



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 Core Tasks

Possible Topics for the Core Tasks

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.

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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.

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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.puffchrissy.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).

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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.

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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.

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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.

Working in Teams: A Team Member Guidebook. Pokras, S. Mississauga, ON: Crisp Learning. (2002).

This book provides communication activities and case studies relating to teamwork.

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.