



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 government, non-profit organizations, or businesses. Describe services, initiatives, programs, or other means to address or spread awareness of the chosen issue. 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).