking strategies to help record the most important information and relevant details in a broadcast, podcast, feature, etc. Encourage learners to take notes on a listening to use in their upcoming presentations. Use the worksheet in **LINC Vol. 2, 148** for support.

Rhetorical Modes: Cause and Effect

Students at this level have a difficult time using cause and effect structures and would benefit from review. When students are watching or listening to audio texts in class, have them identify causal connectors and break down cause and effect sentences into two clauses, identifying which clause contains the cause and which clause contains the effect. The ELSA Net produced workshop materials, "Global Warming Awareness," for ELSA 4/5 learners can be adapted and used for skill-building tasks. This can be found at <http://www.elsanet.org/site/resources/resources-for-teachers/elsa-net-resources>

Verbal Cohesive Devices and Discourse Indicators

As a class, go over verbal cohesive devices and discourse indicators (such as conjunctive adverbs or adverbials) that signal meaning, contrast, or examples that help with understanding oral discourse. Then, while listening to the audio, ask learners to write down cohesive devices and discourse indicators. Consult the following resource for review before listening: [Capital Community College: Coherence: Transitions Between Ideas](#).

Scientific and Technical Terms

Review common vocabulary related to the environment, science and ecology. Identify common prefixes, suffixes and stress patterns in technical language. See "Stress in Words" (Part 2), from *Well Said*.

Core Task 3

Overview

Learners read about a program, technological development, process, or system related to consumption or ecology. Students demonstrate their reading and note-taking skills by producing an outline or summary of readings of up to two pages.

Target CLB Outcome 8-II Reproducing Information

Reduce a text of up to about 2 pages to an outline or summary.

Modify to CLB 7-II Reproducing Information

Reduce a text of up to about 2 pages to an outline or summary.

Reduce amount of reading text required.

Description

In this task, students will apply the note-taking and comprehension skills they have learned thus far in the unit, which include identifying discourse markers, understanding the difference between fact and opinion, and recognizing patterns of organization (chronological, comparing, contrasting, cause and effect). In addition, students continue to practice their vocabulary building skills, such as guessing meaning from context, and identifying common medical root words, prefixes, and suffixes. Students will also learn to avoid plagiarizing difficult concepts. They will do this by manipulating word forms and sentence constructions and using synonyms. Students will then choose a note-taking format, practice reducing readings to notes, and learn strategies for writing summaries of the original readings. When writing, learners will do the following:

- reduce information to main points with accurate supporting details and no major omissions.
- convey essential information.
- demonstrate an understanding of the reading audience through appropriate language, format, and content.

Formative Assessment

See the *Formative Assessment Toolkit* on Tutela.ca for ideas and templates for creating formative assessment tools.

Skill Building Tasks for Core Task 3

Note-taking Strategies

Students continue to practice their note-taking techniques. As a practice task, have students highlight important details from a reading and compare with a partner to examine similarities and differences.. See the **LINC Vol. 1, Chapter 1 worksheets** for support for CLB 6 learners. Additionally, the lesson on note-taking formats (p. 41) is about green energy.

Paragraph Writing

Students with writing skills at CLB 6 may need to review the elements of a paragraph (topic sentences, supporting details, transitions, pronoun reference, and concluding sentences). See **LINC Vol. 1, 58-63** for support.

Describing a Process

As class, review structures and language to describe processes. Use the worksheets for support. Provide the class with samples for reading and analyzing. Have students identify sequencers and other cohesive devices in the readings. See **LINC Vol. 1, 65** for support.

Paraphrasing

Many students will have to be taught that copying information word for word is considered plagiarism in Canada. Teaching students paraphrasing techniques will help them break this habit. The lessons at www.eslwriting.org provide students with techniques to help put ideas in their own words.

Summarizing

Students at this level often have a difficult time writing summaries, as they don't know what they should include or exclude from the original source. See the lesson about summary writing at the following location: [University of Victoria's Intermediate Writing Tips](#) for support.

Passive Forms

Scientific descriptions of processes or official policies and programs are often written in the passive voice, so it's essential that students be familiar with this structure. Review passive forms in written text with the worksheet from **LINC Vol.2, 65**. Students could circle passive forms in readings and practice turning them into active sentences. Alternatively, students could turn sentences written in the active voice, into the passive.

Project Overview

Present on an Ecology or Consumption Issue

Description

In this project, learners will deepen their understanding of how a significant environmental or sustainability issue affects individuals, communities, and countries. The purpose of this project is to improve learners' research, listening, speaking, and presentation skills. Learners will also use self-directed inquiry as a tool to improve their ecological literacy skills.

In this project, students will do the following:

Pre-task: Identify an issue related to consumption or ecology, a service, an initiative, a program, or a process to research. Research information on services, initiatives, and programs related to the issue. During their research, learners will employ the skills learned in the core tasks, for instance, choosing resources that are as free from bias and as objective as possible. Students should use a minimum of one reading resource, and one listening, and show evidence of good note-taking and summarizing skills. Students can be working on their research concurrently as they are introduced to other skills in the project tasks.

Task 1 Research and interpret information in reports, features, policies, descriptions, or processes that contain a variety of moderately complex formatted text.

Task 2 Synthesize findings, and finish with an oral presentation.

1b: Consumption & Ecology

Project Tasks

Content Outcomes

Learners will do the following:

- deepen their understanding of an environmental issue that affects a local community.
- develop their ecological literacy skills through self-directed inquiry.

Target CLB 8 Outcomes

8-IV Sharing Information

Give presentations to describe and explain complex structures, systems or processes based on research.

8-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts and website navigation menus).

Target CLB 7 Outcomes

7-IV Sharing Information

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.

7-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).

Possible Topics

Community

- a local campaign to reduce water usage or encourage waste reduction
- a community garden project to raise awareness of sustainable food systems
- an organization in the region working to reduce Canada's carbon footprint

Workplace

- a cycle-to-work campaign
- energy conservation in office buildings or local housing
- an office no-styrofoam policy
- a local or Canadian small business developing green technology
- green buildings and workplaces (e.g., green roofs, passive energy)

Study

- a school's organic garden, or other green research projects or initiatives
- the implications of climate change for life in a local bioregion, or nationally
- the process of creating alternative or non-renewable energy sources
- any academic topic related to sustainability, ecology, etc.

Project Task 1

Overview

Learners read information on services, initiatives, and programs on a selected climate-change, global-warming, or sustainability issue.

Target CLB Outcome 8-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).

Modify to CLB 7-IV Comprehending Information

Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).

Reduce the amount of reading text required.

Description

In this task, students will locate and interpret information contained in moderately complex formatted texts that relate to the chosen issue, such as reports published by local, provincial, or federal governments, non-profit organizations, or businesses. Describe services, initiatives, programs, or other means to address or spread awareness of the chosen issue. Students could also use feature articles from newspapers or magazines that highlight statistics and research (such as stories based on Statistics Canada releases, science and ecology themed exposés, etc.) Texts should be up to about three pages. The following are examples of texts suitable for this task:

- tables, graphs or diagrams used to spread awareness of the issue (e.g., a chart showing the disappearance of Arctic sea ice)
- documents that contain workplace policies and procedures related to either consumption or ecology

Learners should read the selected texts to do the following:

- identify organization of text.
- follow sequences of narrations or processes depicted in flow charts, illustrations, etc.
- locate and integrate relevant information across paragraphs or sections of the text.
- present the information contained in charts, diagrams, and tables in an alternate form.
- evaluate ideas in text, draw conclusions and express own opinion.

Learners will present the key information from the texts on the chosen issue in an alternate form by creating visual aids or handouts for use in the presentation in Task 4.

Skill Building Tasks for Project Task 1

Charts, Statistics, Graphs, and Other Visual Aids

Elicit or introduce vocabulary for various types of charts, statistics, tables, maps, floor plans, diagrams, flow charts, etc. Review the function of each type of visual aid. As an activity, posit questions related to data and processes, and elicit which type of visual aid would be the most appropriate for displaying the information. Students could also be taught to create their own visuals using application software such as Excel, PowerPoint or Word. Although for LINC 5 learners, **LINC Vol. 2, Chapter 5** in Managing Information provides a detailed overview for students unfamiliar with this language.

Reading Techniques

Review reading techniques such as asking questions about the text, identifying main ideas, and paraphrasing. See **LINC Vol. 2, 171 in Managing Information** for support.

Language for Describing Visual Aids

Learners must study language for writing or orally describing visual aids such as charts, tables, and diagrams. Use the worksheets from **LINC Vol. 2, 66-67 & 145** as a reference and have students reproduce information in written form for practice. Students should then practice describing visual aids orally.

Project Task 2

Overview

Learners present on a selected climate-change, or sustainability issue and related services, initiatives, programs, or other means developed to address the issue.

Target CLB Outcome 🗣️ 8-IV Sharing Information

Give presentations to describe and explain complex structures, systems or processes based on research.

Modify to CLB 🗣️ 7-IV Sharing Information

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.

Reduce the presentation to **10 minutes**.

Description

Students compile research on chosen topics (i.e. notes from audio-video resources and features and websites or reports containing charts, tables, or other visuals) and give a 10 to 20-minute presentation to do the following:

- provide an overview of the chosen issue.
- report the key findings on services, initiatives, programs, or other means used to address or spread awareness of the chosen issue.
- provide a conclusion to the presentation.
- support the presentation with the use of visual aids or handouts.

In the presentation, students do the following:

- present information using coherent, connected discourse with clear agents, actions, circumstances and sequences.
- express main ideas and support them with details.
- provide an introduction, development and conclusion.
- use appropriate style and register.
- provide accurate and detailed descriptions and explanations or accounts of the issue, event, program, or process.
- speak with appropriate eye contact, body language, volume, rate, fluency, and comprehensibility.

Formative Assessment

See the Rubric tool, *Formative Assessment Toolkit* (CLB 🗣️ 7-IV), p.91. Find this on Tutela.ca.

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit Complete Package* (CLB 7), p. 60. Find this on Tutela.ca.

1b: Consumption & Ecology Project Tasks

Skill Building Tasks for Project Task 2

Presentations

Review components of a presentation and go over how to create a presentation with the class. Encourage learners to consider audience, purpose, length, and visual aids in their presentations Use the worksheets in **LINC Vol. 2 p. 139** for support.

Describing Processes

As class, review structures and language to describe processes. Use the worksheets for support. Encourage learners to incorporate this language when describing their topic as in **LINC Vol. 2, 144**.

Verbal Cohesive Devices and Discourse Indicators

As a class, review the verbal cohesive devices and discourse indicators (such as conjunctive adverbs or adverbials) from Core Task 2. Students incorporate the signal words into their presentations.

Adjective Clauses

Review adjective clauses with the class. Use the worksheets from **LINC Vol. 2, 149** as an aid. Have learners incorporate adjective clauses into the introductions of their presentations.

Outlining

Review how to outline a presentation with learners. Use the worksheet for support. Encourage learners to start their presentation with an outline as in **LINC Vol. 2, 141**.

Body Language

Before giving the oral summary, review appropriate body language to emphasize key words and phrases. During the oral summaries, have learners use effective and appropriate body language while describing the topic See **EFW 179** for support.

Body Language and Visuals

As a class, review using visuals and body language in presentations. Use the worksheets for support. Encourage learners to incorporate appropriate and effective body language and visuals into their presentations See **LINC Vol. 2, 145** for support.

Pitch, Volume, Intonation, and Stress

Review pitch, volume, intonation, and stress with learners. Encourage learners to write parts of their presentations. Ask learners to add intonation and stress markers to the writing. Encourage learners to practice their presentations, reading them aloud and focusing on using the intonation and stress markers. See **LINC Vol. 2, 81-82** for support.

Syllable Stress

Have learners determine syllable stress and proper pronunciation of new and key-words in their presentations. Ask them to practice proper pronunciation before presenting. See **EFW 44** for support.

Consumption & Ecology Resources

[Energy BC](#)

The website is an excellent resource for students to consult for descriptions of processes of energy production.

[Climate Change and Ecology](#)

This site contains 13 half-hour video programs, online text, a professional development guide, and links to other websites.

[Health Canada: Media Room](#)

This is Health Canada's official website. The media room page has links to many articles on topical issues.

[David Suzuki Foundation](#)

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

[World Wildlife Fund Canada](#)

World Wildlife Fund (WWF) Canada has become one of the country's leading conservation organizations.

[Worldwatch Institute](#)

This organization's site provides research and publications for public policy and decision-makers on global environmental trends related to energy and transportation, environment and climate, food and agriculture, global economy and resources, and population and society.

[Smart Aid: Why Bother?](#)

This link leads to a commercial for a charity organization, which features children voicing the typical responses and attitudes adults espouse about the problems of the world. It is a great short clip for introducing students to idioms and expressions related to personal attitudes.

[The Story of Stuff Project](#)

This link leads to a series of videos with a strong anti-consumerism message and is a good scaffolding activity for students to analyze for tone, loaded words, attitude, etc. before they move on to more difficult listening activities.

[Overpopulation: The Making of a Myth](#)

This link leads to a short video that could be played after "The Story of Stuff" and students could compare and contrast the language, tone, and perspectives presented in the two videos.

[United Nations Environmental Programme: Vital Climate Graphics: Potential climate change impacts](#)

This site has a drop-down menu to access dozens of graphics depicting various factors and data on environmental issues.

[Greendex: Consumer Choice and the Environment – A Worldwide Tracking System](#)

This website publishes an annual survey conducted by National Geographic Globescan of 170,000 consumers in 17 countries. There are plenty of charts and reports available that measure consumer habits and attitudes worldwide and rank countries accordingly.

ESL and Skill Building Resources

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

This site includes an overview of the writing process, structural considerations, and patterns of composition including those for cause and effect and procedures. This would be good for students to practice writing sentences in order to analyze the language used in the videos and readings in this module.

[TOEFL Prep Writing Practice](#)

This is an older website that isn't associated with a college or university. However, it includes a sample cause and effect paragraph about the growth of urban cities. The exercises that follow the lesson require students to write sample cause and effect sentences, and provide instant feedback on common errors of subordination, punctuation, etc.

[A TESOL ESL File Drawer \(Higher Ed.\)](#)

This is a WordPress Blog written by a TESOL instructor. This link features sample lessons, and an amusing interactive online concentration game in which teams compete to write accurate cause and effect sentences. The webpage provides an explanation of the game, while a link to the game itself, which opens in PowerPoint, is at the bottom of the blog post.

[LISELL Lesson Starters: Explaining Cause and Effect Relationships](#)

This link leads to a set of lessons aimed at adolescent second language learners, that seeks to help students develop the complex skills needed for causal reasoning.

[LISELL Lesson Starters: Using the Academic Language of Science](#)

This is a lesson developed by The University of Georgia's College of Education. Entitled, "Language-Rich Inquiry Science with English Language Learners" (LISELL), the provided lesson is more user friendly than it sounds.

[The Language Teacher Online: Building Vocabulary: Guessing Meaning from Context](#)

This link leads to an interesting lesson using Yiddish in the place of English words to encourage students to identify parts of speech patterns to aid in the comprehension of new vocabulary. The Lewis C. Carol poem, *Jabberwocky*, is also a great resource for this activity too.

[Douglas College Learning Centre: Understanding Vocabulary in Context](#)

This link leads to exercises of the various techniques employed in guessing meaning from context (definition clues, example clues, comparison clues, etc.)

[A TESOL ESL File Drawer \(Higher Ed.\)](#)

This WordPress Blog written by a TESOL instructor features a lesson on fact versus opinion created in PowerPoint.

ESL and Skill Building Print Resources

***English Pronunciation in Use: Advanced.* Hewings, M. Cambridge: Cambridge University Press. (2007).**

Chapters 49 – 51: "Attitude Words and Phrases; Exclamations," cover vocabulary and expressions that are often used to add emphasis or express different emotions. Students learn how to identify and produce language that reflects the speaker's attitude.

***Move Up: Advanced Practice Book.* Pye, D & Greenall, S. Oxford University Press. (1996).**

This chapter is about climate change and includes a lesson on note-taking, outlining, and editing.

***LEAP (Learning English for Academic Purposes): Listening & Speaking;* 2nd ed. Beatty, K. Montreal: Pearson. (2012).**

Chapter 2; "Lifelong Learning" 29 – 32 contains a lesson about working with charts and talking about data.

***LEAP: (Learning English for Academic Purposes): Listening and Speaking;* 2nd ed. Beatty, K. Montreal: Pearson. (2012).**

Chapter 1; "Playing to Win," 16 – 21 is not related thematically to this module, this lesson about preparing and delivering a presentation could easily be adapted.

***Present Yourself 2: Viewpoints.* Steven Gershon. New York: Cambridge University Press. (2008).**

Unit 4, "How the World Works," consists of a sample process presentation, and planning tips.

***MOSAIC 1 Grammar;* 4th ed. Werner, P & Spaventa L. New York: McGraw-Hill Contemporary. (2002).**

This is an older textbook, but Chapter 11, "The Physical Worlds" contains a great lesson on causal structures in a chapter about climate change and ecological processes.

***Have Your Say! Communication Activities;* 2nd ed. McKay, I. Don Mills: Oxford University Press. (2011).**

Chapter 8; "Nature and the Environment" includes discussion questions and lessons about expressing opinions, and also grammar lessons about hypothesizing, reported speech, and passive forms.

***Breakthroughs: An Integrated Upper Intermediate English Program: Workbook.* McPherson-Ramirez, G & Engelking, M. Don Mills, Ontario: Oxford University Press. (2011).**

Unit 6 contains a lesson on writing process paragraphs, including tips on common conventions such as passive forms and sequencers.

Unit 7 has a lesson in cause and effect paragraphs, and includes a checklist for student writing.

***Being Canadian;* 3rd Edition. Cameron, J and Derwing, T. Quebec: Pearson Longman. (2010).**

Chapter 8; "Canada in a Global World," is suitable for lower level students and includes discussion questions, and lessons on identifying the main idea, outlining and cause and effect essay writing.

Citizenship and Immigration Canada / Citoyenneté et Immigration Canada

APPLICATION FOR CANADIAN CITIZENSHIP - ADULTS (18 years of age and older) UNDER SUBSECTION 5(1)

NOTE: The information you provide should not be limited by the space available. If you need more space, attach another sheet of paper. Indicate the questions you are answering.

Refer to the guide for specific instructions.
Please write in ink or TYPE.

1. A Language you prefer for:
Service: English French

B I have special needs:
 No Yes

2. I have applied for Canadian citizenship before:
 No Yes When? Year: _____

3. A Name (exactly as it is shown on my immigration document):
Last name: _____

2a: Information

Immigration & Multiculturalism

This module is about immigration and multiculturalism in Canada. In this module, learners will examine Canadian immigration and multiculturalism trends and issues. Through the core and project focus on these issues, learners will identify challenges and resources available to newcomers, and will develop their ability to gather information from their community to help them meet their personal goals.

Track 2a is adapted from ELSA 6 Unit 3: Immigration & Multiculturalism.







Learning Outcomes

Content Outcomes







Learners will do the following:

- explore and debate a current or historical topic on immigration or multiculturalism.
- access information from business/service texts related to a personal settlement need.
- follow detailed instructions related to personal or workplace settlement needs or interests.
- study Canadian norms of social interaction, both formal and informal.
- improve ability to collaborate as a team to produce a “What you Should Know” handbook (wiki, web, or paper-based) for new immigrants to the learners’ community.

Target CLB 8 Outcomes

-  **8-II Comprehending Instructions**
Understand extended multistep directions or instructions for technical or non-technical tasks.
-  **8-I Interacting with Others**
Participate in brief professional phone calls.
-  **8-IV Sharing Information**
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.
-  **8-I Interacting With Others**
Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).
-  **8-III Getting Things Done**
Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.
-  **8-I Interacting with Others**
Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Target CLB 7 Outcomes

-  **7-II Comprehending Instructions**
Understand moderately complex directions and instructions for technical or non-technical tasks.
-  **7-I Interacting with Others**
Participate in routine phone calls.
-  **7-IV Sharing Information**
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.
-  **7-I Interacting With Others**
Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).
-  **7-III Getting Things Done**
Get information from moderately complex business/service texts containing assessments, evaluations and advice.
-  **7-I Interacting with Others**
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).

At a Glance

Needs Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Learners develop their ability to access information from key resources and individuals in the community in order to help them meet their goals. They access information on Canadian immigration and multiculturalism issues.

Core Task 1

Learners identify and discuss issues or trends related to Canadian immigration or multiculturalism.

Core Task 2

Learners access business/service texts about an issue or settlement need or goal related to Canadian immigration or multiculturalism.

Core Task 3

Learners watch instructional videos related to settlement needs or goals related to Canadian immigration or multiculturalism.

Overview and Outcomes

Learners develop confidence in communicating with others in a range of social interactions in the community and the workplace. Learners additionally work in teams to produce written guidelines outlining helpful email and telephone norms for future reference.

Community Project

Learners connect through email and telephone with individuals about a range of community matters or a realistic settlement goal.

Workplace Project

Learners connect through email and telephone with coworkers and employers about a range of workplace matters or a realistic career goal.

Study Project

Learners connect through email and telephone with instructors, administrators, and classmates about a range of school matters or a realistic study goal.

2a: Immigration & Multiculturalism

Core Tasks

Possible Topics for the Core Tasks

Immigration

- refugee and asylum law and processes
- patterns of immigration according to category
- the immigration points system and visa classes
- recent immigration reforms
- citizens of convenience
- language and residency requirements for citizenship
- skills and education credentialing
- settlement advice

Multiculturalism

- multiculturalism policies and programs in schools
- Canadian multiculturalism laws and policies compared to Australia, Europe, and the United States
- Multiculturalism and Canadian identity
- Adaptation versus assimilation
- ethnic enclaves
- discrimination and racism
- the importance of soft skills in Canada

Core Task 1

Overview

Learners explore and debate an issue or trend concerning Canadian immigration and/or multiculturalism.

Target CLB Outcome: 🗣️ 8-IV Sharing Information

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.

Modify to 🗣️ CLB 7-IV Sharing Information

- 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.

Description

Learners will participate in an informal class, group and/or pair discussion on the challenges of being a newcomer to Canada and/or current policies and issues related to immigration. In the discussion, learners keep the conversation going by doing the following:

- provide detailed information and present options as needed.
- ask relevant questions to gather, share, analyze and compare information.
- summarize information and ideas to clarify and expand understanding.
- express and qualify opinions, feelings, doubts and concerns.
- hold the floor, share the floor, draw others out, and thank them for their contribution.
- participate effectively in interactions.

After the discussion, identify challenges facing immigrants. In groups, share and discuss resources and possible solutions to common problems. Identify a personal challenge and turn it into a realistic and quantifiable community, workplace, or study goal. For example, if a major challenge is not having enough money to buy a house, a quantifiable goal would be saving enough money for a down payment on a house within two years. During the discussion, learners share facts, opinions, problems, and solutions with other group members.

Formative Assessment

See the Rubric, *Formative Assessment Toolkit* (CLB 🗣️7-IV), p. 91. Adapt as needed. Find this on Tutela.ca.

2a: Immigration & Multiculturalism

Core Tasks

Skill Building Tasks for Core Task 1

Expressing Opinions

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation. Participate in group discussions or debates about controversial topics. Encourage learners to apply the practiced strategies during the conversation. See **LINC Vol. 1, 378** for support. Appoint group members to monitor other groups during discussions and check off strategies (categories could be written on the board) used by groups to encourage practice of the full range of strategies. Alternatively, instructors could circulate during group discussions and hand out “tactic cards” (e.g. “ask for your classmates’ opinion,” “clarify what the last speaker said,” “interrupt the conversation,” etc.) to individual students.

Diplomatic Language

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation. Participate in a group discussion about a controversial topic or practice using the language while reaching a group or pair decision about the most significant challenges for newcomers. Encourage learners to apply the practiced strategies during the conversation See **LINC Vol. 1, 378** for support.

Reacting to Cultural Differences

Each culture has its own unspoken set of values. Canada is a multicultural society, and is in some respects quite cosmopolitan. However, in environments with poor intercultural awareness, conflicts can quickly erupt, due to misunderstandings between individuals from different cultures. This lesson highlights positive and negative ways to respond to cultural differences. See **EFW 181** for support.

Attending Meetings (Optional)

This task is all about meetings, both formal and informal, and may be of interest to learners who are working, or who wish to participate on community committees or boards. Students could hold a mock meeting of the local Welcome House seeking input from local newcomers about programming and funding priorities, or a meeting with local politician or candidate about issues important to immigrants in the community. Town hall meetings of particular relevance to a local immigrant population could also be modeled, for example, decisions to cut or expand local transportation routes, or decisions related to municipal affordable housing strategies. Appoint higher-level students to chair the meeting. Alternatively, learners might practice skills for one-on-one meetings related to settlement (e.g., practice for their first parent-teacher interview, meeting with an employment case worker, etc.) See **LINC Vol. 2, Ch. 6** for support.

Core Task 2

Overview

Learners access business or service texts related to a personal settlement needs or interests.

Target CLB Outcome: 8-III Getting Things Done

Get information from moderately complex business/ service texts containing proposals, recommendations and statements of rules, regulations or policies.

Modify to CLB 7-III Getting Things Done

Get information from moderately complex business or service texts containing assessments, evaluations and advice.

Description

This task encourages students to focus on one issue related to immigration or multiculturalism. Access one or two business or service texts related to the issue that contain policies, proposals, recommendations, or advice (e.g., a pamphlet from a settlement service provider advising on family sponsorship, subsidies, workplace policies about pay increases, performance reviews, benefits, annual reviews, harassment policies, a bulletin from the provincial government about changes to an immigration law, or other types of newsletters, pamphlets, business letters, community bulletins, or municipal notices). Texts should be about one to three pages. While reading, students should do the following:

- identify layout and organization of the texts to find needed information.
- identify main ideas, key details and implied meanings.
- identify writer's purpose, intent, mood and attitude in sections of the texts.
- scan texts and make inferences to select the relevant information.
- find and integrate three of four pieces of information for comprehension and use.

Later, learners should integrate and reduce the information from the text or texts into a short pair or individual presentation, outlining the issue and the recommendations, advice or proposals from the text. Presentations should be no longer than five minutes.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB  7-III), p. 98. Find this on Tutela.ca.

2a: Immigration & Multiculturalism Core Tasks

Skill Building Tasks for Core Task 2

Facts and Opinions

Have students compare writers' perspectives and points of view by comparing types of text on the topic (for example, official government communications compared to a newspaper report). Encourage learners to identify tone and register, and differentiate fact from opinion. See the **BBC Skillswise** lesson plans about assessing the purpose of a reading, at <http://www.bbc.co.uk/skillswise/topic/types-of-text/resources/l1> and those for distinguishing fact from opinion at <http://www.bbc.co.uk/skillswise/topic/fact-or-opinion/resources/l1>.

Passive Voice

Review the use of the passive voice and have learners find and underline examples in the reading texts. Discuss appropriate uses of the passive voice in written and oral communication. Further develop learners' understanding of the passive voice by reviewing the use of other common passive reported speech structures such as "it's believed that..." and "it's generally thought that...". See the following resource: <http://grammar.ccc.commnet.edu/grammar/passive.htm> for more information.

Grammar for Expressing Urgency & Importance

Instructors may want to provide lessons on grammar structures that are often used for expressing urgency, or giving warnings, such as the imperative, the subjunctive and modals of necessity and obligation. See the following resource:

<http://www.grammar-quizzes.com/modal3.html> for more information.

Public Information Texts

Public information texts often provide information about immigration and settlement services. This short lesson provides some key terms used to help learners navigate a website. See **LINC Vol. 2 45** for more information.

Core Task 3

Overview

Learners watch videos or podcasts, or listen to automated messages related to an immigration need or interest.

Target CLB Outcome: 8-II Comprehending Instructions

Understand extended multistep directions or instructions for technical or non-technical tasks.

Modify to CLB 7-II Comprehending Instructions

Understand moderately complex directions and instructions for technical or non-technical tasks.

Description

In this core task, learners will improve their ability to follow instructions. As an introduction to the task, there are many good instructional videos on CIC's website related to settlement and the immigration process in Canada. For instance, the video, [Save Time, Send a Complete Application](#) explains the steps involved in completing an application form and includes some of the common pitfalls that will result in a rejected application. Automated government phone services also provide good models for practicing listening to instructions.

While listening to the instructions, students should do the following:

- follow sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of the steps.
- respond with actions to directions and instructions.
- seek clarification and confirmation if required.

Learners can work individually or in pairs to locate a settlement topic related to personal needs. Instructors should aid learners in identifying experts in the community, an agency to phone for automated instructions, or a websites that provide instructional videos. Learners should take notes and follow up with pairs summarizing some of the main steps in the automated instruction or write these in an email to a friend.

Formative Assessment

See the *Formative Assessment Toolkit* on Tutela.ca for ideas for creating formative assessment tools.

2a: Immigration & Multiculturalism

Core Tasks

Skill Building Tasks for Core Task 3

Subordinating Conjunctions

Review the grammar rules of complex sentences, which are usually found in detailed instructional written or audio texts.. [UVIC's Study Zone](#) provides a short and concise lesson on common subordinators, followed by exercises for practice.

Parallel Structure

Instructions are usually written in parallel structures for clarity. The following short lesson entitled [Stylistic Devices – Parallelism](#), provides a succinct explanation why parallel writing is important when giving instructions.

Intonation Patterns

Identify the intonation patterns used in the listening texts. Have learners practice using the intonation patterns with a script or set of instructions. See **Well Said: Advanced English Pronunciation**.

Automated Phone Lines

Record messages on automated phone lines from Citizenship Canada, or another government service related to a settlement need and play them in class. See **LINC Vol. 1, 390-391** for a lesson about using automated phone lines.

Clarification Techniques

Review the use of clarification techniques, such as paraphrasing or repeating back for confirming or clarifying instructions. See **LINC Vol. 1, 377** and **378** for audio and situational role play cards.

Imperative

BBC SkillsWise page on [Understanding Instructions](#) has a short handout on the grammar of instructions, with an emphasis on using the imperative.

Sequence Markers

Elicit and provide signal words and time transitions. Give students transcripts of instructions with cohesive devices omitted and have students work in pairs or groups to add the missing cohesive devices to make the instructions more comprehensible. Before listening to samples, provide cut-ups of steps in the transcripts of instructions and have the pairs or groups put them in order. See the BBC's "[How to... Give Instructions](#)" for an instructional video.

Project Overview

Produce a Handbook or Wiki-Guide for Newcomers to Your Community

Description

Learners will work collaboratively to produce a handbook or wiki-guide for newcomers based on a topic determined by the class. In this project, learners will do the following:

- Pre-Task** Discuss, determine, and delegate chapters for a newcomers' guide. The guide might include settlement and work referrals in the community, common challenges faced by newcomers (e.g., housing, getting a mortgage) establishing recreation and social groups, and helpful language tips.
- Task 1** Encourage students to contact community sources for more detailed information about topics for publication.
- Task 2** Analyze authentic emails, blogs, and newsletters (from neighbours, community events, workplaces, public schools, newspapers, etc.) and compile a list of helpful language and formulaic expressions for the newcomers' guide..
- Task 3** Practice and use email conventions to work collaboratively via email to produce the guide. Send emails to community contacts to request information, follow-up, and thank sources for their advice.

2a: Immigration & Multiculturalism Project Tasks

Content Outcomes

Learners will do the following:

- identify common challenges and goals.
- learn common email, telephone, and social media conventions in Canada.
- improve their ability to access key resources and individuals needed to achieve their goals.
- Improve their ability to collaborate effectively in pairs or groups.

Target CLB 8 Outcomes

8-I Interacting with Others

Participate in brief professional phone calls.

8-I Interacting with Others

Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).

8-I Interacting with Others

Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Target CLB 7 Outcomes

7-I Interacting with others

Participate in routine phone calls.

7-I Interacting With Others

Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).

7-I Interacting with Others

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).

Possible Topics

Community

- housing affordability
- mental health issues arising from settlement process (e.g., anxiety, depression)
- social isolation

Workplace

- obtaining Canadian work experience or Canadian references
- developing appropriate soft skills
- developing a network of professional contacts

Study

- acquiring the desired score on a language proficiency exam (e.g., IELTS) for entrance to an academic institution
- academic reading and writing difficulties
- the BC education system (e.g., emphasis on group work, learners' own ideas)

Project Task 1

Overview

Learners make a telephone call to find out information about an issue related to Canadian immigration or multiculturalism.

Target CLB Outcome: 🗣️ 8-I Interacting with Others

Participate in brief professional phone calls.

Modify to 🗣️ CLB 7-I Interacting with Others

Participate in routine phone calls

Description

In this task, students will work in pairs to choose a topic related to Canadian immigration and multiculturalism issues. They should identify organizations or individuals to contact for more information about the chosen topic.

Review language for making brief professional phone calls, such as phrases for opening and closing conversations, and requesting and clarifying information. Use the phrases to develop a script in which learners do the following:

- open, maintain, and close the phone conversation in a professional manner.
- provide information in a professional manner.
- clarify and confirm information.
- use an appropriate level of formality to the situation.

In pairs, students will use the scripts to role-play the telephone conversation with the chosen organization or individual.

Learners conduct a real telephone conversation by contacting one of the chosen organizations or individuals and reporting back to the class on the conversation in a class discussion or short report on the chosen issue. Alternatively, they listen and provide feedback on the other learners' role-plays. As a follow up, learners should compile a list of common telephone functions for the module handbook project.

Formative Assessment

See the Self-Reflection, *Learner Self-Assessment Toolkit* (CLB 🗣️ 7), pp. 57-58. Find this on Tutela.ca.

See the Speaking Ability Rating Scale, *Learner Self-Assessment Toolkit* (CLB 🗣️ 8-I), pp. 69-70. Find this on Tutela.ca

2a: Immigration & Multiculturalism Project Tasks

Skill Building Tasks for Project Task 1

Pronunciation Patterns

Using EFW 10, and LINC Vol. 2, 373, highlight pronunciation patterns in the telephone scripts (e.g., intonation patterns in questions). Learners will practice speaking clearly in the telephone role-plays and focus on producing key information clearly. Record the role-plays and have learners listen to them again, identifying areas to work on

Situation Scripts

Have learners develop additional situational scripts for different types of telephone conversations (e.g., calls between friends, making arrangements, calling a financial institution to solve a problem, etc.). As a class, use the scripts to create a checklist for common types of routine or professional telephone calls. Have learners use the checklists to give peer feedback on the telephone role-plays See **EFW 29**, **EFW 27**, and **LINC Vol. 2, 418** for more information.

Conversational Language

Listen to language for requesting information, changing the topic, and opening and closing a meeting. Have learners create a script for a mock informational interview, and encourage them to incorporate reviewed language in the script See **LINC Vol. 1, 378** for more information.

Managing Conversations

Review language helpful for managing conversations. Have learners participate in a mock informational interview or a short pair discussion to use this language See **EFW 47** for more information.

Phrasal Verbs

Using **LINC Vol.2, 324-325**, review common phrasal verbs used in telephone conversations. Have learners practice using separable and inseparable phrasal verbs.

Project Task 2

Overview

Learners examine effective email practices for a range of social interactions, and collaboratively to produce a handbook or blog for newcomers.

Target CLB Outcome 8-I Interacting with Others

Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).

Modify to CLB 7-I Interacting with Others

Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).

Description

In this task, learners will examine samples of emails for a variety of social interactions such as offering reassurance and empathy, expressing disappointment, giving encouragement, etc. Some suggestions related to this module's theme might include writing to a friend or colleague who is homesick, or is having a difficult time finding a job. Also, have students write personal accounts of their feelings and the challenges they face in Canada to friends or family members.

Read websites or online texts giving recommendations or suggestions on how to write effective emails.

Review and practice these structures for email etiquette and communication. Establish and maintain contact with the group by email to collaboratively produce the blog or handbook. The emails should be about three paragraphs long and do the following:

- convey a clear message to the reader.
- demonstrate an understanding of the audience in language, register, tone, and format.

In addition, the emails should:

- develop and join ideas appropriately to form a coherent text.
- contain an introduction, development of ideas, and a conclusion.
- demonstrate control of spelling, punctuation, complex structures, vocabulary.

Have students practice diplomacy and tact (*e.g., following up with classmates who haven't completed their tasks, reminding others about deadlines, solving problems with distribution, etc.*). Learners might also reassure teammate that they will be able to finish their tasks on time, or resolve a conflict between team members.

Formative Assessment

See the *Formative Assessment Toolkit* for ideas on creating formative assessment tools. Find this on Tutela.ca.

Project Task 3

Overview

Students write a newsletter, newspaper or blog about their school, or community. Learners write an email to contacts explaining the project and requesting information.

Target CLB Outcome ✍️ 8-I Interacting with Others

Convey personal messages in formal and informal correspondences for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Modify to CLB ✍️ 7-I Interacting with Others

Convey personal messages in formal and informal correspondences for an expanded range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).

Description

After brainstorming possible contacts, students will select one possible contact and write a draft email (of no more than three paragraphs) indicating the goal and requesting information that will help with achieving that goal. The email should contain a request for a meeting date and time. The email should do the following:

- convey a clear message to the reader.
- demonstrate an understanding of the audience in language, register, tone, and format.

After completing a rough copy, have students peer-edit in pairs. While peer-editing, propose recommendations to improve the email. After this, use the recommendations to complete a final draft. And if desired, send the completed email to the selected contact.

Formative Assessment

See the Rubric, *Formative Assessment Toolkit*, (CLB ✍️ 8-I), p. 116. Find this on Tutela.ca.

2a: Immigration & Multiculturalism Project Tasks

Skill Building Tasks for Project Tasks 2 and 3

Email Etiquette

Examine conventions of email etiquette before having learners search the internet for explanations of formal and informal language. Have learners read sample emails to determine level of formality (**LINC Vol.1, 216, EFW 56**).

Thanking

Review email conventions for thank-you emails. Practice these conventions using the worksheets in **EFW 54**, and **EFW 67**. Have learners write thank you letters, whether formal or informal to anyone who helps them with their staff project (e.g. an administrator at another office who coordinates their student writing contributions for the newsletter).

Making Requests

Read sample request emails to identify phrases and structures for making requests. Have learners write a request email and include these phrases and structures See **LINC Vol. 1, 219, 366, and 367** for more information.

Hope and Wish

As in the practice activities in Core Task 2, encourage students to incorporate hope and wish structures in the class newsletter or blog (e.g., *I wish you the best on your retirement, We hope you keep in touch, etc.*) See **Learning English with the CBC, Manitoba EAL, Lesson 41** for more information.

Immigration & Multiculturalism Resources

[British Columbia Newcomers' Guide to Resources and Services](#)

This government manual offers information and services to newcomers settling in British Columbia. It includes information on topics such as housing, banking, health care, education, employment, business, the legal system, government, and citizenship.

[Statistics Canada](#)

The Learning Resources web page has a lot of useful information. It includes a comprehensive list of lesson plans from elementary to post-secondary levels, and teachers can create their own graphs and charts based on the data of their choice.

[The Globe and Mail](#)

The site includes articles, video and features, top-rated comments, and poll results. To ensure that the content is relevant, use the search engine on the website.

[Welcome to Canada: What you should know](#)

This government website has a number of links to useful information for newcomers to Canada. There are also PDF versions available.

[Canadian Immigrant Magazine](#)

This is a great free resource for both teachers and learners. It offers information on settlement in BC, culture, education, money and business, etc. It also has a very good collection of immigrant stories, in which Canadian immigrants discuss a wide variety of topics about life in Canada.

[Citizenship and Immigration Canada](#)

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

[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.

[Canadian Museum of Civilization](#)

This site contains an interesting online exhibition called *Face to Face – The Canadian Personalities Hall*. This exhibition has a wide variety of stories about Canadians throughout history who have contributed to the building and shaping of Canada and Canadian culture.

[BC Archives](#)

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

Immigration & Multiculturalism Resources, Continued

[CBC News In Review](#)

This is a website that features lessons about important news stories of the day, written collaboratively by a team of journalists and teachers. There are many audio-visual resources, as well as in-depth analysis of the story told from multiple perspectives. Lesson plans and comprehension questions accompany the stories, which are a good level for CLB 7 and 8 learners. Some of the stories that relate to this module include “Foreign Workers – Who Gets In?” “Knaan – A Canadian Sings for the World,” “Generation One – Living in Two Worlds,” and “Canada’s Changing Immigration Rules.”

***Hana’s Suitcase*. Levine, K. Toronto: Second Story Press. (2002).**

This book is illustrated for young readers but can be adapted for use with adults. There are excellent web-based teacher resources, archival material, and audio and video resources readily available online for extending the reading into research at www.hanassuitcase.ca. 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 have sought refuge from persecution.

***The Arrival*. Tan, S. NY: Scholastic. (2006).**

This graphic novel chronicles the journey of an immigrant or refugee from his unspecified homeland to the USA. This text helps learners develop visual literacy, enabling readers with limited English to read a full-length novel. Instructors can help learners build vocabulary and creative writing assignments based on the novel, so learners are able to narrate what they understand. This novel invites the use of objects to archive learners’ personal migration stories. See the author’s personal website (insert hyperlink) for more information.

ESL and Skill Building Resources

***LINC 5-7 Classroom Activities, Volumes 1 & 2.* Toronto Catholic District School Board. (2010).**

Some good lessons for this module include, "If We Are Going To Talk Citizenship, Let's Have a Principled Debate," a reading that would be a good primer for the discussion task in Core Task 1. Also, there are a lot of lessons about interacting with others, both socially, and in a professional or customer service setting. Volume 1, Chapter 5 covers business writing, and Volume 2, Chapter 7 features telephone skills.

[Norquest College: Online Workplace Integration Language Resources \(OWLS\)](#)

Owls is a project designed to provide online resources for instructors providing instruction in workplace integration in Canada. This excellent series helps learners develop cultural and language competencies to navigate both formal and informal aspects of the Canadian workplace. At the heart of the project are two sets of videos featuring work in office and trades environments. There are several short clips with interactive language analysis to support the longer videos.

***You're Hired ... Now What? An Immigrant's Guide to Success in the Canadian Workplace.* Goldman, Lynda, Ontario: Oxford University Press. (2010).**

This resource is fast becoming the bible of soft skills in Canada. This is an invaluable reference book for the classroom, as even those learners who don't plan on working can benefit from the tips and information. The textbook also contains instructional/reference chapters about business writing and telephone skills.

***Creating Meaning: Reading and Writing for the Canadian Classroom; Advanced.* Block, K. & Friesen, H. Don Mills, Ontario: Oxford University Press. (2012).**

Chapter 5, "Crossing Cultures: The Challenges of Adjustment," includes the feature reading, "Culture Shock and the Stages of Adaptation," a perennial favourite of ESL instructors. Skills covered in this chapter include, understanding cause and effect organization, signal words of cause and effect, and essay writing and revision.

EFW Activity Plan 179: Canadian Body Language and Gestures

This lesson from the EFW Curriculum would be a good warm-up to use at the start of a class.

EFW Activity Plan 183: Individualism and Collectivism Reflected in the Use of Language

This lesson highlights the differences between direct versus indirect culture – this would serve as a stimulating class discussion, re: should immigrants change their ways, or should Canadians develop more intercultural awareness?

***Well Said: Advanced English Pronunciation.* Grant, Linda, Boston: Heinle & Heinle. (1993).**

Chapter 8, "Sentence Focus and Intonation: Contrastive Stress," has an information gap activity about different communication and management styles in Japan and the USA. In Chapter 9, "More Functions of Intonation," students practice conversation management strategies and intonation patterns for requesting clarification or more information, or for registering surprise.

ESL and Skill Building Resources, Continued

[Howcast: How to Give a Toast](#)

This good instructional video can help learners to practice public speaking in formal social settings.

***Well Said: Advanced English Pronunciation.* Grant, Linda, Boston: Heinle & Heinle. (1993).**

Chapter 7 of this text, "Rhythm in Sentences," focuses on linking and reductions and contains an activity wherein learners are to record a short telephone message (for an answering service). Have learners assess themselves or their peers on their pronunciation of content words and reductions of function words.

[ESL Telephone Alphabet: Thompson Language Centre](#)

This resource helps learners practice the common strategy of using small words to represent the letters of important names, addresses, etc.

EFW: Activity Plan 182

This lesson is about writing thank-you notes for meetings and other social interactions.

***Writing for the Real World 2: An Introduction to Business Writing.* Barnard, R. & Meehan, A. London: Oxford University Press. (2005).**

This resource includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc. It also includes a unit on writing a short report.

ELSA Net Resources for Higher Levels: Email Writing (This is also available on Tutela.ca.)

This entertaining resource from ELSA Net contains worksheets, lesson plans, infographics, and links to other resources about email writing.

***Technically Speaking: English at Work; 2nd ed.* Drolet, S. & Seguin, A. Quebec: Pearson Longman (2008).**

This textbook features extended moderately complex readings about business writing and social media, in addition to practical instructional lessons about telephone skills and email writing.



2b: Information

Media & News

This module is about media and news. In this module, learners will develop their ability to access information in the community from key local institutions and organizations, in person and online. Through the core's focus on media, learners will increase their understanding of a recent event in Canada. They will also develop their media literacy skills. In the project, learners will develop their ability to work collaboratively toward a common goal.

Track 2b is adapted from ELSA 7 Unit 1: The Media.







Learning Outcomes

Content Outcomes







Learners will do the following:

- develop and demonstrate their ability to understand authentic news content.
- build their vocabulary.
- sharpen their critical thinking skills and learn how to target, collect, manage, and synthesize information from multiple sources.
- improve their ability to collaborate effectively in pairs and groups.
- learn how to use a computer program to create and lay out a newspaper, newsletter, blog, or website.

Target CLB 8 Outcomes

-  **8-II Comprehending Instructions**
Understand extended multistep directions or instructions for technical or non-technical tasks.
-  **8-I Interacting with Others**
Participate in brief professional phone calls.
-  **8-IV Sharing Information**
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.
-  **8-I Interacting With Others**
Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).
-  **8-III Getting Things Done**
Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.
-  **8-I Interacting with Others**
Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Target CLB 7 Outcomes

-  **7-II Comprehending Instructions**
Understand moderately complex directions and instructions for technical or non-technical tasks.
-  **7-I Interacting with Others**
Participate in routine phone calls.
-  **7-IV Sharing Information**
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.
-  **7-I Interacting With Others**
Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).
-  **7-III Getting Things Done**
Get information from moderately complex business/service texts containing assessments, evaluations and advice.
-  **7-I Interacting with Others**
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).

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Learners gather information on a media literacy issue. Alternatively, they investigate a recent piece in the news.

Core Task 1

Learners discuss a media literacy topic or a recent event, story, or topic in the news.

Core Task 2

Learners access information from informational pamphlets, brochures, or websites about a media literacy issue or public service campaign or social media technology and services.

Core Task 3

Learners listen to instructions related to a local, regional, or national public service or media literacy campaign, or a social media tool.

Overview and Outcomes

Learners work collaboratively to create a class or organizational newsletter, newspaper, blog or website. As they identify and access relevant information from sources, learners develop the confidence and language skills needed to gather, edit, and produce news as a team.

Community Project

Learners develop a newspaper story about a community topic.

Workplace Project

Learners develop a newspaper story about a workplace topic.

Study Project

Learners develop a newspaper story about a study topic.

Possible Topics

Media

- the media's role in shaping beliefs, attitudes and perceptions
- free speech and censorship in the media
- the impact of social media on how news is created
- new media versus traditional media
- the pros and cons of living in a wired world
- cyber-bullying, the sexualization of youth, parental controls, and other issues related to youth and the internet

News

- general or human interest stories
- municipal, regional, or national current events
- comparisons of how news stories are presented in different countries
- local, national or international newsmakers
- news talk shows and what they say about local and national values and priorities

Core Task 1

Overview

Learners explore and debate a current event in the news, or an issue or trend concerning traditional or new media, social media, or media literacy.

Target CLB Outcome: 🗣️ 8-IV Sharing Information

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.

Modify to 🗣️ CLB 7-IV Sharing Information

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.

Description

Learners will participate in informal class, group or pair discussions on a popular event in the news, or issues related to media literacy or social media in a contemporary context. Instructors should conduct a needs assessment to identify key interest areas prior to the discussions. Different readings or videos should be assigned to individual learners, pairs, or small groups using jigsaws so different learners are tasked with presenting and requesting different information. During the discussion, learners share facts, opinions, problems, and solutions with other group members. During the discussions, learners will do the following:

- provide detailed information and present options as needed.
- ask relevant questions to gather, share, analyze, and compare information.
- summarize information and ideas to clarify and expand understanding.
- express and qualify opinions, feelings, doubts, and concerns.
- hold the floor, share the floor, draw others out, and thank them for their contribution.
- participate effectively in interactions.

After the discussion, have the class make a record of the issues discussed and the ideas presented, including possible resources to consult. For instance, newcomer parents who are concerned about their ability to control their children's use of social media might search for materials and support groups that provide advice about this topic. Encourage students to choose a topic of personal interest or relevance from the ideas generated by the class to follow up with in the subsequent core tasks.

Formative Assessment

See the Rubric, *Formative Assessment Toolkit* (CLB 🗣️7-IV), p. 91. Adapt as needed. Find this on Tutela.ca.

Skill Building Tasks for Core Task 1

Diplomatic Language

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation.

Participate in a group discussion about a controversial topic related to media/news and encourage learners to apply the practiced strategies during the conversation. See **LINC Vol. 1, 378** for more information.

Managing Conversations

Review language helpful for managing conversations. Have learners participate in a mock informational interview or a short pair discussion to use this language. See **EFW 47** for more information.

Non-Verbal Communication

You're Hired Now What; Chapter 5, discusses body language and non-verbal customs common in Canada. Some topics that would be of value to learners include reading people's moods from their gestures, body language and facial expressions, making eye contact and smiling to show interest, and respecting others' personal space.

Canadian Communication Styles

You're Hired Now What; Chapter 6, covers typical styles of Canadian communication and conversation patterns. Areas to highlight include direct vs. indirect styles of addressing others (with Canadians being in the middle culturally), ping pong conversational styles (good for learners from cultures that are accustomed to giving extensive monologues).

Core Task 2

Overview

Learners read about a media literacy topic or about a recent event, story, or topic in the news.

Target CLB Outcome: 8-III Getting Things Done

Get information from moderately complex business/ service texts containing proposals, recommendations and statements of rules, regulations or policies.

Modify to CLB 7-III Getting Things Done

Get information from moderately complex business/ service texts containing assessments, evaluations and advice.

Description

In pairs or individually, choose one topic to focus on from either media or a recent event, story, or topic in the news.

This task encourages students to access one or two business or service texts related to the issue that contain proposals, recommendations, and advice (e.g., a school's pamphlet advising parents how to teach children media literacy on the internet, a bulletin from a media literacy advisory body, guidelines for joining and participating in an online chat group, or other types of community or company newsletters or bulletins, pamphlets, business letters, or municipal notices). Texts should be about one to three pages. While reading the text, do the following:

- identify layout and organization of the texts to find needed information.
- identify main ideas, key details and implied meanings.
- identify writer's purpose, intent, mood and attitude in sections of the texts.
- scan texts and make inferences to select the relevant information.
- find and integrate three or four pieces of information for comprehension and use.

Integrate and reduce the information from the two texts into a short pair or individual presentation, outlining the issue and the recommendations, advice, or proposals from the text. Presentations should be no longer than five minutes.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB  7-III), p. 98. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Public Information Texts

Public information texts often provide information about rights, the law or government services. These texts are accessible on the internet.

LINC 5 Managing Info 45 reviews some common vocabulary related to navigating a service website.

Grammar for Expressing Urgency & Importance

Instructors may want to provide lessons on grammar structures that are often used for expressing urgency, or giving warnings, such as the imperative, the subjunctive, and modals of necessity and obligation.

See the following resource related to this topic:

<http://www.grammar-quizzes.com/modal3.html>

Passive Voice

Review the use of the passive voice and have learners find and underline examples in the reading texts. Discuss appropriate uses of the passive voice in written and oral communication.

Further develop learners' understanding of the passive voice by reviewing the use of other common passive reported speech structures such as "it's believed that..." and "it's generally thought that..." See the following resource related to this topic:

<http://grammar.ccc.commnet.edu/grammar/passive.htm>

Facts and Opinions

Compare writers' perspectives and points of view by comparing types of text on the topic (e.g., official government communications compared to a newspaper report). Encourage learners to identify tone and attitude, and differentiate fact from opinion. See [BBC Skillswise: Fact or Opinion](#) for more information.

Core Task 3

Overview

Learners watch an instructional video about the chosen tool for publishing the class news project.

Target CLB Outcome: 8-II Comprehending Instructions

Understand extended multistep directions or instructions for technical or non-technical tasks.

Modify to 7-II Comprehending Instructions

Understand moderately complex directions and instructions for technical or non-technical tasks.

Description

In this core task, learners will improve their ability to follow instructions. A good skill-building task related to the theme that an instructor might use to introduce the task could be a pre-recorded audio recording giving instructions on how to navigate and locate information in a local, regional or national newspaper. Learners should also practice following prompts from an automated phone recording. In pairs or individually, have learners choose a “How-to” topic of personal interest related to information technology, media literacy, or social media (e.g. how to install an anti-virus program, how to set-up and use a new phone or electronic device, how to program parental controls on a child’s computer, how to set up a LinkedIn profile, how to join, navigate and participate in a social conferencing platform, etc.). Next, have learners locate and watch an instructional video, taking notes on the directions or demonstrating comprehension by performing an action.

While listening to the instructions, do the following:

- follow sequence markers, cohesive devices (connecting words, pronoun reference, parallel structure, substitution) or other linguistic clues to infer the order of the steps.
- respond with actions to directions and instructions.
- seek clarification and confirmation if required.

Finally, in preparation for the unit project task, have students work in small groups and record details of a basic tutorial on a desktop publishing program (e.g., Microsoft Word, Microsoft Publisher, or Adobe InDesign), blog (e.g., WordPress or Blogger), or website. While watching or listening to the tutorial, write accurate, neatly organized steps on how to use basic functions of the layout program to share with the group.

Formative Assessment

See the *Formative Assessment Toolkit* for ideas on creating formative assessment tools on Tutela.ca.

Skill Building Tasks for Core Task 3

Sequence Markers

Elicit and provide signal words and time transitions. Give students transcripts of instructions with cohesive devices omitted and have students work in pairs or groups to add the missing cohesive devices to make the instructions more comprehensible. Before listening to samples, provide cut-ups of the steps in transcripts and have pairs or groups put them in order. See the BBC "[How to... Give Instructions](#)" for an instructional video.

Subordinating Conjunctions

Review the grammar rules of complex sentences, which are usually found in detailed instructional texts or audio texts. [UVIC's Study Zone](#) provides a short and concise lesson on common subordinators, and followed by exercises for practice.

Parallel Structure

Instructions are usually written in parallel structures for clarity. The short lesson entitled, [Stylistic Devices – Parallelism](#), provides a succinct explanation about why parallel writing is important when giving instructions.

Clarification Techniques

Review the use of clarification techniques, such as paraphrasing or repeating back for confirming or clarifying instructions. See **LINC Vol. 1, 377** and **378** for audio and situational role play cards.

Imperative

BBC SkillsWise has a short handout on the grammar of instructions, with an emphasis on using the imperative. See this resource [Understanding Instructions](#). For more information.

Automated Phone Lines

Identify the intonation patterns used in the instructions. Have learners practice using the intonation patterns with a script or set of instructions. See **LINC Vol. 1 390-391** for practice using automated phone lines.

Project Overview

Produce a Newsletter, Newspaper, Blog, or Website

Description

Learners will work collaboratively to create a newsletter, newspaper, blog, or website for their community, class, or settlement organization. As they identify and access information from relevant sources, learners develop the confidence and language skills needed to gather, edit, and produce news as a team. In this project, learners will do the following:

Pre-Task Brainstorm and decide on a focus of production, topics to include, and preferred medium to present the message. Watch an instructional tutorial and take notes about how to use the tool of choice to produce and design their project. Work in groups to produce a publication that contains news articles relevant to the learners. First, brainstorm possible topics and ideas with the group. During brainstorming, group members should practice the skills learned in Core Task 1 to make decisions and reach a consensus.

Task 1 Make phone calls to request information. Appropriately greet and close a conversation or leave a detailed message.

Task 2 Read sample social or business emails, letters to the editor, and social media blogs for ideas, Find newsletters on the internet for models of style, social media comments, common idioms, and modes of correspondence.

Task 3 Practice and use email conventions to work collaboratively via email to produce articles. Send emails to community contacts to request information, follow-up, and thank sources for their contributions.

Content Outcomes

Learners will do the following:

- research a topic of interest related to their community, workplace, or study and learn how to use a computer program to create and lay out text and graphics for publication.
- learn common email, telephone, and other social media conventions in Canada.
- improve their ability to collaborate effectively in pairs and groups.

Target CLB 8 Outcomes

8-I Interacting with Others

Participate in brief professional phone calls.

8-I Interacting with Others

Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).

8-I Interacting with Others

Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Target CLB 7 Outcomes

7-I Interacting with others

Participate in routine phone calls.

7-I Interacting With Others

Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).

7-I Interacting with Others

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).

Possible Topics

Community

- recent news, special events, and interviews in the local community
- news about newcomers and newcomer programs in the community
- first-person narratives about the immigrant experience

Workplace

- a publication about career tips for newcomers
- the use of social media in the workplace
- a workplace newsletter
- news regarding upcoming job fairs, apprenticeship programs, job prospects, and skill profiles

Study

- a publication about education and studying in Canada for newcomers
- publications about Canadian current events written for other learners
- a publication about a popular media or digital literacy issue
- an organization (school, settlement or college) newsletter providing updates.

Project Task 1

Overview

Learners conduct telephone calls to gather information for the class publication.

Target CLB Outcome: 🗣️ 8-I Interacting With Others

Participate in brief professional phone calls.

Modify to 🗣️ CLB 7-I Interacting with Others

Participate in routine phone calls.

Description

Elicit and teach language for making brief professional phone calls, such as phrases for opening and closing conversation and requesting and clarifying information. Use the phrases to develop a script in which learners do the following:

- open, maintain and close the phone conversation in a professional manner.
- provide information in a professional manner.
- clarify and confirm information.
- use an appropriate level of formality with increased ability.

In pairs, use the scripts to role-play the telephone conversations that they need to make with the chosen organization or individuals to gather information to publish in the class newspaper or newsletter. For instance, students might contact a retiring long-term employee at the students' organization to gather information for a feature,

Conduct a real telephone conversation by contacting one of the chosen organizations or individuals and reporting back to the class on the conversation in a class discussion on the chosen issues or listen and provide feedback on the other learners' role-plays. Emphasis should be on courtesy and social interaction, formulaic expressions (thanking sources appropriately, responding with empathy or encouragement to sources' personal stories), rather than content.

Formative Assessment

See the Self-Reflection, *Learner Self-Assessment Toolkit* (CLB 🗣️ 7-ALL), pp. 57-58. Find this on Tutela.ca.

See the Speaking Ability Rating Scale, *Learner Self-Assessment Toolkit* (CLB 🗣️ 8-I), pp. 69-70. Find this on Tutela.ca.

Skill Building Tasks for Project Task 1

Phrasal Verbs

Review common phrasal verbs used in telephone conversations. Have learners practice using separable and inseparable phrasal verbs. See **LINC Vol. 2, 324-325**.

Pronunciation Patterns

Highlight pronunciation patterns in the telephone scripts (e.g., intonation patterns in questions). Learners practice speaking clearly in the telephone role-plays and focus on producing key information clearly. Record the role-plays and have learners listen to them again, identifying areas to work on. See **EFW 10, LINC Vol. 2, 373** for more information.

Register

Discuss appropriate register for different types of phone conversations (e.g., routine, professional, friendly, etc.), and have learners identify language for appropriate telephone etiquette for different situations. **LINC Vol. 2, 373**

Conversational Language

Listen to language for requesting information, changing the topic, and opening and closing a meeting. Have learners create a script for a mock informational interview, and encourage them to incorporate reviewed language in the script. See **LINC Vol. 1, 378** for more information.

Reported Speech

Review the use of reported speech, including different grammar structures used with reporting verbs. Have learners give feedback to a partner on the telephone script, using reported speech structures or when reporting orally on a discussion related to the task topic. See **LINC Vol. 2, 385** for more information.

Situation Scripts

Have learners develop additional situational scripts for different types of telephone conversations (e.g., calls between friends to make arrangements, calls financial institutions to solve problems, etc.). As a class, use the scripts to create a checklist for common types of routine or professional telephone calls. Have learners use the checklists to give peer feedback on the telephone role-plays. See **EFW 29, EFW 27, LINC Vol. 2, 418** for more information.

Managing Conversations

Review language helpful for managing conversations. Have learners participate in a mock informational interview or a short pair discussion to use this language. See **EFW 47** for more information.

Project Task 2

Overview

Learners examine newsletters and blogs and analyze for typical stories/ elements and formulaic expressions (from work, schools, etc.) upcoming event/thanks/ letters to the editor thanking volunteers, etc. for work on / sad news/ obits/ birth and wedding announcements

Target CLB Outcome 8-I Interacting with Others

Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).

Modify to CLB 7-I Interacting with Others

Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).

Description

In this task, learners will read the email, letter, or blog entry to do the following:

- identify factual details and implied meanings.
- identify the purpose of the message.
- identify the relationship between the reader and the writer.
- identify the tone and the intended emotional effect.
- identify context and situation.
- identify register and style.

The email, letter, newsletter, forum or blog entry should be one to two pages long and be related to a personal experience or familiar context. Hold a small group discussion expressing and qualifying opinions or experiences outlined in the letter, email, or blog entry.

Formative Assessment

See the *Formative-Assessment Toolkit* for ideas on creating formative assessment tools. Find this on Tutela.ca.

Skill Building Tasks for Project Tasks 2 and 3

Email Etiquette

Examine email etiquette before having learners search the internet for explanations of formal and informal language. Have learners read sample emails to determine level of formality. See **LINC Vol. 1, 216**, and **EFW 56**.

Thanking

Review email conventions for thank-you emails. Practice these conventions using the worksheets in **EFW 54** and **EFW 67**). Have learners write thank you letters, whether formal or informal to anyone who helps them with their staff project (e.g. an administrator at another office who coordinates their student writing contributions for the newsletter.

Making Requests

Read sample request emails to identify phrases and structures for making requests. Have learners write a request email and include these phrases and structures. See **LINC Vol. 1, 219, 366 - 367**.

Hope and Wish

As in the practice activities in Core Task 2, encourage students to incorporate hope and wish structures in the class newsletter or blog (e.g., *I wish you the best on your retirement, We hope you keep in touch, etc.*) See **Learning English with the CBC, Manitoba EAL, Lesson 41**.

Project Task 3

Overview

Learners examine effective email practices to work collaboratively and produce articles for their group newspaper.

This task can be done in conjunction with Tasks 1 and 2.

Target CLB Outcome ✍️ 8-I Interacting with Others

Convey personal messages in formal and informal correspondences for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Modify to CLB ✍️ 7-I Interacting with Others

Convey personal messages in formal and informal correspondences for an expanded range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).

Description

In this task, learners will read websites or online texts giving recommendations or suggestions on how to write effective emails. They will review and practice these structures for email etiquette and communication. Students must establish and maintain contact with the group by email to collaboratively produce the newspaper. The emails should be about three paragraphs long and do the following:

- convey a clear message to the reader.
- demonstrate an understanding of the audience in language, register, tone, and format.

In addition, the emails should:

- develop and join ideas appropriately to form a coherent text.
- contain an introduction, development of ideas, and a conclusion.
- demonstrate control of spelling, punctuation, complex structures, vocabulary.

In support of this task, have students practice diplomacy and tact, for example, following up with sources who haven't got back to them yet, reminders about deadlines, problems with distribution, etc. Learners might also reassure teammates that they will finish their tasks on time, or resolve a conflict between team members.

Formative Assessment

See the Rubric tool, *ELSA 6/7 Formative Assessment Toolkit* (CLB ✍️8-I) page 116.

Media & News Resources

[Canadian Immigrant Magazine](#)

This is a great free resource for both teachers and learners. It offers information on settlement in BC, culture, education, money and business, etc. It also has a very good collection of immigrant stories, in which Canadian immigrants discuss a wide variety of topics about life in Canada.

[CBC](#)

This site offers Canadian and international headlines, articles, wireless services, email digests, and live internet radio.

[Learning English with the CBC](#)

This site offers two kinds of podcasts and ESL materials. One is a weekly news report ranging from local, national and international. They are targeted at a CLB level 4. The other is a monthly feature story, targeted at a CLB 6+ learner and considerably longer in length. These are accompanied by ESL materials that cover communicative listening, speaking, reading and writing skills. They also include vocabulary, grammar and pronunciation activities.

[CBC Manitoba EAL](#)

Here you will find English as an Additional Language (EAL) lessons, which are based on CBC Manitoba radio stories broadcast on CBC Radio One. The lessons are designed for intermediate-level learners, but there are tips on how to adapt them on the teacher's page. Each lesson has a classroom version and a self-study version. All of the lessons are available on the website.

[CBC News In Review](#)

This is a website that features lessons about important news stories of the day, written collaboratively by a team of journalists and teachers. There are many audio-visual resources, as well as in-depth analysis of the story told from multiple perspectives. Lesson plans and comprehension questions accompany the stories, which are a good level for CLB 7 and 8 learners. Some of the stories that relate to this module include, "*The Decline of Traditional Media*," "*Bill C30 and Internet Privacy*," "*The Internet, 40 Years Later*," "*Life, Work, and Smartphones*," and "*How Facebook Changed the World*."

[Intersections: CBC Radio One](#)

A weekly radio broadcast that explores issues related to multiculturalism in Canada. The stories dig beyond the cliché and look at the potential culture clashes that can occur in a country that is evolving and changing every day.

[Media Smarts: Canada's Centre for Digital and Media Literacy](#)

This is a fantastic website that offers video, lesson plans, and tip sheets about a wide range of topics. Designed to educate youth, this is great material for ESL learners that perhaps come from cultures with more restrictions in their press. You can search for lessons on this site by medium or by topic.

[Center for Media Literacy](#)

This American website is an excellent resource for teachers seeking guidance on how to teach critical thinking and media literacy. A free PDF of their 2003 book *Literacy for the 21st Century* is available on the site, with ample teaching resources for purchase.

Media & News Resources, Continued

[Global News](#)

Global News Online offers Canadians from coast to coast news and information, from breaking news in the community to deep engaging content that puts complex world issues in perspective.

[BBC Learning English](#)

This site is designed to help ESL learners develop their media literacy skills. There are news stories, recipes, words of the day, audio and video segments, quizzes, and tutorials to guide learners through stories in the news.

[Incorporating Critical Thinking Skills Development into ESL/EFL Courses](#)

Written by Andy Halvorsen, this site offers an accessible summary of key approaches to teaching critical thinking to ESL learners. He describes critical thinking as the product of two key skills: examining an issue from multiple perspectives and considering our own relationship to an issue. He offers three techniques for teaching critical thinking: Debate, Media Analysis, and Problem Solving.

[Maclean's](#)

A national weekly current affairs magazine, *Maclean's* enlightens, engages, and entertains readers with strong investigative reporting and exclusive stories from leading journalists in the fields of international affairs, social issues, national politics, business, and culture.

[The Globe and Mail](#)

The site includes articles, video, features, top-rated comments, and poll results. To ensure that the content is relevant, use the search engine on the website.

[The Province](#)

This is an online source of news on British Columbia, BC, Canada, and around the world.

[Vancouver Sun](#)

This is an online source of news on British Columbia, BC, Canada, and around the world.

ESL and Skill Building Resources

***LINC 5-7 Classroom Activities, Volumes 1 & 2.* Toronto Catholic District School Board. (2010)..**

One of the good lessons for this module is, "If We Are Going To Talk Citizenship, Let's Have a Principled Debate," a reading that would be a good primer for the discussion task in Core Task 1. Also, there are a lot of lessons on interacting with others, both socially, and in a professional or customer service setting. **Volume 1, Chapter 5** covers business writing, and **Volume. 2, Chapter 7** features telephone skills.

***Teaching Reading Skills In a Foreign Language.* Nuttall, C. Oxford: Macmillan. (2005).**

This seminal work presents strategies for teaching reading skills using authentic materials. Nuttall's approach involves enabling learners to enjoy reading unfamiliar authentic texts independently and at appropriate speed with adequate understanding. She explores these ideas and gives a wealth of strategies for teaching reading skills using authentic content. Teachers will find pages 30 – 39 particularly useful.

***Listening in the Language Classroom.* Field, J. London & NY: Cambridge University Press. (2009).**

This is an excellent general resource for novice and experienced teachers who want to learn current practices in the teaching of listening. Although the rather scholarly overview may not appeal, more hands-on teachers will appreciate the tips on selecting and leveling listening tasks using authentic materials and the specific, practical ideas and techniques for teaching listening.

***Well Said: Advanced English Pronunciation.* Grant, Linda, Boston: Heinle & Heinle. (1993).**

Chapter 7 of this text, "Rhythm in Sentences," focuses on linking and reductions and contains an activity wherein learners are to record a short telephone message (for an answering service). Have learners assess themselves or their peers on their pronunciation of content words and reductions of function words. In Chapter 9, "More Functions of Intonation," students practice conversation management strategies and intonation patterns for requesting clarification or more information, or registering surprise.

[ESL Telephone Alphabet: Thompson Language Centre](#)

This handy chart will help learners practice the common strategy of using small words to represent letters of important names, addresses, etc.

***ELSA Net Resources for Higher Levels: Small Talk* (Find this resource on [Tutela.ca](#))**

This amusing resource from ELSA Net contains an activity about identifying appropriate topics for small talk, discussion questions, and instructions for a class speaking game. This resource is entitled, **30-Second Small Talk**, and links to other resources about email writing.

***Writing for the Real World 2: An Introduction to Business Writing.* Barnard, R. & Meehan, A. London: Oxford University Press. (2005).**

This resource includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc. It also includes a unit on writing a short report.

ESL and Skill Building Resources, Continued

***Technically Speaking: English at Work*; 2nd ed. Drolet, S. & Seguin, A. Quebec: Pearson Longman (2008).**

This textbook features extended moderately complex readings about business writing and social media, in addition to practical instructional lessons about telephone skills and email writing.

***You're Hired ...Now What? An Immigrant's Guide to Success in the Canadian Workplace.* Goldman, Lynda, Ontario: Oxford University Press. (2010).**

This is a great resource for the classroom, and even those learners who don't plan on entering the workforce can benefit from the tips and information about Canadian soft skills and intercultural communication. This resource also features chapters on telephone interactions and business writing.

***LINC 5-7 Classroom Activities, Volumes 1 & 2.* Toronto Catholic District School Board. (2010)**

There are a lot of good modules in both volumes of this resource that work with this curriculum. See Volume 1, Chapter 3, for lessons about social interactions. **Volume 1, Chapter 5** covers business writing, and Volume. 2, Chapter 7 features telephone skills.

***Breakthroughs: An Integrated Upper Intermediate English Program.* McPherson-Ramirez, G & Engelking, M. Don Mills, Ontario: Oxford University Press. (2011).**

Unit 4, Stay Tuned...is on the topic of young people's use of new media and has many skill building activities.

EFW Activity 118 – EXT Handout 2, 235-236; Social Media Tools

This resource provides an overview of social media trends and other related vocabulary in Unit 4, "Stay Tuned," and a lesson about reported speech.

GCFLearnFree.org

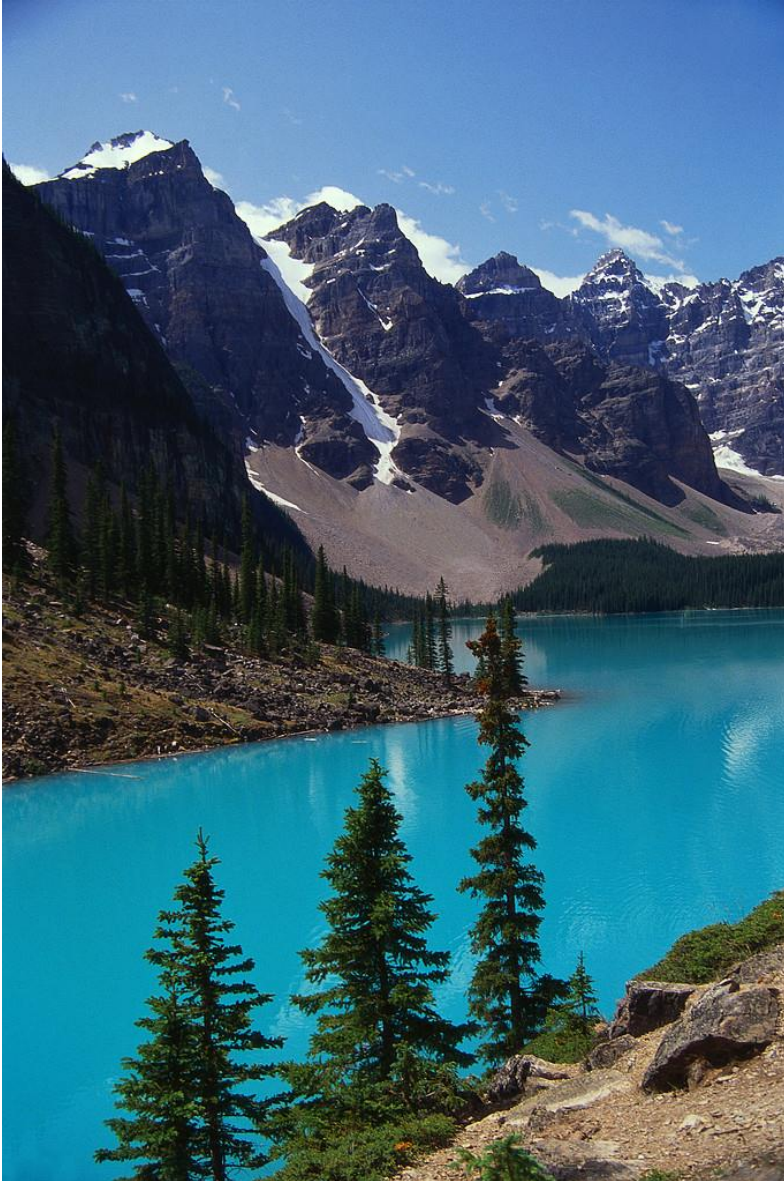
This website, which is run by a non-profit organization called the Goodwill Community Foundation International, offers free interactive tutorials on computer and social media technology. The language is purposely written very clearly, and is a great resource for students who are intimidated by technology. The website also includes some digital literacy lessons about understanding the different types of websites on the internet, and how to assess sources for reliability.

***Focus on Grammar 5, 4th edition.* Maurer, Jay. Pearson Education ESL. (2011).**

Many of the units in this series focus on media, advertising and communication. In a chapter highlighting reported speech, students read a journalism textbook about accuracy in news reporting. Another chapter compares and contrasts simple and progressive tenses and action and non-action verbs through a transcript of a radio talk show and an editorial.

EFW: Activity Plan 182

This lesson is about writing thank-you notes for meetings and other social interactions.



3a: Communities

First Nations Communities & Canadian History

This module is about Canadian communities in the past and present. Through a variety of activities in the core and project tasks, learners will come to understand more about Canada's First Nations communities and histories. They will also study key historical Canadian events.

Track 3a is adapted from ELSA 6 Unit 7: Aboriginal Communities and ELSA 7 Unit 9: Canadian History & Geography .

Learning Outcomes

Content Outcomes

Learners will do the following:

- increase their understanding of First Nations communities and history in BC and Canada.
- analyze and express opinions about Canadian historical events.
- improve study and test-taking skills.
- write about an historical event or individual of historical significance.

Target CLB 8 Outcomes

8-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of or responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).

8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar, and related to general knowledge or technical/work-related issues in own field.

8-IV Sharing Information

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.

8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

8-IV Sharing Information

Write 3 to 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.

Target CLB 7 Outcomes

7-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

7-IV Comprehending Information

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.

7-IV Sharing Information

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.

7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

7-IV Sharing Information

Write 2 to 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.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Core Task 1

Learners listen to features, news broadcasts, or documentaries on an historical person, event, or issue related to First Nations people, British Columbia, or Canada.

Core Task 2

Learners participate in a class discussion about the issues or events from Core Task 1: presenting opinions and indicating opposition, support, or reservations about current government policies, attitudes and actions related to the past.

Core Task 3

Learners listen to interactions, official statements, and first person accounts in response to personal experiences or historical events. Learners identify complex emotions such as satisfaction, dissatisfaction, empathy, sympathy, regret, and hope.

Overview and Outcomes

Learners analyze extended readings (textbooks, feature articles, etc.) about historic events and issues, and research and write a profile, essay, or report about a topic related to First Nations, British Columbia, or Canadian history.

Community Project

Learners create and present a profile of an historical or First Nations community through researching its history.

Workplace Project

Learners create and present a profile of a local industry or company through researching its history.

Study Project

Learners research and write an essay about an issue related to Canadian history.

3a: First Nations & Canadian History Core Tasks

Possible Topics

First Nations Communities

- the anti-potlatch policy and legislation
- the reserve system
- the classification system in the Indian Act
- the residential school system
- the “60’s Scoop” of First Nations and Métis children for foster placement or adoption
- the Treaty process

Canadian History

- the Chinese head tax
- Japanese internment
- the BC gold rush
- prohibition
- the building of the Canadian Pacific Railroad
- the Dominion of Canada
- The Fur Trade

Core Task 1

Overview

Learners listen to or watch a documentary, presentation, or broadcast feature on historical issues related to local First Nations people, British Columbia, or Canada.

Target CLB Outcome: 🗣️ 8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.

Modify to CLB 🗣️ 7-IV Comprehending Information

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.

Description

In this core task learners will listen to extended semi-formal monologues or presentations (e.g., videos from CBC archives, podcasts, documentaries, etc.) on historical topics. Instructors may also choose current events (i.e., the Idle No More movement) that are rooted in historic events. In small groups, pairs, or individually instruct learners to access a documentary or news feature about a historic topic of personal interest. Learners will take notes and answer comprehension questions to do the following:

- identify implied main ideas and supporting details.
- identify phrases and sentences that mark topic introductions, topic development, topic shift, and topic conclusion.
- identify rhetorical discourse markers, patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.

With a partner, students should orally summarize the audio or video text to clarify understanding.

Formative Assessment

See the Score/Record Sheet, *Formative Assessment Toolkit* (CLB 🗣️ 8-IV), p. 110. Find this on Tutela.ca

3a: First Nations & Canadian History Core Tasks

Skill Building Tasks for Core Task 1

Distinguishing Fact from Opinion

As a class, discuss differing points of view/purpose of types of listening texts (e.g., a news report vs. a personal account in a documentary). The BBC Skillswise website provides four short factsheets and follow-up activities about distinguishing fact from opinion: <http://www.bbc.co.uk/skillswise/topic/fact-or-opinion/resources/l1>.

Documentaries

It's worth pointing out to students that Canada has a rich documentary film tradition. There are also many documentaries about historical topics that might be shown in this module.

Learners should be aware that some documentaries are more objective than others and so they will need to evaluate videos carefully for the director's purpose and bias.

The teacher resources at www.hotdocs.ca

<http://www.hotdocslibrary.ca/en/playlist.cfm?communityId=3>, highlights differences between documentaries and fictive cinema, and also reveal how editing, music, imagery, and the choice of sources interviewed all contribute to a film's portrayal of an event or issue.

Listening Techniques (Main Ideas and Supporting Details)

Review listening techniques. Have learners employ these techniques to take notes on the most important parts of the listening texts. The content in the listening texts should be related to the task. See **LINC Vol. 1, 35 36** for more information.

Note-taking

As a class, review how to use abbreviations, symbols, and phrases in note-taking. Have learners take notes using abbreviations or symbols. See **LINC Vol. 1, 37 & 39** for more information.

Narrative Sequencers

When playing first person accounts and stories about history in the classroom, have learners take note of the use of chronological connectors in the narratives. Use a transcript from the audio or video with sequencers omitted to create a cloze activity. See <http://esl.about.com/od/grammarintermediate/a/sequence.htm> or **LINC Vol.1, 64** for support.

Core Task 2

Overview

Learners participate in a class discussion in response to the viewing or listening from Core Task 1.

Target CLB Outcome: 🗣️ 8-IV Sharing Information

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.

Modify to 🗣️ 7-IV Sharing Information

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.

Description

This task asks learners to contribute to a class discussion on the issues raised in Core Task 1. Some topics of discussion might include perspectives on current attitudes about society's responsibility for historic wrongs, official apologies and acts of restitution, First Nations Treaty claims and challenges, etc. Assign different issues to different groups in a jigsaw model activity and allow time for groups to become familiar with their topics. Follow this up with a class discussion wherein various topics are presented and debated. Learners should practice the following:

- express and qualify opinions, feelings, doubts, and concerns using diplomatic language.
- ask relevant questions to gather, share, analyze, and compare information.
- summarize information and use clarification techniques to expand understanding.
- hold the floor, share the floor, draw others out, and thank them for their contribution and information.
- participate effectively in interactions.

While learners are engaged in conversation, the instructor could walk around the room with a stack of cards listing different functions for discussing opinions. Hand out these cards to random students instructing the student to, for example, "disagree with someone now," or "politely interrupt the conversation now." Alternatively, have two groups participate in a discussion while another group assesses learners for different conversational skills. For example, listeners check off a box if they hear the speakers "draw someone in," "present a solution," etc.

Formative Assessment

See the Rubric, *Formative Assessment Toolkit* (CLB 🗣️7-IV), p. 91. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Modals for Opinions and Degrees of Certainty

Have learners practice using past modals for speculating about conditions in the past (e.g., “It must have been terrible,”) or providing one’s opinion in the present, (e.g., *They should pay them restitution; we shouldn’t have to pay for the sins of the past*). Type sentences with modals that express regret and criticism on half a set of cards, and sentences that contain modals for the function of speculating. Have learners separate the cards into appropriate categories. See the following for more information: <http://allswell.fr/gramref/modalso4.html>.

Adverbs of Degree

Provide learners with adverb cards for modifying verbs, adjectives, other adverbs, or whole sentences, and have them make sentences related to the topics of study this module. (E.g., *It’s really tragic how they were treated; Hopefully, they’ll settle their land claim soon; Obviously, the government had no intention of treating them fairly.*) See the following resources for more information: <http://www.oxforddictionaries.com/words/adverbs>
<http://www.englishclub.com/vocabulary/adverbs-degree.htm>

Emphasis (pronunciation)

Follow up the previous activity with some pronunciation practice. Learners can practice using a rising intonation pattern when pronouncing “attitude” words, to signal stronger opinions, or to contradict a previous speaker, (e.g., *Actually ↗, they didn’t sign a treaty.*) See **English Pronunciation in Use: Advanced, 106** for more information.

Diplomatic Language

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation. Participate in a group discussion about a controversial topic or practice using the language while reaching a group or pair decision. Encourage learners to apply the strategies during the conversation. See **LINC Vol. 1, 378** for more information.

Core Task 3

Overview

Learners listen to formal and informal interactions related to events from Canadian and First Nations' history

Target CLB Outcome: 🗣️ 8-I Interacting with Others

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).

Modify to 🗣️ 7-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

Description

In this core task, learners will watch videos or listen to audio clips of first-hand accounts, interviews, or conversations that are influenced by historic events. These excerpts may feature reactions to the issues discussed in Core Tasks 1 and 2, but should represent both formal and informal interactions so students are exposed to a variety of language structures and registers. For instance, examples of public interactions could include apologies from prime ministers or premiers for historic wrongs, first-hand narrative accounts of historic events, or an official welcome to a First Nations ceremony. Examples of private interactions might include conversations between individuals in response to current social conditions. Listen to the audio text. While listening, take notes to do the following:

- identify implied meanings and stated and unspecified details.
- identify situations and relationships between participants.
- identify speakers' purpose and intent.
- identify emotional states and attitude from tone and intonation.
- interpret feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval, and disapproval.
- identify the purpose of expressions of formal welcomes, farewells, condolences, and congratulations.
- understand the intent of expressions and responses.
- identify some nuances in attitude, emotional tone and register.

Formative Assessment

See the *Formative Assessment Toolkit* for ideas on creating formative assessment tools on Tutela.ca

Skill Building Tasks for Core Task 3

Identifying Emotions in Conversations

Teach learners some vocabulary for identifying emotions in social interactions and review the pronunciation. **LINC Vol. 1, 267**, provides a good list, and some listening activities. Watch other clips and videos from news broadcasts, movies, TV shows, historical dramas, and have learners identify the emotion and attitude of the speakers.

Formal and Informal Apologies

Locate clips and dialogues of authentic public apologies, or private apologies (most likely these will not be authentic, but strive to find language as natural as possible). The following website has a detailed list of apologies, and regrets, <http://www.english-online.org.uk/adv3/sorry1a3.htm> in addition to expressions used to receive apologies. See the resource list at the end of this module for links to lessons about recent public apologies.

Expressing Shock and Disbelief

This worksheet contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues. After the learners practice these structures, have them listen for similar expressions in documentaries or interviews related to first-hand accounts of global tragedies. **Learning English With the CBC: Where Have all the Children Gone? 14** is a great resource for this task.

Project Overview

Write an Essay, Report, or Profile about an Historic Issue, People, Industry, or Individual

Description

Learners analyze longer readings, conduct research, and write an essay related to an historic topic of personal interest. In this project, learners will do the following:

Pre-task As a class, identify historical individuals, events, issues, resources, or communities (including First Nations communities) of interest.

During their research, learners will employ the skills learned in the core tasks, for instance, choosing resources that are as free from bias and as objective as possible. Students should use a minimum of two resources and show evidence of good note-taking and summarizing skills. Students can be working on their research concurrently as they are introduced to other skills in the project tasks.

Task 1 Read and analyze typical elements of extended descriptions, feature articles, reports, or narrations on historical topics.

Task 2 Choose one topic from the brainstorming session, and conduct research from online resources.

Task 3 Write a report, essay, or profile about the chosen topic.

3a: First Nations & Canadian History Project Tasks

Content Outcomes

Learners will do the following:

- research, understand and explore the development of a workplace or industry, or an historical or First Nations community or individual, or analyze an historical issue of personal interest.
- develop good organizational and academic skills such as note-taking, outlining, and techniques for time-management and test-taking.
- present the information in a well-organized profile, report, or essay.

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

8-IV Sharing Information

Write 3 or 4 connected paragraphs to relate an historic event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

7-IV Sharing Information

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.

Possible Topics

Community

- First Nations in or near the community
- the history of the learner's local community
- a profile of a local pioneer or founding people (such as the Sikhs in Squamish or logging towns on Vancouver island).
- a profile of a pioneering local in the community

Workplace

- a local BC traditional resource industry (fishing, mining, pulp and paper, agriculture)
- a heritage company such as BC or CN Rail, BC Hydro
- the local roots of the fur trade as seen in many of the "Fort" towns

Study

- a First Nations issue
- an issue in Canadian history (e.g. Racial Intolerance and Discriminatory Policies, Canada and Quebec, etc.)
- an historic Canadian event (Canada's role in the world wars, The FLO Crisis, etc.)
- a profile of a famous Canadian

Project Task 1

Overview

Learners read features and textbook excerpts about events in Canadian history.

Target CLB Outcome: 8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

Modify to CLB 7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

Description

In this task, students will work in jigsaw groups or as a class. They will read a topical feature story related to a historical event, individual, or issue in Canada. Texts should be continuous and four to five pages long. Learners read to do the following:

- identify the organization of the texts and links between paragraphs.
- follow sequences of narrations.
- distinguish facts from opinions.
- evaluate the ideas in the texts, draw conclusions, and express their own opinion about the texts.
- identify supporting details, implied meanings, and the writers' bias and opinion.
- locate and integrate relevant information across paragraphs or sections of the text.

Learners will summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. Compare the results in groups or as a class. As a follow up, learners will choose a new article about a topic of their choice related to a Canadian historic event to read and analyze.

Formative Assessment

See the Score Sheet, *Formative Assessment Toolkit*, (CLB  8-IV), p. 113. Find this on Tutela.ca.

3a: First Nations & Canadian History Project Tasks

Skill Building Tasks for Project Task 1

Relative Clauses

Review relative clauses by scanning a text related to the task. Have learners identify relative clauses and relative pronouns. As a class, discuss the difference in the use of defining and non-defining relative clauses. See **LINC Vol.2, 149** for more information.

Reading Techniques

Review different reading techniques appropriate for the task's purpose (such as asking questions about the text, identifying main ideas, and paraphrasing) as in **LINC Vol. 2, 171**. Encourage learners to employ these techniques while reading to find information suitable for their needs

Phrasal Verbs

Review separable and non-separable phrasal verbs. Use **EFW 15, 26, 31** and the worksheets in the appendix as an aid. Encourage learners to find and underline examples in a text with content related to the task

Note-taking While Reading

Elicit ideas from students about taking notes and other study strategies (such as highlighting) while reading. See **LINC Vol. 1, 34** for more information.

Project Task 2

Overview

Learners use good academic skills, such as note-taking and paraphrasing, to research a topic related to Canadian history on the internet.

Target CLB Outcome: 8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

Modify to CLB 7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

Description

In this task, learners will develop their research skills in order to access several pieces of information from online sources. Learners may choose to continue to research the historical topic started in Project Task 1. After completing a lesson on efficient internet searches, learners work in pairs to come up with good search terms for their topics.

Students access several pieces of information from different online reference sources. In the course of their research students will do the following:

- access information using effective search strategies.
- compare, evaluate, and integrate the information accessed.
- obtain relevant and current information.
- take organized and accurate notes, and cite sources.

Have students summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. They should integrate and convey the essential information to others in pairs or groups.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB  7-ALL), p. 62. Find this on Tutela.ca.

3a: First Nations & Canadian History Project Tasks

Skill Building Tasks for Project Task 2

Efficient Internet Searches

Some learners at this level will need to learn how to perform effective Internet searches. As a warm-up to the reading, suggest a series of possible essay topics, and have learners write down two or three suitable Internet search terms. Compare the results first in pairs, and then hand out the reading. As a follow up ask learners how they would change their search terms in light of the new information. See this resource for help:

<http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/2439/>

K-W-L Charts

K-W-L Charts, or “Know, Want to Know, and Learned” charts help focus the learner’s research and reading. Conduct a K-W-L session with the class before the learners go off on their own. See this resource for more information:

<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>

Note-taking

As a class, review how to use abbreviations, symbols, and phrases in note-taking. Have learners take notes using abbreviations or symbols See **LINC Vol. 1, 37 & 39** for more information.

Citations

Learners planning to continue on to academic studies should begin to learn the basics of citing resources. A simple graphic organizer for four resources can be found on the [Read Write Think website](#).

Project Task 3

Overview

Learners integrate the information they sourced in their research, develop an outline, and write an essay, report, or profile.

Target CLB Outcome ✍️ 8-IV Sharing Information

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

Modify to CLB ✍️ 7-IV Sharing Information

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.

Description

In this activity, learners will complete lessons about writing an essay or profile about the topic they researched in the earlier project tasks.

Topics of instruction should include the following:

- brainstorming and outlining
- topic sentences
- main ideas and supporting details
- connectors and cohesive devices
- introductions and conclusions

The finished product should also do the following:

- address the purpose of the task.
- provide accurate and detailed descriptions, explanations, and accounts of events in a clear sequence.
- Present text as a coherent, connected whole with good use of appropriate connective words and phrases.

Formative Assessment

See the Rating Scale, *Formative Assessment Toolkit* (CLB ✍️ 8-IV), p. 118. Find this on Tutela.ca.

3a: First Nations' & Canadian History Resources

Skill Building Tasks for Project Task 3

Introduction to Essay Writing

The introduction to the 6/7 essay-writing chapter begins with a breakdown of the main components of the essay (in a handout), as well as a sample essay about urban sprawl. See **LINC Vol. 1, 69-71** for more information.

Relative Clauses

Learners should review the worksheet about relative clauses from the Core Tasks and incorporate some adjective clauses into their own writing. Encourage students to add at least five of these to their first draft. Learners can peer edit one another's work. See **LINC Vol. 2, 149** for more information.

Pre Writing

Pre-writing tasks are featured on [Everyday Life-Global Post](#) website, and cover strategies such as free-writing, brainstorming and outlining. Also discussed is the importance of reviewing the rhetorical mode of the essay assignment, so that learners don't get too far off track in the research stage.

Supporting Details

Students learn to add details to their essays to make them more substantive, while at the same time they are cutting out sentences that are redundant and off topic. See **LINC Vol. 1 59-60** for more information.

Thesis Statement

Learners should be familiar with topic sentences from their experiences writing paragraphs. The lesson in **LINC Vol. 1, 72** introduces the thesis statement. Be sure that learners understand they must still write topic sentences for the body and concluding paragraphs.

Cohesion

Review adverbs of sequence, signaling phrases, and transitional devices. Have learners write a sequence of connected paragraphs that integrates information collected from the texts, focusing on cohesive devices such as adverbs of sequence, signaling phrases, and transitional devices. See **LINC Vol. 1, 61-62** for more information.

Pronoun Reference

Learners should review their drafts, or their peers' draft, checking particularly for clear pronoun references. See **LINC Vol. 2, 149** for more information.

First Nations & Canadian History Resources

[Aboriginal Affairs and Northern Development Canada](#)

This is the official Government of Canada website for AANDC that offers information on many topics including the following: Aboriginal Peoples and communities, arts, culture and heritage, benefits and rights and acts, agreements, and land claims.

[British Columbia Treaty Commission](#)

This website has an education component that includes videos and teacher resources.

[British Columbia Ministry of Aboriginal Relations and Reconciliation](#)

This website provides information about First Nations and Métis people in BC with links to programs and services on lands and natural resources, negotiations, education, housing, health, arts, economic development, and justice.

[British Columbia Assembly of First Nations](#)

The BCAFN represents the 203 First Nations In BC as the regional arm of the National Assembly of First Nations.

[Culture and Conflict. Beyond Intractability: A Free Knowledge Base on More Constructive Approaches to Destructive Conflict](#)

The summary slide show included herein would make a good focus for cross-cultural conflict and communication studies. Also, the Case Studies section (via the navigation menu) includes two cases from Canada's Truth and Reconciliation Commission process.

[Origins Canada](#)

Origins Canada is a non-profit organization concerned with aboriginal and adoption issues. The website offers information, resources, photos, and historical timelines regarding the "60's Scoop."

[Canada History](#)

This website includes information on culture and politics and has maps, timelines, and documents including articles on different eras in Canadian history.

[Canadiana](#)

This is a website that contains sources on Canada's constitutional history and Aboriginal treaties and relations as well as pioneers and immigrants. It includes a section with teachers' resources and lesson plans.

[Canadian Encyclopedia](#)

Learners can use this online encyclopedia to research specific events in Canadian and BC history.

First Nations & Canadian History Resources, Continued

[CBC Archives](#)

This website includes a number of videos to use as listening texts on Canadian historical issues.

[CBC Learning](#)

This website offers teacher resources and episodes of history told through the eyes of people who lived through them.

[CBC Legends Project \(Aboriginal\)](#)

This website contains several audio texts which are a compilation of traditional oral stories, legends, and histories of Canada's Inuit and First Nations.

[Collections Canadian](#)

This page is from the Libraries and Archives Canada website and contains links to databases and archives of documents related to Canadian historical events, including "virtual exhibitions" showing photos and documents online.

[History Network Central Catalogue: Canada History](#)

This is a portal to multiple research tools and resources for history and geography.

[Historical Atlas](#)

The Historical Atlas is part of Canada's online learning project and gives access to interactive maps, text, and graphics.

[Learning English with the CBC](#)

This site offers two kinds of podcasts and ESL materials. One is a weekly news report ranging from local, national and international. They are targeted at a CLB level 4. The other is a monthly feature story, targeted at a CLB 6+ learner and considerably longer in length. These are accompanied by ESL materials that cover communicative listening, speaking, reading and writing skills. They also include vocabulary, grammar and pronunciation activities.

[Schools in Canada](#)

This website's page, "Canadian History Timeline" lists important dates in Canadian history, with a timeline from BCE 2800 to CE 2009.

[UBC Okanagan](#)

This website's page, "Important Moments in Canadian History," lists important events from prehistory to the present.

ESL and Skill Building Resources

[Manitoba EAL: Resources and Modules from Teachers](#)

This website features lesson plans contributed by instructors teaching in Manitoba's settlement English programs. It contains a lesson about official apologies by various churches and governments for the Residential School System in Canada.

[Learning English with the CBC: Where Have all the Children Gone, Lesson 51](#)

"Worksheet 6: Expressing Shock and Disbelief" contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues, but it could be adapted to practice responding to news of Canada's historic wrongs.

[Reassuring Someone: International House, Bristol](#)

This lesson provides useful expressions for giving and responding to bad news and includes a listening text.

Apologies: English-online.org.uk

The lessons below reveal all of the different functions that words we use to apologize can have. The lesson is available in two levels.

Advanced: <http://www.english-online.org.uk/adv3/sorry1a3.htm>

Intermediate: <http://www.english-online.org.uk/int3/sorry1i3.htm>

[Teaching With Technology: Determining the Credibility of Sources](#)

This website contains a good article about evaluating online resources to determine their value, bias, point of view, or purpose. The article is quite high, so it would be good for learners whom are planning on attending post-secondary classes. Lower level readers can refer to an easier, but still good reference at <http://www.wikihow.com/Evaluate-the-Credibility-of-a-Source>.

[CBC EAL Manitoba: Lesson 47: The Pope Apologizes](#)

This lesson, about Pope Benedict's historic apology about the church's role in abuse at residential schools. It includes lessons on scanning timelines, expressing opinions, and offering and accepting apologies.

[CBC News In Review](#)

This is a website that features lessons about important news stories of the day, written collaboratively by a team of journalists and teachers. There are many audiovisual resources, as well as in-depth readings, and accompanying lesson plans. Some of the lessons that pertain to this module's themes include "The Tamil Boat People's Controversy," and "Diving for Clues in Canada's History."

ESL and Skill Building Print Resources

***LEAP (Learning English for Academic Purposes): Listening & Speaking; 2nd ed.* Beatty, K. Montreal: Pearson. (2012).**

The first chapter of this Canadian academic preparation textbook contains a great graphic organizer that alerts learners to different layers of listening and understanding. It includes the categories: listening for basic information, connecting and combining information, understanding of purpose, and inference.

Citizenship Resource: A Classroom Resource for Teaching Citizenship Topics to Adult English Language Learners; Citizenship and Immigration Canada. (2013).

This resource was developed by the Toronto Catholic School Board and includes CLB aligned lessons for Stage II learners. The history chapter (chapter 7) includes lessons on skimming or listening for facts and details, versus reading and listening for comprehension, paraphrasing, conducting research, and delivering a presentation. *Chapter 2, "Who We Are,"* has some good activities about Canada's Aboriginal People, including a listening and note-taking activity using a flow chart template. This resource also contains many study and test-taking tips, both in the introduction to the workbook, and after each chapter.

***LINC 5-7 Classroom Activities, Volumes 1 & 2.* Toronto Catholic District School Board. (2010).**

Volume 1, Chapter One of this curriculum contains everything your students need to know about academic paragraph and essay writing.



3b: Communities

Global Communities & Globalization

This module is about globalization. Through a variety of activities in the core and project tasks, learners will research and write about an international issue, event, or organization, learn more about Canada's role in international affairs, and examine the role immigration is playing in a global world.

Track 3b is adapted from ELSA 7 Unit 7: Global Communities.

Learning Outcomes

Content Outcomes

Learners will do the following:

- deepen their understanding of the impact of globalization in Canada and other countries.
- evaluate language of diplomacy for tone and purpose.
- engage with scenarios and conflicts related to globalization.
- improve research, test-taking, and academic writing skills.

Target CLB 8 Outcomes

8-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of or responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).

8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar, and related to general knowledge or technical/work-related issues in own field.

8-IV Sharing Information

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.

8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

8-IV Sharing Information

Write 3 to 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.

Target CLB 7 Outcomes

7-I Interacting with Others

Understand moderately complex social exchanges (such as expressions of gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

7-IV Comprehending Information

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.

7-IV Sharing Information

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.

7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

7-IV Sharing Information

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.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Core Task 1

Learners watch or listen to a feature broadcast or documentary about an issue related to globalization.

Core Task 2

Learners listen to news clips of interactions, introductions, and responses from business people, activists, politicians, diplomats and other individuals involved in or affected by global affairs.

Core Task 3

Learners conduct research on the internet about an international organization or company, two nations on the world stage, or an issue related to globalization.

Overview and Outcomes

Learners write a report, profile, or essay related to a company, an organization, nations, or individuals affected by global affairs.

Community Project

Learners write about the effects of globalization on the local community, or an international organization with branches in the local community or region.

Workplace Project

Learners write a profile about an international business with branches in the local community or region, or a Canadian industry and its global partners and markets.

Study Project

Learners profile and present an educational initiative or program in the community or region that supports global initiatives. Alternatively, learners compare and contrast two nations and their influences and actions on the global stage.

3b: Global Communities & Globalization

Core Tasks

Possible Topics

Global Communities

- the impact of overseas manufacturing on Canada's employment rate and the economy
- environmental challenges and consumer benefits of low cost imports
- British Columbia's economy and its dependence on global commodity prices
- international trade agreements and disputes

Globalization

- refugees & international borders
- temporary foreign worker programs
- international aid
- the United Nations, the Group of Eight, the International Monetary Fund

Core Task 1

Overview

Learners listen to or watch broadcasts, features, or documentaries on issues related to globalization.

Target CLB Outcome: 8-IV Comprehending Information

Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.

Modify to CLB 7-IV Comprehending Information

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.

Description

In this core task learners will listen to extended semi-formal monologues or presentations (such as a documentary or discussion). The broadcast can compare Canada to a developing nation or focus on the foundations of contemporary globalization. The oral discourse should be no more than 20 minutes at a time.

Take notes on the listening and answer comprehension questions to do the following:

- identify implied main ideas and supporting details.
- identify phrases and sentences that mark topic introductions, topic development, topic shift, and topic conclusion.
- identify rhetorical discourse markers, patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.
- summarize the passages and reduce information to main points with accurate supporting details and no major omissions.
- integrate and convey the essential information through a group presentation in either PowerPoint or poster format.
- participate effectively in interactions.

Formative Assessment

See the Score Sheet, *Formative Assessment Toolkit* (CLB  8-IV), p. 114. Find this on Tutela.ca.

3b: Global Communities & Globalization Core Tasks

Skill Building Tasks for Core Task 1

Documentaries

It's worth pointing out to students that Canada has a rich documentary film tradition. There are also many documentaries about historical topics that might be shown in this module.

Learners should be aware that some documentaries are more objective than others and so they will need to evaluate videos carefully for the director's purpose and bias.

The teacher resources at www.hotdocs.ca

<http://www.hotdocslibrary.ca/en/playlist.cfm?communityId=3>, highlights differences between documentaries and fictive cinema, and also reveal how editing, music, imagery, and the choice of sources interviewed all contribute to a film's portrayal of an event or issue.

Listening Techniques (Main Ideas and Supporting Details)

Review listening techniques. Have learners employ these techniques to take notes on the most important parts of the listening texts. The content in the listening texts should be related to the task. See **LINC Vol. 1, 35, 36** for more information.

Note-taking

As a class, review how to use abbreviations, symbols and phrases in note-taking. Use the worksheets provided in the appendix. Have learners take notes using abbreviations or symbols. See **LINC Vol. 1, 37 & 39** for more information.

Fact versus Opinion

The ability to evaluate information for objectivity is challenging for many students. The following website has multiple practice activities for students to refine their skills. See this resource <http://www.ereadingworksheets.com/free-reading-worksheets/fact-and-opinion-worksheets/> for more information.

Core Task 2

Overview

Learners participate in a class discussion in response to the broadcasts, documentaries or features from Core Task 1.

Target CLB Outcome: 🗣️ 8-IV Sharing Information

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.

Modify to 🗣️ 7-IV Sharing Information

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.

Description

This task asks learners to contribute to a class discussion on the issues raised in Core Task 1. Some topics of discussion might include perspectives on current attitudes about society's responsibility for historic wrongs, official apologies and acts of restitution, First Nations Treaty claims and challenges, etc. Assign different issues to different groups in a jigsaw model activity and allow time for groups to become familiar with their topics. Follow this up with a class discussion wherein various topics are presented and debated. Learners should practice the following:

- express and qualify opinions, feelings, doubts, and concerns using diplomatic language.
- ask relevant questions to gather, share, analyze, and compare information.
- summarize information and use clarification techniques to expand understanding.
- hold the floor, share the floor, draw others out, and thank them for their contribution and information.
- participate effectively in interactions.

While learners are engaged in conversation, the instructor could walk around the room with a stack of cards listing different functions for discussing opinions. Hand out these cards to random students instructing the student to, for example, "disagree with someone now," or "politely interrupt the conversation now." Alternatively, have two groups participate in a discussion while another group assesses learners for different conversational skills. For example, listeners check off a box if they hear the speakers "draw someone in," "present a solution," etc.

Formative Assessment

See the Rubric, *Formative Assessment Toolkit* (CLB 🗣️7-IV), p. 91. Find this on Tutela.ca.

3b: Global Communities & Globalization Core Tasks

Skill Building Tasks for Core Task 2

Strong Adverbs

Provide learners with adverb cards for modifying verbs, adjectives, other adverbs, or complete sentences, and have them make sentences related to the topics of study this module. (E.g. *Hopefully, we'll sign a trade agreement with Europe; Unfortunately, the new owners decided to shut down our town's sawmill.*)

<http://www.oxforddictionaries.com/words/adverbs>

Emphasis (pronunciation)

Follow up the previous activity with some pronunciation practice. Learners can practice using a rising intonation pattern when pronouncing “attitude” words, to signal stronger opinions, or to contradict a previous speaker, (e.g. *Actually ↗, they didn't sign a treaty.*) See **English Pronunciation in Use: Advanced, 106** for more information.

Diplomatic Language

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation. Participate in a group discussion about a controversial topic or practice using the language while reaching a group or pair decision. Encourage learners to apply the strategies during the conversation See **LINC Vol. 1, 378** for more information.

Intercultural Discussion Styles

Class discussions in a multicultural classroom can go awry due to cultural clashes. Discussions between acquaintances in Canada tend to be fairly subdued, unlike discussions in other cultures where it's common for debates to become very heated. Learners should be taught to be aware of this distinction. See **You're Hired ... Now What, 109-110** for more information.

Core Task 3

Overview

Learners listen to or watch movie or TV clips, news broadcasts, or documentaries featuring social interactions, both public and private, which are influenced by global events.

Target CLB Outcome: 🗣️ 8-I Interacting with Others

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).

Modify to 🗣️ 7-I Interacting with Others Information

Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).

Description

In this core task, learners will watch videos or listen to audio clips of first-hand accounts, interviews, or conversations that are influenced by global events. These excerpts may feature reactions to the issues discussed in Core Tasks 1 and 2, but should represent both formal and informal social interactions so students are exposed to a variety of language structures and registers. For instance, examples of public interactions could include apologies from company leaders for their role in the 2008 economic collapse, and reactions of shareholders to these concessions. Examples of private interactions could include offering condolences to a neighbor who has lost her job, expressions of disapproval about a spouse's plan to start a business, conversations in response to global issues and events, etc.

Listen to the audio. While listening, take notes to:

- identify implied meanings and stated and unspecified details.
- identify situations and relationships between participants.
- identify speakers' purpose and intent.
- identify emotional states, and attitude from tone and intonation.
- interpret feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval, and disapproval.
- identify the purpose of expressions of formal welcomes, farewells, condolences, and congratulations.
- understand the intent of expressions and responses.
- identify some nuances in attitude, emotional tone and register.

Formative Assessment

See the *Formative Assessment Toolkit* for ideas on creating formative assessment tools on Tutela.ca

3b: Global Communities & Globalization Core Tasks

Skill Building Tasks for Core Task 3

Identifying Emotions in Conversations

Teach learners some vocabulary for identifying emotions in social interactions and review the pronunciation. **LINC Vol. 1, 267**, provides a good list, and some listening activities. Watch other clips and videos from news broadcasts, movies, TV shows, historical dramas, and have learners identify the emotion and attitude of the speakers.

Formal and Informal Apologies

Locate clips and dialogues of authentic public apologies, or private apologies (most likely these will not be authentic, but strive to find language as natural as possible). The following website has a detailed list of apologies, and regrets, <http://www.english-online.org.uk/adv3/sorry1a3.htm> in addition to expressions used to receive apologies. See the resource list at the end of this module for links to lessons about recent public apologies.

Expressing Shock and Disbelief

This worksheet contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues. After the learners practice these structures, have them listen for similar expressions in documentaries or interviews related to first-hand accounts of global tragedies. **Learning English With the CBC: Where Have all the Children Gone? 14** is a great resource for this task.

Project Overview

Write an Essay, Report, or Profile about an Historic Issue, People, Industry or Individual

Description

Learners analyze longer readings, conduct research, and write an essay related to a global topic of personal interest.

In this project, learners will do the following:

Pre-task As a class, identify local companies, industries, individuals, or issues influenced by global events.

During their research, learners will employ the skills learned in the core tasks, for instance, choosing resources that are as free from bias and as objective as possible. Students should use a minimum of two resources and show evidence of good note-taking and summarizing skills. Students can be working on their research concurrently as they are introduced to other skills in the project tasks.

- Task 1** Read and analyze typical elements of extended descriptions, feature articles, reports, or narrations on topics related to globalization.
- Task 2** Choose one topic from the brainstorming session, and conduct research from online resources.
- Task 3** Write a report, essay, or profile about the chosen topic.

3b: Global Communities & Globalization Project Tasks

Content Outcomes

Learners will:

- research an issue, community, business or workplace, or academic topic from a global or local perspective.
- improve their understanding of a topic through the development of writing skills.

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

8-IV Sharing Information

Write 3 or 4 connected paragraphs to relate an historic event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

7-IV Sharing Information

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.

Possible Topics

Community

- current and historical immigration & demographic patterns of the local community
- big box stores versus independent retailers and service providers
- a local branch of an international non-profit or a local non-profit and their international initiatives
- efforts to attract international tourist markets

Workplace

- a major company (e.g. mining, pulp and paper, shipping and transportation, telecommunications) in the community and its international connections
- workplace initiatives to reach global markets
- global investments in local resource based industries
- new development by international companies

Study

- a large university in the community and its international connections (visiting professors, international studies programs, international research collaborations)
- international students in the community and the programs that support them
- international student exchange opportunities for local students

Project Task 1

Overview

Learners read and present on the connection between globalization and the local community or learners read and report on an international brand or global issue.

Target CLB Outcome: 8-IV Comprehending Information

Understand moderately complex extended descriptions, feature articles, reports and narrations.

Modify to CLB 7-IV Comprehending Information

Understand moderately complex extended descriptions, reports and narrations on familiar topics.

Description

In this task, students will work in jigsaw groups or as a class. They will read a topical feature story related to a historical event, individual, or issue in Canada. Texts should be continuous and four to five pages long. Learners read to do the following:

- identify the organization of the texts and links between paragraphs.
- follow sequences of narrations.
- distinguish facts from opinions.
- evaluate the ideas in the texts, draw conclusions, and express their own opinion about the texts.
- identify supporting details, implied meanings, and the writers' bias and opinion.
- locate and integrate relevant information across paragraphs or sections of the text.

Learners will summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. Compare the results in groups or as a class. As a follow up, learners will choose a new article about a topic of their choice related to globalization to read and analyze.

Formative Assessment

See the Score Sheet, *Formative Assessment Toolkit*, (CLB  8-IV), p. 113. Find this on Tutela.ca.

3b: Global Communities & Globalization Project Tasks

Skill Building Tasks for Project Task 1

Relative Clauses

Review relative clauses by scanning a text related to the task. Have learners identify relative clauses and relative pronouns. As a class, discuss the difference in the use of defining and non-defining relative clauses. See **LINC Vol. 2, 149** for more information.

Reading Techniques

Review different reading techniques appropriate for the task's purpose (such as asking questions about the text, identifying main ideas, and paraphrasing) as in **LINC Vol. 2, 171**. Encourage learners to employ these techniques while reading to find information suitable for their needs

Phrasal Verbs

Review separable and non-separable phrasal verbs. Use **EFW 15, 26, 31** and the worksheets in the appendix as an aid. Encourage learners to find and underline examples in a text with content related to the task

Note-taking While Reading

Elicit ideas from students about taking notes and other study strategies (such as highlighting) while reading. See **LINC Vol. 1, 34** for more information. The LINC reading on this worksheet is about Employment Insurance, but the skills learned therein are suited to this module.

Project Task 2

Overview

Learners use good academic skills, such as note-taking and paraphrasing, to research a topic related to Globalization on the internet.

Target CLB Outcome: 8-IV Comprehending Information

Access, locate and integrate several pieces of information from relevant online reference sources.

Modify to CLB 7-IV Comprehending Information

Access, locate and integrate information from online reference sources.

Description

In this task learners will develop their research skills in order to access several pieces of information from different online reference sources. After completing a lesson on effective internet searches, learners work in pairs to come up with good search terms for their topics. In the course of their research students will do the following:

- access information using effective search strategies.
- compare, evaluate, and integrate the information accessed.
- obtain relevant and current information.
- take organized and accurate notes, and cite sources.

Have students summarize by taking notes on the articles and reducing information to main points with accurate supporting details and no major omissions. They should integrate and convey the essential information to others in pairs or groups.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB  7-ALL), p. 62. Find this on Tutela.ca.

3b: Global Communities & Globalization Project Tasks

Skill Building Tasks for Project Task 2

Efficient Internet Searches

Some learners at this level will need to learn how to perform effective Internet searches. As a warm-up to the reading, suggest a series of possible essay topics, and have learners write down two or three suitable Internet search terms. Compare the results first in pairs, and then hand out the reading. As a follow up ask learners how they would change their search terms in light of the new information. See this resource for help:

<http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/2439/>.

K-W-L Charts

K-W-L Charts, or “Know, Want to Know, and Learned” charts help focus the learner’s research and reading. Conduct a K-W-L session with the class before the learners go off on their own. See this resource for more information:

<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>.

Note-taking

As a class, review how to use abbreviations, symbols and phrases in note-taking. Have learners take notes using abbreviations or symbols. See **LINC Vol. 1, 37 & 39** for more information.

Citations

Learners planning to continue on to academic studies should begin to learn the basics of citing resources. A simple graphic organizer for four resources can be found on the [Read Write Think website](#).

Project Task 3

Overview

Learners integrate the information they sourced in their research, develop an outline, and write an essay, report, or profile.

Target CLB Outcome ✍️ 8-IV Sharing Information

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

Modify to CLB ✍️ 7-IV Sharing Information

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.

Description

In this activity, learners will complete lessons about writing an essay or profile about the topic they researched in the earlier project tasks.

Topics of instruction should include the following:

- brainstorming and outlining
- topic sentences
- main ideas and supporting details
- connectors and cohesive devices
- introductions and conclusions

The finished product should also do the following:

- address the purpose of the task.
- provide accurate and detailed descriptions, explanations and accounts of events in a clear sequence.
- Present text as a coherent connected whole with good use of appropriate connective words and phrases.

Formative Assessment

See the Rating Scale, *Formative Assessment Toolkit* (CLB ✍️ 8-IV), p. 118. Find this on Tutela.ca.

3b: Global Communities & Globalization Project Tasks

Skill Building Tasks for Project Task 3

Introduction to Essay Writing

The introduction to the 6/7 essay-writing chapter begins with a breakdown of the main components of the essay (in a handout), as well as a sample essay about urban sprawl. See **LINC Vol. 1, 69-71** for more information.

Relative Clauses

Learners should review the worksheet about relative clauses from the Core Tasks and incorporate some adjective clauses into their own writing. Encourage students to add at least five of these to their first draft. Learners can peer edit one another's work. See **LINC Vol. 2, 149** for more information.

Pre Writing

Pre-writing tasks are featured on [Everyday Life-Global Post](#) website, and cover strategies such as free-writing, brainstorming and outlining. Also discussed is the importance of reviewing the rhetorical mode of the essay assignment, so that learners don't get too far off track in the research stage. To practice outlining, provide a reading to the class and have them reduce it to an outline.

Supporting Details

Students learn to add details to their essays to make them more substantive, while at the same time they are cutting out sentences that are redundant and off topic. See **LINC Vol. 1 59-60** for more information.

Thesis Statement

Learners should be familiar with topic sentences from their experiences writing paragraphs. The lesson in **LINC Vol.1, 72** introduces the thesis statement. Be sure that learners understand they must still write topic sentences for the body and concluding paragraphs. (**LINC Vol.1, 72**)

Cohesion

Review adverbs of sequence, signaling phrases, and transitional devices. Have learners write a sequence of connected paragraphs that integrates information collected from the texts, focusing on cohesive devices such as adverbs of sequence, signaling phrases, and transitional devices. See **LINC Vol. 1, 61-62** for more information.

Pronoun Reference

Learners should review their drafts, or their peers' draft, checking particularly for clear pronoun references. See **LINC Vol. 2, 149** for more information.

Global Communities & Globalization Resources

[Beyond Intractability: A Free Knowledge Base on More Constructive Approaches to Destructive Conflict](#)

This site offers articles on almost 400 topics related to global peace and conflict studies, including political, cultural, workplace, and interpersonal peace, conflict, and communication issues. Instructors could also look at the Peacebuilder Profiles. These 13 interviews and profiles offer insights into the work of international humanitarian peace builders like Canadian Craig Kielburger.

[Canada International](#)

This website gives various information on topics such as visas, immigration, foreign policy, studying in Canada, doing business in Canada, tourism, and services for Canadian travelers.

[Migration Information Source](#)

The site offers information and links to sites and articles on migration to and from Canada, including information on the number of Canadians in the USA. It has an interactive "Data Hub" in the Global Data Centre link that enables learners to search data on immigration in Canada.

[Foreign Affairs and International Trade Canada: Canada and the North American Free Trade Agreement](#)

This is a government website that describes NAFTA.

[Citizenship and Immigration Canada: Working temporarily in Canada: Special categories: Business people](#)

This website describes the work permits for business people looking to do business in Canada

[NAFTA Secretariat](#)

This site contains information on the dispute settlement proceedings, legal texts and panel decisions and reports respecting NAFTA.

[Worldwatch Institute](#)

This organization and site provides research and publications for public policy and decision-makers on global trends. The Blog and Vital Signs sections may be of interest to learners.

[Global Envision](#)

This website raises awareness of the spread of more open markets and the global fight against poverty. It contains lesson plans and ideas for teachers of all levels.

[PBS \(Public Broadcasting System\): Commanding heights: The battle for the world economy](#)

This is a website developed to help people better understand globalization, trade, and world development. It contains videos on the history of globalization as well as articles and essays in the Ideas section. Interviews with key thinkers can also be found in the People section.

ESL and Skill Building Resources

[Learning English with the CBC Manitoba: Where Have all the Children Gone, 51](#)

"Worksheet 6: Expressing Shock and Disbelief." This worksheet contains language that we can use to respond to information that shocks or upsets us, or that doesn't surprise us. The content of the worksheet relates to global issues and tragedies.

[English-online.org.uk](#)

The lessons below reveal all of the different functions that words we use to apologize can have. The lesson is available in two levels.

Advanced: <http://www.english-online.org.uk/adv3/sorry1a3.htm>

Intermediate: <http://www.english-online.org.uk/int3/sorry1i3.htm>

[Reassuring Someone: International House, Bristol](#)

This lesson provides useful expressions for giving and responding to bad news and includes a listening text.

[Teaching With Technology: Determining the Credibility of Sources](#)

This website contains a good article about evaluating online resources to determine their value, bias, and purpose. The article is difficult, so it would be good for learners whom are planning on attending post-secondary classes. Lower level readers can refer to an easier, but still good reference at <http://www.wikihow.com/Evaluate-the-Credibility-of-a-Source> .

ESL and Skill Building Print Resources

Breakthroughs: An Integrated Upper Intermediate English Program; Engelking, M. & McPherson, G. Ontario: Oxford University Press. (2011)

This upper-intermediate textbook and workbook has many relevant themes and skill building activities. Find narrative tenses on pp. 15-17.

LEAP (Learning English for Academic Purposes): Listening & Speaking; 2nd ed. Beatty, K. Montreal: Pearson. (2012).

The first chapter of this Canadian academic preparation textbook contains a great graphic organizer that alerts learners to different layers of listening and understanding. It includes the following categories: listening for basic information, connecting and combining information, understanding of purpose, and inference.

Citizenship Resource: A Classroom Resource for Teaching Citizenship Topics to Adult English Language Learners; Citizenship and Immigration Canada. (2013).

This resource was developed by the Toronto Catholic School Board and includes CLB aligned lessons for Stage II learners. Chapter 7, "Canada's Regions and Economy," has correlations to this unit (NAFTA, reliance on resource industries and world economy, changing economy of local region). Skills in this chapter include, reading tables, note-taking with graphic organizers, and listening for main ideas and supporting details. *The Citizenship Resource* also contains many study and test-taking tips, both in the introduction to the workbook, and after each chapter.

Creating Meaning: Reading and Writing for the Canadian Classroom; Advanced. Block, K. & Friesen, H. Don Mills, Ontario: Oxford University Press. (2012).

Chapter 10 of the textbook, "Global Citizenship," includes a note-taking template for organizing ideas from a reading, practice guessing meaning of new vocabulary from context, and lessons for conducting research and synthesizing the ideas from your research.

MOSAIC 1 Grammar; 4th ed. Werner, P & Spaventa L. New York: McGraw-Hill Contemporary. (2002).

The themes of friendship and war and peace are explored in Chapter 12, "Together on a Small Planet." Language structures in this chapter include reported speech, noun clauses, if/whether, and clause to phrase reductions.

LINC 5-7 Classroom Activities, Volumes 1 & 2. Toronto Catholic District School Board. (2010) .

Volume 1, Chapter One of this curriculum contains everything your students need to know about academic paragraph and essay writing.



4a: Rights & Responsibilities

Government & Citizenship

This module is about rights and responsibilities. In this module, learners will explore issues related to government and the rights and responsibilities of citizenship in Canada. Through the core and project tasks, learners will increase their understanding of the structure and processes of government, the electoral system, and the rights and responsibilities of Canadian citizens. Alternatively, learners may also explore the status of Quebec and bilingualism in Canada.

Track 4a is adapted from ELSA 7 Unit 3: Sustaining Canadian Communities and ELSA 7 Unit 9: Governance & Citizenship.

Learning Outcomes

Content Outcomes

Learners will

- study the structures and processes of governance in Canada.
- increase their knowledge of political or social responsibilities related to citizenship.
- access government information on websites, or write to appropriate individuals or departments about a matter of personal concern.
- attend and possibly participate in a political or community meeting.
- learn email and letter writing conventions.

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

8-I Interacting with Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.

8-III Getting Things Done

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).

8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

7-I Interacting with Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

7-III Getting Things Done

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).

7-IV Sharing Information

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.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Learners read and listen to learn about government and the Canadian electoral, legislative, or citizenship process.

Core Task 1

Learners read a table, graph, or flow chart outlining a Canadian electoral, legislative, or citizenship process and write a paragraph describing it.

Core Task 2

Learners access information from government websites, web directories, agendas, meeting minutes, development proposals and maps and other moderately complex formatted texts.

Core Task 3

Learners write business or service correspondence to local or regional government or other organization offices in order to clarify a problem, make a complaint, add input, or request information.

Overview and Outcomes

Learners watch or attend a local meeting in order to understand their rights and responsibilities and raise their awareness of common participatory opportunities in a democratic society while expanding their networking abilities.

Community Project

Learners watch or attend a public meeting in order to understand Canadian cultural values and the expectation to get involved in community matters.

Workplace Project

Learners watch or attend a workplace committee or training opportunity such as a conference or webinar or improve their ability to comprehend and participate in workplace meetings.

Study Project

Learners watch or attend a student union meeting or student union all-candidates meeting.

4a: Government & Citizenship Core Tasks

Possible Topics

Government

- the legislative process (federal, provincial, or municipal)
- recall elections in British Columbia
- the referendum process
- the reform of federal, provincial, or municipal electoral systems
- the Official Languages Act and Bilingualism
- levels of government in Canada (jurisdiction, responsibilities, taxation, etc.)

Citizenship

- the federal or provincial voting processes
- the citizenship process (e.g., apply for Permanent Resident status, meet residency requirements, pass the citizenship test, prove language proficiency, etc.)
- jury duty
- volunteering or serving on a board
- auxiliary positions (community police, firefighting, search and rescue, etc.)

Core Task 1

Overview

Learners read about the structures of Canada society and analyze visuals (tables, graphs, flowcharts, etc.) representing complex systems or processes such as the Canadian electoral system or the legislative process. Learners write a paragraph describing the visuals.

Target CLB Outcome: ✍ 8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

Modify to CLB ✍ 7-IV Sharing Information

- 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.

Description

In this core task, learners will read a short text on the topic that includes a table, graph, or flowchart. To introduce the unit, instructors might show statistics about voter turnout rates in Canada, have learners compare the results with those in their countries of origin, and facilitate discussions about the duty to vote in a democratic society and ideas for increasing voter turnout rates. Students could then analyze and summarize a short reading of about two pages that includes a visual representing the electoral system in Canada. Learners could also work in groups to interpret graphs and charts in short readings that explain the legislative system in Canada, the provinces, and municipal districts. Instructors should have students then choose a topic from the subsequent topic list (or another related to a personal interest) and access a reading that contains a table, diagram,, or flowchart.

Learners will interpret the information on the table, diagram, or flowchart and reduce the information and write a paragraph to explain the information therein. The paragraph should do the following:

- provide accurate and detailed descriptions, explanations, and accounts of events or systems in a clear sequence.
- present text as a coherent connected whole with good use of appropriate connective words and phrases.

Formative Assessment

See the Assessment Grid, *Formative Assessment Toolkit* (CLB ✍ 7-IV), p. 102. Find this on Tutela.ca.

4a: Government & Citizenship Core Tasks

Skill Building Tasks for Core Task 1

Transitions

LINC Vol. 1, 18 contains two activities for improving paragraph-writing skills that are related to the theme of this module (paragraphs about the requirements for becoming a Canadian citizen, and how a bill becomes a law). The lessons are for LINC 5 learners but could be adapted. For instance, omit the list of sequencers provided and have students add appropriate connectors independently. Additionally, have the students draw a flow chart of the two processes to show their comprehension of the reading.

Elements of a Paragraph

LINC Vol. 1, 58 outlines the requirements of a well-written paragraph (topic sentences, transitions, parallelism, and concluding sentences). Pages 59-60 go into more details about major and minor supporting details.

Paragraphs to Describe Charts and Tables

LINC Vol. 1, 66-67 provides an overview of language used for describing tables and charts. The lesson includes a line graph about the changing crime rate from 1963 – 1997. Students should also become familiar with reading flowcharts as these visuals are frequently used to represent the structure of governance in Canada. See the resources at the end of this module for more details and lesson ideas.

Paragraphs to Describe a Process

A lesson about writing paragraphs to describe a process is provided in **LINC Vol. 1, 65**. For more resources related to process writing see the resources at the end of Modules 1a and 1b.

Parallelism

Have students edit their work or their peers' work for consistent uses of tenses and parallel forms and patterns. Encourage students to use correlative conjunctions and proper punctuation in their paragraphs. A handout and exercises on parallelism can be found at [Owl Purdue Writing Lab](#).

Sample Paragraphs: How a Bill Becomes a Law

There is an activity in the CIC produced Citizenship Resource that works well for this Core Task. Learners listen to an audio text about the process of a bill becoming a law and use their notes to produce a flowchart of the process (a template is provided). In a follow-up activity, have learners write a paragraph using their flowchart as a guide. Instructors should provide the transcript from the original for the learners to compare with their own work. See the following [Citizenship Resource, 139](#) for more information.

Core Task 2

Overview

Learners scan formatted texts in order to find information related to politics, policies, bylaws or programming.

Target CLB Outcome: 8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts

Modify to CLB 7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

Description

In this task, learners will read online or print calendars, directories, tables, charts, or diagrams to locate information for personal use. For instance, read a map of electoral district to find out where to vote, scan a newspaper for the results of an election to find out who was elected in local and neighbouring districts, scan a chart of election campaign platforms to find out where a candidate stands on an issue, or locate the contact information for the local MLA and MP from an online directory to request action on an issue. Learners should be able to do the following:

- identify the layout and organization of the text to find the information needed.
- find and use 3 or 4 pieces of information by scanning the text.

Instructors could prepare a scavenger hunt worksheet or WebQuest activity to help students practice this outcome. The element of competition inherent in this activity will help develop speed-reading and scanning skills. Follow up with an independent task wherein students locate information for personal use related to a government matter, such as reading a city council meeting schedule to determine when the meeting regarding a local re-zoning application is on the agenda, a local building code to determine if you can build a shed in your backyard, or a water restriction bylaw to confirm that your neighbour is in contravention of this before you make a complaint.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB  7-III), p. 98. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Skimming and Scanning Skills

When reading formatted texts, learners will need to learn to practice a variety of reading skills, such as skimming resource headings in reports and articles to locate the topic of research, then scanning detailed charts and statistics to find specific information. See [BBC Skillwise Entry Level 1](#) for handouts and worksheets.

Document Use

Reading complex documents is considered one of the 9 Essential Skills (*Document Use*). Many lessons related to understanding these documents can be found through adult literacy and job search programs and publications. See “Deco Tools for the Trade,” <http://en.copian.ca/library/learning/tools/tftt/tftt.pdf>, for a variety of reading samples.

Numeracy

Formatted texts may contain simple numeracy equations (e.g., calculating percentages for child custody payments). Also, even advanced ESL learners often make errors in pronouncing numbers and dates. See [BBC Skillwise](#) math lessons for a range of lessons from simple math, to reading charts and statistics.

Core Task 3

Overview

Learners write an email to an employer, government office or official to request information, clarify regulations, make a complaint, contest a decision, or contribute ideas or advice.

Target CLB Outcome: ✎ 8-III Getting Things Done

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).

Modify to ✎ CLB 7-III Getting Things Done

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).

Description

In this core task, learners will do some public writing. Instructors should elicit ideas from learners about circumstances in which they might write a board, an advisory committee, a newspaper, or a government official. Have learners examine a variety of models, such as letters to the editor, petitions to local councilors, MLAs, or MPs. Elicit ideas about tone and register in the various models. Have students compile a list of common openers and closers for a variety of functions (e.g., making a complaint, requesting information, offering advice, clarifying a regulation, contesting a ruling, etc.) Have learners choose a topic of interest and write two letters to different individuals or mediums, such as a complaint in the Letters to the Editor section of the local paper, or a plea to a government representative to raise a local issue in the legislature or parliament. When writing, learners should do the following:

- convey a clear message to the reader.
- demonstrate an understanding of audience in language and format.

Encourage learners to write and send a real email or letter that addresses a matter of personal interest,, or a piece of correspondence that involves the learner in a community board or organization.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB ✎ 7-III), p. 100. Find this on Tutela.ca.

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB ✎ 7-III), p. 63. Find this on Tutela.ca.

4a: Government & Citizenship Core Tasks

Skill Building Tasks for Core Task 3

Writing Emails

Review email conventions with learners. Have learners practice these conventions using the worksheets. Encourage learners to use these conventions when writing the email for the task. See [LINC Vol. 1, 208, 209, 211](#) for more information.

Making Requests

Practice words and phrases for making polite requests. Use the worksheets as an aid. When writing their request emails, encourage students to use learned structures. See [LINC Vol. 1, 219](#), [LINC Vol. 1, 366 – 367](#) for more information..

Editing

Learners need to know that grammar and spelling errors and typos are taken very seriously in professional correspondences, and failing to proofread for these mistakes can have serious consequences. See [LINC Vol. 1, 226-227](#) for a list of common learner errors.

Email Etiquette

Examine email etiquette before having learners search the Internet for explanations of formal and informal language. Have learners read sample emails to determine levels of formality. See [LINC Vol. 1, 216](#), [EFW 56](#) for more information..

Thanking

Review email conventions for thank-you emails. Practice these conventions using the worksheets. See [EFW 54](#), and [EFW 67](#) for more information..

Writing letters

Teach letter writing conventions and have the learners identify how they differ from email writing. Elicit ideas about which format is more suitable for certain situations. See [LINC Vol. 1, 167-172](#) for a series of lessons on letter writing that include standard formatting and conventions, considerations of tone, and being clear and concise.

Project Overview

Attend or Observe a Meeting or Host an Information Fair for the Community

Description

Learners identify an opportunity to attend a meeting of personal interest in their community or organize an Information Fair on an issue related to citizenship and the democratic process in Canada.

In this project, learners will do the following:

Pre-Task: Brainstorm, research and identify ongoing or upcoming meetings, open houses, and political events in the community, or experts and professionals on matters related to rights and responsibilities in a democratic society.

- Task 1** Learn expressions for socializing at meetings, open houses, and political events in the community or greeting, welcoming, introducing and thanking guest speakers.
- Task 2** Watch or attend a meeting (individually, as a contact assignment, or as a class fieldtrip) Content Outcomes.

4a: Government & Citizenship Project Tasks

Content Outcomes

Learners will do the following:

- increase their knowledge of a local political or social topic or an issue related to citizenship affecting their community, workplace, or educational institution.
- develop contacts with organizations and individuals with specialist knowledge of rights and responsibilities affecting their community, workplace, or educational institution.

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

8-I Interacting With Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

7-I Interacting With Others

Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

Possible Topics

Community

- an issue affecting the community
- political parties' positions on issues of relevance to newcomers or community members
- a problem affecting the community
- the importance of volunteer auxiliary staff in Canadian society

Workplace

- current labour issues, labour laws or the role of the union in Canadian society
- a local politician's or candidate's position on labour standards, minimum wage
- the role professional associations play in a democratic society

Study

- an issue facing students, such as tuition increases or the role of student unions in a democratic society
- efforts to improve accessibility and affordability to post-secondary education

Project Task 1

Overview

Learners practice participating in typical conversations that might occur between individuals attending a public event, such as a meeting or community open house. In addition, learners practice welcoming and introducing a guest speaker.

Target CLB Outcome 🗣️ 8-I Interacting With Others

Participate in less routine social conversations for an expanded range of purposes (such as expressing and responding to empathy, clarifying conflicts and providing reassurance).

Modify to 🗣️ CLB 7-I Interacting With Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

Description

In this task, learners will take part in public conversations. To facilitate this, elicit suggestions from learners for typical topics of conversation individuals might engage in at public events and have learners perform role-plays practicing a variety of functional language used in social interactions, for example, expressions of condolences to a candidate who lost her bid for a public position, expressions of satisfaction or dissatisfaction about the keynote speaker at a conference or town hall meeting, or complaints to a board member about another member who is not pulling his weight. Practice common conversational strategies, such as maintaining a conversation, or closing conversations with three customary steps (pre-closing, closing, and leave-taking). In addition, during the module, invite guest speakers to speak to the class about topics relating to issues of government or citizenship. Before the guest speakers arrive, review and practice structures for opening and maintaining a conversation and introducing and thanking a speaker. Choose one learner to introduce and thank the guest speakers.

While practicing, students should employ language structures to do the following:

- express and respond to welcomes.
- respond to minor conflicts or complaints, or comfort others in distress.
- adjust conversation to appropriate levels of formality.
- ask follow-up questions at the end of the talk to keep the discussion going.
- encourage others to participate.
- use appropriate levels of formality with increased ability.

Formative Assessment

See the Peer Assessment Checklist, *Formative Assessment Toolkit* (CLB 🗣️ 7-I), p. 8g. Find this on Tutela.ca.

Skill Building Tasks for Project Task 1

Conversation Strategies

Although social conversation strategies are covered in **LINC 5** in the LINC 5-7 curriculum, learners who have tested in to ELSA 6 or 7 might need to learn some of these common conversation strategies and formulaic courtesy expressions. See **LINC Vol. 1, Chapter 3** for a review of these strategies (i.e. small talk strategies, keeping conversation going, talking to strangers, etc.)

Introducing a Guest Speaker

Allow learners to formally introduce any guest speakers that have been arranged to speak to your class this module. Role-play making the introductions in pairs before the guest arrives. Learners will need to do some research about the speaker beforehand. For some audio examples, see [ESL Pod, Introducing a Speaker](#) and **LINC Vol. 2, 283** for more information.

Making Formal Introductions

Have learners practice introducing one another in a variety of scenarios, such as a professional conference, a town hall meeting, a strata meeting, etc. Brainstorm areas of commonality that could be used to break the ice in each situation. **WikiHow**, [How to Introduce People](#), includes an instructional reading and sample video about introducing others in a formal setting. See also **LINC Vol.2, 258** for some sample audios of individuals giving introductions, and ideas for role-plays related to this unit.

Project Task 2

Overview

Students learn about a Canadian political issue, listen to a meeting or debate, and draw conclusions.

Target CLB Outcome: 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

Modify to 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.


Description

In this task, learners will develop their listening skills and gain knowledge of how typical meetings in Canadian society are run. To help with this, elicit ideas about the different types of meetings that learners might attend in the community, for example, city council meetings, town hall meetings, public open houses, strata meetings, and Parent Advisory Council meetings. Before students watch or attend a meeting, they will need to practice some scaffolding skills. In addition to the typical structure of meeting, instructors should pre-teach vocabulary related to the type of meeting, and learners should research and read some introductory texts about the topics of discussion. Alternatively, learners could listen to clips of counsel or parliamentary debates, summarizing the main ideas, and analyze typical language used for agreeing, disagreeing, etc. Learners should also listen to do the following:

- identify the main idea (which is not explicitly stated) and detailed information.
- identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion.
- identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.

As a follow-up task, learners could hold their own mock meeting related to a topical community issue.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB  7-IV), p. 61. Find this on Tutela.ca.

4a: Government & Citizenship Project Tasks

Skill Building Tasks for Project Task 2

Logical Connectors

There is an excellent role-play in the LINC 5 unit that requires students to use logical connectors while participating in a mock community meeting about a high-rise apartment building. See **LINC Vol. 2, 220** for more information. This would be a good follow-up to the unit. Use this scenario, or another topical community issue of interest to your learners.

The Subjunctive

The subjunctive is used to express urgency or importance, and is often used in formal meetings. **LINC Vol.2, 290** provides some audio samples of individuals using the subjunctive in a formal meeting. Have learners listen to take note of the subjunctive in other audio clips played in class.

Giving Opinions

LINC Vol.2, 259, includes an audio excerpt from an informal meeting. Learners write down formulaic expressions that they hear for agreeing, disagreeing, offering an opinion, asking for opinions from others, and commenting on those opinions.

Interrupting Politely

Conversational styles vary across cultures. Learners should know that it is considered rude in Canada to monopolize conversations though it may be perfectly normal to speak at length in another culture. **LINC Vol.2, 260**, includes an audio excerpt and a practice exercise where learners identify appropriate and inappropriate expressions for interrupting someone.

Agendas and Memos

Most organizations prepare agendas or at least memos about the topics of the upcoming meeting. Learners can be encouraged to consult these agendas, if available, before listening to or attending a meeting, using the topics as key word to listen for. For practice, have the class listen to an excerpt from a meeting, and have learners work in pairs to create an agenda for it. See **LINC Vol. 2, 254** for more information.

Government & Citizenship Resources

[Discover Canada](#)

Published by CIC, this beautiful handbook is available for download as a PDF or by special order as a hard copy of this text.

[Citizenship and Immigration Canada Video Centre](#)

The CIC website has a page with many videos about immigrating, settling, citizenship and more. All videos come with transcripts and some are available in other languages.

[Citizenship Resource: A classroom resource for teaching citizenship topics to adult English language learners](#)

This is a new guide, written by the Toronto Catholic School Board, which is aimed at learners planning to take their citizenship test, or those wanting to know more about Canada. Chapter 4 covers Canada's Government and contains a flow chart and listening that the students can use to demonstrate their comprehension. This resource also includes good tips about studying for exams like the citizenship test.

[CBC Radio: Being Canadian, Part 1 & 2](#)

Part 1 of this resource is an historic broadcast of the Canadian citizenship ceremony of January 3, 1947. Part 2 is a broadcast of a Korean immigrant's story. Stories of new immigrant families can also be accessed.

[Department of Justice. \(2011\). Justice Laws Website](#)

This is an online source of the consolidated acts and regulations of Canada. The consolidations are generally updated on a weekly basis.

Workwrite: Policies and Procedures. Geraci, K. Toronto, ON: Preparatory Training Programs. (2005).

This book includes a broad range of authentic Canadian policy, procedures, regulations, and guidelines documents with accompanying activities.

Canada Works (2nd ed.) Bond, J. and Nicholson, G. (2002).

This book includes a unit on policies and procedures. It is also available for download at <http://atwork.settlement.org>).

ESL and Skill Building Resources

***Have Your Say! Communication Activities*; 2nd ed. McKay, I. Don Mills: Oxford University Press. (2011).**

There is a good lesson about making complaints in Chapter 7, "Society and Culture." The first part of the lesson involves making direct complaints (with diplomatic language), while the second involves making indirect complaints. Indirect complaints are often made to friends, coworkers, etc. about a situation (e.g., complaining about your local mayor's recent behaviour).

[Manitoba EAL: Resources and Modules from Teachers](#)

Teachers have contributed lesson plans to this site (some of them multi-day lessons), which are aligned with the Canadian Language Benchmarkss. A lesson about the electoral process in Canada, and the role of all candidate debates is related to this module.

***LEAP (Learning English for Academic Purposes): Listening & Speaking*; 2nd ed. Beatty, K. Montreal: Pearson. (2012).**

This academic preparatory textbook has a lesson on reading flow charts. Quite often, complex systems of the courts, and their relations to one another, are represented in this visual form.

***LINC 5-7 Classroom Activities, Volumes 1 & 2.* Toronto Catholic District School Board. (2010).**

This resource is highly recommended for this curriculum. See Volume 2, Chapter 3, and "Meetings" for multiple lesson plans on running an efficient meeting. Every step of the way is covered in this unit, such as sending out an agenda, to taking minutes, to following up after a meeting. Plenty of listening excerpts are also provided as models.

[Roberts Rules of Order](#)

More details about running a formal meeting according to this popular method can be found at this website.

***Writing for the Real World 2: An Introduction to Business Writing.* Barnard, R. & Meehan, A. London: Oxford University Press. (2005) .**

This resource includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc. It also includes a unit on writing a short report.

[CBC News In Review](#)

This is a website that features lessons about important news stories of the day, written collaboratively by a team of journalists and teachers. There are many audiovisual resources, as well as in-depth analysis of the story told from multiple perspectives. Lesson plans and comprehension questions accompany the stories, which are a good level for CLB 7 and 8 learners. Some of the stories that relate to this module include the recent senate scandal, and electoral reform.

4a: Heritage Languages & Citizenship Resources

***Creating Meaning: Reading and Writing for the Canadian Classroom; Advanced.* Block, K. & Friesen, H. Don Mills, Ontario: Oxford University Press. (2012).**

Chapter 6: “Concerning Community,” is about the responsibilities of citizenship. Learners analyze and learn to understand the structure of extended definitions, and practice writing similar structures of their own.



4b: Rights & Responsibilities

Human Rights & the Law

This module is about human rights and the law. In this module, learners will develop an understanding of the law in Canada and the processes of the Canadian legal system. In the core and project tasks, learners will survey institutions in Canada's legal system, perform a mock trial, examine the general procedure of a court trial, and role-play the various jobs of people in the court such as prosecution, defense, judge, and jury. The project engages learners to create a Fair for their school and community. As an alternative, learners may focus on individual rights protected under the Charter of Rights and Freedoms and BC Human Rights Code.

Track 4b is adapted from ELSA 6 Unit 6: Human Rights & Democracy and ELSA 7 Unit 6: Justice & the Law.

Learning Outcomes

Content Outcomes

Learners will

- study the processes of the Canadian legal system (e.g., the criminal court system, models of criminal justice, the court process).
- increase their understanding of legislation and organizations involved in human rights issues.
- learn diplomatic language and conversational strategies
- learn email and letter writing conventions

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

8-I Interacting with Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.

8-III Getting Things Done

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).

8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

7-I Interacting with Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

7-III Getting Things Done

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).

7-IV Sharing Information

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.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Learners read and listen to learn about human rights topics, the Canadian legal system, and avenues for obtaining legal advice or submitting a human rights complaint.

Core Task 1

Learners examine a chart or diagram about a human rights topic, the Canadian legal system, obtaining legal advice, or the historical roots of the Canadian legal system, and write a paragraph describing it.

Core Task 2

Learners access information from court, settlement, or legal aid web sites, web directories, court transcripts, complaint process forms, and other moderately complex formatted texts.

Core Task 3

Learners write business or service correspondence to legal or human rights organizations in order to file a complaint, clarify a problem, obtain advice, or request information.

Overview and Outcomes

Learners watch or attend a real or mock tribunal or court case or public awareness or settlement workshop related to a legal matter. Alternatively, learners plan their own Information Fair, which would include inviting relevant guest speakers from the community. The goal of this project is for learners to develop their awareness of their legal rights while expanding their networking abilities.

Community Project

Learners watch or attend a workshop, tribunal or court case related to law. Or, learners invite guest speakers from relevant organizations in the community to speak about issues, rights, and services related to legal matters.

Workplace Project

Learners watch or attend a meeting related to workplace law, such as a WCB meeting. Or, learners invite a panel of guest speakers from relevant organizations to speak on the theme of employment law.

Study Project

Learners plan to hold a Fair for people in an educational institution that focuses on the theme of "Knowing the Law: Knowing Our Rights."

4b: Human Rights & the Law At a Glance

Possible Topics for the Core Tasks

Human Rights

- the BC Human Rights Tribunal or BC Human Rights Coalition
- the Canadian Human Rights Commission and Canadian Human Rights Tribunal
- dispute resolution processes (e.g., the Residential Tenancy Office arbitration process)
- employment standards, rights and jurisdictions
- the BC public inquiry process

The Law

- the Canadian court system
- BC's criminal court system
- the procedures of civil court
- obtaining legal aid and legal advice
- different models of criminal justice (rehabilitative, punitive, restorative)
- the historical roots of common law (the Magna Carta and events in 13th Century England)

Core Task 1

Overview

Learners read texts and analyze flow charts, tables and diagrams related to the Canadian legal system, obtaining legal advice, a dispute resolution process, or the historical roots of the Canadian legal system and write a paragraph describing it.

Target CLB Outcome: ✍ 8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

Modify to CLB ✍ 7-IV Sharing Information

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.

Description

In this core task learners will read a short text on the topic that includes a table, diagram,, or flowchart. To introduce the unit, instructors might show crime statistics across Canada and elicit reactions about Canada’s crime rate, recent revisions to the criminal code, etc. to stimulate discussion. Instructors should follow this with a lesson to analyze and summarize a short reading of about two pages that includes a visual representing the court system in Canada. Alternatively, have learners brainstorm possible legal problems that an individual might face in her lifetime, such as divorce, child custody cases, civil lawsuits, etc. Additionally, ask learners to pinpoint specific human rights and legal challenges newcomers in particular might face. Examine agencies and legal systems or organizations where individuals can go to get help.

Learners will interpret the information in order to write a paragraph to explain the information in the text and the table, flowchart, or diagram. The paragraph should do the following:

- provide accurate and detailed descriptions, explanations, and accounts of events, systems and processes in a clear sequence.
- stand together as a coherent connected whole with good use of appropriate connective words and phrases.

Formative Assessment

See the Assessment Grid, *Formative Assessment Toolkit* (CLB ✍ 7-IV), p. 102. Find this on Tutela.ca.

4b: Human Rights & the Law Core Tasks

Skill Building Tasks for Core Task 1

Elements of a Paragraph

LINC Vol. 1, 58 outlines the requirements of a well-written paragraph (topic sentences, transitions, parallelism, and concluding sentences). Pages 59-60 go into more details about major and minor supporting details.

Paragraphs to Describe Charts and Tables

LINC Vol. 1, 66-67 provides an overview of language used for describing tables and charts. The lesson includes a line graph about the changing crime rate from 1963 – 1997. Students should also become familiar with reading flowcharts as these visuals are frequently used to represent the structure of governance in Canada. See the resources at the end of this module for more details and lesson ideas.

Paragraphs to Describe a Process

A lesson about writing paragraphs to describe a process is provided in **LINC Vol. 1, 65**. For more resources related to process writing see the resources at the end of Modules 1a and 1b.

Parallelism

Have students edit their work or their peers' work for consistent uses of tenses and parallel forms and patterns. Encourage students to use correlative conjunctions and proper punctuation in their paragraphs. A handout and exercises on parallelism can be found at [Owl Purdue Writing Lab](#).

Core Task 2

Overview

Learners listen to text about a human rights topic and assess the outcomes of the issue or learners watch a trial, analyze the various roles people play in a trial, and perform a mock trial.

Target CLB Outcome: 8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts

Modify to CLB 7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

Description

In this task, learners will access information in online or print calendars, directories, tables, charts, or diagrams for personal use. Some sample tasks might have learners do the following:

- research outcomes of various ICBC cases to determine what a typical payout for an injury is.
- find forms, contact information, and relevant legislation related to a labour relations complaint.
- scan a directory of non-profit services to find a few agencies that may be able to provide aid and information about a legal matter.
- read the Residential Tenancy Act to determine upkeep responsibilities as a renter.
- read calculations from child custody mediation guidelines to determine increase in child support payments after a promotion.
- read a work schedule and calculate dates and hours to determine if a workers is provided a lawful amount of time off between shifts.

In addition, learners should be able to do the following:

- identify the layout and organization of the text to find the information needed.
- find and use three or four pieces of information by scanning the text.

Instructors could prepare a scavenger hunt worksheet or WebQuest activity to help students practice this outcome. The element of competition inherent in this activity will help develop speed-reading and scanning skills. Follow up with an independent task wherein students locate information for personal use related to a legal matter.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB  7-III), p. 98. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Skimming and Scanning Skills

When reading formatted texts, learners will need to learn to practice a variety of reading skills, such as skimming resource headings in reports and articles to locate the topic of research, then scanning detailed charts and statistics to find specific information. See [BBC Skillwise Entry Level 1](#) for handouts and worksheets.

Document Use

Reading complex documents is considered one of the 9 Essential Skills (*Document Use*). Many lessons related to understanding these documents can be found through adult literacy and job search programs and publications. See “Deco Tools for the Trade,” <http://en.copian.ca/library/learning/tools/tftt/tftt.pdf>, for a variety of reading samples.

Numeracy

Formatted texts may contain simple numeracy equations (e.g., calculating percentages for child custody payments). Also, even advanced ESL learners often make errors in pronouncing numbers and dates. See [BBC Skillwise](#) math lessons for a range of lessons from simple math, to reading charts and statistics.

Core Task 3

Overview

Learners write an email in order to request information or seek advice on a legal matter, or clarify a conflict or dispute.

Target CLB Outcome: ✍ 8-III Getting Things Done

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).

Modify to ✍ CLB 7-III Getting Things Done

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).

Description

In this core task, learners will do some public writing. Instructors should elicit ideas from learners about circumstances in which they might write to an individual or organization for legal advice. Encourage learners to think about both incidences related to human rights, and criminal or civil law matters. Some examples might include seeking aid for a human rights or harassment complaint at work, or disputing a traffic ticket or custody decision. Have students compile a list of common openers and closers for a variety of functions (making a complaint, requesting information, seeking advice, clarifying a regulation or contesting a ruling, etc.)

When writing learners should do the following:

- convey a clear message to the reader.
- demonstrate an understanding of audience in language and format.

Encourage learners to write and send a real email or letter that addresses a matter of personal need or interest.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB ✍ 7-III), p. 100. Find this on Tutela.ca.

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB ✍ 7-III), p. 63. Find this on Tutela.ca.

Skill Building Tasks for Core Task 3

Writing Emails

Review email conventions with learners. Have learners practice these conventions using the worksheets. Encourage learners to use these conventions when writing the email for the task. See **LINC Vol. 1, 208, 209, 211** for more information.

Making Requests

Practice words and phrases for making polite requests. Use the worksheets as an aid. When writing their request emails, encourage students to use learned structures. See **LINC Vol. 1, 219, LINC Vol. 1, 366 – 367** for more information.

Email Etiquette

Examine email etiquette before having learners search the Internet for explanations of formal and informal language. Have learners read sample emails to determine levels of formality. **LINC Vol.1, 216, EFW 56.**

Writing letters

Teach letter writing conventions and have the learners identify how they differ from email writing. Elicit ideas about which format is more suitable for certain situations. See **LINC Vol. 1, 167-172** for a series of lessons on letter writing that include standard formatting and conventions, considerations of tone, and being clear and concise.

Editing

Learners need to know that grammar and spelling errors and typos are taken very seriously in professional correspondences, and failing to proofread for these mistakes can have serious consequences. See **LINC Vol. 1, 226-227** for a list of common learner errors.

Project Overview

Observe a Court Case in the Community, or Watch a Discussion about a Legal Issue

Description

In the project tasks, learners will watch a group discussion related to a legal or human rights issue. This can be achieved in a variety of ways, depending on time constraints, or availability in the community. For instance, learners could invite a panel of guest speakers in the legal field to come and speak to the class. If possible, the class could attend a trial in the community. Another excellent resource is the People's Law School, an organization that travels across British Columbia performing mock trials about the Canadian Court System. Alternatively, learners could view panel discussions on TV about groundbreaking Canadian trials and Charter Challenges. In addition, learners will also practice language for social interactions that may require empathy or sympathy.

In this project, learners will do the following:

Pre-task: Identify settlement resources in the community that offer legal aid or legal advice. Additionally, have learners brainstorm situations in which individuals might find themselves facing legal troubles.

Task 1 Learners role-play situations in which they provide reassurance and empathy to a friend or colleague having legal troubles.

Task 2 Watch a real or mock trial or a panel discussion about a legal issue (e.g., a panel of guest speakers in the classroom, or a panel of experts on TV).

4b: Human Rights & the Law

Project Tasks

Content Outcomes

Learners will do the following:

- increase their knowledge of rights and laws affecting individuals in their community, workplace, or educational institution.
- increase their knowledge of how to access services and organizations that uphold the rights of people in their community, workplace, or educational institution.

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

8-I Interacting With Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

7-I Interacting With Others

Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

Possible Topics

Community

- the rights and responsibilities of citizenship
- the rights of children, women, and refugees in Canada
- bullying and cyberbullying and schoolchildren
- legal aid resources for newcomers and low income Canadians
- crime and crime prevention

Workplace

- labour rights in the workplace and employment law
- discrimination and harassment in the workplace
- wrongful dismissal in the workplace
- bullying in the workplace
- the rights and responsibilities of workers

Study

- education rights of First Nations Peoples and Francophones
- the funding of private schools in Canada
- groundbreaking Supreme Court Charter Challenges
- protection for students attending non-regulated private institutions for post-secondary studies
- a marginalized group in society and their historic legal battle

Project Task 1

Overview

Role-play a range of conversations that may occur in social interactions concerning legal problems or human rights complaints.

Target CLB Outcome 🗣️ 8-I Interacting With Others

Participate in less routine social conversations for an expanded range of purposes (such as expressing and responding to empathy, clarifying conflicts and providing reassurance).

Modify to 🗣️ CLB 7-I Interacting With Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

Description

- In this task, learners will take part in various kinds of conversations. Instructors should elicit situations from learners wherein individuals might face legal or human rights problems. Teachers should instruct learners to research typical language used to respond to bad news, and role-play conversations about these situations. During the interactions learners should do the following:
- open, maintain, and close the conversation appropriately.
- ask follow-up questions to keep the conversation going.
- express and respond to sympathy.
- respond to minor conflicts or complaints, or comfort others in distress.
- use appropriate levels of formality with increased ability.

Formative Assessment

See the Peer Assessment Checklist, *Formative Assessment Toolkit* (CLB 🗣️ 7-I), p. 89. Find this on Tutela.ca. Modify the checklist as needed.

4b: Human Rights & the Law Project Tasks

Skill Building Tasks for Project Task 1

Conversation Strategies

Although social conversation strategies are covered in **LINC 5** in the LINC 5-7 curriculum, learners who have tested in to ELSA 6 or 7 might need to learn some of these common conversation strategies and formulaic courtesy expressions. See **LINC Vol. 1, Chapter 3** for a review of these strategies (i.e. small talk strategies, keeping conversation going, talking to strangers, etc.)

Introducing a Guest Speaker

Allow learners to formally introduce any guest speakers that have been arranged to speak to your class this module. Role-play making the introductions in pairs before the guest arrives. Learners will need to do some research about the speaker beforehand. For an audio example, see [ESL Pod, Introducing a Speaker](#) and **LINC Vol. 2, 283** for more information.

Making Formal Introductions

Have learners practice introducing one another in a variety of scenarios, such as a professional conference, a town hall meeting, a strata meeting, etc. Brainstorm areas of commonality that could be used to break the ice in each situation. **WikiHow, [How to Introduce People](#)**, includes an instructional reading and sample video about introducing others in a formal setting.

Conveying Empathy & Sympathy

This module is a good place to have learners practice conversational skills requiring empathy and sympathy (e.g. In response to news that a friend's child has gotten mixed up in some legal troubles, etc.). Have learners brainstorm and role-play different scenarios using the language from the handout, *Expressing Sympathy, Language Companion; Helpful Language: CLB 5-8*.

Project Task 2

Overview

Learners learn about a Canadian legal or human rights issue, listen to a meeting or debate, and draw conclusions.

Target CLB Outcome: 🗣️ 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

Modify to 🗣️ 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

Description

In this task, learners will develop their listening skills and gain knowledge of the court system in Canada. If possible, show excerpts of court cases from different areas of law (e.g., family law, civil law, and criminal law). Use transcripts of the proceedings for language analysis activities. If there is a courthouse in the community, arrange to attend a trial. Alternatively, there are numerous TV shows and movies set in the courtroom that could provide excerpts instructors could use in the classroom. Learners should listen to do the following:

- identify the main idea (which is not explicitly stated) and detailed information.
- identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion.
- identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.

4b: Human Rights & the Law Project Tasks

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB 7-IV), p. 61. Find this on Tutela.ca.

4b: Human Rights & the Law Project Tasks

Skill Building Tasks for Project Task 2

The Subjunctive

The subjunctive is used to express urgency or importance, and is often used in formal meetings. **LINC Vol.2, 290** provides some audio samples of individuals using the subjunctive in a formal meeting. Have learners listen to take note of the subjunctive in other audio clips played in class. Samples from court cases might include lawyers presenting their final summary, or a panel discussion about the verdict of a controversial case.

Logical Connectors

Have learners practice combining sentences with logical connectors. See **LINC, Vol. 2, 220** for more information. Then, while listening to an excerpt from a trial, or televised discussion about a human rights issue, have learners jot down all the connectors they hear. Have learners compare the lists in pairs, and then write summary sentences about the main ideas of the listening using the connectors.

Interrupting Politely

Conversational styles vary across cultures. Learners should know that it is considered rude in Canada to monopolize conversations though it may be perfectly normal to speak at length in another culture. **LINC Vol.2, 260**, includes an audio excerpt and a practice exercise where learners identify appropriate and inappropriate expressions for interrupting someone.

Giving Opinions

LINC Vol.2, 259, includes an audio excerpt from an informal meeting. Learners write down formulaic expressions that they hear for agreeing, disagreeing, offering an opinion, asking for opinions from others, and commenting on those opinions.

Human Rights & the Law Resources

[Justice Education Society: Learning about the Law.](#)

Learning About the Law uses simple wording to teach learners with middle-to-upper level English as a Second Language skills about their legal rights and responsibilities in British Columbia.

[Ontario Justice Education Network: ESL Criminal Law Mock Trial Scenario: R. Vs. Lee](#)

This website's resources offer an example of a mock trial scenario developed for ESL learners in Ontario. It is useful to see the various scaffolds, handouts, and supports the writers developed for the task. The resources include an instructor's manual called [Making the Case: A Mock Trial Toolkit](#).

[Open University: Starting with Law: An Overview of the Law](#)

This website introduces learners to the key figures in law making in the UK and provides some helpful tips on study techniques.

[Supreme Court of Canada](#)

This site has many exciting teaching tools and resources, including virtual tours of the court.

[Supreme Court of Canada. Resources for Teachers: Mock Trial](#)

This website is intended gives instructions for a game created to make the legal process more accessible to school groups. Many formalities have been omitted, such as having the witnesses swear an oath and requiring the jury to reach a unanimous verdict. It was last updated March 31, 2011.

Discover Canada: Rights and Responsibilities of Citizenship. Ottawa, ON: Citizenship and Immigration Canada Ottawa. (2012)

This booklet is the study guide for the new Canadian Citizenship test and has some good information in it. It is a good resource to have in the classroom as most learners need to become familiar with it in preparation for their citizenship test.

ESL and Skill Building Resources

[EL Civics Crime/Accident Unit \(Advanced\); MiraCosta College](#)

This is a 31-page lesson on reporting crimes and accidents. It also includes a crime prevention component. The lesson includes a lot of crime and injury vocabulary skill building, in addition to lessons about narratives and forms. Learners practice grammar guided writing activities with practice forms and models before the last task in which learners are expected to independently fill out a complex authentic accident report.

[ESL Corner: Settlement.org](#)

This LINC site has many CLB referenced lessons in the form of dialogues, listening texts, and role-plays. The topics related to this unit include: "What to do if the Police Arrest Me?" "What is Discrimination?" and "How do I Respond to Discrimination?".

[Roberts Rules of Order](#)

More details about running a formal meeting according to this popular method can be found at this website.

[Learning about the Law: Fundamentals of the Law and Civil and Criminal Law](#)

The People's Law School has published many resources written in plain language.

ESL and Skill Building Print Resources

Citizenship Resource: A Classroom Resource for Teaching Citizenship Topics to Adult English Language Learners; Citizenship and Immigration Canada. (2013).

This is a new guide, written by the Toronto Catholic School Board, which is aimed at learners planning to take their citizenship test, or those wanting to know more about Canada.

***Have Your Say! Communication Activities*; 2nd ed. McKay, I. Don Mills: Oxford University Press. (2011).**

There is a good lesson about making complaints in Chapter 7, "Society and Culture." Have students follow the steps described in the unit, and use the language provided to role-play a situation involving a human rights complaint, or a potential human rights complaint.

***LEAP (Learning English for Academic Purposes): Listening & Speaking*; 2nd ed. Beatty, K. Montreal: Pearson. (2012).**

This academic preparatory textbook has a lesson on reading flowcharts. Quite often, complexities of the courts, and their relations to one another, are represented in this visual form.

***50 One-minute Tips for Better Communication*. Bozek, P.E. Mississauga, ON: Thomson Course Technology/Crisp Learning. (1998).**

This book includes tips and strategies for improving non-verbal communication.

***Breakthroughs: An Integrated Upper Intermediate English Program*. McPherson-Ramirez, G & Engelking, M. Don Mills, Ontario: Oxford University Press. (2011).**

In Chapter 6, "Catch Me if you Can," there is a listening activity, which describes the roles of individuals in a courtroom. Review this short vocabulary exercise so learners are able to use these titles in their class discussions.

***LINC 5-7 Classroom Activities, Volumes 1 & 2*. Toronto Catholic District School Board. (2010).**

This resource is highly recommended for this curriculum. See Volume 2, Chapter 3, "Meetings" for multiple lesson plans on running an efficient meeting. Every step of the way is covered in this unit, such as sending out an agenda, to taking minutes, to following up after a meeting. Plenty of listening excerpts are also provided as models.

***Writing for the Real World 2: An Introduction to Business Writing*. Barnard, R. & Meehan, A. London: Oxford University Press. (2005).**

This resource includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc. It also includes a unit on writing a short report.

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5a: Planning

Business, Consumerism & Finance

This module is about business, consumerism, and finance. In this module, learners will examine the fundamentals of banking, consumer, and business matters and explore ways to plan for their financial future. The Core Tasks address financial services and procedures, business regulations, and consumer rights. The Project Tasks provide learners with the opportunity to pursue a financial or consumer goal. Learners will practice goal setting, conduct research, and show fellow learners how they developed their plans.

Track 5a is adapted from ELSA 6 Unit 10: Business & Consumer and ELSA 7 Unit 10: Taxes & Finance.

Learning Outcomes

Content Outcomes

Learners will do the following:

- increase their understanding of business regulations and consumer protections and rights.
- access appropriate texts about taxes and finance.
- apply appropriate communication strategies for one-on-one meetings.
- give instructions to a financial or service provider for specific services.
- fill out complex forms to protect consumer rights, access loans, or register for consumer products.
- follow instructions to achieve a-business or financial goal, file a consumer complaint, or register for consumer protection plans.
- give instructions to a classmate regarding a business, finance, or consumer process, service or plan.

Target CLB 8 Outcomes

8-III Getting Things Done

Understand moderately complex 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.

8-II Giving Instructions

Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

8-III Getting Things Done

Propose or recommend solutions to problems in a familiar area.

8-II Comprehending Instructions

Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to familiar specialized tasks.

8-III Getting Things Done

Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Target CLB 7 Outcomes

7-III Getting Things Done

Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.

7-II Giving Instructions

Give instructions and directions for technical and non-technical tasks, procedures and processes.

7-III Getting Things Done

Give extended warnings, suggestions, recommendations or advice.

7-II Comprehending Instructions

Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.

7-III Getting Things done

Complete extended forms requiring detailed personal information.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Learners examine the fundamentals of banking, consumer, and business matters, while exploring language and customs related to accessing services and making service requests.

Core Task 1

Learners listen to interactions between individuals engaged in consumer, financial, or businesses matters, and take notes about register, tone and formulaic expressions.

Core Task 2

Learners role-play conversations related to a financial, consumer, or business inquiry, need, or conflict, with a particular focus on being assertive, or using assertiveness when dealing with persuasive tactics.

Core Task 3

Learners fill out a form to fulfill financial, business or consumer goals, or to protect their rights in consumer relations.

Overview and Outcomes

Learners identify a financial, business or consumer goal or product. Learners practice accessing, following, and relaying instructions about their products or plans

Community Project

Learners identify a personal financial goal and seek information about how to achieve their goal.

Workplace Project

Learners identify a personal business idea or goal and follow a set of instructions about how to achieve funding, develop a marketing plan, launch a social media advertising campaign, etc.

Study Project

Learners identify a personal study goal and develop an education plan or financial budget to meet it.

5a: Business, Consumerism & Finance At a Glance

Possible Topics

Business & Consumerism

- persuading a friend or family member to invest in a business venture
- negotiating an agreement with a contractor for projects such as home renovations
- advice on how to be a more sophisticated consumer
- complaining about services, return policies, and unfulfilled contracts
- negotiating special services (e.g., wedding services not included in a wedding package)
- responding to hard sells

Finance

- responding to a banker's recommendations to buy financial products such as TFSAs, RRSPs, RESPs, life insurance, mortgage insurance, etc.
- complaining about excessive bank services charges and fees
- applying for a loan
- negotiating a lower interest rate on a mortgage or a loan
- negotiating a monthly payment plan to pay off the balance of income taxes or student loans

Core Task 1

Overview

Learners listen to interactions between individuals engaged in matters related to business, consumerism or finance.

Target CLB Outcome: 8-III Getting Things Done

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.

Modify to 7-III Getting Things Done

Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.

Description

In this core task, learners watch or listen to interviews and broadcasts that provide recommendations to consumers or business owners. Additionally, learners should listen to or watch interactions between individuals engaged in day-to-day commercial, business or financial transactions. For the latter listening tasks, authentic clips may be difficult to find, so instructors should strive to find videos and other recordings that strive to replicate authentic language, with a natural rate of speed, and the inclusion of some idiomatic and colloquial language. Clips from television shows, movies, or commercials are some possible sources for suitable material. **English for Financial Literacy, Vol. 3**, includes many audio tracks of relevance to this unit, such as experts giving financial advice, dialogues containing models for negotiating and hard sell tactics.

Additionally, during this module, encourage learners to pay particular attention to commercials produced by banking institutions, car manufacturers, small business owners, etc., and to write down snippets of dialogues in a notebook to share with the class.

When listening learners should do the following:

- identify stated and unspecified meanings.
- identify the functional value of utterances (such as warnings, threats, suggestions, or recommendations)
- interpret warnings, threats, suggestions, recommendations and proposed solutions
- evaluate the validity of suggestions or proposed solutions
- take note of any idiomatic or colloquial language, and suggest possible meanings

As a guideline for the listening tasks, exchanges are approximately five minutes in length and eight to 12 turns, with each turn three to five sentences long (CLB 7). However, dialogues may vary in length, depending on the complexity of the subject matter.

Formative Assessment

See the Score/Record Sheet, *Formative Assessment Toolkit* (CLB , p. 93. Find this on Tutela.ca.

Skill Building Tasks for Core Task 1

Active Listening Strategies

It's important that learners show that they are listening in a conversation, especially in a situation where diplomacy may be required. Canadians don't like silence, and though learners may think they are being respectful, it's more likely a Canadian will mistake a newcomer's silence for resentment, or even hostility. See **LINC Vol. 1, 375-376** for more information.

Tag Questions

We often use tags when we expect others to agree with us. This form is quite common in more informal daytime news or consumer programs. Have learners listen and take note of these expressions when listening. See **LINC Vol. 1, 259** for more information.

Tone/ Emotions

In potentially problematic situations, assessing another person's mood is an important skill. For instance, you might want to wait for an angry customer to cool down before trying to negotiate with them. **LINC Vol. 1, 267**, provides a lesson on identifying emotions in conversations.

Giving Advice

Have learners listen for expressions used to give advice. Ask learners to rank the expressions they hear from the strongest to the least strong. The following link provides a good variety of structures, including strong recommendations with conditionals and the imperative:

http://esl.about.com/od/grammarstructures/a/f_advice.htm

Core Task 2

Overview

Learners propose solutions to common problems, or make requests or complaints in a business, consumer, or financial interaction.

Target CLB Outcome 🗨️ 8-III Getting Things Done

Propose or recommend solutions to problems in a familiar area.

Modify to CLB 🗨️ 7-III Getting Things Done

Give extended warnings, suggestions, recommendations or advice.

Description

In this task, learners use the language, situations, advice, etc. from the audio models in Core Task 1 to role-play their own dialogues related to business, consumerism and finance. Ask learners to brainstorm a list of common situations in which newcomers in particular may face problems or challenges.

Have students use notes from the recording to propose or recommend solutions to a partner, group, or the class on two to three common problems people encounter when dealing with finance, consumer, or business matters. Learners should do the following:

- describe the problems and clarify details.
- indicate possible solutions, recommend the best ones, and give reasons for these.
- use appropriate persuasive arguments.
- use modals with the appropriate levels of politeness.

Formative Assessment

See the Reflection Form – Self-Assessment, *Formative Assessment Toolkit* (CLB 🗨️ 8-III), p. 104. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Perfect Modals

In customer service interactions, particularly interactions involving complaints, perfect modals are often employed by both the complainant, and the service provider. (E.g., *You could have told me about your return policy. You shouldn't have taken off the tags on your jacket.*) See **LINC Vol. 1, 339** for more information.

Saying No

In business, finance and consumer interactions, learners may frequently encounter aggressive sales tactics. **LINC Vol. 1, 332-333** offers tactics and expressions for saying no (e.g., from a partial concession, to a firm refusal, etc.).

Making and Responding to Complaints

This telephone lesson includes techniques for softening language, such as using the passive voice, hedging, and empathizing. See **LINC Vol. 2, 380-381** for more information.

Emphasis

As a class, review techniques to control pitch, tone, and volume to emphasize key words or sentences. Then, while giving recommendations, have learners employ the appropriate pitch, tone, and volume to emphasize key words and sentences. See **EFW 44** for more information.

Using Diplomatic Language

Learners will likely have to be taught to use vocabulary that softens language in situations where tact is required. **LINC Vol. 1, 363-364** includes lessons on using qualifiers, hedges, and specific language structures to prevent or reduce bad feelings.

Core Task 3

Overview

Learners complete a template or extended form to help with a business or financial goal, conducting an online research to find the most suitable form or template.

Target CLB Outcome ✎ 8-III Getting Things Done

Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Modify to CLB ✎ 7-III Getting Things Done

Complete extended forms requiring detailed personal information.

Description

In this task, students will conduct a search online and at relevant organizations or institutions to find templates and extended forms to aid the development of the business or financial plan. Learners can look for the following:

- an online template for a family budget plan
- an online template for a small business plan, or a budget to support a small business
- an application for a student loan, bursary or scholarship or other means of student finance
- financial forms, such as tax returns, applications for subsidies, or loan applications
- consumer forms, such as a consumer complaint form, or consumer protection forms to register goods for warranties, notices of software updates, or recall notices.
- an application to a credit card company or credit bureau seeking correction of a credit error

Select the form or template that is most suitable to help with the financial or business plan and goal. The forms should have over 40 items, with text responses up to one paragraph.

Learners should complete the form to do the following:

- identify the purpose of the form and its sections, and complete it with required information—including one-paragraph prose responses, if required.
- spell and use punctuation, capitalization, dates and numbers (and their abbreviations) correctly.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB ✎ 7-III), p. 100. Modify as needed. Find this on Tutela.ca.

Skill Building Tasks for Core Task 3

Forms

Have learners bring in different types of forms from their workplace, community, or educational institutions. As a class, compare and contrast the forms and create a list of common features of the different types of forms (such as use of capital letters, titles, special vocabulary, legibility, printing, and conventions for phone numbers, dates, and addresses). Have learners complete a form and then exchange it with a partner to receive peer feedback on how accurately the form has been completed. See also **EFW 4**, and **LINC Vol. 1, 175 – 176** for more information.

Forms: The Basics

This lesson from the British Council covers some of the basic vocabulary and conventions used in forms. Though the example form used in the lesson is a subsidized housing application, this lesson would provide a good starting point or needs assessment. Take a look at the following resource:

<http://esol.britishcouncil.org/build-your-writing-skills/filling-forms>.

For another handout of common application form vocabulary see

<http://www.puffchrissy.com/wp-content/uploads/2011/10/Application-Form-Vocab.pdf>.

Narrative Writing for Complaints

In complex forms, such as a consumer complaint form, complainants are usually required to write an account of the events that led up to the final submission. Elicit common conventions of this type of narrative, such as using a semi-formal or business neutral style, using objectivity and avoiding subjectivity, including relevant details and omitting irrelevant details, writing chronologically, and being accurate and adding details such as the time, date, conditions. See **LINC Vol. 1, 125-127** for more information.

Complaint Letters

Before lodging a complaint with a consumer regulatory body, consumers are first expected to exhaust all other proper channels through the company or financial institution in question. This is a good opportunity for learners to practice writing complaint letters. See **LINC Vol. 1, 217-220** for more information.

Project Overview

Develop a Financial, Consumer, or Business Plan

Description

In the project tasks, learners clarify and develop their financial goals. Learners also develop research, listening, writing, and speaking skills, and gather information from resources available locally and online.

Pre-Task Listen to a presentation about SMART goals and identify a goal that requires financial or business planning.

Task 1 Listen to and follow instructions about a financial, consumer, or business goal.

Task 2 Give instructions to a partner about a chosen goal.

5a: Business, Consumerism & Finance

Project Tasks

Content Outcomes

Learners will:

- identify their personal goals, values, motivations, skills, experiences, and interests related to a financial, consumer, or small business plan.
- practice planning skills and produce a detailed, well-articulated financial or business plan related to goals based on their research.
- learn how to give detailed financial or business instructions to others.

Target CLB 8 Outcomes

8-II Giving Instructions

Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

8-II Comprehending Instructions

Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to familiar specialized tasks.

Target CLB 7 Outcomes

7-II Giving Instructions

Give instructions and directions for technical and non-technical tasks, procedures and processes.

7-II Comprehending Instructions

Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.

Possible Topics

Community

- affordable daycare
- buying a home in Canada
- a monthly household budget
- personal income tax returns
- short term or long term investment plans
- lodging complaints when purchasing goods or services

Business

- generating startup funds
- developing a customer base
- promoting a small business
- financing a start-up business
- conducting market research
- following regulations such as tax, permits, licenses, and new business registration
- budgeting for new employees

Study

- obtaining a student loan
- accessing bursaries and scholarships
- financing studies through part-time or full-time employment
- paying off a student loan

Project Task 1

Overview

Learners read instructions related to the business, consumer, or financial goal identified in the Project Pre-Task.

Target CLB Outcome: 8-II Comprehending Instructions

Understand extended, moderately complex, multistep instructions and instructional texts for established procedures related to familiar, specialized tasks.

Modify to CLB 7-II Comprehending Instructions

Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.

Description

In this task, learners access and read information in relation to their project goal. In the course of their research have learners locate a set of instructions specific to their topic, for instance, instructions from the Canada Business website about business regulations in Canada or about financial, tax, or investment services. Have students read any introductory, supplementary text in addition to the instructions. The instructions should be about 10-13 steps in a clear and explicit text of about eight to 15 paragraphs, not always presented step by step. Learners should read the instructions to do the following:

- interpret the sequence and location signals and implied meanings.
- infer the correct sequence.
- follow the instructions as required to complete the task.

Students should take point form notes on the instructions, or draw a flowchart or other visual that represents the steps in the instructions. In addition, if applicable, use the instructions to complete an accompanying extended form that requires detailed personal information and has about 40 items (such as the first couple of pages of a tax return).

Formative Assessment

See the Anecdotal Record, *Formative Assessment Toolkit*, (CLB  8-II), p.112. Find this on Tutela.ca.

Skill Building Tasks for Project Task 1

Key Words

Before they carry out the reading task, have learners scan the text for key words to gain a better understanding. Encourage learners to underline or write the key words at the top of the page as a reminder of the main focus of the text. [BBC Skillswise](#)

Cohesive Links

Brainstorm examples of cohesive links in instructions (such as linking words and phrases, numbering systems, layout, etc.) Have learners read the instructions to identify examples of these cohesive links. Have learners bring in examples of other texts or identify texts in the school in which the instructions use clear, explicit cohesive links (such as a clearly labeled sequence of steps) and examples in which the sequence of steps are more implicit and difficult to identify. **BBC's How To...** series contains a good lesson, [Giving Instructions](#), which includes a listening text.

Prepositional Phrases

Review prepositional phrases (e.g., "in addition to," "travelling by sea," "to his credit," "by myself," etc.). Read the text to find other examples. Have learners prepare a cloze activity for a partner by removing the prepositions in a section of the text. See <http://grammar.ccc.commnet.edu/grammar/phrases.htm> for more information.

Project Task 2

Overview

Learners give instructions to a partner or the class for how to access a financial or business product or service, or achieve a consumer goal.

Target CLB Outcome 🗣️ 8-II Giving Instructions

Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

Modify to CLB 🗣️ 7-II Giving Instructions

Give instructions and directions for technical and non-technical tasks, procedures and processes.

Description

In this task, learners will develop their skills with giving instructions. Using the research and the notes from previous tasks in this module, have learners give instructions to a partner or a small group for how to access a financial, consumer, or business product or service, including how to set and refine relevant goals. Pair up learners with similar goals (e.g., learners intending to undertake post-secondary studies, parents with children who need to save for their post-secondary education, small business owners and entrepreneurs, empty nesters planning for their retirement, etc.) for this task, so all learners receive the benefits of one another's research. In order to build skills before the final task, encourage learners to brainstorm and practice giving and following instructions for a broad range of tasks they perform in their day-to-day lives, such as operating machinery and technology in the workplace, following work plans or directing staff and workflow, giving instructions to babysitters or daycare providers, and so forth. This CLB is also provides a good opportunity for learners to review skills learned in previous units, such as how to deliver a good presentation, write an email, report, or business letter, etc.

When giving the instructions, learners should do the following:

- use correct sequence of steps.
- use clear references and provide necessary details.
- use appropriate intonation so that a listener can understand.
- check to confirm understanding.

As a follow up, have learners prepare a final written one to two-page version of the written business or financial plan, including a headings such as Background and Rationale, a personal assessment of skills, experience, or background related to the goals, a statement of medium to long term goals, a timeline for the accomplishment of goals, and the identification of any relevant resources or procedures identified during the research.

Formative Assessment

See the Rating Scale – Peer Assessment tool, *Formative Assessment Toolkit* (CLB 🗣️ 8-II), p. 103. Find this on Tutela.ca.

Skill Building Tasks for Project Task 2

Confirmation and Clarification Techniques

Review language for confirmation and clarification checks when speaking as an effective strategy to prevent communication breakdown. Learners will use these phrases and structures when giving instructions to a partner and the group to check their understanding of the instructions. The lesson in **LINC Vol. 1, 377** provides audio samples of dialogues between a manager and his employee, which students can use as a jumping off point.

Instructions

The CIC produced *Language Companion, Helpful Language, 23*, provides a useful reference sheet for learners to refer to about giving instructions. The tip sheet includes advice on conversation strategies, as well as common structures used in giving instructions, including the imperative and adverbial clauses.

Intonation

Model appropriate intonation for giving instructions, focusing on sequencing. Have learners focus on using appropriate intonation for sequencing when giving the instructions to their classmates. If possible, record learners giving the instructions to listen to after the task. See *Well Said: Advanced English Pronunciation* for support.

Tenses and Modals

When students are introducing their goals and the topic of their researched instructional tasks to their classmates, they will need to use future structures. Review tenses through a quiz, focusing in particular on present and future tenses (e.g., future perfect, and future continuous) or review modals used for planning. Encourage learners to practice shifting comfortably between appropriate tenses and modals while discussing their goals See **EFW 133** for more information.

Giving and Receiving Feedback

After learners share their plans, review how to give and receive feedback politely. Use the worksheets in **EFW 55** to have learners conduct feedback role-plays, with an observer taking notes. Have learners offer read and offer feedback on each other's plans

Business, Consumerism & Finance Resources

[Business Development Bank of Canada](#)

This is the official website of the federal government financial institution that offers financial and consulting services to small Canadian businesses.

[Canada Business](#)

This government information service is for start-up businesses and entrepreneurs and features an interactive business planner.

[Community Futures](#)

Community Futures offers a variety of entrepreneurial programs, business counselling, loan programs, and business information.

[The Canadian Intellectual Property Office](#)

This is a useful site for those who wish to register Canadian patents, trademarks, copyrights, and industrial designs in order to fulfill business and financial goals.

[Small Business BC](#)

Small Business BC helps small-business owners to access government programs, services, information, and data.

[Strategies](#)

Developed by Industry Canada, Strategies provides business and consumer information related to this module.

[Canada Revenue Agency](#)

The Canada Revenue Agency (CRA) administers tax laws for the Government of Canada and for most provinces and territories, and administers various social and economic benefit and incentive programs delivered through the tax system.

[Canadian Bankers Association: Your Money](#)

The Canadian Bankers Association promotes financial literacy to help Canadians make informed financial decisions and sponsors a financial literacy seminar program for senior high school students called Your Money.

[Financial Consumer Agency of Canada](#)

This is an independent body working to protect consumers and inform them about financial products and services. This body was established by the federal government to strengthen oversight of consumer issues and expand consumer education in the financial sector.

[Industry Canada: SME Benchmarking Tool](#)

This site offers industry-specific income statement and balance sheet data for small and medium sized businesses.

[Student Awards](#)

This website provides learners with access to information about scholarships, bursaries, grants, and loans throughout Canada.

[Scholarship Canada](#)

This is a great website to help learners access information from an exhaustive list of educational scholarships.

ESL & Skill Building Links

[ELSA for the Workplace6/7.](#) Victoria, BC: Province of British Columbia. (2011)

Module 3 of this curriculum, “Language for Career Planning” is an excellent resource for the content in this module.

[English For Financial Literacy: Volume 3](#)

This excellent new resource is CLB aligned. Volume 3 is aimed at Stage 2 learners. Topics include financing post-secondary education, RESPs, student loans, and extended health insurance policies.

[Manitoba EAL: Resources and Modules from Teachers](#)

Teachers have contributed lesson plans to this site (some of them multi-day lessons) that are aligned with the CLBs.

[BBC Skillwise: Instructions](#)

The lessons and activities on this site are organized by level. They are perhaps intended for lower level learners, but could be used as a quick warm-up and introduction to the project task. Activities include writing instructions for a poster in a nursery, a fire exit plan, and a care home.

ESL & Skill Building Print Resources

***English for Financial Literacy, Vol. 3* Toronto, Ontario: Toronto Catholic School Board (2013).**

This excellent resource was written specifically for the LINC program. Volume 3 is benchmarked for Stage 2 learners and contains invaluable information and activities about a host of financial products and matters. In addition to being an excellent resource for information about financial products, it also contains many CLB referenced tasks, including listening texts about debt management, negotiating prices, and pushy salespeople.

***Breakthroughs: An Integrated Upper Intermediate English Program.* McPherson-Ramirez, G & Engelking, M. Don Mills, Ontario: Oxford University Press. (2011).**

Chapter 5 of this Canadian content textbook is called, "Buyer Beware." It includes a listening and pronunciation (linking) task on the topic of scams, a focus on the grammar of gerunds, and instructions for writing a complaint letter.

***You're in Business! Building Better English Skills.* French, J.T. Reading, MA: Addison Wesley Publishing Co. (1994).**

This book contains readings that introduce ESL learners to basic business concepts and principles such as production, marketing, financial statements, and computers. It includes note-taking and listening techniques, practical self-study and glossaries for each lesson.

***Well Said: Advanced English Pronunciation.* Grant, Linda, Boston: Heinle & Heinle. (1993).**

This is an old textbook, but it contains some beneficial pronunciation lessons that are communicative in nature. In Chapter 5 there is a lesson that requires learners to practice using accurate word stress while clearing up a problem regarding an insufficient funds error at the bank.

***LINC 5-7 Classroom Activities. Volume 1.* Toronto, ON: Citizenship and Immigration Canada (2010)..**

Chapter 3 of this curriculum, "Interacting with Others: Customer Relations and Consumer Rights" is an excellent resource related to this unit.

***Money Math: Lessons for Life.* Suiter, M. C. & McCorkle, S. St. Louis, MO: The University of Missouri. (2008)..**

This book contains a free, four-lesson curriculum supplement presenting math concepts using real-life examples from personal finance. The 86-page book is a valuable teacher's guide with lesson plans, reproducible activity pages, and teaching tips. A PDF is available online at

<ftp://ftp.publicdebt.treas.gov/marmmath.pdf>.

***MOSAIC 1 Grammar; 4th ed.* Werner, P & Spaventa L. New York: McGraw-Hill Contemporary. (2002).**

Chapter 5 is entitled, "Money Matters." Though most of the unit looks at the global economy, there is a short text about banking. The grammar in this chapter covers non-count nouns, indefinite and definite articles, and measurements.



5b: Planning Lifelong Learning & Education/Work

This module is about lifelong learning. In this module, learners explore resources and opportunities to support lifelong learning, including the development of relevant skills in the professional and educational sphere. Through discussions, listening, and role-play activities in the Core Tasks, students will learn about Canadian expectations in the workplace and other arenas, and will develop the necessary language and skills needed to interact confidently with others. The Project Tasks provide learners with the opportunity to develop an action plan based on a goal for furthering personal or career growth.

Track 5b is adapted from ELSA 6 Unit 2: Employment & Workplace, ELSA 6 Unit 5: Education & Services, ELSA 7 Unit 2: Career & Personal Planning, and ELSA 7 Unit 5: Lifelong Learning.

Learning Outcomes

Content Outcomes

Learners will do the following:

- develop networking, job hunting, meeting, and interviewing skills.
- improve their ability to navigate admissions and credentialing procedures.
- learn to speak up at work or at school in an assertive, constructive manner.
- understand soft skills and unstated expectations in the Canadian workplace.
- develop their awareness and understanding of lifelong learning.
- identify their personal goals, values, motivations, skills, experiences, and interests related to personal, community, workplace, or study goals.
- follow and provide instructions for necessary procedures to develop skills or access employment and learning opportunities.

Target CLB 8 Outcomes

8-III Getting Things Done

Understand moderately complex 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.

8-II Giving Instructions

Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

8-III Getting Things Done

Propose or recommend solutions to problems in a familiar area.

8-II Comprehending Instructions

Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to familiar specialized tasks.

8-III Getting Things Done

Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Target CLB 7 Outcomes

7-III Getting Things Done

Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.

7-II Giving Instructions

Give instructions and directions for technical and non-technical tasks, procedures and processes.

7-III Getting Things Done

Give extended warnings, suggestions, recommendations or advice.

7-II Comprehending Instructions

Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.

7-III Getting Things done

Complete extended forms requiring detailed personal information.

At a Glance

Needs
Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Learners explore opportunities to support and develop lifelong learning and relevant skills and tools in the job and education search process.

Core Task 1

Learners listen to interactions between individuals in the workplace, at school, or in the community which involve making inquiries, meeting needs, and making proposals while taking notes about register, tone, and formulaic expressions.

Core Task 2

Learners role-play conversations related to seeking employment or study opportunities or making proposals and requests at work, school, or in the community.

Core Task 3

Learners fill out complex forms to fulfill employment, lifelong learning, or study goals.

Overview and Outcomes

Learners clearly articulate their learning or employment goals and identify steps to achieving the goals while further developing their knowledge of resources and information available to them.

Community Project

Learners identify a personal goal for developing a new skill or obtaining a volunteer position and develop an Action Plan to meet the goal.

Workplace Project

Learners identify a workplace goal for developing a new skill or enhancing an existing skill and develop an Action Plan to meet the goal.

Study Project

Learners identify a study goal for developing a new skill or enhancing an existing skill and develop an Action Plan to meet the goal.

5b: Lifelong Learning & Education/Work At a Glance

Possible Topics

Lifelong Learning

- the importance of lifelong learning in the Canadian workplace culture
- forms of formal and informal learning available to adults
- the importance of volunteering, internships, or apprenticing as a stepping stone to full-time employment in a desired field
- the importance of conducting labour market research and a skills inventory before registering for a training program
- essential job search strategies in Canada (networking, cover and thank-you letters, studying before interviews, soft skills, etc.)

Education/Work

- challenging a grade in university or college
- requesting an extension and proposing a new deadline
- persuading an employer to hire more staff, buy new computers, change the schedule, etc.
- presenting ideas and proposals for a workplace project
- persuade a school admissions department to waive a pre-requisite for a program
- offering suggestions about improving attendance or instruction in an educational program
- meeting academic expectations at college, university, or other post-secondary institutions
- speaking with people in positions of authority, such as professors, supervisors, etc.

Core Task 1

Overview

Learners listen to interactions between individuals engaged in matters related to employment, education or lifelong learning.

Target CLB Outcome: 🗣️ 8-III Getting Things Done

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.

Modify to 🗣️ 7-III Getting Things Done

Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.

Description

In this task, learners will listen to a variety of interactions between individuals in matters related to employment, education or lifelong learning, such as interviews with experts on the news, or special programming related to the topic, in which advice, warnings and solutions to typical problems are presented. In addition, students should watch or listen to interactions between individuals engaged in day-to-day interactions, such as meetings with employers, school counselors or professors. Other possible interactions might feature conversations between friends or family members during which decisions about work or learning matters are discussed. Authentic listening recordings may be difficult to find so instructors should strive to find videos and recordings that strive to replicate authentic language, with a natural rate of speed, and the inclusion of some idiomatic and colloquial language. Clips from television shows, movies, or commercials are some possible sources for suitable material. Norquest College has produced an excellent video series, **Online Workplace Integration Language Resources (OWLS)** featuring interactions between coworkers and employers in both an office and a trades work setting.

When listening learners should do the following:

- identify stated and unspecified meanings.
- identify the functional value of utterances (such as warnings, threats, suggestions, or recommendations).
- interpret warnings, threats, suggestions, recommendations and proposed solutions.
- evaluate the validity of suggestions or proposed solutions.
- take note of any idiomatic or colloquial language, and suggest possible meanings.

Exchanges are approximately five minutes in length and eight to 12 turns, with each turn three to five sentences long (CLB 7). However, these are merely guidelines, and dialogues may vary in length, depending on the complexity of the subject matter.

Formative Assessment

See the Score/Record Sheet, *Formative Assessment Toolkit* (CLB 🗣️ 7-III), p. 93. Find this on Tutela.ca.

5b: Lifelong Learning & Education/Work Core Tasks

Skill Building Tasks for Core Task 1

Making Requests

Learners who come from hierarchical cultures may run into problems if they sound too demanding when making requests. The following video and accompanying lesson from Norquest College highlights the importance of making appropriate requests, even if you are the boss. See <http://media.norquest.ca/mds/owls/languageStudyTable.htm> for more details..

Active Listening Strategies

It's important that learners show that they are listening in a conversation, especially in a situation where diplomacy may be required. Canadians don't like silence, and though learners may think they are being respectful, it's more likely a Canadian will mistake a newcomer's silence for resentment, or even hostility. See **LINC Vol. 1, 375-376** for more information.

Tone/ Emotions

In potentially problematic situations, assessing another person's mood is an important skill. For instance, you might want to wait for your boss's mood to improve before approaching her to request a leave of absence. **LINC Vol. 1, 267**, provides a lesson on identifying emotions in conversations.

Giving Advice

Have learners listen for expressions used to give advice in the recordings. Provide a list of formulaic expressions, and have students check off those they hear in videos and audios played in class, and viewed at home for homework. The following link also provides short video clips and a lesson about giving and receiving advice in the workplace: <http://media.norquest.ca/mds/owls/languageStudyTable.htm>

Core Task 2

Overview

Learners propose solutions to common problems, or make requests or complaints in a work or educational setting.

Target CLB Outcome 🗣️ 8-III Getting Things Done

Propose or recommend solutions to problems in a familiar area.

Modify to CLB 🗣️ 7-III Getting Things Done

Give extended warnings, suggestions, recommendations or advice.

Description

In this task, learners use the language, situations, advice, etc. from the audio models in Core Task 1 to role-play their own dialogues related to employment or learning. Ask learners to brainstorm a list of common situations in which newcomers in particular may face problems or challenges.

Have students use notes from the recordings in Task 1 and have learners work in pairs to role-play two to three different scenarios that employ a variety of language functions. (Note: If possible pair students who share similar goals and life circumstances.) Have pairs practice both parts in each scenario. Learners should do the following:

- describe the problems and clarify details.
- indicate possible solutions, recommend the best ones, and give reasons for these.
- use appropriate persuasive arguments.
- use modals with the appropriate levels of politeness.

Formative Assessment

See the Reflection Form – Self-Assessment, *Formative Assessment Toolkit* (CLB 🗣️ 8-III), p. 104. Find this on Tutela.ca.

5b: Lifelong Learning & Education/Work Core Tasks

Skill Building Tasks for Core Task 2

Perfect Modals

We often use past modals to criticize others actions or lack of actions (or our own) in the past (*e.g., You should have told me you couldn't make it to class last night; You could have asked me for more time to finish the project.*) Have learners make short dialogues using these structures in a workplace or educational setting. See **LINC Vol. 1, 339** for more information.

Assertiveness

Have learners practice using firm but respectful language to express their feelings, needs, and views. **LINC Vol. 1, 370-371**, includes listening samples, and lessons on making tactful, detailed, and non-judgmental statements. For practice, have learners brainstorm and role play scenarios in their working lives where they'd like to speak up (*e.g., refusing overtime or dangerous work*).

Using Diplomatic Language

Learners will likely have to be taught to use vocabulary that softens language in situations where tact is required. **LINC Vol. 1, 363-364** includes lessons on using qualifiers, hedges, and specific language structures to prevent or reduce bad feelings.

Emphasis and Stress

As a class, review techniques to control pitch, tone, and volume to emphasize key words or sentences. Then, while giving recommendations, have learners employ the appropriate pitch, tone, and volume to emphasize key words and sentences. Additionally, encourage students to identify syllable stress and practice proper pronunciation of new words before describing an issue See **EFW 44** for more information.

Soft Skills

The Norquest College produced video series, [OWLS](#), provides various episodes and critical incidences in the workplace. After learners view the lessons and complete the accompanying lessons, have them role-play the same situations with more appropriate language (*i.e., the language learned in this unit*). See the resources at the end of this module for links to the resources and videos.

Saying No

Although we use softeners rather than outright refusals, in Canada, no means no. The way people say no is heavily influenced by cultural customs, and learners must learn to be clear about those used in Canada. See ***You're Hired... Now What, 108-10,9*** for a short reading on the topic.

Core Task 3

Overview

Learners complete an extended form (e.g., an application form) that is required to help them achieve their goals from Task 1, conducting a search online and at other organizations to find the most suitable form.

Target CLB Outcome ✍ 8-III Getting Things Done

Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Modify to CLB ✍ 7-III Getting Things Done

Complete extended forms requiring detailed personal information.

Description

Using the ideas and situations raised in Core Task 1 and Core Task 2, learners will conduct a search online and at relevant organizations or institutions to find extended forms that are necessary to complete part of an learning or employment goal. Some examples include the following:

- a registration form for a course or learning opportunity which may include a writing sample
- an extended online application form for a training or certification program related to employment
- an incident report for WCB or company of employment
- a formal request to challenge a grade in college or university

The form should have over 40 items, and text responses should be up to one paragraph

Students should complete the form to do the following:

- identify the purpose of the form and its sections, and complete it with required information—including one-paragraph prose responses, if required.
- spell and use punctuation, capitalization, dates and numbers (and their abbreviations) correctly.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB ✍ 7-III), p. 100. Find this on Tutela.ca. Modify as needed.

5b: Lifelong Learning & Education/Work Core Tasks

Skill Building Tasks for Core Task 3

Forms

Have learners bring in different types of forms from their workplace, community, or educational institutions. As a class, compare and contrast the forms and create a list of common features of the different types of forms. Have learners complete a form and then exchange it with a partner to receive peer feedback on how accurately the form has been completed as in **EFW 4**. The LINC 5-7 curriculum contains sample forms related to different topics, for example, a lesson on job application forms as in **LINC Vol. 1, 415-417** and a workplace incident form as in **LINC Vol. 1, 124-137, 175-176**.

Forms: The Basics

This lesson from the British Council covers some of the basic vocabulary and conventions used in forms. Though the example form used in the lesson is a subsidized housing application, this lesson would provide a good starting point or needs assessment. Take a look at the following resource: <http://esol.britishcouncil.org/build-your-writing-skills/filling-forms>.

For another handout of common application form vocabulary see <http://www.puffchrissey.com/wp-content/uploads/2011/10/Application-Form-Vocab.pdf>

Document Use

Filling out forms falls under the category “Document Use” in the Canadian government’s compilation of the 9Essential Skills. Many lessons related to understanding and completing forms can be found through adult literacy and job search programs and publications. See “Deco Tools for the Trade” at <http://en.copian.ca/library/learning/tools/tfft/tfft.pdf>, for a workbook of lessons and many typical forms found in the workplace.

Narrative Writing for Incident Reports

On complex forms, such as an accident or incident report forms, employees are usually required to write an account of the events that led up to the accident or incident. Elicit common conventions of this type of narrative, such as using a semi-formal or business neutral style, using objectivity and avoiding subjectivity, including relevant details and omitting irrelevant details, writing chronologically, and being accurate and adding details such as the time, date, conditions. See **LINC Vol. 1, 125-127** for more information.

Project Overview

Pursue an Educational or Employment Goal

Description

In the project tasks, learners work toward developing clear, realistic goals that demonstrate an awareness of and commitment to lifelong learning. They develop a supporting Action Plan. The purpose of the project is to have learners clearly articulate their learning goals and steps to achieving the goals through their plan while further developing their research, listening, writing, and speaking skills as well as knowledge of resources and information available to them.

Pre-Task Listen to a presentation about SMART goals and identify a goal for personal or career growth.

Task 1 Listen to and follow instructions for how to access an educational, community, or career opportunity.

Task 2 Give instructions to a partner or the class about accessing an educational, community, or career opportunity. (If possible, pair students with similar goals together so they can learn from each other).

5b: Lifelong Learning & Education/Work Project Tasks

Content Outcomes

Learners will:

- identify personal goals, values, motivations, skills, experiences, and interests related to personal, community, workplace, or study goals.
- practice planning skills and produce a detailed, well-articulated action plan related to their goals.
- follow instructions for necessary procedures to access learning opportunities.

Target CLB 8 Outcomes

8-II Giving Instructions

Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

8-II Comprehending Instructions

Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to familiar specialized tasks.

Target CLB 7 Outcomes

7-II Giving Instructions

Give instructions and directions for technical and non-technical tasks, procedures and processes.

7-II Comprehending Instructions

Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.

Possible Topics

Community

- volunteering with the parent association of the local school or a local arts festival
- using Roberts Rules in order to comprehend and participate on a home strata board, or a community board
- improving computer skills
- personal interest and self-improvement skills (e.g., photography, basic car repairs, DIY projects, etc.)
- safety courses (CPR, First Aid, self-defense, Food Safe, etc.)

Workplace

- using a new software application relevant to your profession
- improving job search skills
- improving management
- improve business communication skills
- obtaining work related certifications (WHIMIS, FoodSafe, Fire Suppression, etc.)
- understanding the apprenticeship process
- navigating the professional credentialing system
- developing a plan for upgrading language skills and prerequisite academic courses needed to apply to a professional program

Study

- improving academic writing
- improving research skills and using online research journals
- compiling a works cited list
- navigating a college or university library
- accessing a study or cooperative program
- securing a volunteer position or internship for career advancement
- improving understanding of academic customs and culture in North America
- challenging a grade
- researching and accessing post-graduate opportunities

Project Task 1

Overview

Learners read instructions related to the lifelong learning or employment goal identified in the Project Pre-Task.

Target CLB Outcome: 8-II Comprehending Instructions

Understand extended, moderately complex, multistep instructions and instructional texts for established procedures related to familiar, specialized tasks.

Modification to CLB 7-II Comprehending Instructions

Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.

Description

In this task, learners access and read information in relation to their project goal. In the course of their research have them locate a set of instructions specific to their topic, for instance, instructions from Roberts Rules about how to run an effective meeting. Read any introductory, supplementary text in addition to the instructions. The instructions should be about 10 – 13 steps in a clear and explicit text of about eight to 15 paragraphs, not always presented step by step. Read the instructions to do the following:

- interpret the sequence and location signals and implied meanings.
- infer the correct sequence.
- follow the instructions as required to complete the task.

Students should take point form notes on the instructions, or draw a flowchart or other visual that represents the steps in the instructions. In addition, if applicable, use the instructions to complete an accompanying extended form that requires detailed personal information and has about 40 items (such as the first couple of pages of a tax return).

Formative Assessment

See the Anecdotal Record, *Formative Assessment Toolkit*, (CLB  8-II), p.112. Find this on Tutela.ca.

5b: Lifelong Learning & Education/Work Project Tasks

Skill Building Tasks for Project Task 1

Cohesive Devices

Before listening, have learners identify cohesive elements (such as signal words and time transitions) for instructions or procedures to help with comprehension. After listening, have learners listen to samples or write short scripts of instructions that are confusing, out of order, or unclear. Ask other learners to improve the examples or scripts using cohesive devices such as time transitions and signal words. **BBC's, How To...** series contains a good lesson, [Giving Instructions](#), which includes a listening text.

Prepositional Phrases

Review prepositional phrases (e.g., “in addition to,” “travelling by sea,” “to his credit”, “by myself”). Read the text to find other examples. Have learners prepare a cloze activity for a partner by removing the prepositions in a section of the text. See <http://grammar.ccc.commnet.edu/grammar/phrases.htm> for more information.

Key Words

Before they carry out the reading task, have learners scan the text for key words to gain a better understanding. Encourage learners to underline or write the key words at the top of the page as a reminder of the main focus of the text.

Project Task 2

Overview

Learners give instructions to a partner or the class on a goal for personal or career growth and complete an Action Plan.

Target CLB Outcome 🗣️ 8-II Giving Instructions

Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

Modification to CLB 🗣️ 7-II Giving Instructions

Give instructions and directions for technical and non-technical tasks, procedures and processes.

Description

In this task, learners will develop their skills with giving instructions. Using the research and the notes from Project Tasks 1, have learners give instructions to a partner or a small group for how to achieve an educational or employment goal. Pair up learners with similar goals (e.g., professionals trying to get back into their fields, learners trying to integrate into the community, learners intending to undertake post-secondary studies, etc.) for this task, so all learners receive the benefits of one another's research. In order to build skills before the final task, encourage learners to brainstorm and practice giving and following instructions for a broad range of tasks they perform in their day-to-day lives, such as operating machinery and technology in the workplace, following work plans or directing staff and workflow, giving instructions to babysitters or daycare providers, and so forth. This CLB is also provides a good opportunity for learners to review skills learned in previous units, such as how to deliver a good presentation, write an email, report, or business letter, etc.

When giving the instructions, students should do the following:

- use correct sequence of steps.
- use clear references and provide necessary details.
- use appropriate intonation so that a listener can follow.
- check to confirm understanding.

As a follow up, have learners present a final written one to two-page version of the written employment or learning plan including headings such as Background and Rationale, a personal assessment of skills, experience, credentials, or background related to the goals, a statement of medium to long term goals, a timeline for the accomplishment of goals, and the identification of any relevant resources or procedures identified during the research.

Formative Assessment

See the Rating Scale – Peer Assessment tool, *Formative Assessment Toolkit* (CLB 🗣️ 8-II), p. 103. Find this on Tutela.ca.

5b: Lifelong Learning & Education/Work Project Tasks

Skill Building Tasks for Project Task 2

Confirmation and Clarification Techniques

Review language for confirmation and clarification checks when speaking as an effective strategy to prevent communication breakdown. Learners will use these phrases and structures when giving instructions to a partner and the group to check their understanding of the instructions. The lesson in **LINC Vol. 1, 377** provides audio samples of dialogues between a manager and his employee, which students can use as a jumping off point.

Instructions

The CIC produced *Language Companion, Helpful Language, 23*, provides a useful reference sheet for learners to refer to about giving instructions. The tip sheet includes advice on conversation strategies, as well as common structures used in giving instructions, including the imperative and adverbial clauses.

Intonation

Model appropriate intonation for giving instructions, focusing on sequencing. Have learners focus on using appropriate intonation for sequencing when giving the instructions to their classmates. If possible, record learners giving the instructions to listen to after the task. See *Well Said: Advanced English Pronunciation* for support.

Tenses and Modals

When students are introducing their goals and the topic of their researched instructional tasks to their classmates, they will need to use future structures. Review tenses through a quiz, focusing in particular on present and future tenses (e.g., future perfect, and future continuous) or review modals used for planning. Encourage learners to practice shifting comfortably between appropriate tenses and modals while discussing their goals. See **EFW 133** for more information.

Giving and Receiving Feedback

After learners share their plans, review how to give and receive feedback politely. Use the worksheets in **EFW 55** to have learners conduct feedback role-plays, with an observer taking notes. Have learners offer read and offer feedback on each other's plans

Lifelong Learning & Education Resources

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

This website contains information about adult education, degree authorization, foreign qualifications recognition, and StudentAid BC post-secondary institutes and application procedures.

[Education Planner](#)

This website has information about post-secondary educational options in BC with information about programs, credentials, university transfer, institutional information, and career development.

[Lifelong Learning in the North: Education for All in the South.](#)

This site links to an article about lifelong learning.

[Statistics Canada. 2006 Census Results Teacher's Kit](#)

Lesson 6 of this kit "The Changing Nature of Work, Employment, and Education in Canada" is of interest to teachers and learners working with this module.

[The Encyclopedia of Informal Education: Lifelong Learning](#)

This site provides an overview of lifelong learning options.

[Robert's Rules of Order](#)

This site provides a brief guide to *Robert's Rules of Order*.

Work Resources

[BCJobs.ca](#)

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

[Workopolis](#)

This is a job-search site offering information about more than 30,000 job-postings daily.

[Health Canada: Media Room](#)

This is Health Canada's official website. The media room page has links to many articles on topical issues.

[Education Planner](#)

This website is a gold-mine of resources and information, offering information about post-secondary educational options in BC with information about programs, credentials, university transfer, institutional information, and career development.

[Government of British Columbia. Ministry of Labour, Citizens' Services, and Open Government. Employment Standards Branch](#)

This website offers updates about 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 and documents or information about standards for particular occupations.

[Monster.ca](#)

This site is a career management portal for people across Canada.

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

This website contains information about adult education, degree authorization, foreign qualifications recognition, and StudentAid BC.

[Ministry of Advanced Education and Labour Market Development: Adult Basic Education: A Guide to Upgrading in BC's Public Post-Secondary Institutions.](#)

This site is a great resource to help learners make appropriate choices for their educational paths.

[Statistics Canada](#)

The "Education, Training and Learning" page is for use by learners and presents statistics from Canada relevant to education. It includes statistics about the value of a university education, the cost of a university education, etc.

[Statistics Canada](#)

The article entitled "Trends in University Graduation: 1992-2007" from this site illustrates various trends in education in Canada over the last two decades.

***Succeeding from the Margins of Canadian Society: A Strategic Resource for New Immigrants, Refugees and International Students.* Febiri, F. & Ofori, E. Terrace, B.C.: CCB Publishing. (2009).**

Chapter 9: "Canadian Higher Education Credentials as Imperative" and Chapter 10: "SMART Goal Setting and Why?" are of particular interest to teachers and learners working in this module.

ESL & Skill Building Resources

[ESL Corner: Settlement.org](#)

This LINC site has many work themed lessons in the form of dialogues, listening texts, and role-plays. The topics related to this unit include conducting job market research, having your credentials evaluated, starting and operating a small business, working in a trade, going to job interviews, and learning about regulated professions. The easiest way to locate these lessons is to search by CLB level.

[Manitoba EAL: Resources and Modules from Teachers](#)

Teachers have contributed lesson plans to this site (some of them multi-day lessons) that are aligned with the CLBs. Some of the lessons that correlate with this unit include “Refusing Dangerous Work,” “Stat Holidays,” “Getting along at Work,” and “Applying for University or College,” and “Safety at Work.”

[iEnglish and iLeap](#)

These are videos and resources that were developed by Manitoba EAL. The purpose of the videos and lessons are to turn learners into independent, self-directed students.

[Online Workplace Integration Language Resources \(OWLS\)](#)

Produced by Norquest College, these sets of videos cover two storylines, one in an office environment, and one in a trades setting. The video’s purpose is to raise intercultural awareness in the multicultural workplace. The two main streams are cut into segments for language analysis activities surrounding a variety of common functions we need to use in workplace interactions.

[wikiHow. How to talk to strangers](#)

This site offers information about approaching and talking with strangers. It was retrieved on June 28, 2012

[WriteExpress](#)

This site includes tips for writing notes and letters for a variety of purposes (e.g., application, appreciation, complaints, congratulations, farewells, invitation, etc.). It also has sample letters.

[The Learning Edge.](#)

This is an online, interactive newspaper for adult literacy learners that focuses on employment in Canada. With audio and visual supports, it is a useful listening resource for self-study.

[Measure Up](#)

This website 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 these skills. The activities related to document use fit with this unit.

[Tools for the trade](#)

This workbook is a collection of workplace documents with accompanying questions and activities for learners to become familiar with and practice print communication systems in the workplace.

ESL & Skill Building Print Resources

***Creating Meaning: Reading and Writing for the Canadian Classroom; Advanced.* Block, K. & Friesen, H. Don Mills, Ontario: Oxford University Press. (2012).**

This textbook is quite academic, but is topical and thought-provoking, so it's quite suitable for ELSA 7 learners. Chapter 8, "Varieties of Intelligence," provides a reading about the 8 Intelligences. Chapter 9, relates to employment and has a reading about intergenerational conflict on teams. Some of the skills covered in these chapters include understanding meaning from context, identifying main ideas and supporting details in a text, skimming and scanning, summary writing, and paraphrasing.

***Writing for the Real World 2: An Introduction to Business Writing.* Barnard, R. & Meehan, A. London: Oxford University Press. (2005).**

This resource includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc. It also includes a unit on writing a short report.

***Summertown Business Skills: Writing Skills.* Laws, A. U.K: Summertown Publishing. (1999).**

This book Includes information and practice in letter and report writing.

***Staying Afloat: Lifeskills and English for ABE/ESL College Students.* Barreca, D. & Hepler, M. Vancouver, BC: Vancouver Community College. (2000).**

This book is an excellent resource related to the content of this module.

***English in the Workplace: Hear and See How English is Actually Spoken.* Brown, S.E. & Lucas, C. New York: McGraw-Hill. (2009).**

This book is an excellent resource related to the content of this module.

***Skills and Employment: Office of Literacy and Essential Skills: Vocabulary Building Workbook.* Government of Canada. Human Resources and Skills Development Canada. (2009).**

This publication is designed to help learners build their Essential Skills vocabulary. It consists of 24 chapters with definitions, comprehension questions, and a variety of activities to practice. The book can be ordered [online](#) at no cost, and it is possible to order class sets.

***LINC 5-7 Classroom Activities, Volumes 1 & 2.* Toronto Catholic District School Board. (2010).**

This resource 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). Chapter 4, Volume 1: "Looking for a Job; Chapter 6, Volume 2: "Meetings;" and Chapter 7, Volume 2: "Telephone Calls" are of particular interest to teachers and learners working with this module. The [website](#) offers audio files and online activities associated with various chapters from the above resource.

***Well Said: Advanced English Pronunciation.* Grant, Linda, Boston: Heinle & Heinle (1993).**

This is an older textbook, but it does contain communicative activities related to the module themes. Chapter 4 covers –ed endings, in an activity where learners add action words to their resume. Chapter 9 covers functions for clarifying instructions at work and complaining.



Module Model Activity Plans

Module Model Activity Plans

The Module Model Activity Plans (MAPs) are templates for instructors to use to help with weekly lesson planning. The MAP is based on a curriculum delivery structure of 12 hours per week, with five weeks to cover one Module, and about six months to cover the entire curriculum in about 300 hours.

The MAPs are designed to take learners through a series of tasks that lead to both the Module Core and Project tasks to enable students to master the target CLBs. In addition, the MAPs often include other workplace-related tasks that not only complement the Core and Project Tasks, but also provide extra support for instructors to use with learners who have specific workplace goals.

The MAPs incorporate a variety of supplementary resources which are drawn from the following places:

- Worksheets (adapted from EFW and LINC) which complement the Module’s Teaching Suggestions
- Online or print resources listed in the Module’s Content Resources
- Other online or print resources relevant to the theme
- Project MAPs
- Workplace MAPs

The above resources show instructors how a variety of materials can be brought into the classroom, even if not specifically listed in the curriculum document, in order to effectively meet the learners’ needs, reach the target CLBs, and have sufficient theme-related content materials.

The MAPs generally follow a path of starting each module with course information, personal information inquiry, and needs assessment. The module’s theme is introduced early on, and many tasks and activities are woven throughout with the aim of building towards learners’ mastery of the Target CLBs as stated in the Core and Project Tasks. The Project tasks are introduced early in each MAP, and build toward the final week being reserved for students to showcase the final stage of the Project.

Instructors might choose to cover the Core Tasks before delving into the Project Tasks, and are encouraged to adapt the MAPs to their own classrooms contexts.

Please note that like the Modules, the MAPs are aimed at tasks at ELSA 7/CLB 8, and therefore tasks will need to be modified in classes where there are also ELSA 6/CLB 7 learners present.

Note: The Module Activity Plans were written for the original version of the curriculum. Revising the MAPs was outside the scope of the revisions project and so are included here as suggestions. Many of the tasks from the original version have been changed, and so the MAPs may not align correctly to the revised modules.



New Media Literacy Skills Model Activity Plans

New Media Model Activity Plans

Introduction

Because communication relies more and more on the development and use of new technologies, media education has become an important part of teaching and learning. Educators can integrate new media literacy skills into daily practice and create effective ways to teach language. This section provides an overview of new media literacy skills and practical suggestions to incorporate new media into ELSA classes.

The New Media Literacy section includes a basic description of the eleven New Media Literacy Skills, information on copyright, assessing online resources, and addressing privacy and safety issues. In addition, there are New Media Module Activity Plans that provide Project alternatives.

New Media Literacies

Computer media use has moved beyond passive consumption. In today's world, everyone is responsible for analyzing and contributing to the information around them. Jenkins, Clinton, Purushotma, Robinson, and Weigel (2009) suggest that media education focus on learners as critical creators rather than merely critical consumers of media. They suggest that media education:

- 1) **Emphasize an active role for the learner:** "emphasize individuals' own active participation in selecting, creating, re-making, critiquing and circulating media content" (p. 59).
- 2) **Encourage learners to create media content:** "The goal [is] to allow students to set and complete their own tasks with the focus entirely on the production process" (p. 59).
- 3) **Ask learners to engage in reflection:** "encourage [learners] to create new media content, and ... critically reflect on the consequences of their own choices as media makers" (p. 59).

The eleven basic new media literacy skills that can be incorporated into teaching are outlined below. Each skill can be woven into the activities in this curriculum to create a robust teaching and learning experience for learners. With a little guidance and some creativity, instructors can easily engage learners in being critical media creators.

New Media Literacy Skills

Play	experiment with surroundings
Performance	adopt a persona—improvise
Simulation	interpret and construct elements or concepts in real world
Appropriation	remix content
Multitasking	scan and shift focus to important details
Distributed Cognition	share cognitive resources with the intention of expanding capacity
Collective Intelligence	pool knowledge—compare and work towards a common goal
Judgment	evaluate the value and credibility of a source
Transmedia Navigation	follow the flow of information across media
Networking	search for, synthesize and disseminate information
Negotiation	travel across diverse communities (respect, discern, and grasp multiple points of view)

Adapted from Jenkins, Clinton, Purushotma, Robinson, and Weigel (2009)

New Media Model Activity Plans

Materials and Resources

The tools needed to develop New Media Literacies are all Open Source, which means they are available free of charge. Many require users to sign-up; instructors are encouraged to set up a generic school Gmail account with an email address and password that can be passed on to other teachers and administrators. This way instructors are able to keep their media tools and passwords as part of their school's resource collection with one common email account and password. There are countless Open Source tools to choose from. The following tools are recommended to get started:

A Class Blog: Word Press is a popular and easy-to-use blog. It can be found at www.wordpress.com.

A Mind Mapping tool: Spiderscribe at www.spiderscribe.net is useful because users can embed photos, Word documents and other attachments directly into the mind map. It is also a great online, collaborative tool.

An Audio Sharing Tool: Voicethread at www.voicethread.com has many interesting features such as the option to add video or pictures, moderate student comments and doodle while moderating.

A Video Sharing Tool: Teacher Tube at www.teachertube.com is a good alternative to You Tube. There are sample lesson plans and any inappropriate content is flagged. Instructors also do not have to manage the rude comments often left under videos in YouTube.

A Conferencing Tool: ooVoo at <http://www.oovoo.com/home.aspx> is a conferencing tool. ooVoo allows several people to meet online at the same time. There is a whiteboard where users can upload presentations or share their desktop.

An Online Presentation Tool: Slide Rocket at www.sliderocket.com is a presentation tool that works much like PowerPoint. It allows users to create presentations online and post or share a link to their presentations.

An Online Collaboration Tool: Google Docs at www.docs.google.com is a useful tool for creating documents, presentations, or spreadsheets together when face-to-face meetings are challenging. A Skype meeting is recommended prior to starting an online collaborative project. This will help to plan the Google Doc. To keep track of contributions, each person contributing to the document can use different colours. Google Docs can be set up through any email account.

A Wiki: A Wiki is a useful tool for online collaboration. A straightforward Wiki to set up and manage can be found at www.wikispaces.com.

For more information on the above tools, refer to the Information about Media Tools section.

Activities

The New Media MAPs serve as a reference guide for materials to support the development of New Media Literacy Skills that will encourage active analysis of and contribution to world media. Each plan incorporates some of the eleven New Media Literacy Skills and provides alternative project ideas for both individual and collaborative online work. All projects include the skills of judgment and multi-tasking. There are five project ideas that can be used in lieu of the suggested projects in the curriculum modules. They can also be used as a model for instructors to develop other online project ideas.

When to Use the New Media MAPs

The suggested New Media MAPs can be used as alternative project ideas to those recommended in the modules. They can also be used as stand-alone projects. Instructors can use all or some of the activities depending on the learners' level and interests.

Instructors are encouraged to take time at the outset to familiarize themselves with each tool and to teach learners the nuts and bolts of how to use them. Most online tools use the same icons and layout as other computer software and are similar in style.

Understanding the Basics

Safety and Privacy

Using the internet, like participation in any community, comes with rights and responsibilities. This is now typically referred to as digital citizenship. Before embarking on any media use with learners, be sure learners understand how to behave responsibly online and how to take charge of their own safety and privacy. Things to review with learners include:

- **Healthy use:** How many hours a day is the computer being used? Is there any worry about addiction? Are proper ergonomics being considered?
- **Sharing personal information:** What is private and what is public information? Have learners gauge their own level of comfort and teach what sort of information should NEVER be shared online such as SIN numbers, cell phone numbers, or home addresses.
- **Safety:** Ensure that learners understand how to create strong passwords and how to avoid spam and phishing schemes. UNDER NO CIRCUMSTANCES should learners meet privately with a stranger they have encountered online.

Safety and Privacy Resources: www.digizen.org is an excellent resource for learning about digital citizenship. Although it is mainly for teachers and parents with students in the K-12 system, there is plenty of useful information for people of all ages.

Copyright

It is important that instructors understand copyright law and teach learners the basics about copyright infringement and plagiarism. Instructors should also be aware of what materials can be used in the classroom and how. Instructors should keep in mind the following copyright tips:

- Click the copyright link at the bottom of a website to find out how to properly cite the page or resources.
- Permission must be granted for use of most images; however, Clipart and Creative Common Copyright (CCC) images can be used without permission. Flickr is a good source for images—be sure to use the CCC images and cite the person who created the image.
- Most YouTube videos can be streamed in the classroom; however, downloading YouTube videos is a copyright infringement.

Copyright Resources: A comprehensive and easy to understand set of guidelines, the *CAUT Guidelines for the Use of Copyrighted Material*, can be found at www.caut.ca. For more information on Creative Commons, go to <http://creativecommons.org>.

New Media Model Activity Plans

Evaluating Internet Sources

It can often be difficult for learners to discern the credibility of information they find on the internet. Here are some questions learners can ask themselves (from the University of Illinois library) to keep them on the right track:




- How did I find the website? Is the source credible?
- What is the site's domain? A tilde (~) usually indicates a personal site.
- Who is the author of the site and when was it created?
- Is the site functional and easy to navigate?
- Is the information accurate and objective?

Resources for Evaluating Internet Sources: The University of Illinois Library has some useful worksheets and checklists for evaluating internet sources at http://www.library.illinois.edu/ugl/howdoi/evaluate_internet.pdf. Another useful checklist can be found at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/EvalForm_General.pdf from the Teaching Library at Berkeley University.




#1b Well-being: Consumption & Ecology

This section includes activities to help learners develop distributed cognition, trans-media navigation, and networking skills.

Target CLB 8 Outcomes

-  **8-I Interacting with Others**
Understand an expanded range of moderately complex social exchanges.
-  **8-IV Sharing Information**
Give presentations to describe and explain complex structures, systems or processes based on research.
-  **8-IV Sharing Information**
Interpret information contained in moderately complex formatted texts.

Target CLB 7 Outcomes

-  **7-I Interacting with Others**
Understand moderately complex social exchanges.
-  **7-IV Sharing Information**
Give presentations about moderately complex processes to describe, tell stories, or to compare and contrast in detail two events or procedures.
-  **7-IV Sharing Information**
Interpret information contained in moderately formatted texts.

Project	Tool(s) required
Create and share an online presentation that outlines ways to reduce one's carbon footprint.	Carbon footprint calculator http://www.carbonfootprint.com Presentation Tool www.sliderocket.com
Suggested Project Tasks	
Task 1	Find a carbon footprint calculator and calculate your carbon footprint.
Task 2	Research ways to reduce your carbon footprint.
Task 3	Report back to the class, teacher, and/or other students online, with an oral summary of your carbon footprint and three suggestions to reduce it.
Task 4	From your discussion and feedback, create an individual or collaborative list of ways to reduce one's carbon footprint.
Task 5	Create a Slide Rocket presentation with a voiceover of your list (this can be done with a group or individually).
Task 6	Send a link of your presentation to other 6/7 students in the province, your teacher or your classmates.
Task 7	Watch and comment on at least one other presentation.

#2a Information: Immigration & Multiculturalism

This section includes activities to help learners develop collective intelligence, networking, and negotiation skills.

Target CLB 8 Outcomes

8-III Getting Things Done

Understand complex communication intended to influence or persuade.

8-IV Sharing Information

Give detailed information; express and qualify opinions or concerns; present solutions and options.

8-III Getting Things Done

Write business or service correspondence for an expanding range of purposes.

Target CLB 7 Outcomes

7-III Getting Things Done

Understand moderately complex communication intended to influence or persuade.

7-IV Sharing Information

Give detailed information: express and qualify opinions and feelings, express reservations, approval, disapproval, possibilities and probabilities.

7-III Getting Things Done

Write business or service correspondence for a range of routine or less routine purposes.

Project	Tool(s) required
Create a collaborative sharing blog with your classmates, instructor, or other students in the province.	Class blog www.wordpress.com Online Conferencing Tool http://www.oovoo.com/home.aspx
Suggested Project Tasks	
Task 1	With a teacher, classmates or other students in the province, discuss the challenges of being a newcomer, and turn those challenges into goals.
Task 2	Brainstorm possible contacts, resources, or organizations to help learners achieve their goals.
Task 3	Write an email to a contact explaining a settlement goal, and requesting information about how to reach that goal.
Task 4	Research other possible sources of information or assistance.
Task 5	Write a blog posting to share the information from your expert and other sources.
Task 6	Comment on at least one other student's blog posting.

#3b Communities: Global Communities & Globalization

This section includes activities to help learners develop transmedia navigation, distributed cognition, and appropriation skills.

Target CLB 8 Outcomes

👤 8-III Getting Things Done

Propose or recommend solutions to problems in a familiar area.

📖 8-III Getting Things Done

Locate, integrate and use three or four pieces of information from moderately complex formatted texts.

✍️ 8-II Reproducing Information

Reduce a text of about two pages to an outline or summary.

Target CLB 7 Outcomes

👤 7-III Getting Things Done

Give extended warnings, suggestions, recommendations or advice.

📖 7-III Getting Things Done

Locate and use three or four pieces of information from moderately complex formatted texts.

✍️ 7-II Reproducing Information




Reduce a text of up to about two pages to an outline or summary.

Project	Tool(s) required
Create a video to profile an element of your community and post on Teacher Tube.	Video camera A Video Sharing Tool www.teachertube.com
Suggested Project Tasks	
Task 1	Identify a community, a workplace, or an educational institution to profile from a global or international perspective.
Task 2	Read texts and consult statistical information on the chosen community, workplace, or educational institution; and develop summaries of key information.
Task 3	Identify common problems with presentations and listen to recommendations for giving presentations in order to offer solutions to and recommendations for the identified problems.
Task 4	With a group or individually, create a profile video that exemplifies the problem and offers recommendations. Alternatively, learners could create an online animated video using a program such as http://www.dvolver.com/moviemaker/make.html
Task 5	Post your video on Teacher Tube and send the link to your teacher, classmates, or learners in other parts of the province. You can also embed videos on the class blog.




#4b Rights & Responsibilities: Human Rights & the Law

This section includes activities to help learners develop collective intelligence, multitasking, networking, and negotiation skills.

Target CLB 8 Outcomes

-  **8-I Interacting With Others**
Participate in less routine social conversations for an expanded range of purposes.
-  **8-I Interacting With Others**
Understand a range of moderately complex social messages.
-  **8-I Interacting With Others**
Convey personal messages in formal and informal correspondence for an expanded range of social purposes.

Target CLB 7 Outcomes

-  **7-I Interacting With Others**
Participate in less routine social conversations for an expanding range of purposes.
-  **7-I Interacting With Others**
Understand moderately complex personal and public social messages.
-  **7-I Interacting With Others**
Convey personal messages in formal and informal correspondence for an expanding range of social purposes.

Project	Tool(s) required
<p>Create a 1–2 minute (oral) opinion piece on focusing on “Knowing the Law: Knowing Our Rights” and post it using Voicethread.</p>	<p>Online Conferencing Tool http://www.oovoo.com/home.aspx</p> <p>Voice Sharing Tool www.voicethread.com</p>
Suggested Project Tasks	
Task 1	Identify a topic related to the theme. (Learners can choose the same topic and take opposing views or choose different topics.)
Task 2	Write an email or organize an online discussion on the topic. Prepare discussion questions for participants.
Task 3	Hold a discussion based on the theme.
Task 4	Analyze and synthesize the discussion then write an individual opinion piece 1 – 2 minutes long.
Task 5	Record the opinion piece using Voicethread and send the link to all participants.
Task 6	Later, write an email or post comments on Voicethread. Be sure to thank the participants.

#5a Planning: Business & Finance

This section includes activities to help learners develop simulation and performance skills.

Target CLB 8 Outcomes

8-II Comprehending Instructions

Understand an extended set of multistep directions or instructions for technical or non-technical tasks.

8-II Giving Instructions

Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

8-III Getting Things Done

Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Target CLB 7 Outcomes

7-II Comprehending Instructions

Understand moderately complex directions or instructions for technical or non-technical tasks.

7-II Giving Instructions

Give instructions and directions for technical and non-technical tasks, procedures and processes.

7-III Getting Things Done

Complete extended forms requiring detailed personal information.

Project	Tool(s) required
<p>Organize a mock online <i>Life Events Summit</i> by creating a collaborative Wiki focusing on “Preparing for Life Events”. Invite classmates, professionals, other students in your province and/or your teacher to participate in the Wiki.</p> <p>This could also be done using <i>ooVoo</i> and have learners bring their presentations to a synchronous online meeting.</p>	<p>United Way Life Events Calculator http://tinyurl.com/8qd9vsu Class Wiki – or – Conferencing tool www.wikispaces.com – or – http://www.oovoo.com/home.aspx</p>
Suggested Project Tasks	
Task 1	Learners in a class or throughout the province choose a role to play in the <i>Life Events Summit</i> according to the categories on the United Way Life Events Calculator.
Task 2	Create a Wiki with a section for each participant. <i>Note: This can be done by the instructor or the “host” class.</i>
Task 3	All students must contribute to the Wiki according to their assumed roles. For example, the “Cool Million” expert or the “Rent or Buy” expert.
Task 4	Learners explore the <i>Life Events Calculator</i> and gather statistics for their role.
Task 5	Learners build their Wiki section with using graphs, charts and explanations.
Task 6	Learners ask each other questions and leave comments on the Wiki.



New Media Literacy Skills

Information about Media Tools

Mind Maps

What are Mind Maps?

A mind map is a diagram used to represent the connections between ideas and tasks related to a central theme. Mind maps are generally used to visually brainstorm, structure, and classify ideas. They are useful tools for studying, organizing information, and solving problems.

Mind Maps create a visual tool for organizing concepts. They are more effective than conventional notes in that they can help generate ideas and break large pieces of information into manageable chunks.

General Teaching/Learning Suggestions:

- As a pre-writing exercise
- For note-taking
- To teach a grammar point
- To activate schemata
- For online collaborative brainstorming

Mind Maps are also useful for:

- Organizing thoughts
- Summarizing information
- Consolidating information
- Analyzing problems
- Presenting information
- Studying and memorizing

Mind Map Tips:

An effective Mind Map clearly shows the relationships between the ideas of a subject. They should be quick to review and provide an effective mnemonic through the use of shape and structure.

Here are some tips to creating an effective Mind Map:

- Use Single Words or Simple Phrases
- Use colour to Separate Different Ideas
- Use Symbols and Images
- Use Cross-Linkages

Online Mind-mapping Tools:

www.spiderscribe.net

www.bubbl.us

Blogs

What is a Blog?

The word blog comes from the combination of the words 'web' and 'log'. Blogs are like online, interactive diaries in which the author can create entries and have other people view, leave comments, take surveys and "participate" in their online journal. They are a fantastic way to engage students, share information with colleagues and post reflections about your work. It may seem daunting to think of starting a blog for yourself or your class, but it is actually quite easy. Here are some resources to learn about how to start a blog:

General Teaching/Learning Suggestions:

Collaborative Blogging: Small groups create a shared blog where all members share a reaction to a topic. Students generate the content and language for the blog. Students publish ideas and teachers can create tasks using the students' ideas as a starting point.

Opinion Blogging: Students communicate opinions on various topics. For example, current events, news, class activities. The teacher can first post an example opinion and help students with using constructive language for voicing opinions.

Information Sharing Blog: Students blog on new discoveries and share ideas on a related topic. For example, music videos, mashups, videos, and other blogs or vlogs.

Adapted from Blackstone, B.; Spira, J., and Naganuma, N. (2007)

Resources for Setting up a Blog:

Website Setup Guide: Daniel Piechnick (2012) offers clear, step-by-step instructions on how to set up and use Word Press. You will not need to worry about Step 2 of the process he describes—go straight to Step 3.

<http://websitesetupguide.com/basic/blog-wordpress.htm?gclid=Cl2FkOz2nKcCFRtqgwod6wSwbQ>

WIKIHow: This site starts with the bare basics and follows through the steps of developing a blog. <http://www.wikihow.com/Start-a-Blog>

The Simple WP Guide: An online manual for Word Press users can be found at <http://www.simplewpguide.com/>

There are countless ESL blogs to explore and get ideas. Sean Banville's at <http://seanbanville.com> has many resources—especially listening resources. Also check the ELSA Youth Blog at <http://elsayouth.org> that has a link to the Vancouver Community College ELSA Youth student blog. Both are great examples of how to put together a blog that will engage students. Blogs are usually free to create and easy to use.

VoiceThread

What is a Voicethread?

Voicethread is an online tool that enables users to collect and share conversations without installing any software. Instructors and learners can share voice messages and presentations as well as record comments. Voicethread has the capacity to hold images, slide shows, documents, and videos. Comments can be made using text, voice, or video. Instructors and learners can also doodle while commenting. Voicethreads can be embedded in websites or blogs as well.

General Teaching/Learning Suggestions:

- Learners can share stories and send to other classes, learners or instructors
- Create a poem and recite it
- Review a movie, play, piece of literature or artwork
- Instructors can leave instructions or record a listening activity

26 Interesting ways to use Voicethread in the classroom

https://docs.google.com/presentation/d/1dhn2vcv5_24_5f2nkv3g3

Wiki Educator–Language learning: Using Voicethread for practicing speaking skills

http://wikieducator.org/Using_Voicethread_for_practising_speaking_skills

Resources for Using Voicethread:

How to use Voicethread

This YouTube video shows how to create an account, create identities, and record voice, text, and annotate on Voicethread.

<http://www.youtube.com/watch?v=BULUq4LS1ow>

7 things you should know about Voicethread

“The *7 Things You Should Know About...* series from the EDUCAUSE Learning Initiative (ELI) provides concise information on emerging learning technologies. Each brief focuses on a single technology and describes what it is, where it is going, and why it matters to teaching and learning. Use these briefs for a no-jargon, quick overview of a topic and share them with time-pressed colleagues.” (Educause, 2012, para. 1).

<http://www.educause.edu/library/resources/7-things-you-should-know-about-voicethread>.

Wiki

What is a Wiki?

A wiki is a website which allows multiple users to add, modify, or delete content using a plain language. A wiki enables communities to write documents, projects or simply work collaboratively. Pages can be created and updated by several users. Many wikis are open and do not require one to register user accounts. Edits can be made and appear instantly online.

General Teaching/Learning Suggestions:

- Have students create a page each related to a theme or topic
- Students can create mock marketing tools for a simulated organization
- Collaborative research project
- Create and maintain student online portfolios
- Create a Wiki for class work, assignments and activities – use it to post resources and discussion questions
- Ask groups to create and host a Wiki on a particular topic

Using Wikis with ESL learners

<http://www.atesl.ca/Resources/docs/Wikid!.pdf>

ESL Techies

<http://tinyurl.com/8nubvjf>

Resources for Using Wikis:

Wikis in Plain English

Common Craft (2007) explains the concept of a Wiki in simple terms. This is a great video to share learners.

http://www.teachertube.com/viewVideo.php?video_id=20514.

How to Start a Wiki

This site provides a step-by-step process to create a Wiki. There are also useful links and tips.

<http://www.wikihow.com/Start-a-Wiki>

Starting and Running a Wiki

Wikibooks (2011) offers a short online manual about how to create and maintain a Wiki.

<http://tinyurl.com/o2d22l>

Online Conferencing

What is Online Conferencing?

ooVoo is an online conferencing tool. Instructors and learners can upload PDF or office documents, and everyone who is logged into a session can see them. All participants in a conference can participate in discussions with the option of using a webcam. Private chat rooms can also be set up for group work. For learners who are unable to attend a synchronous meeting, there is an option to record the session.

General Teaching/Learning Suggestions:

- Host a mini-conference online
- Encourage collaborative group work with other classes
- Set up an ask-the-expert session with a guest speaker
- Record instructions or lessons for learners to access online
- Have learners give online presentations in real time
- Give learners access to online conferencing for group work

Resources for Using Online Conferencing:

Overview

The overview on the ooVoo homepage outlines the features of the shareware.

<http://www.oovoo.com/home.aspx>

References

Axemedia. (2012). *Simple WP guide*. Retrieved from <http://www.simplewpguide.com>

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Model Activity Plans for the Workplace

Introduction

Decoding the business culture and communication patterns in the Canadian workplace can prove daunting for many newcomers. Looking for employment or starting a new position in a foreign language adds another layer of difficulty. To help learners meet their occupational goals, a Model Activities Plan (MAP) for the Workplace has been created.

Activities

The Workplace MAP serves as a reference guide for materials that support English language learners in their efforts to gain and maintain employment. The activities are organized in the following order:

- skills to support searching for employment (informational interviews and job interviews)
- skills needed on the job (email, telephone, and formal business communications)
- skills needed for continued success on the job (receiving feedback on performance)

Materials and Resources

The topics and materials are drawn from ready-made teaching materials and handouts available online or in print from the *Language Instruction for Newcomers to Canada 5-7* (LINC) and the *ELSA for the Workplace 6/7* (EFW) curriculum, which offer activity ideas and worksheets for language instruction in specific communication situations. LINC provides sample tasks for lesson planning and assessment in the *LINC Curriculum Guidelines*. Individual worksheets may be found in the *LINC Classroom Activities Guide Volumes 1 & 2*.

Another valuable resource for workplace activities is *You're Hired...Now What? An Immigrant's Guide to Success in the Canadian Workplace* by Payne and Webb, part of the Canadian Newcomer Series, published by Oxford University Press, 2010.

When to Use the Material

The suggested topics and resource materials may be incorporated into the recommended modules or can be used as stand-alone lessons. Instructors can use all or some of the activities depending on the learners' level and interests.

As the workplace settlement theme is an important element to the regional curriculum, it is hoped that the Workplace MAP will assist instructors as they integrate workplace topics into the curriculum, and support learners as they adapt to the Canadian workplace.

#1 – Skills Needed to Get a Job: Interviews

This section includes activities to help learners develop the skills and background knowledge they need to conduct informational and job interviews.

Objective	Curriculum Module Reference
Preparing for informational and/or job interviews with particular attention to: <ul style="list-style-type: none"> • Networking and interview skills • Gathering information on labour market trends • Communicating the correct verbal and non-verbal messages 	The recommended activities in this lesson complement the core and project objectives in modules 1 – 5.
Suggested Topics and Resources	
Ready-made Worksheets	Other Activity Suggestions
<ul style="list-style-type: none"> • Appropriate Questions for an Informational Interview (<i>EFW Activity 39, 43</i>) • Sample Informational Interview (<i>EFW Audio Activity 42</i>) • Conversation Management (<i>EFW Activity 47</i>) • Job Interviews (<i>LINC 5-7 Classroom Activities Audio Vol. 1, 454</i>) • Job Interview Questions (<i>LINC 5-7 Classroom Activities Vol. 1, 455</i>) 	<ul style="list-style-type: none"> • <i>LINC 5-7 Curriculum Guidelines</i> offers lesson planning ideas and contextualized tasks aligned with the CLB competencies based on theme. <ul style="list-style-type: none"> ○ <i>Interviews</i> Unit 11, 177 – 186 • Chapter 5: “Actions speak louder than words” <i>You’re Hired...Now What? An Immigrant’s Guide to Success in the Workplace</i> <ul style="list-style-type: none"> ○ Non-verbal messages in different cultures ○ Body language as a key to understanding workplace expectations ○ Buzzwords, idioms, and phrasal verbs

#2 – Skills Needed on the Job: Telephone Communications

Phone conversations form the basis of many business interactions. This section includes activities to help learners develop the skills and background knowledge they need to communicate effectively by phone.

Objective	Curriculum Module Reference
<p>Conducting business and maintaining clear communications on the telephone with particular attention to:</p> <ul style="list-style-type: none"> • Telephone Etiquette • Message Taking • Pronunciation and Speaking Skills • Level of Formality and Courtesy 	<p>The recommended activities in this lesson complement the core and project objectives in modules 2 – 5.</p>
Suggested Topics and Resources	
Ready-made Worksheets	Other Activity Suggestions
<ul style="list-style-type: none"> • Telephone Etiquette (<i>EFW Activity 26</i>) • Telephone Phrases (<i>LINC 5-7 Classroom Activities Vol. 2, 418</i>) • Telephone Script Checklist (<i>EFW Activity 29</i>) • Making Telephone Arrangements (<i>EFW Activity 27</i>) • Pronunciation on the Telephone (<i>LINC 5-7 Classroom Activities Vol. 2, 373</i>) • Confirming Understanding (<i>LINC 5-7 Classroom Activities Vol. 2, 419</i>) • Phrasal Verbs (<i>EFW Activity 26</i>) • Reported Speech (<i>LINC 5-7 Classroom Activities Vol. 2, 385</i>) • Taking Live Messages (<i>LINC 5-7 Classroom Activities Audio Vol. 2, 417</i>) • Taking Notes from Voicemail Messages (<i>LINC 5-7 Classroom Activities Audio Vol. 2, 421</i>) • Responding to Complaints on the Phone (<i>LINC 5-7 Classroom Activities Audio Vol. 2, 425</i>) • Responding to Telemarketers (<i>LINC 5-7 Classroom Activities Audio Vol. 2, 428</i>) 	<ul style="list-style-type: none"> • <i>LINC 5-7 Curriculum Guidelines</i> offers lesson planning ideas and contextualized tasks aligned with the CLB competencies based on theme. <ul style="list-style-type: none"> ○ <i>Professional Calls</i> Unit 20, 277 – 282 • Chapter 7: “Telephone tips” <i>You’re Hired...Now What? An Immigrant’s Guide to Success in the Workplace</i> <ul style="list-style-type: none"> ○ Idioms: Buzzwords and business jargon ○ Language patterns

#3 – Skills Needed on the Job: Email

This section includes activities to help learners develop the skills and background knowledge they need to write email messages that are appropriate and clear in tone, purpose, and format.

Objective	Curriculum Module Reference
Using email efficiently in the workplace with particular attention to: <ul style="list-style-type: none"> • Length • Clarity and grammar • Level of formality • Idioms and business jargon 	The recommended activities in this lesson complement the core and project objectives in modules 2 – 4.
Suggested Topics and Resources	
Ready-made Worksheets	Other Activity Suggestions
<ul style="list-style-type: none"> • Introduction to Email Writing (<i>LINC 5-7 Classroom Activities Vol. 1, 208</i>) • Email Messages: Being Clear (<i>LINC 5-7 Classroom Activities Vol. 1, 209</i>) • Writing Coherently: Tips to Stay on Topic (<i>LINC 5-7 Classroom Activities Vol. 1, 214</i>) • Email Etiquette (<i>EFW Activity 56</i>) • Level of Formality (<i>LINC 5-7 Classroom Activities Vol. 1, 216</i>) • Writing Diplomatic Email Messages (<i>LINC 5-7 Classroom Activities Vol. 1, 367</i>) • External vs. Internal Emails (<i>LINC 5-7 Classroom Activities Vol. 1, 210</i>) • Writing Request Letters (<i>LINC 5-7 Classroom Activities Vol. 1, 219, 366</i>) • Writing a Thank-you Email (<i>EFW Activity 67</i>) • Expressing Opinions (<i>LINC 5-7 Classroom Activities Vol. 1, 378</i>) • Phrasal Verbs (<i>EFW 26</i>) • Reported Speech (<i>LINC 5-7 Classroom Activities Vol. 2, 385</i>) 	<ul style="list-style-type: none"> • <i>LINC 5-7 Curriculum Guidelines</i> offers lesson planning ideas and contextualized tasks aligned with the CLB competencies based on theme. <ul style="list-style-type: none"> ○ Emails and Business Writing Unit 3, 93 – 102 • Chapter 8: “Business writing that gets results” <i>You’re Hired...Now What? An Immigrant’s Guide to Success in the Workplace</i> <ul style="list-style-type: none"> ○ Idioms: Buzzwords and Business Jargon • <i>Essential Idioms in English: Phrasal Verbs and Collocations</i>, by Robert J. Dixson (Longman, 2003). <ul style="list-style-type: none"> ○ Phrasal verbs

#4 – Advanced Skills Needed on the Job: Business Writing

This section includes activities to help learners develop the language skills and background knowledge needed to build proficiency in business writing.

Objective	Curriculum Module Reference
<p>Prepare learners for business writing in the workplace with particular attention to:</p> <ul style="list-style-type: none"> • Email, memo, and letter-writing conventions • Appropriate tone and degree of formality • Structure in business letters • Structure in informal reports • Providing and requesting information • Writing messages clearly and concisely 	<p>The recommended activities in this lesson complement the core and project objectives in modules 2 – 5.</p>
Suggested Topics and Resources	
Ready-made Worksheets	Other Activity Suggestions
<ul style="list-style-type: none"> • Communicating Online (<i>LINC 5-7 Classroom Activities Vol. 1, 206</i>) • External vs. Internal Communications (<i>LINC 5-7 Classroom Activities Vol. 1, 210</i>) • Writing Coherently (<i>LINC 5-7 Classroom Activities Vol. 1, 214</i>) • Level of Formality (<i>LINC 5-7 Classroom Activities Vol. 1, 216</i>) • Complaint Letters (<i>LINC 5-7 Classroom Activities Vol. 1, 217</i>) • Writing Letters: Putting it in Practice (<i>LINC 5-7 Classroom Activities Vol. 1, 221</i>) • Workplace Reports (<i>LINC 5-7 Classroom Activities Vol. 1, 222</i>) • Common Errors in Business Writing (<i>LINC 5-7 Classroom Activities Vol. 1, 226</i>) 	<ul style="list-style-type: none"> • <i>LINC 5-7 Curriculum Guidelines</i> offers lesson planning ideas and contextualized tasks aligned with the CLB competencies based on theme. <ul style="list-style-type: none"> ○ Emails and Business Writing Unit 3, 93 – 102 • Chapter 8: “Business writing that gets results” <i>You’re Hired...Now What? An Immigrant’s Guide to Success in the Workplace</i> <ul style="list-style-type: none"> ○ Avoiding business speak

#5 – Skills Needed for Continued Success on the Job: Feedback

Feedback in the workplace is an essential component of workplace communication. This section includes activities to help learners develop the skills and background knowledge they need to respond to and offer constructive feedback.

Objective	Curriculum Module Reference
Receiving and offering feedback efficiently in the workplace with particular attention to: <ul style="list-style-type: none"> • Body language • Effective and ineffective feedback • Developing stronger listening skills • Level of formality • Idioms and business jargon 	The recommended activities in this lesson complement the core and project objectives in modules 1 – 3, and 5.
Suggested Topics and Resources	
Ready-Made Worksheets	Other Activity Suggestions
<ul style="list-style-type: none"> • Assessing Levels of Comfort (<i>EFW Activity 34</i>) • General Guidelines for Feedback (<i>EFW Activity 34</i>) • On the Job – Giving Feedback to a Partner on Teamwork (<i>EFW Audio 201</i>) • Developing Stronger Listening Skills (<i>EFW Activity 201</i>) • Effective and Ineffective Feedback (<i>EFW Activity 231</i>) • Body Language (<i>EFW Activity 231</i>) • Role Plays and Feedback Scenarios (<i>EFW Activity 55</i>) • Being Assertive: Giving and Handling Criticism (<i>LINC 5-7 Classroom Activities Vol. 1, 372</i>) • Active Listening Strategies (<i>LINC 5-7 Classroom Activities Vol.1, 375</i>) • Confirming and Clarifying Instructions (<i>LINC 5-7 Classroom Activities Vol. 1, 377</i>) 	<ul style="list-style-type: none"> • <i>LINC 5-7 Curriculum Guidelines</i> offers lesson planning ideas and contextualized tasks aligned with the CLB competencies based on theme. <ul style="list-style-type: none"> ○ Workplace Teams and Reporting Relationships Unit 6, 125 – 134 • Chapter 6: “Business talk on the job” <i>You’re Hired...Now What? An Immigrant’s Guide to Success in the Workplace</i> <ul style="list-style-type: none"> ○ Idioms: Buzzwords and business jargon ○ Language patterns



Curricular Threads

Curricular Threads

Essential Skills

Essential Skills (ES) refers to the approach and theoretical framework used by Human Resources and Skills Development Canada to describe the skill sets and complexity of particular occupational tasks. Essential Skills is framed from the perspective of employees (rather than employers) and is a useful tool for learners to use to describe the skills they already possess and the skills they need to acquire or develop. From a linguistic perspective, Essential Skills is a useful theoretical complement to Canadian Language Benchmarks because it focuses exclusively on work-related tasks. It was not developed as an ESL tool, but there is collaboration between ES and CLB that addresses the language proficiency levels required of non-native speakers (see: *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*, 2005, Centre for Canadian Language Benchmarks).

ELSA for the Workplace 6/7 Instructor's Guide, pp. 25 – 26

The components of Essential Skills are reading, writing, document use, numeracy, computer use, thinking, oral communication, working with others, and continuous learning. For more information, see <http://www.hrsdc.gc.ca/eng/home.shtml>.

Teamwork

"Teamwork refers to the conscious process of developing skills for working collaboratively with others" (*ELSA for the Workplace 6/7 Instructor's Guide*, p. 25). As there is frequently an emphasis placed on teamwork in Canadian workplace, study, and community settings, it is important for learners to develop their awareness of and skills in the different elements of teamwork such as setting and defining key tasks and roles, developing working relationships with team members, and dealing with conflict.

Critical Thinking

Critical thinking is an important skill in community, workplace, and study settings as learners must make important decisions and critically assess the wealth of information they will encounter through the settlement process. Critical thinking is a process of active thinking that has a purpose and is organized. It includes reasoning based on analysis, investigation, evidence, interpretation and synthesis. Critical thinking involves an assessment of contexts, assumptions, judgments and biases before drawing a conclusion, demanding effective communication and the ability to problem-solve. A

useful resource for applying critical thinking to the tasks and content of the curriculum is a webpage by the North Central Regional Educational Laboratory which outlines 35 dimensions of critical thinking, identified by Paul, Blinker, Jensen, and Kreklau (1990). It can be accessed through a search at the following website of the American Institution for Research: <http://www.learningpt.org/>

Vocabulary

As described in the revised Canadian Language Benchmarks document, learners at Stage II (CLBs 5-8) are developing an expanding range of vocabulary knowledge including phrasal verbs and set expressions as well as content-specific vocabulary related to numeracy, science, technology, social science, Canadian citizenship, cross-cultural and multicultural issues, literature, the media, health, education, occupations, and financial and consumer services. At this stage, learners have cemented their knowledge of concrete vocabulary and are developing their ability to use abstract vocabulary. A more detailed description of Stage II vocabulary development can be found on the Knowledge and Strategies page for each skill area in Stage II in the revised CLB document, under *Grammatical Knowledge*. Instructors are also encouraged to consult the Academic Word List, which, although not included in this curriculum, is an excellent resource for level-appropriate vocabulary.

Pronunciation

Pronunciation refers to learners' recognition and use of English phonological features to create meaning, such as sound segments, rhythm, stress patterns and intonation. As described in the revised Canadian Language Benchmarks document, at Stage II learners are developing the following: speaking with correct intonation, rhythm, stress and pausing; vowel and consonant sounds (for example, correct long and short vowels); linking and chunking words; thought groups; projecting (speaking with volume and confidence); correctly pronouncing names, people, places, abbreviations, and acronyms; and pronunciation of specific workplace, community, or study terminology. A more detailed description of Stage II pronunciation development can be found on the Knowledge and Strategies page for each skill area in Stage II in the revised CLB document, under *Grammatical Knowledge*.

Curricular Threads

Grammar

Grammatical knowledge is needed to construct accurate sentences or utterances. As described in the revised Canadian Language Benchmarks document, learners at Stage II are developing their knowledge and use of the following moderately complex grammar and syntax structures: perfect tenses; basic conditionals; reported speech; noun clauses; relative clauses; passive and active voice infinitives and gerunds; modals; parallelism; participle phrases; sentence types; conjunctions; conjunctive adverbs; and appositives. A more detailed description of Stage II grammar development can be found on the Knowledge and Strategies page for each skill area in Stage II in the revised CLB document, under *Grammatical Knowledge*.

Textual Knowledge

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

Revised Canadian Language Benchmarks, p. VI

More detailed descriptions of Stage II textual knowledge can be found on the Knowledge and Strategies page for each skill area in Stage II in the revised CLB document.

Functional Knowledge

The knowledge and application of cohesion and coherence 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.

Revised Canadian Language Benchmarks, p. VII

More detailed descriptions of Stage II functional knowledge can be found on the Knowledge and Strategies page for each skill area in Stage II in the CLB document.

Sociolinguistic Knowledge

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 or figurative language; knowledge of cultures, customs and institutions; knowledge of cultural references; and uses of language through interactional skills to establish and maintain social relationships.

Revised Canadian Language Benchmarks, p. VII

More detailed descriptions of Stage II sociolinguistic knowledge can be found on the Knowledge and Strategies page for each skill area in the CLB document.

Strategic Competence

The ability to manage the integration and application of all the other language competence components to the specific context and situation of language use. It involves planning and assessing communication, avoiding difficulties in communication, avoiding potential and repairing actual difficulties in communication, coping with communication breakdown and using affective devices. Most of all, its function is to ensure effectiveness of communication “transactions.”

Revised Canadian Language Benchmarks, p. VII

More detailed descriptions of Stage II strategic competence can be found on the Knowledge and Strategies page for each skill area in Stage II in the revised CLB document.

Skill Building Tasks by Curricular Threads

Essential Skills

- Adverbs and Adjectives for Meaning
- Check Understanding
- Continuous Learning
- Keywords
- Managing Conversations
- Skimming and Scanning
- Tailoring Conversation
- Technical Terms or Acronyms
- Writing Strategies for Clarity

Pronunciation

- Emphasis
- Intonation
- Intonation Patterns
- Pitch, Volume, Intonation, and Stress
- Pronunciation Patterns
- Stress
- Syllable Stress
- Thought Groups

Vocabulary

- Collocations
- Guess Meanings
- Mind Maps
- New Words
- Phrasal Verbs

Teamwork

- Diplomatic Language
- Feedback
- Giving and Receiving Feedback

Critical Thinking

- Appropriate Questions
- Assessing Quality and Appropriateness of Information
- Credibility
- Credibility and Validity
- Evaluating Credibility
- Facts and Opinions
- Multiple Opinions
- Trustworthy Sources

Grammar

- Adjective Clauses
- Conjunctions
- Modals
- Passive Voice
- Prepositional Phrases
- Relative Clauses
- Reported Speech
- Tenses and Modals

Skill Building Tasks by Curricular Threads

Textual Knowledge

- Cohesion
- Cohesive Devices
- Cohesive Links
- Describing Process
- Discourse Indicators and Patterns
- Forms
- Making Requests
- Process Writing
- Transitions
- Verbal Cohesive Devices and Discourse Indicators
- Writing Strategies for Cohesion

Functional Knowledge

- Body Language and Visuals
- Conversational Language
- Listening Techniques
- Note-taking Strategies
- Reading Techniques
- Situational Scripts
- Writing Emails

Sociolinguistic Knowledge

- Body Language
- Conveying Politeness
- Email Etiquette
- Idioms
- Making Requests
- Mood and Attitude
- Register
- Turn-taking

Strategic Competence

- Brainstorming
- Confirmation Checks
- Listening Techniques
- Outlining
- Presentations
- Reading Techniques
- Vocabulary Building
- Writing Process

Skill Building Tasks by Curricular Threads

Essential Skills

Adverbs and Adjectives for Meaning

Review adverbs and adjectives related to the topic. Encourage learners to select and use adverbs and adjectives in the paragraphs to help give more meaning to what they are communicating.

Check Understanding

After reading a paragraph, learners stop and summarize what they have read to check their understanding, either orally to a partner or by writing a short summary sentence in a notebook. Encourage them to use reported speech, synonyms, and a variety of sentence structures when summarizing.

Continuous Learning

Have learners name specific ways in which they will put into practice what they have learned from the project from their own research and from their classmates' instructions. Encourage learners to write this information in a journal.

Keywords

Before they carry out the reading task, have learners scan the text for keywords to gain a better understanding. Encourage learners to underline or write the keywords at the top of the page as a reminder of the main focus of the text.

Managing Conversations

Review language helpful for managing conversations. Have learners participate in a mock informational interview or a short pair discussion to use this language (EFW 47).

Skimming and Scanning

Review skimming and scanning techniques with the class. After, give learners a limited amount of time scan the online texts for key words, graphs and/or diagrams to gain an initial understanding of the material before reading for detail.

Tailoring Conversation

Review ways to tailor a conversation for an audience (such as asking follow-up questions, using questioning strategies to show and keep interest, and using techniques to adjust formality according to situations).

Technical Terms or Acronyms

Before they present, have learners identify technical terms or acronyms. Ask learners to avoid these terms and acronyms when presenting.

Writing Strategies for Clarity (Module 4, Core Task 1)

Review writing strategies to make writing clearer (such as reducing prepositions, replacing descriptive verbs with action verbs, or avoiding the passive voice). Practice these transitions when writing paragraphs.

Teamwork

Diplomatic Language

Review diplomatic language and strategies for giving opinions, agreeing and disagreeing, interrupting, and maintaining a conversation. Participate in a group discussion about a controversial topic or practice using the language while reaching a group or pair decision about the most significant challenges for newcomers. Encourage learners to apply the practiced strategies during the conversation (LINC Vol.1, 378).

Feedback

As a class, discuss language for politely giving and receiving feedback. Have learners practice language by giving written and oral feedback on the short presentations. Learners can also practice this language in discussing which how they determined the main ideas and key details of the texts to integrate into their presentations (EFW 34).

Giving and Receiving Feedback

Review how to give and receive feedback politely. Use the worksheets to have learners conduct feedback role-plays, with an observer taking notes. Have learners offer read and offer feedback on each other's plans (EFW 55).

Skill Building Tasks by Curricular Threads

Critical Thinking

Appropriate Questions

As a class, brainstorm and identify appropriate and inappropriate questions to ask in an informational interview compared to other types of spoken interaction, such as when making small talk or in a job interview (EFW 39 and 43).

Assessing Quality and Appropriateness of Information

Before accessing the online texts, as a class establish criteria for assessing the quality and appropriateness of information. Using these criteria, encourage learners to assess the value of the information in terms of the suitability for their needs.

Credibility

Using a guide, have learners distinguish between credible and questionable sources when selecting listening texts.

Credibility and Validity

As a class, discuss ways that the source and types of listening texts affect their credibility and validity (e.g., a news report vs. a personal account).

Evaluating Credibility

Review language structures for asking questions. Learners ask questions in their emails to gather information to determine the reliability or credibility of the speaker.

Facts and Opinions

Compare writers' perspectives and points of view by comparing types of text on the topic (for example, official government communications compared to a newspaper report). Encourage learners to identify tone and attitude, and differentiate fact from opinion.

Multiple Opinions

Have learners listen to the debate for competing viewpoints on the topic. Ask learners to determine what is similar and different to differentiate fact from opinion. Categorize facts and opinions.

Trustworthy Sources

Identify everyday and high-stake situations in which it is important to follow instructions and procedures. Learners discuss valid, reliable, and trustworthy sources for instructions or directions (e.g., a government-issued advisory board).

Pronunciation

Emphasis

As a class, review techniques to control pitch, tone and volume to emphasize key words or sentences. Use the worksheet in the appendix to help. Then, while giving recommendations, have learners employ the appropriate pitch, tone, and volume to emphasize key words and sentences (EFW 44).

Intonation

Model appropriate intonation for giving instructions, focusing on sequencing. Have learners focus on using appropriate intonation for sequencing when giving the instructions to their classmates. If possible, record learners giving the instructions to listen to after the task.

Intonation Patterns

Identify the intonation patterns used in the instructions. Have learners practice using the intonation patterns with a script or set of instructions.

Pitch, Volume, Intonation, and Stress

Review pitch, volume, intonation, and stress with learners. Encourage learners to write parts of their presentations. Ask learners to add intonation lines and stress markers to the writing. Encourage learners to practice their presentations, reading them aloud and focusing on using the intonation lines and stress markers.

Pronunciation Patterns

Highlight pronunciation patterns in the telephone scripts (e.g., intonation patterns in questions). Learners practice speaking clearly in the telephone role-plays and focus on producing key information clearly. Record the role-plays and have learners listen to them again, identifying areas to work on (EFW 10, LINC Vol. 2, 373).

Stress

Have learners determine syllable stress and proper pronunciation of new words and key words. Use the worksheets in the appendix as an aid. Encourage learners to practice proper pronunciation before describing the issue (EFW 44).

Syllable Stress

Have learners determine syllable stress and proper pronunciation of new words and key words in their presentations. Ask them to practice proper pronunciation before presenting (EFW 44).

Thought Groups

Practice a script for a mock information interview (or another type of interview). Review thought groups by listening to examples from an audio or video extract of an interview. Have learners practice the script several times focusing on the thought groups (EFW 42, EFW 43, and EFW 47).

Skill Building Tasks by Curricular Threads

Vocabulary

Collocations

Learners underline collocations from the text and examine how collocations make speaking and writing more natural. Encourage learners to identify collocations they are already familiar with (e.g. “a bright idea”) and to organize new collocations around a word (e.g., “take action,” “take a chance”), or by topics (e.g., time, weather, family).

Guess Meanings

While scanning the texts, have learners choose and list 7 to 10 new words. Encourage peers to determine the meanings, then have learners cross-check their peers’ meanings with a dictionary.

Mind Maps

Select a text relevant to the task. Have learners use different mind maps (or tools such as Wordle) to draw relationships between different words from the texts.

New Words

While listening to the conversation, ask learners to write down new words. After, encourage them to check their spelling and then use a dictionary to find the meanings. Have learners write original sentences for each word.

Phrasal Verbs

Review common phrasal verbs used in telephone conversations. Have learners divide separable and inseparable phrasal verbs.

Phrasal Verbs

Review separable and non-separable phrasal verbs. Use the worksheets in the appendix as an aid. Encourage learners to find and underline examples in a text with content related to the task (EFW 15, 26, 31).

Phrasal Verbs

Brainstorm phrasal verbs related to the topic and identify others that are used in the oral discourse. Have learners reuse these phrasal verbs in their notes and written instructions (EFW 79).

Grammar

Adjective Clauses

Review adjective clauses with the class. Use the worksheets as an aid. Have learners incorporate adjective clauses into the introductions of their presentations (LINC Vol. 2, 149).

Conjunctions

Review sentence types and conjunctions with the class. Learners can use different sentence types, coordinating conjunctions and subordinating conjunctions in writing their emails. Peer-edit for proper use of conjunctions.

Conjunctions

Review sentence types and conjunctions with the class. Ask learners to distinguish coordinating conjunctions from subordinating conjunctions.

Modals

Before giving recommendations, practice modals to give suggestions and recommendations as a class. Have learners employ reviewed modals when giving their recommendations or suggestions

Passive Voice

Review the use of the passive voice and have learners find and underline examples in the reading texts. Discuss appropriate uses of the passive voice in written and oral communication. Further develop learners’ understanding of the passive voice by reviewing the use of other common passive reported speech structures such as “it’s believed that...” and “it’s generally thought that...”.

Prepositional Phrases

Review prepositional phrases (e.g., “in addition to,” “travelling by sea,” “to his credit”, “by myself”). Read the text to find other examples. Have learners prepare a cloze activity for a partner by removing the prepositions in a section of the text.

Relative Clauses

Before scanning texts, review relative clauses and relative pronouns. While scanning the texts, encourage learners to identify relative clauses and relative pronouns.

Relative Clauses

Before asking learners to write paragraphs, review the differences between defining and non-defining relative clauses. Have learners incorporate a few defining clauses and a few non-defining clauses in their paragraphs. After, encourage learners to peer edit their paragraphs to ensure proper usage of defining and non-defining clauses.

Relative Clauses

Review relative clauses with the class. Then, while they are writing their paragraphs, encourage learners to purposely write sentences with incorrect uses of relative clauses for a partner to correct.

Relative Clauses

Review relative clauses by scanning a text related to the task. Have learners identify relative clauses and relative pronouns. As a class, discuss the difference in the use of defining and non-defining relative clauses.

Skill Building Tasks by Curricular Threads

Grammar (con't)

Reported Speech

Review the use of reported speech, including different grammar structures used with reporting verbs. Have learners give feedback to a partner on the telephone script, using reported speech structures or when reporting orally on a discussion related to the task topic. (LINC Vol. 2, 385).

Textual Knowledge

Cohesion

Review adverbs of sequence, signaling phrases, and transitional devices. Have learners write a sequence of connected paragraphs that integrates information collected from the texts, focusing on cohesive devices such as adverbs of sequence, signaling phrases, and transitional devices.

Cohesive Devices

Before listening, have learners identify cohesive elements (such as signal words and time transitions) for instructions or procedures to help with comprehension. After listening, have learners listen to samples or write short scripts of instructions that are confusing, out of order, or unclear. Ask other learners to improve the examples or scripts using the cohesive devices such as time transitions and signal words.

Cohesive Links

Brainstorm examples of cohesive links in instructions (such as linking words and phrases, numbering systems, layout, etc.) Have learners read the instructions to identify examples of these cohesive links. Have learners bring in examples of other texts or identify texts in the school in which the instructions use clear, explicit cohesive links (such as a clearly labeled sequence of steps) and examples in which the sequence of steps are more implicit and difficult to identify.

Describing Process

As class, review structures and language to describe processes. Use the worksheets for support. Encourage learners to incorporate this language when describing their topic (LINC Vol. 2, 144).

Discourse Indicators and Patterns

Review words and patterns that signal meaning, such as chronological sequence. Encourage learners to use these in preparing their notes to write the instructions.

Tenses and Modals

Review tenses through a quiz, focusing in particular on present and future tenses (e.g., future perfect, and future continuous) or review modals used for planning. Encourage learners to practice shifting comfortably between appropriate tenses and modals while discussing their goals (EFW 133).

Forms

Have learners bring in different types of forms from their workplace, community, or educational institutions. As a class, compare and contrast the forms and create a list of common features of the different types of forms. Have learners complete a form and then exchange it with a partner to receive peer feedback on how accurately the form has been completed (EFW 4, LINC Vol. 1, 175 – 176).

Making Requests

Practice words and phrases for making polite requests. Use the worksheets as an aid. While they are writing their request emails, encourage learners to use learned structures. (LINC Vol. 1, 219; LINC Vol. 1, 366; LINC Vol. 1, 367).

Process Writing

As a class, identify specific adjectives, adverbs and verbs that are often used to describe process. Practice using these identified words in writing their paragraphs (LINC Vol. 1, 66-67).

Transitions

Examine transitions for sequencing or ordering information. Practice these transitions when writing paragraphs (LINC Vol. 1, 65).

Verbal Cohesive Devices and Discourse Indicators

As a class, go over verbal cohesive devices and discourse indicators (such as conjunctive adverbs or adverbials) that signal meaning, contrast, or examples and that help with understanding oral discourse. Then, while listening to the conversation, ask learners to write down cohesive devices and discourse indicators.

Writing Strategies for Cohesion

Review strategies to make writing more coherent. Use the worksheets for support (LINC Vol. 1, 214 – 215).

Skill Building Tasks by Curricular Threads

Functional Knowledge

Body Language and Visuals

As class, review using visuals and body language in presentations. Use the worksheets for support Encourage learners to incorporate appropriate and effective body language and visuals into their presentations (LINC Vol. 2, 145 – 147).

Conversational Language

Listen to language for requesting information, changing the topic, and opening and closing a meeting. Have learners create a script for a mock informational interview, and encourage them to incorporate reviewed language in the script (LINC Vol.1, 378).

Listening Techniques

Review listening techniques. Use the worksheets in the appendix. Have learners employ these techniques to take notes on the most important parts of the listening texts. The content in the listening texts should be related to the task (LINC Vol. 1, 35 & 36).

Note-taking

As a class, review note-taking formats (e.g., Cornell Note-taking System). Use the worksheet provided on the appendix. Have learners read a text related to the task and take notes using the note-taking format (LINC Vol. 1, 41 & 44).

Note-taking

As a class, review how to use abbreviations, symbols and phrases in note-taking. Use the worksheets provided in the appendix Have learners take notes using abbreviations or symbols (LINC Vol. 1, 37 & 39).

Note-taking Strategies

Review note-taking strategies to help record the most important information and relevant details in a presentation or dialogue. Encourage learners to take notes while listening to use in their upcoming presentations. Use the worksheet for support (LINC Vol. 2, 148).

Reading Techniques

Review different reading techniques appropriate for the task's purpose (such as asking questions about the text, identifying main ideas, and paraphrasing). Encourage learners to use these techniques while reading to find information suitable for their needs (LINC Vol. 2, 171).

Situational Scripts

Have learners develop additional situational scripts for different types of telephone conversations (e.g., calls between friends, making arrangements, calling a financial institution to solve a problem, etc.). As a class, use the scripts to create a checklist for common types of routine or professional telephone calls. Have learners use the checklists to give peer feedback on the telephone role-plays (EFW 29, EFW 27, LINC Vol. 2, 418).

Writing Emails

Review email conventions and practice these conventions using the worksheets (LINC Vol. 1, 208; LINC Vol. 1, 209, LINC Vol. 1, 211).

Writing Emails

Review email conventions for thank-you emails. Practice these conventions using the worksheets (EFW 54, EFW 67).

Sociolinguistic Knowledge

Body Language

Before giving the oral summary, review appropriate body language to emphasize key words and phrases. During the oral summaries, have learners use effective and appropriate body language while describing the topic (EFW 179).

Conveying Politeness

Before introducing the guest speaker, review culturally appropriate strategies to convey politeness and respect (such as using appropriate body language during introductions, using indirect requests in conversation, using questioning strategies to show interest, using appropriate small talk and structures to introduce others into a conversation). Have learners role-play polite introduction strategies.

Email Etiquette

Examine email etiquette before having learners search the Internet for explanations of formal and informal language. Have learners read sample emails to determine level of formality (LINC Vol.1, 216, EFW 56).

Idioms

Have learners listen to the discussion or debate several times. Identify any idiomatic expressions. Ask learners to search for the meaning of any unfamiliar expressions. Share the meanings with the class.

Making Requests

Read sample request emails to identify phrases and structures for making requests. Have learners write a request email and include these phrases and structures (LINC Vol. 1, 219, 366, and 367).

Skill Building Tasks by Curricular Threads

Sociolinguistic Knowledge (con't)

Mood and Attitude

Review with the class words that commonly identify mood and tone or attitude. Encourage learners to look for these words in their emails, letters, or blog entries to determine and draw conclusions about the author's mood, tone, or attitude.

Register

Discuss appropriate register for different types of phone conversations (e.g., routine, professional, to friends, etc.), and have learners identify language for appropriate telephone etiquette for different situations.

Turn-taking

Listen to the discussion or debate for phrases and techniques used for turn-taking. Ask learners to review and practice the phrases and techniques.

Turn-taking

Review effective and ineffective turn-taking strategies. Encourage learners to use effective turn-taking strategies during the group brainstorming session.

Strategic Competence

Brainstorming

Review brainstorming strategies (such as mapping, cubing, listing, researching, or free-writing). Encourage learners to choose two brainstorming strategies in selecting a topic to research. Ask learners to reflect on which strategy works best for them.

Brainstorming

As a class, review prewriting techniques such as brainstorming. Have learners brainstorm to determine potential sources to research.

Confirmation Checks

Review language for confirmation and clarification checks when speaking as an effective strategy to prevent communication breakdown. Learners will use these phrases and structures when giving instructions to a partner and the group to check their understanding of the instructions (LINC Vol. 1, 377).

Listening Techniques

Review different listening techniques appropriate for the task's purpose (such as asking questions about the audio extract, listening for gist, listening for detail, identifying and recording key stages of the procedure, and time signals). Encourage learners to employ these techniques while listening to the oral discourse to find information suitable for their needs (LINC Vol. 2, 390 – 391).

Outlining

Review how to outline a presentation with learners. Use the worksheet for support. Encourage learners to start their presentation with an outline (LINC Vol. 2, 141).

Presentations

Review components of a presentation and go over how to create a presentation with the class. Use the worksheets for support. Encourage learners to consider audience, purpose, length, and visual aids in their presentations (LINC Vol. 2 p. 139, LINC Vol. 2, 139).

Reading Techniques

Review different reading techniques appropriate for the task's purpose (such as asking questions about the text, identifying main ideas, and paraphrasing). Encourage learners to employ these techniques while reading to find information suitable for their needs (LINC Vol. 2, 171).

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Reading Techniques

Review different reading techniques appropriate for the task's purpose (such as asking questions about the text, identifying main ideas, and paraphrasing). Encourage learners to use these techniques while reading to find information suitable for their needs (LINC Vol. 2, 171).

Vocabulary Building

Listen to the discussion or debate and write down new words. Ask learners to use dictionaries, thesauruses, or other reference sources in print formats to check the spelling and to determine the meaning of new words. Share the new words with the class.

Writing Process

Before writing paragraphs, review the writing process with learners. Have learners generate ideas, draft an initial composition, and edit it by revising and proofreading for spelling, punctuation, and grammar. Encourage learners to use the writing process to arrive at their final drafts of their paragraphs.



Canadian Language Benchmarks Profiles of Proficiency

Canadian Language Benchmarks Profiles of Proficiency

LISTENING CLB Profiles

CLB 7 Adequate intermediate proficiency

The listener can:

- Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to general knowledge and life experience.

When the communication is:

- Spoken clearly at a normal rate
- Face-to-face, on the phone, audio- or video-mediated
- Related to relevant topics, general knowledge and life experience
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Understands overall meaning or intent
- Identifies main ideas, supporting details and implied meanings
- May use contextual clues to enhance comprehension
- Can follow most moderately complex phone interactions
- Has difficulty following faster conversations between native speakers

CLB 8 Fluent intermediate proficiency

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.

When the communication is:

- Spoken clearly at a normal rate
- Face-to-face, on the phone, audio- or video-mediated
- Related to general knowledge, life experience, and specialized or technical matters
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Understands overall meaning or intent
- Identifies main ideas, even when not explicitly stated, supporting details and implied meanings
- May use contextual clues to enhance comprehension
- Can follow moderately complex phone interactions about unfamiliar and non-routine matters
- Has difficulty following colloquial or idiomatic language between native speakers

SPEAKING CLB Profiles

CLB 7 Adequate intermediate proficiency

The speaker can:

- Communicate comfortably in most common daily situations, and present concrete and some abstract information on an expanding range of familiar topics.

When the communication is:

- Face-to-face or a phone conversation about a familiar matter
- Informal to formal
- In less familiar groups
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations
- Uses an expanding range of concrete and idiomatic language
- Uses a variety of grammatical structures
- Pronunciation difficulties rarely impede communication
- Adequate control of appropriate non-verbal cues and signals

CLB 8 Fluent intermediate proficiency

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.

When the communication is:

- Face-to-face or a phone conversation about a less familiar or non-routine matter
- Informal to formal
- In unfamiliar groups
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Fluent for moderately demanding contexts; speech is often at a normal rate
- Uses an expanded range of concrete, abstract and idiomatic language
- Uses a variety of grammatical structures
- Pronunciation difficulties do not impede communication
- Good control of appropriate non-verbal cues and signals

READING CLB Profiles

CLB 7 Adequate intermediate proficiency

The reader can:

- Understand an expanded range of moderately complex texts in less predictable but relevant social, educational and work-related situations.

When the text is:

- 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

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas specific factual details and some implied meanings
- Finds, integrates, compares and contrasts information
- Often guesses the meaning of unknown terms, phrases and idioms from the context
- Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

CLB 8 Fluent intermediate proficiency

The reader can:

- Understand moderately complex texts in less predictable but relevant social, educational and work-related situations.

When the text is:

- Factual, descriptive or argumentative; with opinions, explicit and implied meanings
- With a range of concrete and abstract, specialized and idiomatic language
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas specific details and implied meanings as well as attitude and register
- Finds, integrates and analyzes information
- Usually guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms and cultural references
- Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

WRITING CLB Profiles

CLB 7 Adequate intermediate proficiency

The writer can:

- Write clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.

When the communication is:

- On a familiar and personally relevant topic
- Intended for a familiar or clearly defined audience
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- 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
- Adequate vocabulary for the topic
- 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 are mostly appropriate for the audience
- Able to communicate most moderately complex messages

CLB 8 Fluent intermediate proficiency

The writer can:

- Write clear, moderately complex texts on familiar concrete and abstract topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.

When the communication is:

- On a familiar and personally relevant topic
- Intended for a familiar or clearly defined audience
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- 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
- Adequate vocabulary for the topic
- Good control of complex structures
- Good control of spelling, punctuation and format
- Occasionally, wording may seem awkward or unnatural
- Content and language are appropriate for the audience
- Able to communicate moderately complex messages

Canadian Language Benchmarks Distribution Grid

The Target CLBs are the same for each task in both Track A and B for each module.

⊙ = Target CLB Outcome

Listening Benchmarks		Module				
		1a/b	2a/b	3a/b	4a/b	5a/b
7.I Interacting with Others Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).	8.I Interacting with Others Understand and expanded range of 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).			⊙		
7.II Comprehending Instructions Understand moderately complex directions and instructions for technical or non-technical tasks.	8.II Comprehending Instructions Understand extended multistep directions or instructions for technical or non-technical tasks.		⊙			
7.III Getting things Done Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.	8.III Getting things Done Understand complex communication intended to influence or persuade (extended warnings, threats, suggestions, recommendations, and proposed solutions) in situations related to personal decisions or to work-related issues in own field.					⊙
7.IV Comprehending Information Understand short group interactions, discussions and meetings on generally familiar topics.	8.IV Comprehending Information Understand group interactions about abstract and complex ideas on familiar topics.	⊙			⊙	
7.IV Comprehending Information 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.	8.IV Comprehending Information Understand extended monologues or presentations on topics that are generally familiar, and related to general knowledge or technical/work-related issues in own field.			⊙		

Canadian Language Benchmarks Distribution Grid

The Target CLBs are the same for each task in both Track A and B for each module.

⊙ = Target CLB Outcome

Speaking Benchmarks		Module				
		1	2	3	4	5
7.I Interacting with Others Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).	8.I Interacting with Others Participate in less routine social conversations for an expanded range of purposes (such as expressing and responding to empathy, clarifying conflicts and providing reassurance).				⊙	
7.I Interacting with Others Participate in routine phone calls.	8.I Interacting with Others Participate in brief professional phone calls.		⊙			
7.II Giving Instructions Give instructions and directions for technical and non-technical tasks, procedures and processes.	8.II Giving Instructions Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.					⊙
7.III Getting things Done Give extended warnings, suggestions, recommendations or advice.	8.III Getting things Done Propose or recommend solutions to problems in a familiar area.					⊙
7.IV Sharing Information 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.	8.IV Sharing Information 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.		⊙	⊙		
7.IV Sharing Information 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.	8.IV Sharing Information Give presentations to describe and explain complex structures, systems or processes based on research.	⊙				

Canadian Language Benchmarks Distribution Grid

The Target CLBs are the same for each task in both Track A and B for each module.

⊙ = Target CLB Outcome

Reading Benchmarks		Module				
		1	2	3	4	5
7.I Interacting with Others Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).	8.I Interacting with Others Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).		⊙			
7.II Comprehending Instructions Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks which may be specialized or technical.	8.II Comprehending Instructions Understand extended, moderately complex, multistep instructions and instructional texts for established procedures related to familiar, specialized tasks.					⊙
7.III Getting things Done Get information from moderately complex business/service texts containing assessments, evaluations and advice.	8.III Getting things Done Get information from moderately complex business/service texts containing proposals, recommendations, and statements of rules, regulations or policies.		⊙			
7.III Getting things Done Locate and use three or four pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).	8.III Getting things Done Locate, integrate, and use three or four pieces of information from moderately complex formatted texts.				⊙	
7.IV Comprehending Information Understand moderately complex extended descriptions, reports and narrations on familiar topics.	8.IV Comprehending Information Understand moderately complex extended descriptions, feature articles, reports and narrations.			⊙		
7.IV Comprehending Information Interpret information contained in moderately complex formatted texts (such as table, graphs, diagrams and flow charts or website navigation menus).	8.IV Comprehending Information Interpret information contained in moderately complex formatted texts (such as table, graphs, diagrams and flow charts or website navigation menus).	⊙				
7.IV Comprehending Information Access, locate and integrate information from online reference sources.	8.IV Comprehending Information Access, locate and integrate several pieces of information from relevant online reference sources.			⊙		

Canadian Language Benchmarks Distribution Grid

The Target CLBs are the same for each task in both Track A and B for each module.

⊙ = Target CLB Outcome

Writing Benchmarks		Module				
		1	2	3	4	5
<p>✎ 7.I Interacting with Others Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction or hope).</p>	<p>✎ 8.I Interacting with Others 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).</p>		⊙			
<p>✎ 7.II Reproducing Information Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.</p>	<p>✎ 8.I Reproducing Information 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.</p>	⊙				
<p>✎ 7.II Reproducing Information Reduce a text of up to about two pages to an outline or summary.</p>	<p>✎ 8.II Reproducing Information Reduce a text of up to about two pages to an outline or summary.</p>	⊙				
<p>✎ 7.III Getting things Done 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>✎ 8.III Getting things Done 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).</p>				⊙	
<p>✎ 7.III Getting things Done Complete extended forms requiring detailed personal information.</p>	<p>✎ 8.III Getting things Done Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>					⊙
<p>✎ 7.IV Sharing Information Write two or three 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>✎ 8.IV Sharing Information Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure or express and analyse opinions on a familiar abstract topic.</p>			⊙		
<p>✎ 7-IV Sharing Information 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>✎ 8.IV Sharing Information Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>				⊙	