



The image shows a portion of a Canadian Citizenship Application Form for adults. At the top, the Canadian flag is followed by the text 'Citizenship and Immigration Canada' and 'Citoyenneté et Immigration Canada'. Below this, the title reads 'APPLICATION FOR CANADIAN CITIZENSHIP - ADULTS (18 years of age and older) UNDER SUBSECTION 5(1)'. A note states: 'NOTE: The information you provide should not be limited by the space as you need more space, attach another sheet of paper. Indicate the page you are answering.' Below the note, there is a section for 'Refer to the guide for specific instructions. Please write in ink or TYPE.' The form includes several questions with checkboxes. Question 1.A asks 'Do you prefer for: Service' with options for English (checked) and French. Question 1.B asks 'I have special needs' with options for No (checked) and Yes. Question 2 asks 'I have applied for Canadian citizenship before' with options for No (checked) and Yes, followed by a 'When?' field. Question 3.A asks 'Name (exactly as it is shown on my immigration documents)' with a 'Last name' field.

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.

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

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.

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.

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.

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.