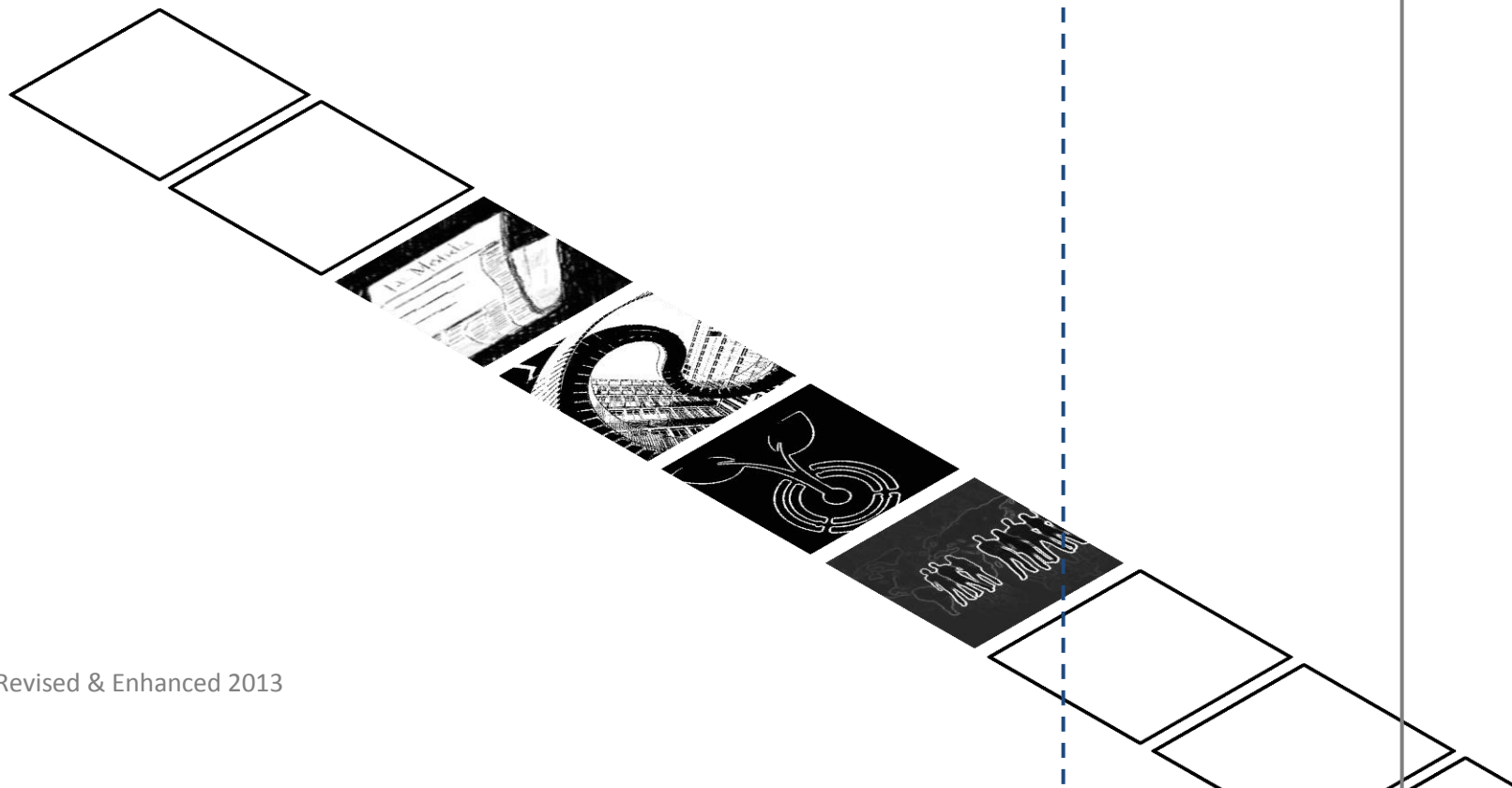


ELSA 7 CURRICULUM guidelines



Acknowledgments

This project is made possible through funding from the Government of Canada and the Province of British Columbia.

We would like to thank the Toronto Catholic District School Board and CIC for permission to use the *LINC 5-7 Curriculum Guidelines* and companion documents in the development of these curriculum guidelines. We would also like to thank the Centre for the Canadian Language Benchmarks and CIC for permission to use the revised Canadian Language Benchmarks (CLB) prior to their public release. We would like to thank Joel Rhein of S.U.C.C.E.S.S. and Bernard Gobin of GT Publishing Services Ltd. for their assistance in the design, editing and formatting of the pilot edition of this document. Thanks to James Harder for editing the revised edition.

The Curriculum Development Team

Project Oversight

Seonaigh MacPherson

Project Head
Instructional Resource Coordinator, *ELSA Net*

Brenda Lohrenz

ELSA Board and Ministry Liaison
Executive Director, *ELSA Net*

Patricio Ibarra

Senior Program Developer
Immigrant Integration Branch, Ministry of Jobs, Tourism, and Innovation

Consultants

Chris D. Campbell

University of British Columbia

Yat-May Stella Chung

S.U.C.C.E.S.S.

Frances Wintjes Clarke

Immigrant Services Society of British Columbia

Joel Rhein

S.U.C.C.E.S.S.

Winnie Young-Pang

International Student Entry Program, British Columbia Institute of Technology

Advisory Committee

Cynthia Caswell

Trinity Western University

Chris Clark

Vancouver Community College

Mary Daniel

Burnaby School Board & Consultant

Claire Pinkett

Immigrant Services Society

Joni Rose

Immigrant Integration Branch, Ministry of Jobs, Tourism, and Innovation

Lynn Simpson

MOSAIC

Curriculum Revisions

Shawna Williams

Project Manager
Instructional Resource Coordinator, *ELSA Net*

Paul Carter

Immigrant Services Society of British Columbia

Kathryn Rockwell

Burnaby English Language Centre

Table of Contents

Introduction

Revisions to the Original Document	1
Frequently Asked Questions (FAQs)	2
Overview of Adaptation of <i>LINC 5-7 Curriculum Guidelines</i>	5
Decision-Making Steps in Planning a Unit	9

ELSA 7 Units: Learning in Communities

UNIT 1	The Media	10
UNIT 2	Career & Personal Planning	24
UNIT 3	Sustaining Canadian Communities	40
UNIT 4	Interpersonal & Group Dynamics	53
UNIT 5	Lifelong Learning	68
UNIT 6	Justice & the Courts	81
UNIT 7	Global Communities	96
UNIT 8	Ecology & Climate Change	111
UNIT 9	Governance & Citizenship	126
UNIT 10	Taxes & Finance	140

Appendices

CLB Distribution Grids	154
CLB Profiles of Ability (CLB 5-8)	158
The Model of Communicative Language Ability	162
Knowledge and Strategies of a Stage II Learner	164
Essential Skills	168
Learning Links	169
Grammar Items	177
Pronunciation Items	182
Computer Items	186
Additional Web-based Resources	187
ELSA 6 Print Resources	189
ELSA 7 Print Resources	193
ELSA 6 Skills Resources	196
ELSA 7 Skills Resources	203
Online Resources Troubleshooting Guide	214

Revisions to the Original Document

Pilot Program

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

Gathering Feedback

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

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

Changes to the Curriculum

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

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

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

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

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

Frequently Asked Questions (FAQs)

Where did this curriculum come from? Who developed it?

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

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

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

Can you tell me more about the original curriculum?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Have the resources been approved for copyright clearance?

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

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

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

Here are some tips to help:

General Internet Resources

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

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

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

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

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

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

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

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

This should yield the same results.

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

Site Specific Resources

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

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

Then find the host site with a Google search:

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

The resource should be first, or near to first, in the results. If this does not reveal the resource, it has likely been removed completely. In this case, return to Google and try the steps from the first example above to find an acceptable replacement resource.

The internet can be both fruitful and frustrating; always remember to keep watch for complementary or replacement resources when searching. New material is added to the web every second.

Overview of Adaptations of LINC 5-7 Curriculum Guidelines

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

Connecting Settlement Tasks and Contents

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

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

Original LINC Units

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

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

Original LINC Themes

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

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

ELSA 6/7 UNITS

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

Overview of Unit Structure

The following outlines the key components of each unit.

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

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

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

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

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

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

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

CLB/LINC Alignment

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

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

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

ELSA 6/7 THEMES

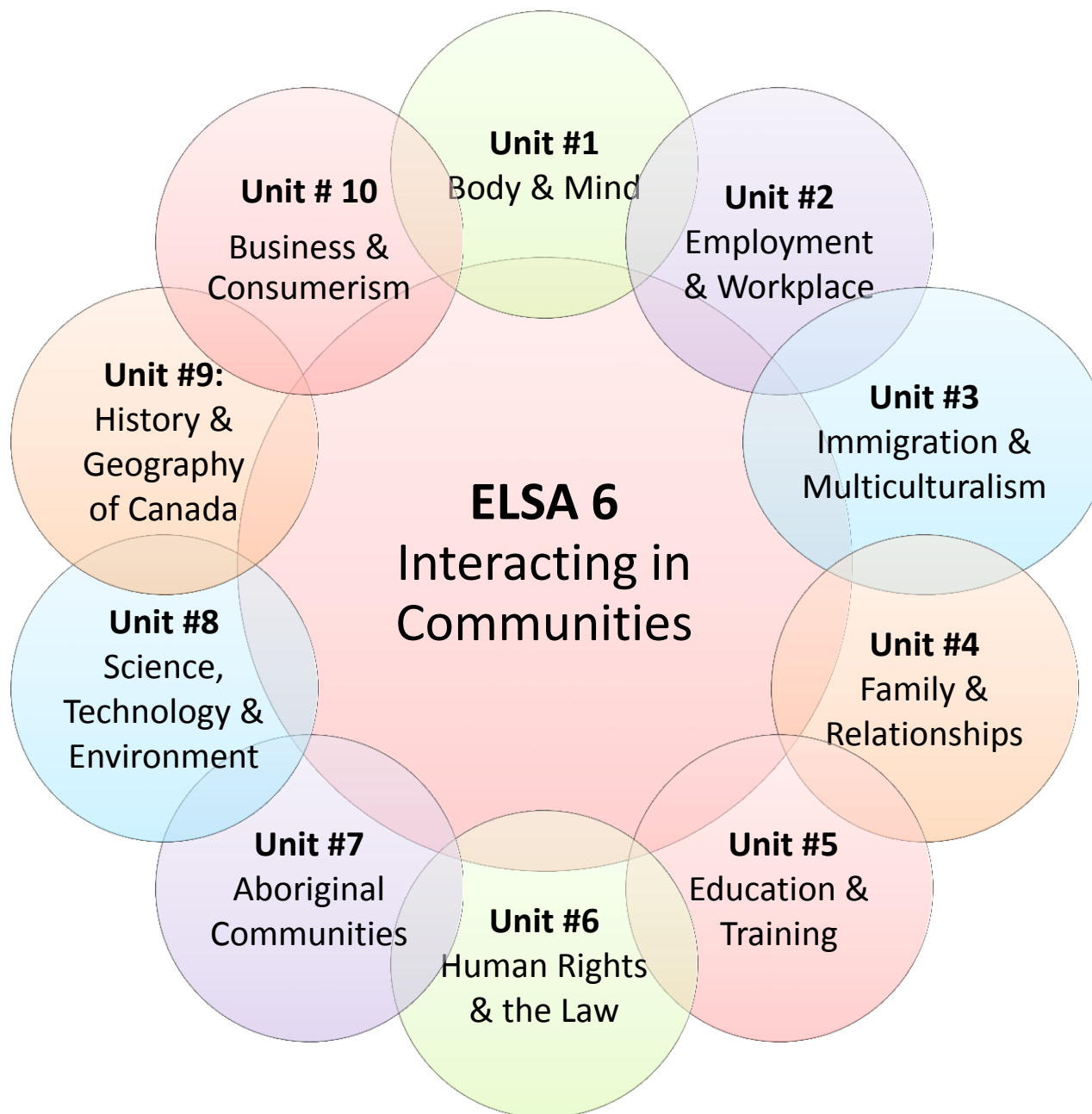
The two ELSA levels focus on distinctive themes of communication within communities of practice. Most of the thematic contents of the LINC 5-7 curriculum guidelines can be covered under these respective themes and related topics. Some settlement themes and topics of the LINC 5-7 curriculum that are covered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

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

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

ELSA 6/7 TOPICS

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



ELSA 6: Interacting in Communities

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



ELSA 7: Learning in Communities

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

Decision-Making Steps in Planning a Unit

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

NOTES:

Needs Assessment:

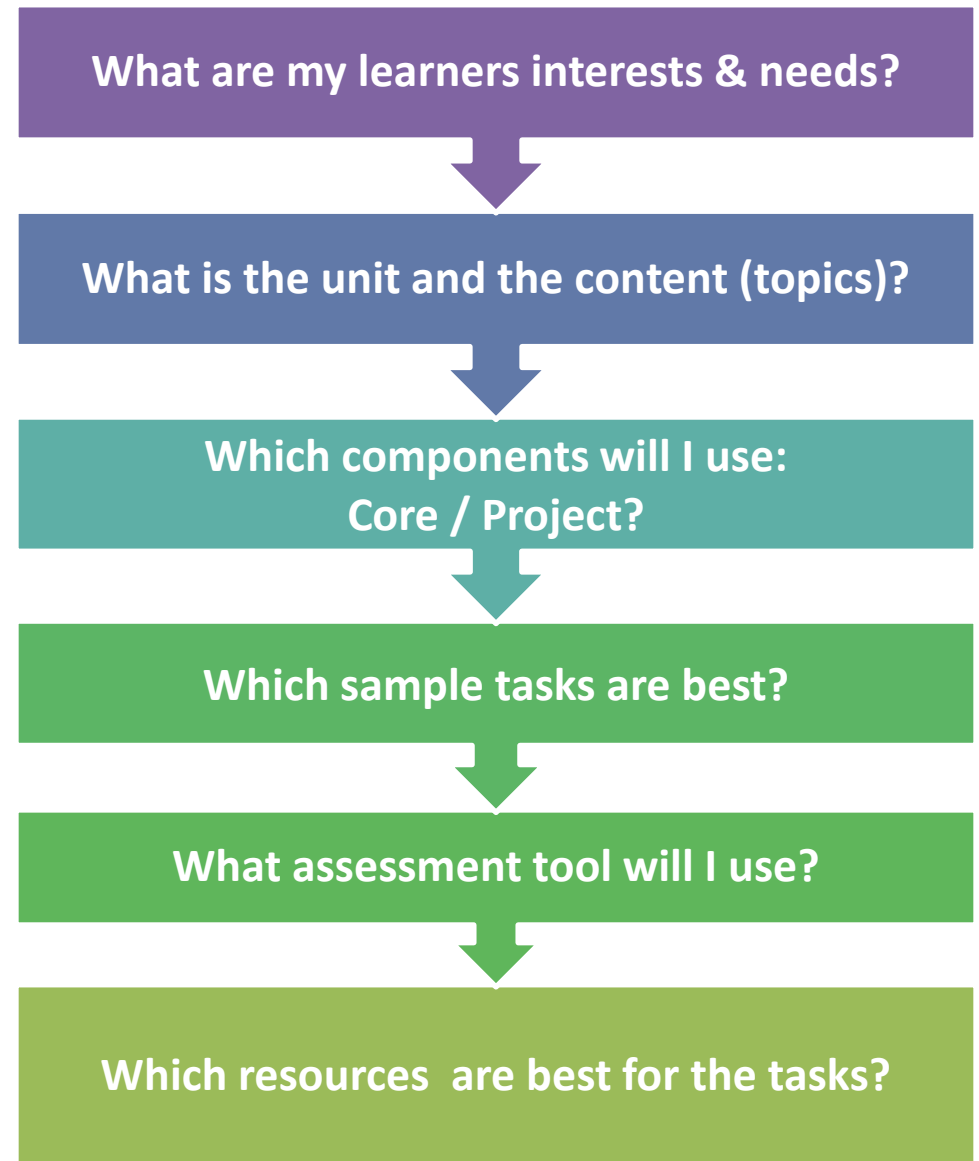
Unit #, Title, Topic(s):

Components:
Core:
Project:

Sample Tasks:

Formative Assessment:

Resources:



Interacting in communities: Unit 1 THE MEDIA



ELSA 7
CLB 8

Introduction

In this unit, learners develop the critical thinking skills and general knowledge of both traditional and new media, so that they can be active, engaged, and wise consumers of all forms of media.

The **Core Curriculum** builds media literacy skills. Learners work with their peers to research, evaluate, and develop media literacy concepts and questions. They apply these tools to reading, viewing, and listening to a variety of news and entertainment items presented through traditional media. Learners also examine the traditional media in Canada, including its role in society, the CRTC, and ownership patterns.

In the **Project** learners get to explore, experiment with, and critically evaluate forms of new media. They continue to sharpen their media literacy and critical thinking skills in examining a number of new media issues, culminating in a moderated panel discussion on new media.






Teaching Suggestions

- Take learners on a tour of a radio or TV station.
- Invite a member of the media or an avid user of new media to speak to the learners.
- Compare the use of new media across cultures.
- Compare how one current event is reported across many media outlets and on social media.
- Encourage learners to use critical thinking skills to ask trigger questions.
- For discussion activities, try to play the role of observer rather than participant in order to increase the cognitive and emotional load on the learners.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-IV:	Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field. (FATK)
Speaking	
 CLB 8-IV:	Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.
Reading	
 CLB 8-IV:	Understand moderately complex extended descriptions, feature articles, reports and narrations. (FATK)
 CLB 8-IV:	Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).
Writing	
 CLB 8-IV:	Write a paragraph to explain information in a table, graph, flow chart or diagram.

Content and Other Outcomes

Learners will

- develop and demonstrate their media literacy skills
- learn about the traditional media in Canada and its role in society
- sharpen their critical thinking skills and learn how to target, collect, manage, and synthesize information from multiple sources
- read graphs, charts, and tables
- explore and experiment with new media
- conduct a panel discussion about new media issues
- integrate and use multiple pieces of information

POSSIBLE TOPICS

Topic	<p>Given the news media's power in shaping perceptions, beliefs, and attitudes in society, developing media literacy is one key to an engaged citizenry who can interpret news and express views on a range of important local and global topics. This unit uses the media as a vehicle for improving learners' general knowledge, vocabulary, and critical thinking skills. Possible topics could include:</p> <ul style="list-style-type: none">• body image and the media• representations of diversity in the media• marketing and consumerism• piracy and copyright• social media and cyber bullying• the democratization of journalism• crowdsourcing and creative commons• media ownership and control• news on demand• the death of the newspaper
Cross-cultural Perspectives	<p>All cultures have distinctive beliefs about and ways of knowing the media. Instructors could help learners explore this through the following:</p> <ul style="list-style-type: none">• questions of identities, religions, languages, and cultures that arise in the Canadian milieu• comparisons of how news items are presented in the media in Canada and in learners' home countries• investigation into learners' beliefs, attitudes, perceptions on what is or isn't acceptable or desirable in society• the media's role in shaping beliefs, attitudes, and perceptions• comparison of coverage of the same news story in the Canadian and American media
Systems and Practices in BC and Canada	<p>The following are possible topics instructors could help learners explore:</p> <ul style="list-style-type: none">• the news production process• comparison of news media across local, national, and international contexts• Canadian municipal, provincial, and federal politics in the media• the un-media: exploring stories that do not get into the news• news talk shows and what they say about local and national values and priorities

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- words and expressions relating to media literacy and authentic media sources
- academic word list vocabulary
- conversation management strategies

audience, message, target, interpret, ownership, ethics

analyze, assess, evaluate, derive, distribution

agree, disagree, state an opinion, interrupt, hand over, clarify, etc.

Grammar

- passive voice to describe things and processes and to report facts and opinions
- subordinating conjunctions of reason and contrast
- expanded inventory of linguistic means of narrating, reporting, describing or arguing points in reading texts

The message was posted to a chat room.

The crowd was dispersed with tear gas.

The housing market has cooled down because of rising interest rates.

after that, from there, so I was like.., and he went..., to a certain degree, up to a point, that seems reasonable

Pronunciation

- syllable stress in multi-syllable words
- emphasis on content words and reduction of function words for clarity and timing

RESOURCES

Media Literacy

[Association for Media Literacy](#)

This Canadian site has a nice definition of media literacy, articles, resources, teaching ideas, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports, and resources about digital and media literacy.

[Canadian Radio-television and Telecommunications Commission](#)

This government website regulates and supervises Canadian broadcasting and has many resources suitable to the unit organized by consumers, broadcasters, media, forms, FAQs, and more.

Uses: Learners navigate the site menu to find information and links to regulations, articles, and resources about broadcasting in Canada.

[Center for Media Literacy](#)

This American website is an excellent resource for teachers seeking guidance on how to teach critical thinking and media literacy and for learners looking for information about it. The site is organized by topics such as the media and values and advocacy with external links to other resources), newsletters, FAQs, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports, and resources about digital and media literacy.

[Digital Newspaper and Magazine Readership – Visual.ly](#)

This page has excellent infographics about digital readership by device. The website also has blogs, tools, and a great “about us” page that has a short video to explain the field and a link to the Visual.ly showcase of their best data visualizations and infographics.

Uses: Learners access infographics online and interpret information contained in moderately complex formatted texts.

[Facebook Canada Head Jordan Banks on Future of Media \(Sep. 7, 2010, 7:58\) – YouTube](#)

This fascinating interview with the Managing Director of Facebook Canada explores the implications and future trends in media.

Uses: Learners understand extended interviews on topics that are generally familiar and related to the future of media.

[MediaSmarts.ca](#)

This website is all about Canadian digital and media literacy. The site offers resources for teacher and learners and includes activities, links to videos, blogs, social media resources, media and digital issues, tip sheets, and so much more.

Uses: Learners understand moderately complex extended descriptions, feature articles, reports, and narrations about digital and media literacy.

[Media Awareness Network](#)

This network is a portal to a wide variety of media awareness resources online. The site provides resources for teachers on topics including media violence, social media, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports, and resources about digital and media literacy.

[Media Ownership: Rules Regulations and Practices in Selected Countries and Their Potential Relevance to Canada – A Report to the CRTC](#)

This extensive report outlines the policies and practices of select countries and their relevance to Canada. The page also has external links to the sources of the information in the report.

Uses: Learners navigate the site menu to find information and links to policies, procedures, and resources about media ownership in a given country.

[Newspapers: By the Numbers – State of the Media](#)

This page has a comprehensive collection of charts and tables with data for each media sector. The site also has links to further data, essays, and glossaries to support each section.

Uses: Learners write a paragraph to explain information in a table, chart, or diagram.

RESOURCES

Media Literacy (cont.)

[OpenMedia.ca](#)

This grassroots organization works to safeguard an open and affordable internet. The website features articles, videos, blogs, and other resources.

Uses: Learners interpret information contained in moderately complex website navigation menus to find information about private media ownership.

[The Social Network – Official Movie Website](#)

This website offers video clips, interviews with the cast and crew, reviews, behind the scenes features, and more.

Uses: Learners access video clips online and understand extended interviews about the film and its social relevance.

[Social Network Movie Channel - YouTube](#)

This channel features clips from the movie, news conferences with the cast and crew, director interviews, and much more.

Uses: Learners access video clips online and understand extended interviews about the film and its social relevance.

[Spark – CBC Radio](#)

This is the homepage for the popular weekly CBC radio show/podcast that examines the 21st Century Canadian relationship with technology and digital media.

Uses: Learners understand extended monologues or presentations on topics that are related to general knowledge about media and technology.

Media Providers

[Canadian Immigrant – Magazine for Newcomers](#)

Uses: Learners access articles online.

[CBC RSS \(Rich Site Summary\) Feeds – News and Podcast Feeds](#)

Uses: Learners access news and podcasts online.

[CTV News – National TV News Station](#)

Uses: Learners access TV news online.

[Media Literacy Education Sites – Media Literacy.com](#)

This list of links to the top 10 media literacy sites includes educational institutions, government sites, and non-profit organizations that offer resources, multimedia curriculum materials, articles, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports and resources about digital and media literacy.

[What is New Media? \(Dec. 17, 2009, 1:51\) – YouTube](#)

This short visual explanation of new media takes the viewer on a whirlwind tour of many of today's most popular media devices and platforms and gives some opinions about their influence on society today.

Uses: Learners access the video and take notes to write a paragraph to explain the information.

[Who Owns the Media? – Harvard University and the World Bank](#)

This 41-page pdf examines the patterns of media ownership in 97 countries. The report includes tables, charts, and text to support the statistics.

Uses: Learners interpret information contained in moderately complex formatted tables and charts to summarize the patterns of media ownership in a given country.

[Dailymotion – Video Sharing Website](#)

Uses: Learners access videos online.

[Facebook Canada – Social Media Network](#)

Uses: Learners access social media online.

[Global News – BC TV News Station](#)

Uses: Learners access TV news online.

RESOURCES

Media Providers (cont.)

[The Globe and Mail](#) – National Newspaper

Uses: Learners access news online.

[Internet Radio Streams in Canada – Schools in Canada.com](#)

This page has an extensive list of links to radio stations across the country organized by province.

Uses: Learners access radio stations online.

[Macleans](#) – National News Magazine

Uses: Learners access articles online.

[Myspace](#) – Music Oriented Social Networking Service

Uses: Learners access social media online.

[The National](#) – CBC National TV News Program

Uses: Learners access TV news online.

[National Post](#) – National Newspaper

Uses: Learners access news online.

[The Province](#) – BC Newspaper

Uses: Learners access news online.

[Twitter](#) – Online Social Networking Service

Uses: Learners access social media online.

[The Vancouver Sun](#) – BC Newspaper

Uses: Learners access TV news online.

[Wikipedia](#) – Web-based Collaborative Encyclopedia Project

Uses: Learners access information online.

[YouTube](#) – Video Sharing Website

Uses: Learners access videos online.

Media and Communication

[10 Tips on Moderating a Panel Discussion – Professionally Speaking](#)

This blog outlines 10 tips to effectively moderate a panel discussion. The website also has links to many other blogs on similar topics.

Uses: Learners summarize the tips and apply to them to panel discussions.

[How to Run an Effective Meeting – wikiHow](#)

This wiki provides the steps to leading effective meetings, a good video, required material, tips, warnings, and more.

Uses: Learners summarize steps and apply to small group discussions or meetings.

[How To Set Up a Profile on Facebook \(Dec. 14, 2009, 1:57\) – YouTube](#)

This video goes through an eight-step tutorial to set up a Facebook profile.

Uses: Learners understand tutorial and follow the steps if desired.

[How To Setup A Twitter Account \(Dec. 2, 2011, 3:31\) – YouTube](#)

This short and informative video provides a guide to setting up an account

and the basics of the homepage.

Uses: Learners understand the tutorial and follow the steps if they wish.

[How to Use Twitter - Tweeting, Reply, Retweet, Favorite, Follow, Create Lists, Open Tweet \(Feb. 19, 2012, 4:36\) – YouTube](#)

This detailed tutorial explains many features of Twitter with onscreen prompts.

Uses: Learners understand the tutorial and follow the steps if they wish.

[Moderate with Moderation: 10 Steps to Running a Successful Panel Discussion – DeFinis Communications](#)

This concise article gives 10 steps for effective panel discussions. The website also has links to further information about business communications.

Uses: Learners navigate the website to find information, take notes, and use these in panel discussions.

RESOURCES

Media and Communication (cont.)

[Short Guide to Consensus Building – Massachusetts Institute of Technology](#)

This comprehensive reading is an alternative to *Robert's Rules of Order*. It outlines definitions, steps to consensus, and procedure for various meetings.

Uses: Learners summarize a given section and apply this summary to group discussions or meetings.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises.

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

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

[Types of Consensus Building – Resolve](#)

This page outlines the facilitative and evaluative processes of consensus building. The website also offers principles, stages, tools, reports, a blog, and more.

Uses: Learners navigate the website to find information, take notes, and apply this information to group discussions or meetings.

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

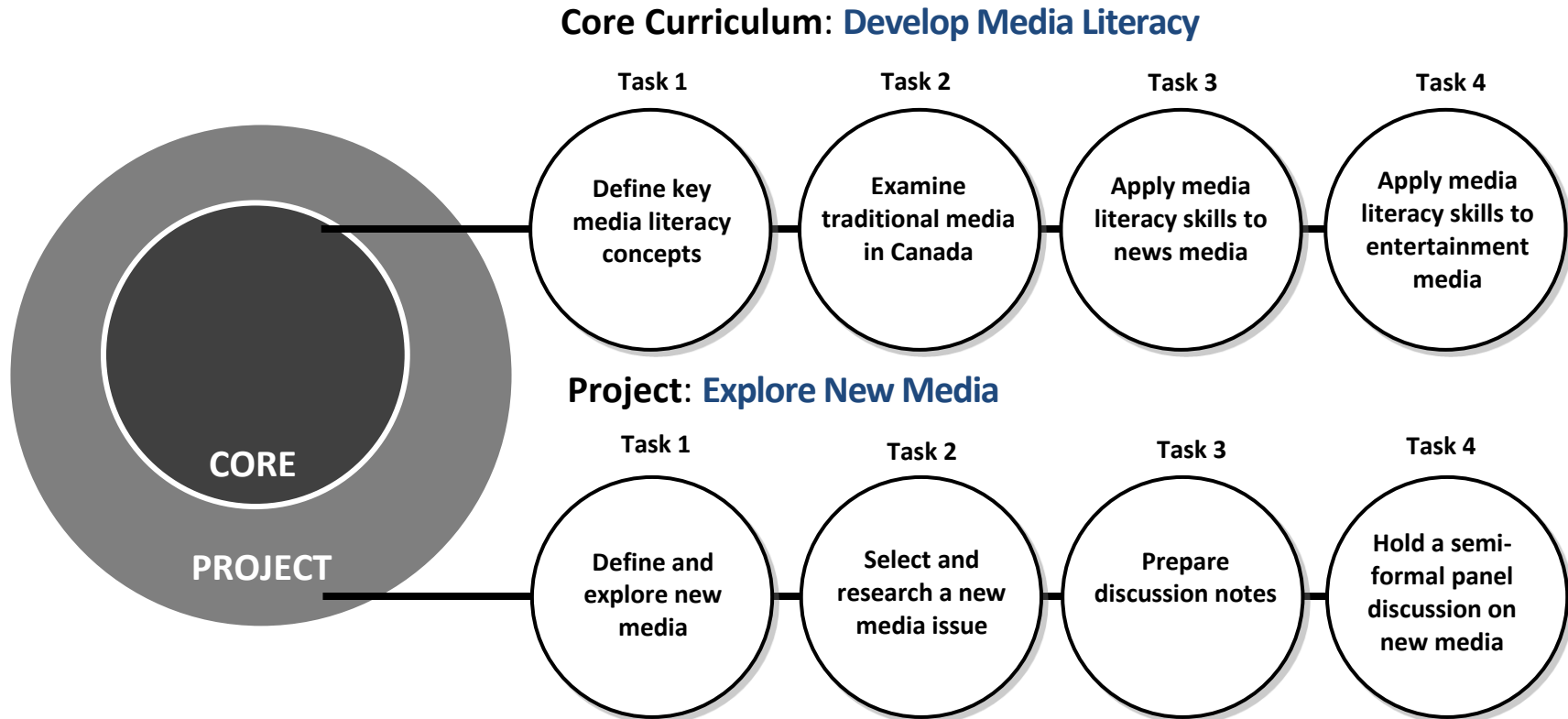
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

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

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

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

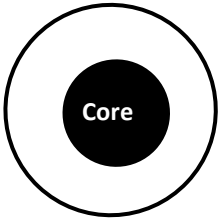
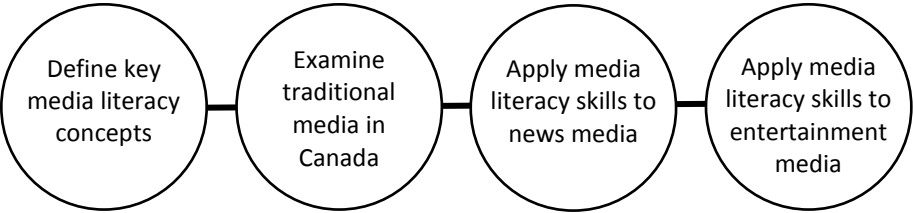
At a glance: THE MEDIA












SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
		
CLB OUTCOME 🧠🗣️📄	SAMPLE TASK	RESOURCES
<p>🧠 CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p>Task 1: Define key media literacy concepts</p> <ul style="list-style-type: none"> • access three or four media literacy resources and identify the key concepts described for engaging in media literacy (e.g., media are constructions; audiences negotiate meaning; media have commercial and social implications) and integrate concepts from multiple sources • hold a semi-formal meeting to achieve group consensus on a list of five or six key media literacy concepts with relevant critical thinking questions: Who owns it? Who is the audience? What is the bias? etc. <ul style="list-style-type: none"> ○ 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 ○ appropriately oppose or support a stand or solution ○ hold the floor, share the floor, draw others out, and thank them for their contribution and information ○ participate effectively in interactions • summarize key concepts and analysis of sample media exposures, putting critical thinking questions in a chart to be displayed on the wall and used in subsequent tasks 	<p>MediaSmarts.ca</p> <p>Centre for Media Literacy</p> <p>Association for Media Literacy</p> <p>How to Run an Effective Meeting - wikiHow</p> <p>Short Guide to Consensus Building – Massachusetts Institute of Technology</p> <p>Types of Consensus Building – Resolve</p>


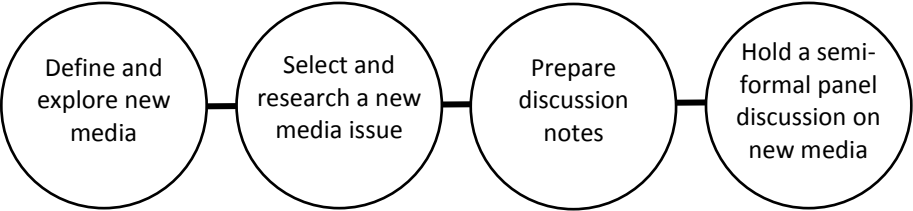




UNIT 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
CLB OUTCOME    	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).</p> <p> CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>	<p>Task 2: Examine traditional media in Canada</p> <ul style="list-style-type: none"> • identify traditional media (e.g., newspapers, magazines, radio, TV) and list local examples of each format • read charts and tables about media in Canada in various languages • research and discuss concepts of journalistic freedoms and media independence • read about the role of the CRTC in Canada • predict ownership patterns of traditional media • read tables, charts and diagrams to access information about who owns the media and the relations between different publishers and broadcasters: <ul style="list-style-type: none"> ○ present the information contained in charts, tables, and diagrams in an alternative form ○ analyze the information, implied meanings, and writer’s point of view • select one chart or table about traditional media in Canada (e.g., ownership patterns, multicultural media, readership rates) and summarize information in a paragraph doing the following: <ul style="list-style-type: none"> ○ address the purpose of the task ○ provide an accurate and detailed description ○ present text as a coherent whole with good use of appropriate connective words and phrases • share summaries with classmates, creating a wall display with tables, charts, diagrams, written summaries, pictures, and media samples to represent the class’ understanding of traditional media in Canada 	<p>OpenMedia.ca</p> <p>Media Ownership: Rules and Regulations and Practices In Selected Countries</p> <p>Who Owns the Media? – Harvard University and the World Bank</p> <p>Canadian Radio-television and Telecommunications Commission</p> <p>Newspapers: By the Numbers – State of the Media</p> <p>See Skills-Based Resources</p>




UNIT 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations. (FATK)</p>	<p>Task 3: Apply media literacy skills to news media</p> <ul style="list-style-type: none"> • select one or more samples of news media reports, articles, narrations and do the following: <ul style="list-style-type: none"> ○ identify the organization of the text and links between paragraphs ○ follow the sequence of narrations or processes ○ locate and integrate relevant information across paragraphs and sections of the text ○ evaluate the ideas in text, draw conclusions, and compare these with your own opinion • apply media literacy concepts to and ask critical thinking questions of the selection • evaluate the publisher’s or broadcaster’s level of bias and accuracy • share and compare the results with classmates 	<p>Formative Assessment Toolkit (CLB 8) – Pipeline reading</p> <p>MediaSmarts.ca</p>
<p> CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field. (FATK)</p>	<p>Task 4: Apply media literacy skills to entertainment media</p> <ul style="list-style-type: none"> • select one or more samples of entertainment media and do the following: <ul style="list-style-type: none"> ○ identify the main idea and detailed information ○ identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion ○ identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect ○ interpret factual information, explanation, and opinions ○ interprets, facts, opinions, and attitudes • apply media literacy concepts to and ask critical thinking questions of the selection • evaluate the speaker’s or broadcaster’s level of bias and accuracy • share and compare results with classmates 	<p>Formative Assessment Toolkit (CLB 8) – TED Talk about bees</p>

SCOPE & SEQUENCE

of Sample Tasks

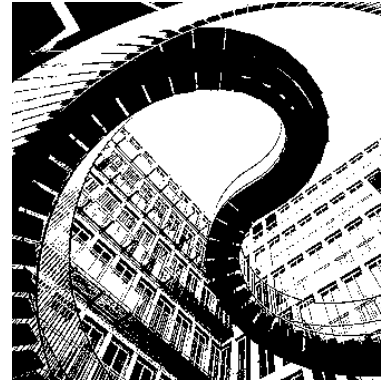
ELSA 7

Unit 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.</p>	<p>Task 1: Define and explore new media</p> <ul style="list-style-type: none"> list as many examples of new media as possible (e.g., YouTube, Twitter, TMZ, Wikipedia, LinkedIn Facebook, blogs) and discuss patterns of personal use demonstrate forms of new media for classmates, providing samples and experimenting with Twitter, LinkedIn, news apps, Reddit, etc. listen to a podcast or watch a video about trends in new media discuss the social and personal costs and benefits of new media 	<p>What is New Media? (Dec. 17, 2009, 1:51) – YouTube</p> <p>Facebook Canada Head Jordan Banks on Future of Media – YouTube Spark – CBC Radio</p> <p>The Social Network</p>
<p> CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.</p> <p> CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).</p>	<p>Task 2: Select and research a new media issue</p> <ul style="list-style-type: none"> select an issue in new media (e.g., internet addiction, WikiLeaks, cyber-bullying, social fragmentation, instantaneous and constant news, gaming) access and read various perspectives on the selected issue take notes, summarizing the information and points of view <ul style="list-style-type: none"> read tables and charts related to the selected new media (e.g, usage patterns by age, increase in types and forms of new media over time) take notes, summarizing information and bias 	<p>Media Awareness Network</p> <p>Media Literacy Education Sites – Media Literacy.com</p> <p>Digital Newspaper and Magazine Readership – Visual.ly</p>

<p>Unit 1: The Media</p>	<p>CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media</p>	
<p>CLB OUTCOME </p>	<p>SAMPLE TASK</p>	<p>RESOURCES</p>
<p> CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>	<p>Task 3: Prepare discussion notes</p> <ul style="list-style-type: none"> • using the notes from Task 2, write speaking notes for a 10-minute contribution to a panel discussion, which include the following: <ul style="list-style-type: none"> ○ an introduction ○ a description of the data about the selected new media ○ the benefits and challenges of the selection ○ multiple points of view on the selection ○ discussion points for the rest of the panel to engage on ○ a conclusion, including thanking everyone for their contribution 	
<p> CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p>Task 4: Hold a semi-formal panel discussion on new media</p> <ul style="list-style-type: none"> • sit around a table with one learner as moderator, who introduces each speaker, and leads the discussion according to the agenda • present and lead the discussion on selected new media topics as prepared above • discuss, debate, and present solutions for each topic in turn • conclude the session with the moderator summarizing the main points of the discussion • document the content and success of the panel discussion via new media: tweet about it, create a blog posting, write a wiki entry, or post it on Reddit 	<p>Moderate with Moderation: 10 Steps to Running a Successful Panel Discussion – DeFinis Communications</p> <p>10 Tips on Moderating a Panel Discussion – Professionally Speaking</p>

Interacting in
communities: Unit 2

CAREER & PERSONAL PLANNING



ELSA 7
CLB 8

Introduction

In this unit, learners develop the skills and find the information needed to take action on the journey to personal and career success. This unit is meant to be tailored specifically for the needs of the learners.

The **Core Curriculum** is the skill-building part of the unit in which learners set short and long term goals based on their needs or interests and research the ways and means to actively achieve those goals.

In the **Project** component, learners build the skills they will need to establish and expand their personal and professional networks. Networks are a key element in a newcomer's ability to integrate with the social and economic fabric of their new community. The project culminates in attending or hosting a networking event.






Teaching Suggestions

- Visit a career counselor at a local college or invite a career coach as a guest speaker.
- Explore volunteering as a way to achieve personal goals and build networks.
- Encourage learners to examine their goals for multiple aspects of their life and identity: work, housing, health, family, etc.
- Have learners create a vision board with pictures and other representations of things they would like to have in their lives.
- Encourage learners to engage in community activities in order to increase their social contact.
- Help learners practice introducing themselves and others in social situations in order to build networking skills.
- Include simulation activities of common social events where learners can practice interacting with each other and networking.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-IV:	Understand group interactions about abstract and complex ideas on familiar topics.
Speaking	
 CLB 8-I:	Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).
 CLB 8-I:	Participate in brief professional phone calls.
Reading	
 CLB 8-II:	Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.
Writing	
 CLB 8-III:	Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Content and Other Outcomes

Learners will

- enhance their awareness of their personal character, skills, goals, and values
- set short- and long-term goals for personal and professional development
- find the information needed to achieve their goals
- develop their networking and interpersonal skills as they make new contacts
- become comfortable with socio-cultural communicative norms with regard to register, direct and indirect speech, and cultural references

POSSIBLE TOPICS

Topic	<p>This unit focuses on self-awareness and strategies for engaging in career and personal planning. Instructors should help learners engage with any of the following topics:</p> <ul style="list-style-type: none">• career choices and working life – personality types and career with the Myers-Briggs Type Indicator (MBTI) comparing career opportunities and requirements and alternative employment pathways through self-employment• volunteering, community work, and civic engagement• professional development and lifelong learning• educational pathways for career and personal planning• the forms of development that contribute to a high quality of life• personal planning through relationship building with friends, family, neighbours, and colleagues• physical, spiritual and psychological well-being• interests, hobbies, and community engagement
Cross-cultural Perspectives	<p>Cultural norms regarding career and personal development vary from country to country. Instructors could help learners explore this notion with any of the following topics:</p> <ul style="list-style-type: none">• career expectations and workplace cultures in various regions of the world• career and personal planning in learners’ home countries and Canada• Ideas about personal development across cultures• quality of life across cultures
Systems and Practices in BC and Canada	<p>Instructors could explore any of the following topics with learners:</p> <ul style="list-style-type: none">• career support services in BC and Canada – Employment programs, job posts, professional credentialing, or bridge programs, and mentorship initiatives• BC and Canadian resources for starting a small business• occupations and markets in high demand in British Columbia and Canada• community centres in British Columbia and their role in lifelong learning and personal planning

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- phrases, expressions used in socializing; “ice breakers” to start conversations
- open-ended questions for enhancing social interaction
- formal and informal ways to address the audience

If you don't mind my asking ... I'm sure we've met before, my name is ... Is this your first time in Windsor?
What do you like best about what you do? You mentioned that you....What got you started in that direction? What are your biggest challenges in your (job, home life, volunteer job)? How can I help? pleased to have the opportunity to ... delighted to be here today to...

Grammar

- tag questions for small talk
- rejoinders or additions
- questions for conversation management
- gerunds as objects of prepositions in expressions of apologies, thanks, disappointment

It's a nice day, isn't it?
So do I, Neither is she

I'm sorry for not calling you. Thank you for helping me. He's disappointed about not being able to attend the event.

Pronunciation

- high-rise intonation pattern to indicate surprise, shock, yes-no questions and tag questions
- rise-fall intonation pattern in wh-questions
- hand gestures inviting the other person to continue, expressing whether or not an idea is acceptable or unacceptable to the speaker, emphasizing points or displaying excitement
- non-word vocalizations and head motions to express interest and encourage the speaker to continue

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

Where did he move to/ after he left Toronto?//

um-hmm, aha, wow

RESOURCES

Self-Assessment

[Career Exploration – Work BC](#)

This page has skills assessments, career profiles, an employer index, and more.

Uses: Learners search career profiles, take skills assessments online, and find employers that match their chosen area of focus.

[Jung Typology Test – HumanMetrics](#)

This website offers a free online Jungian Typology Test to obtain a four-letter type formula that includes famous personalities that share your type.

Uses: Learners access test online and compare results with other similar tests.

[Myers-Briggs Type Indicator Career Report - Peter B. Myers and Katharine D. Myers](#)

This excellent 10-page resource has an explanation of the types, a numerical chart to make the information usable, lists of possible job matches, and more.

Uses: Learners use charts to find possible matches for MBTI results from online typology tests.

Goal Setting

[Create Your Ideal Life With Goal Setting – lululemon athletica](#)

This excellent page has tips for goal setting, a video from lululemon founder Chip Wilson explaining his approach to goal setting, a pdf goal-setting worksheet, links to more videos, blogs, and other information.

Uses: Learners access videos online and take notes to understand stories about abstract and complex ideas about goal setting. Learners can also print a goal-setting worksheet to fill out.

[Personality Tests – Similarminds.com](#)

This website provides links to information about each personality type, the Myers-Briggs Type Indicator test, and over 50 other online personality type questionnaires.

Uses: Learners access two or more online questionnaires to compare the results and learn more about their personality type.

[Self-Assessment Resources – The Riley Guide](#)

This online guide has information about the different types of self-assessment and links to many other sites with skills surveys, interest inventories, personality indicators, and more.

Uses: Learners access information and surveys online and understand extended, moderately complex, multistep instructions to complete a chosen survey.

[Steps to Successful Career Planning: Assessment Tools – Arizona State University](#)

This page has a short overview of career planning assessment tools and links to excellent values and skills assessment exercises.

Uses: Learners follow instructions to complete assessment exercises.

[Goals and Objectives: Identifying the Difference \(Jun. 28, 2011, 2:38\) – YouTube](#)

This short text and narrative video outlines the difference between goals and objectives and shows learners how to apply the SMART principle effectively.

Uses: Learners access video online and take notes about goals, objectives, and the SMART principle.

[Goal Setting: Proven Step-By-Step Goal Setting Guide](#)

This article outlines a seven-step approach to goal setting that includes goal selection, self-education, vision boards, good habits, and more.

Uses: Learners understand extended, moderately complex, multistep instructions for goal setting.

RESOURCES

Goal Setting (cont.)

[The Life Planning Workbook – Achieve-goal-setting-success.com](#)

This page has links to free goal setting forms, action plan resources, progress-monitoring tools, and more.

Uses: Learners follow instructions to complete assessment exercises online or in the classroom.

[Navigating the Quarter-life Crisis to Career and Personal Success: Five Strategies for Fulfilling Your Dreams – Quintessential Careers](#)

This article outlines five strategies to help you reach your career and personal goals.

Uses: Learners understand moderately complex, multistep instructional texts for attaining career and personal goals.

Networking Resources

[Building Personal Support Networks: Barbarah and Zackery's Story \(Aug. 31, 2011, 8:25\) – YouTube](#)

This engaging video follows a mother in Powell River, BC as she builds a personal support network of caring friends for her son in a small community.

Uses: Learners access video online and summarize Barbarah's story to discuss applications in other scenarios or environments.

[Craft a 30-second Elevator Speech to Impress Potential and Current Employers and Associates – CanadianImmigrant.ca](#)

This article outlines the process and power of a good elevator pitch. Sections include getting in and out of the elevator, getting the listeners attention, business cards, the use of social media, and more.

Uses: Learners read the article and take notes about the tips and advice.

[Writing SMART Goals and Objectives Webinar \(Mar. 31, 2011, 1:00:10\) – YouTube](#)

This lengthy, but well-produced, webinar focuses on understanding goals and objectives, the difference between processes and outcomes, SMART objectives, and common pitfalls.

Uses: Learners access the webinar online and take notes from the entire video or view sections about abstract and complex ideas around goals and objectives.

[How to Network \(1:49\) – Howcast](#)

This concise video has dramatizations accompanied by narration. The page also has many more videos on the subject.

Uses: Learners access the video online and take notes while listening and then check their comprehension with the text onscreen.

[How to Start a Conversation When You Have Nothing to Talk About – wikiHow](#)

This wiki has an 11-step process for starting a conversation with visuals to accompany the steps, a tip section, a video, warnings, and more.

Uses: Learners access the wiki online and summarize the steps and tips.

RESOURCES

Networking (cont.)

[Fforce: Elevator Pitch Examples \(Mar. 12, 2012, 2:14\) – YouTube](#)

This short video shows the correct way to introduce yourself with an elevator pitch.

Uses: Learners access the video online and take notes about the problems in the first pitch and the better techniques in the second to compare and contrast.

[LinkedIn](#)

This online networking website has a link to a description of the service, and steps needed to join.

Uses: Learners research the site and join if they wish.

[Meetup](#)

This website is a portal to a number of local groups organized by interests and activities. The site allows people to join a group or start one.

Uses: Learners research possible community groups of personal interest.

[Networking Advice – BCJobs.ca](#)

This page has links to many articles that give networking advice. Topics include: Facebook Friend or Foe, Business Card Design Tips, Elevator Pitches, and more. **Note:** This resource also appears in ELSA 6 Unit 2

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

Career Planning

[Continuing Education – Vancouver School Board \(VSB\)](#)

This page has information about continuing education, courses/programs, online learning, and links to registration.

Uses: Learners access information about registration and follow the steps to register if desired.

[Continuing Studies – Simon Fraser University \(SFU\)](#)

This page has information about continuing studies, courses and programs, public lectures and events, and links to registration.

Uses: Learners access the registration forms online and complete them.

[Networking to Get a Job \(May 4, 2010, 5:46\) – YouTube](#)

This visually appealing video shows techniques to build a personal network, make new contacts, use online social media to reactivate old connections, and more.

Uses: Learners access the video online and take notes about the tips and ideas.

[Non-Awkward Ways to Start and End Networking Conversations - Forbes](#)

This two-page article outlines the language skills to initiate and conclude networking conversations. The article provides gambits for a variety of scenarios.

Uses: Learners summarize the article and apply the principles to various situations.

[Viadeo](#)

This online networking website is similar to LinkedIn.

Uses: Learners research the site and join if they wish.

[Continuing Studies – University of British Columbia \(UBC\)](#)

This page has information about continuing studies, courses and programs, online learning, and links to registration.

Uses: Learners access the registration forms online and complete them.

[Education & Career Fairs](#)

This website has a list of the job fairs and events that are happening in BC.

Uses: Learners navigate the site to find information to assist with their career planning.

RESOURCES

Career Planning (cont.)

[Open Learning Student Forms – Thompson Rivers University \(TRU\)](#)

This page has an extensive list of forms for students to complete including course registration, financial aid, and more.

Uses: Learners access given forms online and complete them.

[Start Your Career – Work BC](#)

This website provides information about career pathways, finding a job, starting a business, getting training, and the BC labour market with online tools and forms.

Uses: Learners access the tools online and fill out the forms to begin planning a personal pathway.

[Work in BC – Welcome BC](#)

This page has information about jobs, qualifications, labour markets, employment standards, and more.

Uses: Learners navigate the site to find information to assist with their career planning.

Note: The following job-search and career websites also appear in ELSA 6 Unit 2

[BCJobs.ca](#)

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

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

[Monster Canada](#)

This website is a career management portal for all of Canada.

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

[Workopolis](#)

This website is a job-search site offering job ads, employer spotlights, career resources, and employment news headlines daily.

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

[Eluta.ca](#)

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

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

[Indeed – One Search. All jobs. Canada](#)

This website is a job-search site offering job ads with many links to external company website job postings, forums, and industry employment trends that include excellent diagrams, tables, and charts.

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

[WorkBC Centres – Government of BC](#)

This page has an interactive map to find WorkBC Centres throughout the province, eligibility requirements, job search resources and services, and employment planning and training information.

Uses: Learners navigate the interactive map to find the WorkBC Centre in their area and access information on the site about job skills.

[Wow Jobs](#)

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

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

[Nice Jobs](#)

This website is a job-search site offering job ads with many links to external company website job postings and a good user guide that explains internet search techniques.

Uses: Learners use navigation skills to access the job ads online.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner’s [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 4, Volume 1: Looking for a Job

Chapter 7, Volume 2: Telephone Calls

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

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

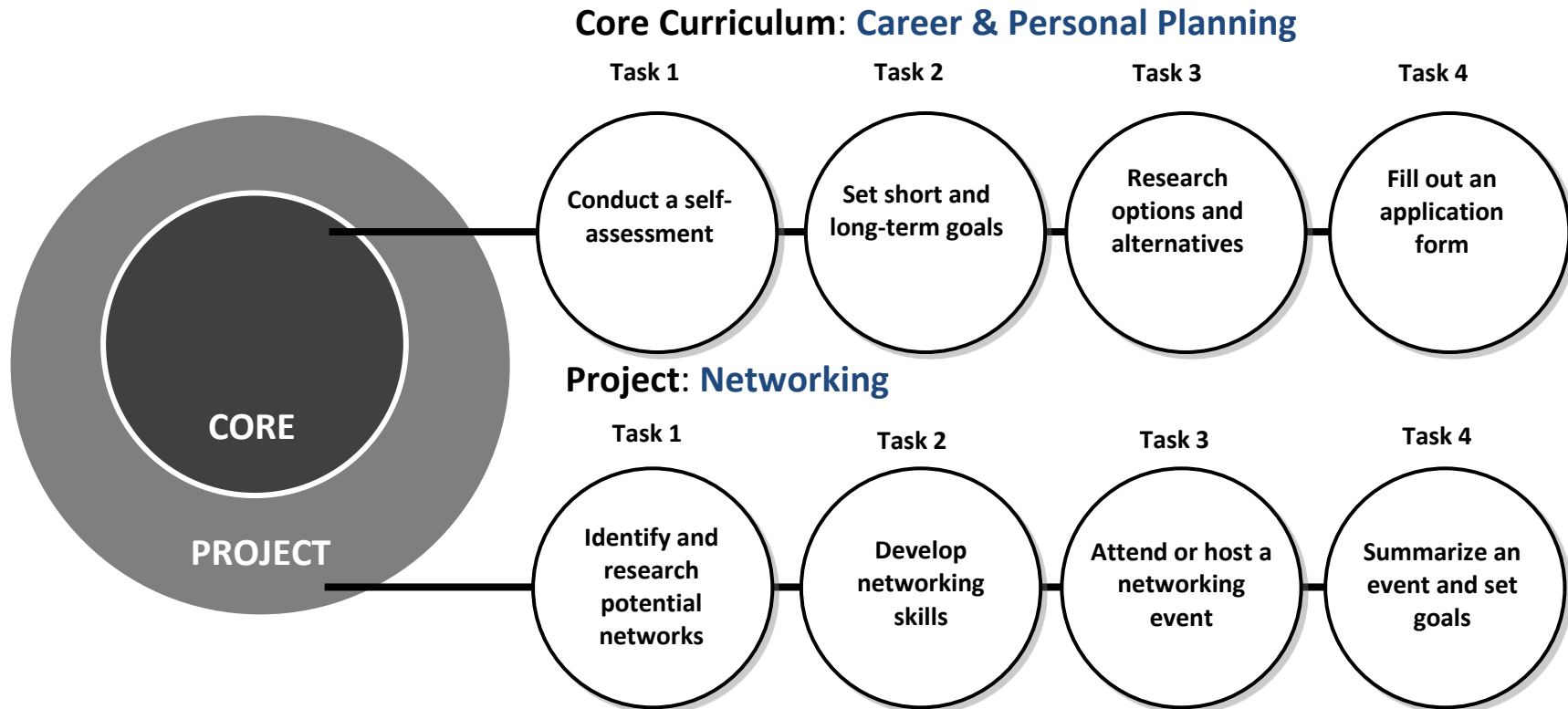
Uses: The following chapters are well-suited to this unit:

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

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

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

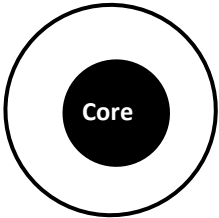
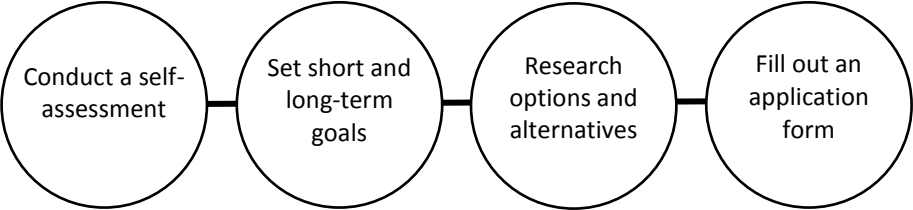


At a glance: CAREER & PERSONAL PLANNING













SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 2: Career & Personal Planning	CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.</p>	<p>Task 1: Conduct a self-assessment</p> <ul style="list-style-type: none"> • access various types of self-assessment tools (e.g., personality tests, interest inventories, skill surveys, career readiness questionnaires) • follow the instructions for conducting the self-assessment: <ul style="list-style-type: none"> ○ interpret sequence and location signals and implied meanings ○ infer the correct sequences ○ follow instructions as required to complete the task • conduct self-assessments that are personally interesting and meaningful • share the results with a partner, a group, or the whole class • from the results of the self-assessment, select one or more areas for personal or professional development for use with Task 2 	<p>Self-Assessment Resources – The Riley Guide</p> <p>Steps to Successful Career Planning: Assessment Tools – Arizona State University</p> <p>Jung Typology Test – HumanMetrics</p> <p>Career Exploration – WorkBC</p> <p>Myers-Briggs Type Indicator Career Report</p>


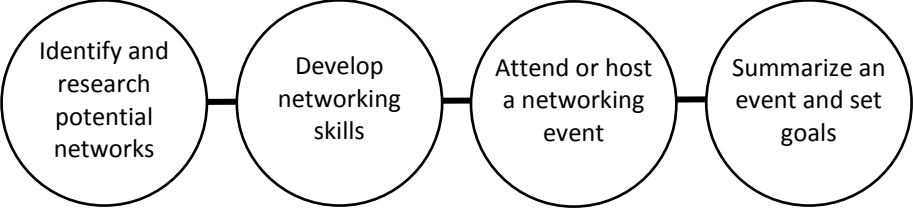



UNIT 2: Career & Personal Planning		CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
CLB OUTCOME    	SAMPLE TASK	RESOURCES	
<p> CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.</p>	<p>Task 2: Set short and long-term goals</p> <ul style="list-style-type: none"> ● watch various videos about setting goals doing the following: <ul style="list-style-type: none"> ○ identify the main idea and detailed information ○ identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion ○ identify rhetorical discourse markers and patterns of chronological order, sequence, comparison and contrast, and cause and effect ○ interpret factual information, explanations, and opinions ○ identify facts, opinions, and attitudes 	<p>Create Your Ideal Life with Goal Setting – Lululemon Athletica</p> <p>Goals and Objectives: Identifying the Difference - YouTube</p> <p>Writing SMART Goals and Objectives Webinar – YouTube</p>	
<p> CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).</p>	<ul style="list-style-type: none"> ● discuss, compare, and contrast videos in small groups ● identify the key steps in goal setting ● work individually to set short (six months) and long (5 years) term goals ● share goals with the group, requesting and offering feedback and suggestions ● request and offer more details or rationales for goals, expressing encouragement to reach goals by doing the following: <ul style="list-style-type: none"> ○ respond to minor conflicts or complaints ○ ask follow-up questions to keep the conversation going ○ encourage others to participate ○ use appropriate levels of formality 	<p>See Skills-Based Resources</p>	




UNIT 2: Career & Personal Planning		CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
CLB OUTCOME    	SAMPLE TASK	RESOURCES	
<p>📞 CLB 8-I: Participate in brief professional phone calls.</p>	<p>Task 3: Research options and alternatives</p> <ul style="list-style-type: none"> • research opportunities for personal and professional development related to goals set in Task 2, such as courses offered through the continuing studies departments of most educational organizations • compare the advantages and disadvantages of studying online vs. a conventional classroom setting • investigate alternative means of achieving goals • phone continuing studies providers for more information or to book an appointment with an advisor by doing the following: <ul style="list-style-type: none"> ○ open, maintain and close a phone conversation in a professional manner ○ clarify and confirm the information ○ use the appropriate level of formality • pool information with other learners by filling in a chart with key information 	<p>Continuing Education – Vancouver School Board</p> <p>Continuing Studies – Simon Fraser University</p> <p>Continuing Studies – University of British Columbia (UBC)</p> <p>LINC 5-7 Classroom Activities (Vol. 1 and 2) e-Resources, Chapter 7, Volume 2: Telephone Calls</p>	
<p>✍️ CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>	<p>Task 4: Fill out an application form</p> <ul style="list-style-type: none"> • research the registration process for the selected course • practice filling out the application form by doing the following: <ul style="list-style-type: none"> ○ identify the purpose of the form and its sections and complete it with required information, including a one paragraph written response, if required ○ spell and use punctuation, capitalization, dates and numbers and their abbreviations correctly 	<p>Open Learning Student Forms – Thompson Rivers University (TRU)</p>	


SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

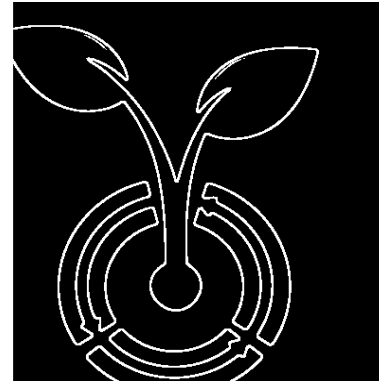
UNIT 2: Career & Personal Planning	CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.</p> <p> CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>	<p>Task 1: Identify and research potential networks</p> <ul style="list-style-type: none"> • list the benefits of a strong personal and professional network • watch videos about how to build personal and professional networks • identify local opportunities for meeting people, making friends, and establishing professional contacts through community associations, places of worship, volunteering, Toastmasters clubs, or sports teams • investigate how to use social networking platforms, such as LinkedIn and Facebook <ul style="list-style-type: none"> • Perform the following optional tasks: <ul style="list-style-type: none"> ○ join a dedicated networking group or club ○ fill in an application form to join a network or apply for a volunteer position 	<p>Networking to Get a Job - YouTube</p> <p>Building Personal Support Networks: Barbara and Zackery's Story – YouTube</p> <p>How to Network – Howcast</p> <p>LinkedIn</p> <p>Meetup</p>

UNIT 2: Career & Personal Planning		
CORE CURRICULUM: Career & Personal Planning		
PROJECT: Networking		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.</p>	<p>Task 2: Develop networking skills</p> <ul style="list-style-type: none"> • read an article or web page that gives networking tips • summarize, share, and compare the instructions with other learners • develop an elevator pitch with the following statements: <ul style="list-style-type: none"> ○ I am a _____ ○ I want to _____ ○ I can _____ • practice meeting new people by doing the following: <ul style="list-style-type: none"> ○ approaching a person, using appropriate body language ○ offering a greeting or opening line ○ exchanging names and shaking hands ○ making small talk ○ giving an elevator pitch ○ exchanging contact details ○ bringing the conversation to a close ○ closing the conversation 	<p>Networking Advice – BCJobs.ca</p> <p>Craft a 30-second Elevator Speech to Impress Potential and Current Employers and Associates – CanadianImmigrant.ca</p> <p>How to Start a Conversation When You Have Nothing to Talk About – wikiHow</p> <p>Non-Awkward Ways to Start and End Networking Conversations - Forbes</p>
<p> CLB 8-I: Participate in brief professional phone calls.</p>	<p>Task 3: Attend or host a networking event</p> <ul style="list-style-type: none"> • host an event, or attend an event in the local community that would facilitate meeting new people • phone to register for or volunteer at the community event or phone to invite friends, family members, and others in the school community to attend the event • greet, welcome, and network with people • close the event at the scheduled time by thanking all for attending and encouraging participants to get in touch with newly-made contacts 	<p>Education & Career Fairs</p>

UNIT 2: Career & Personal Planning	CORE CURRICULUM: Career & Personal Planning PROJECT: Networking	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).	Task 4: Summarize an event and set goals <ul style="list-style-type: none"> • review what happened at the event with other learners • describe the interactions that took place, and celebrate the successes • set new goals for building and expanding social and professional networks 	

Interacting in
communities: Unit 3

SUSTAINING CANADIAN COMMUNITIES



ELSA 7
CLB 8

Introduction

In this unit, learners learn about sustainability. Sustainability creates and maintains the conditions under which people and nature can exist in productive harmony, that permit the fulfillment of all of present and future generations.

The **Core Curriculum** focuses on exploring sustainability in relation to learners' immediate community. Learners learn about the local community by investigating governmental sustainability action plans and comparing them to current sustainability projects and initiatives. Additionally, learners discuss ways to participate in community initiatives that positively affect the community, environment, or local ecology. The Core Curriculum culminates in writing a proposal for a sustainability project.

In the **Project**, learners put their understanding of sustainability into action by designing a model sustainable community. They research global examples and then design, create, and present their models.






Teaching Suggestions

- Visit local examples of sustainability in your community. e.g. a community garden, a farmers' market, a toy swap, a water treatment plant, a recycling facility, pocket parks); take pictures to document the visit and for use in the project.
- Interview local people about their community's level of sustainability and livability.
- Engage in a community-based service activity.
- Investigate ways for learners to get involved in local sustainability initiatives.
- Use common errors from learners' writing to develop editing checklists for learner use.
- Encourage learners to use computer functions for editing their written work.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-III:	Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.
Speaking	
 CLB 8-III:	Propose or recommend solutions to problems in a familiar area. (FATK)
Reading	
 CLB 8-III:	Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.
 CLB 8-III:	Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.
Writing	
 CLB 8-IV:	Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Content and Other Outcomes

Learners will

- increase their understanding of their local community through intensive research and community-based activities
- practice making recommendations, persuading, and proposing solutions to problems
- use critical thinking skills to evaluate persuasive messages
- collaborate in groups to build a model sustainable community
- understand the purpose and intent of a speaker's or writer's message

POSSIBLE TOPICS

Topic	<p>This unit considers the value of sustainability in the social, environmental, and economic life of British Columbia, Canada, and the world. Instructors might consider the following topics in designing this unit:</p> <ul style="list-style-type: none">• green buildings and energy• transportation – tolled roads, public transit, bike paths, pedestrian zones• land use – parks, wildlife preserves, waterways• housing - residential development, affordable housing, co-op housing• waste and water – reduction, recycling, water sources and treatment, composting & landfills• culture & heritage – diversity, immigration• local food – roof top gardens, community gardens, farmers’ markets, the 100-Mile diet• local economy – green businesses, microeconomics• health and happiness – recreation, events, seniors, children
Cross-cultural Perspectives	<p>Values about sustainability vary a great deal in different parts of the world. It is worthwhile for instructors to lead learners to compare and contrast these values by doing the following:</p> <ul style="list-style-type: none">• explore how our values differ about sustainability• compare the ecological footprint of Canadians with people from other countries, including learners’ countries of origin• explore how sustainable social, environmental, and economic development initiatives in learners’ home countries compare to their experiences in Canada• determine the condition of global bio-cultural diversity
Systems and Practices in BC and Canada	<p>The following are possible topics teachers could explore with learners:</p> <ul style="list-style-type: none">• comparing the definition of sustainability in the UN’s Bruntlund Report with that used by Vancouver, Victoria, or UNESCO• reducing our ecological footprint through water and energy conservation, recycling, composting, and adopting the 100-Mile Diet• exploring the City of Vancouver’s social sustainability agenda• examining Canada’s and BC’s report card in the United Nations Decade of Education for Sustainable Development (2005-2015)• looking at the role of the not-for-profit, NGO sector in BC in promoting sustainability• surveying the organizations in neighbourhoods that foster sustainability in social, environmental, and economic activities

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- abbreviations commonly found in note taking
- symbols commonly found in note taking
- cue words for essay-writing

- nouns related to paragraphs and essays
- reporting verbs for indirect quotations from sources in paragraphs and essays

etc., b/c, b4, w/o, w/in, vs., yr., e.g., i.e., min., max.

#, &, @, \$, +, =

analyze, discuss, compare, contrast, critique, define, summarize, illustrate, outline, prove, evaluate, relate

topic sentence, main ide, factual/supporting detail

say, claim, report

Grammar

- word formation (prefixes, suffixes) to guess meanings of unknown words
- transition words and phrases to identify structure of a paragraph or essay (sequence, cause and effect, comparison, and contrast)
- coordinating conjunctions to combine two independent clauses in descriptive paragraphs
- subject-verb agreement
- word order in sentences
- modals of advice

pre-, -ment

first, second, third, previously, prior to this, soon, at this time; consequently, therefore, as a result; but, in contrast, however

and, but, nor, yet, so, or

Correct: There are a number of books on the floor.

should, had better, ought to

Pronunciation

- intonation changes and pausing to signal new or important information
- major and minor stress in multi-syllable words
- content words and major stress for reading academic information aloud
- low-rise intonation on transition words when reading aloud to make their purpose clear

Historically, / scientists believed / that ... // however // ...

chronological, chronology

previously //, afterwards //, however //

RESOURCES

Sustainability

[Alex Steffen: The Route to a Sustainable Future \(Jul. 2005, 17:31\) – TED Talks](#)

The founder of Worldchanging.com argues that reducing humanity's ecological footprint is vital, as developing countries adopt the western consumer lifestyle. The introduction includes a great summary of sustainability and Vancouver is mentioned in reference to urban density solutions.

Uses: Learners understand communication intended to influence or persuade including extended warnings, suggestions, recommendations, and proposed solutions related to our shared ecological footprint and sustainability.

[Blogs at Worldwatch – Worldwatch Institute](#)

This non-profit organization collates annual research data from around the world on the state of the planet and human—and non-human—conditions and quality of life indicators. There are blogs and videos on this page that present current research and opinions on sustainability and other topics.

Uses: Learners understand communication intended to influence or persuade in situations related to sustainability.

[Brundtland Report - Wikipedia](#)

This page outlines the history and purpose of the UN Document *Our Common Future*. The links throughout the page lead to further information about the details of, and people behind, the report.

Uses: Learners locate, integrate and use three or four pieces of information to summarize the purpose or findings of the report.

[The Centre for Sustainable Food Systems at UBC Farm](#)

This site has resources and information about sustainable agriculture, local events, education, research, community programs, and more.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Creating a More Sustainable Vancouver: A Continuing, Dynamic Plan for a Better Future – City of Vancouver](#)

This 38 page document reviews the City of Vancouver's 2009 record in meeting its nine sustainability goals: climate change, environment and public health, resource conservation, transportation, economic development, land use, built environment, social equity, and civic engagement.

Uses: Learners locate, integrate and use three or four pieces of information from a given section of the document.

[Dumpton Game – Recycle City](#)

This engaging online game takes learners on a tour of an imaginary city called Dumpton and then hires them as a manager to implement different programs and see the resulting change to the environment and health of the city.

Uses: Learners follow online instructions to manage Dumpton and create a more sustainable city.

[Education for Sustainable Development – UNESCO](#)

This page has links to many multimedia materials. It offers an array of on-line videos, success stories, definitions, articles, and more on the topic of climate change, indigenous knowledge, gender equality, sustainable lifestyles.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Official Community Plan – City of Victoria](#)

This page has links to the complete 2012 city plan, individual sections, and maps. The plan includes sections on policies, implementation, sustainability, and more.

Uses: Learners navigate the site to get information about proposals, recommendations, and statements of regulations or policies.

RESOURCES

Sustainability (cont.)

[Previous Winners - The World Challenge](#)

This global competition recognizes businesses showing enterprise and innovation regarding sustainability at the grassroots level. This page has links to information about previous winners, the challenge timeline, and the rules.

Uses: Learners navigate the site to find information about the previous winners and the rules for the challenge. Learners can also propose and recommend ideas for possible future winners.

[Report of the World Commission on Environment and Development: Our Common Future - UN Documents](#)

This extensive document provides the accepted definition of sustainable development arrived at through the United Nations Commission report of 1987, also known as *The Brundtland Report*. Other sections include common concerns, international economy, urban challenges, and much more.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a given section of the report.

[Richard Sears: Planning for the End of Oil \(Apr. 2010 6:52\) – TED Talks](#)

This excellent video lecture on why the use of oil will continue to be on the decline also proposes possible solutions to current and future energy needs.

Uses: Learners understand communication intended to influence or persuade in situations related to sustainability.

[Sierra Club BC](#)

This local organization works to protect the ecology of the province. The site includes links to educational resources, local groups, volunteer opportunities, events, blogs, and more.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Social Development Policy Report – City of Vancouver](#)

This report from the Director of Social Planning to the City Council outlines a definition for social sustainability. This is an excellent example of the report format with an appendix.

Uses: Learners get information from the report about proposals, recommendations, and statements of policies.

[Sustainability by Design: Catherine Mohr Builds Green \(Feb. 2010, 6:13\) – TED Talks](#)

This engaging lecture looks at the sustainability of common building products as the speaker tells her story of trying to build a house with “embodied energy” statistics as a guide. The lecture includes excellent visuals to support her speech.

Uses: Learners understand communication intended to influence or persuade in situations related to sustainable design choices.

[Sustainability of the Earth – University of Washington](#)

This page has links to a wide variety of videos, articles, initiatives, external links, and reports about sustainability.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Traditional Ecological Knowledge and Sustainable Development: Towards Coexistence – Deborah McGregor](#)

This lengthy online chapter from her book: *IN THE WAY OF DEVELOPMENT: Indigenous Peoples, Life Projects and Globalization*, gives a detailed definition for sustainable development and compares European and Indigenous perspectives on the subject. It also examines traditional environmental knowledge (TEK) and the benefits of and barriers to applying it today.

Uses: Learners write three or four connected paragraphs to express and analyze opinions about the topics.

RESOURCES

Sustainability (cont.)

[Worldchanging](#)

This excellent website has videos, blogs, links, and articles that relate to sustainability and other environmental initiatives and programs. The site is

Language for Writing Proposals

[Building Consensus for a Sustainable Future: Guiding Principles – The Foreign Policy Committee of the National Round Table on the Environment and the Economy](#)

This 26-page document outlines the results of a meeting of Canadians from all regions and sectors to build consensus towards achieving goals for sustainable social development in Canada.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a given section of the document.

[Consensus Building Principles – RESOLVE](#)

This article outlines the process of building consensus within a group discussion. It offers four principles to help negotiate with different positions, interests, and issues around a common problem.

Uses: Learners summarize the principles to support group consensus strategies.

[Fisheries and Oceans Canada. Ecological footprint: How Does the Way We Live Affect Earth? – Fisheries and Oceans Canada](#)

This two-hour lesson plan includes support materials, handouts, and links to many footprint calculators.

Uses: Learners follow the lesson plan independently or in the classroom.

[Footprint Calculator – Global Footprint Network](#)

This visually appealing quiz can be taken in various language and content level formats. The website also offers information about footprint science.

Note: This resource also appears in ELSA 6 Unit 8.

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

organized by topics: cities, community, business, politics, and the planet.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a given topic on the site.

[How to Write a Problem-Solution Essay in 16 Easy Steps – eNotes](#)

This article gives an excellent overview of the steps towards writing a problem and solution essay. It begins with thinking about the problem, surveying family and friends, and moves through the research/writing process and finish with ideas to make the solutions public.

Uses: Learners follow steps to propose or recommend solutions to problems of their choice.

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

This quiz takes an inventory of personal resource consumption and adds a very powerful twist after the last question.

Note: This resource also appears in ELSA 6 Unit 8.

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

[Persuasive Speech Assignment – Riverside Community College](#)

This student packet includes learner outcomes, steps to prepare a short persuasive speech, extensive instructions for sequencing ideas, a template to follow, citation information, and a marking rubric.

Uses: Learners follow the steps to prepare a persuasive presentation.

[The Process and Types of Writing – Study Guides and Strategies](#)

This page has links to a wide range of writing support topics such as essay writing steps, drafts, persuasive essays, research proposals, spelling rules, mapping vocabulary, and more.

Uses: Learners access resources to support writing proposals and short persuasive reports.

GENERAL RESOURCES

Lanaguage for Writing Proposals (cont.)

[What You Can Do – Environment Canada](#)

This page has links to information on simple steps to reduce environmental impact at home, on the road, at work, at school, and in your community. The site also includes information for parents, kids, and youth.

Uses: Learners locate, access, and integrate information online for a given topic.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 6, Volume 2: Meetings

[Writing Samples: Proposing a Solution – Pearson Allyn Bacon Online](#)

This page has a short six-paragraph sample proposal with an example of instructor feedback for the piece. The sample proposes changes to the adoption laws, but the structure and feedback provide a useful guide.

Uses: Learners examine samples for writing a proposal to solve a problem.

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

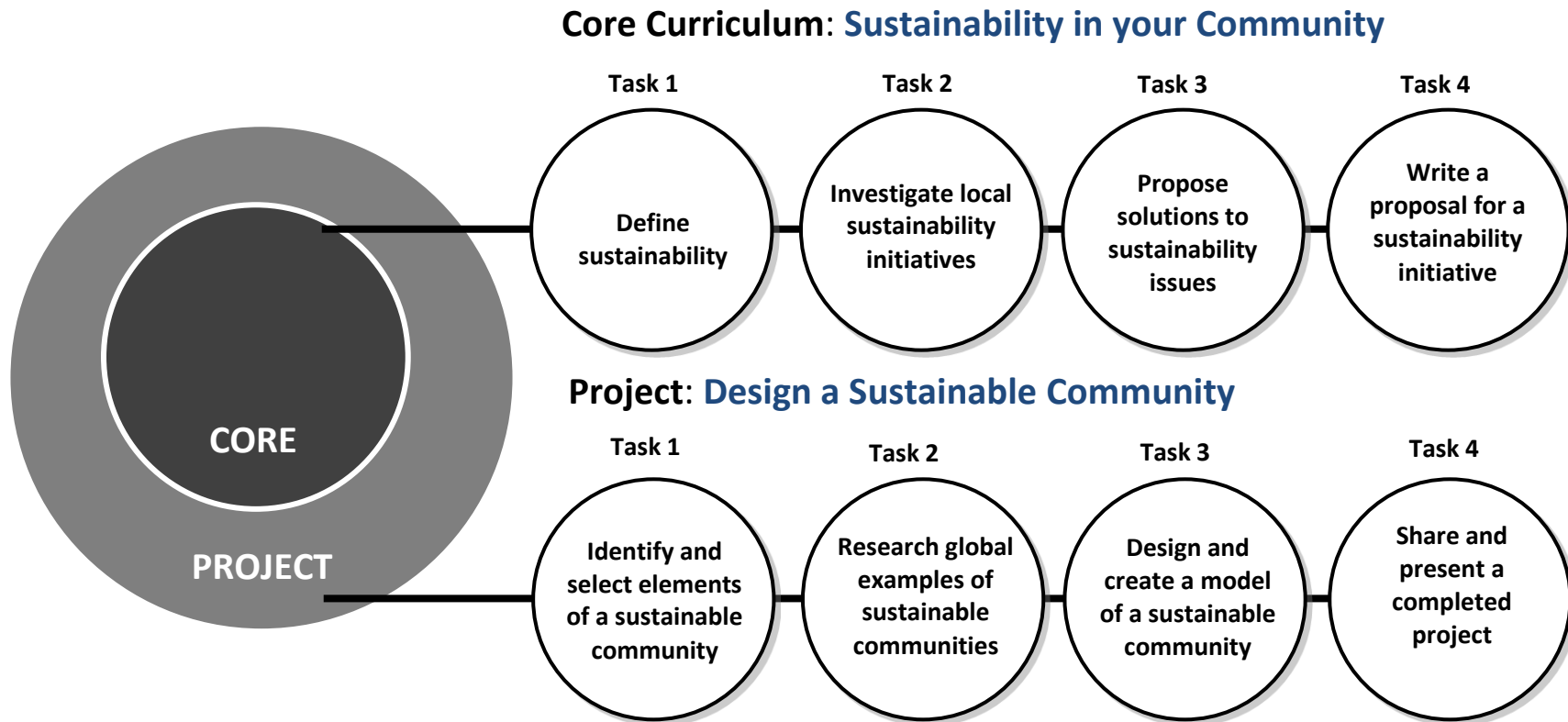
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

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

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

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

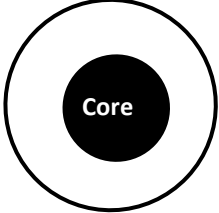
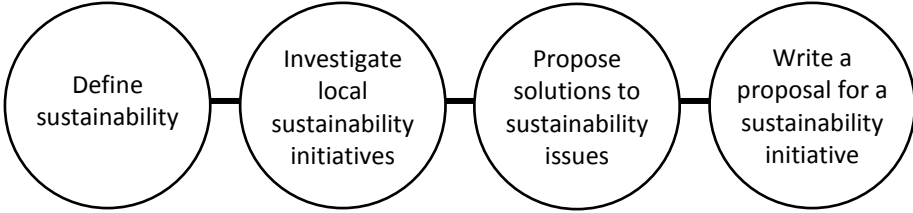



At a glance: SUSTAINING CANADIAN COMMUNITIES







SCOPE & SEQUENCE

of Sample Tasks

ELSA 7


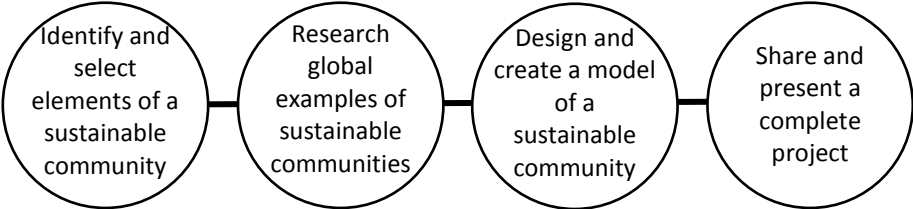
UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p>	<p>Task 1: Define sustainability</p> <ul style="list-style-type: none"> • research three or four definitions of sustainability and compare accordingly: <ul style="list-style-type: none"> ○ identifying the layout and organization of text and finding the information needed ○ finding and integrating three or four pieces of information for comprehension and use • select or create a working definition of sustainability and list the indicators (e.g., local food, green transportation, affordable housing, land use, recreation, waste management) 	<p>Brundtland Report - Wikipedia</p> <p>Education for Sustainable Development - UNESCO</p> <p>Report of the World Commission on Environment and Development: Our Common Future</p>
<p> CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.</p>	<p>Task 2: Investigate local sustainability initiatives</p> <ul style="list-style-type: none"> • access and read the sustainability action plan for the local municipality or region doing the following: <ul style="list-style-type: none"> ○ identify the main ideas, key details, and implied meanings ○ identify the writer’s purpose, bias, and attitude in sections of the text ○ scan and make inferences to select the relevant information • tour places in the local community to observe and evaluate sustainability projects and initiatives • document the initiatives with photos and a written description compare the current state of initiatives to the community’s action plan or vision explore and discuss ways to get involved in local sustainability initiatives 	<p>Creating a More Sustainable Vancouver: A Continuing, Dynamic Plan for a Better Future – City of Vancouver</p> <p>Official Community Plan – City of Victoria</p> <p>Sierra Club BC</p> <p>The Centre for Sustainable Food Systems at UBC Farm</p>


UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-III: Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.</p> <p> CLB 8-III: Propose or recommend solutions to problems in a familiar area. (FATK)</p>	<p>Task 3: Propose solutions to sustainability issues</p> <ul style="list-style-type: none"> • watch videos or listen to podcasts about sustainability proposals, projects, and initiatives doing the following: <ul style="list-style-type: none"> ○ identify stated and unspecified meanings ○ identify the functional value of various utterances such as warnings, threats, suggestions, or recommendations ○ interpret warnings, threats, suggestions, recommendations, and proposed solutions ○ evaluate the validity of suggestions or proposed solutions • practice the language of making recommendations and proposing solutions to problems • select one or more sustainability problem (e.g., public transit) and practice proposing solutions and discussing in small groups as follows: <ul style="list-style-type: none"> ○ describe the problem and clarify details ○ indicate possible solutions, recommend the best ones, and give reasons • present recommendations to the whole class 	<p>Alex Steffen: The Route to a Sustainable Future – TED Talks</p> <p>Blogs at Worldwatch – Worldwatch Institute</p> <p>Sustainability by Design: Catherine Mohr Builds Green – TED Talks</p> <p>Persuasive Speech Assignment – Riverside Community College</p>
<p> CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.</p>	<p>Task 4: Write a proposal for a sustainability initiative</p> <ul style="list-style-type: none"> • write a three or four paragraph proposal for a local sustainability initiative doing the following: <ul style="list-style-type: none"> ○ address the purpose of the task ○ provide accurate and detailed descriptions, explanations and accounts in a clear sequence ○ present the text as a coherent, connected whole with appropriate use of appropriate connective words and phrases 	<p>The Process and Types of Writing – Study Guides and Strategies</p> <p>How to Write a Problem-Solution Essay in 16 Easy Steps – eNotes</p> <p>Writing Samples: Proposing a Solution – Pearson Allyn Bacon</p>

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
		
CLB OUTCOME 🗣️📄📊	SAMPLE TASK	RESOURCES
<p>🗣️ CLB 8-III: Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.</p>	<p>Task 1: Identify and select elements of a sustainable community</p> <ul style="list-style-type: none"> work in small groups to list as many elements of sustainability as possible select the top five specific sustainability elements individually and prepare to defend your choices and recommend choices to your group reduce all selections to a total of five elements for the group by negotiating, compromising, and eventually achieving consensus ensure that the five elements chosen by the group are specific (e.g., a community garden, a green and affordable housing complex) 	<p>Consensus Building Principles - RESOLVE</p>
<p>📄 CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p> <p>📊 CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.</p>	<p>Task 2: Research global examples of sustainable communities</p> <ul style="list-style-type: none"> read about three or four examples of sustainable communities around the world compare, contrast and evaluate these examples identify initiatives or projects that might be suitable for the local context, finding details and ideas to use in creating your own model community read UNESCO’s sustainable development policies select details relevant to creating a model community 	<p>Sierra Club BC</p> <p>Education for Sustainable Development - UNESCO</p>

UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>✍️ CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.</p>	<p>Task 3: Design and create a model of a sustainable community</p> <ul style="list-style-type: none"> • write a detailed description of each of the five elements of the model sustainable community • write an overview of the community and the rationale behind the selection of the elements • select a method of representing the model community: <ul style="list-style-type: none"> ○ poster(s) ○ a trade show display booth ○ a video ○ a slide show ○ a booklet • create the representation of the model sustainable community, including text and visuals 	<p>Dumptown Game – Recycle City</p>
<p>💡 CLB 8-III: Propose or recommend solutions to problems in a familiar area.</p>	<p>Task 4: Share and present a complete project</p> <ul style="list-style-type: none"> • host a trade show, inviting members of the school community • present and exhibit the models 	

Interacting in
communities: Unit 4

INTERPERSONAL & GROUP DYNAMICS



ELSA 7
CLB 8

Introduction

In this unit, learners practice communication skills for effective social interaction with others. Positive interpersonal and group dynamics are central to learners' adjustment to live in Canada in terms of personal, school, and work contexts.

The **Core Curriculum** provides an overview of interpersonal and group dynamics. Learners work in teams to research and present on an issue, such as conflict resolution, assertiveness, cultural and gender differences in social interaction, and effective teamwork.

The **Project** component continues the emphasis on teamwork by requiring teams of learners to devise, design, and complete a project. In order to complete the project, the teams must first learn how to conduct semi-formal team meetings, and meet regularly throughout completion of the project.






Teaching Suggestions

- Discuss the importance of non-verbal communication.
- Discuss gender and cultural differences in social interaction and communication.
- Compare attitudes and behaviours in relation to hierarchy across cultures.
- Encourage learners to share their own experiences of situations in which miscommunication was a problem.
- Encourage learners to purposefully investigate language use and share the results of this investigation in class.
- Discuss and evaluate various communication styles
- Use video recordings of meetings from movies and training materials or record written texts for listening practice.
- Encourage learners to develop lists containing expressions pertinent to various types and purposes of meetings.
- Encourage learners to get involved in the community and participate in meetings.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-I:	Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations). (FATK)
Speaking	
 CLB 8-IV:	Give presentations to describe and explain structures, systems or processes based on research.
Reading	
 CLB 8-IV:	Access, locate and integrate several pieces of information from relevant online reference sources.
Writing	
 CLB 8-II:	Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.
 CLB 8-III:	Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

Content and Other Outcomes

Learners will

- understand how interpersonal and group dynamics vary across contexts
- work on teams to research and present on an issue of group dynamics
- learn how to conduct team meetings, including setting an agenda, chairing a meeting, setting action items, and taking minutes
- practice strategies for interrupting, taking turns, clarifying, changing topics, and handing over the floor in group meetings
- understand socio-linguistic norms and culturally determined behaviours, such as attitudes towards hierarchy

POSSIBLE TOPICS

Topic

In this unit, learners explore interpersonal communication and group dynamics in various contexts relevant to their needs and lifestyles. These contexts and topics could include any of the following:

- communicating with family, colleagues, clerks, managers, or neighbours
- strategies for building relationships and resolving conflicts
- using small talk in the workplace, lunchroom, or in the community
- using key phrases for accomplishing aspects of a conversation including opening, encouraging an interlocutor to speak, agreeing, disagreeing, adding a comment, or exiting a conversation
- evaluating the effect of digital technologies on interpersonal communication
- evaluating the influence of various forms of leadership and decision-making styles on group dynamics
- using Robert's rules of order for the negotiation of group dynamics in decision-making during meetings

Cross-cultural Perspectives

Ideas about hierarchy and the role of individuals in decision making vary across cultures. Possible topics for this unit could include some consideration of differences between cultures in interpersonal communication and group dynamics, including any of the following:

- First Nations' approaches to communication and positive group dynamics through the sharing circle and talking stick
- First Nations' conceptions of restorative justice in conflict situations
- Interpersonal communication strategies and issues across cultures
- small talk and non-verbal communication across cultures, including tone, silence, gestures, handshakes, and facial expressions
- differences in demonstrating emotion across cultures

Systems and Practices in BC and Canada

The following are one or more possible topics instructors could explore with learners:

- team- and group-work dynamics in Canada educational and workplace environments
- contrasting interpersonal and intercultural communication styles in BC, Quebec, and among Aboriginal communities
- contrasting interpersonal and intercultural communication styles between Canada and the USA

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- lexical bundles
- phrases and vocabulary to express opinions, ideas, agreement, disagreement, and consensus
- phrases for making suggestions and recommendations, and expressing possibility and probability
- expressions and idioms to describe team work

one of the major, one of the most, some of the most

I concur with X..., I see your point, but..., To some extent you're right, but..., I'd like to add this point about...

I propose that..., It might not be a bad idea to..., Here's what I think would work...

great minds think alike, two heads are better than one, team spirit, team player, pull your weight, go the extra mile

Grammar

- modals for suggestions and recommendations
- conjunctions
- indirect speech to report what happened in a meeting
- tag questions for small talk
- rejoinders or additions
- gerunds as objects of prepositions in expressions of apologies, thanks, and disappointment

We should ..., Perhaps they could ...

and, but, therefore, otherwise

He said we could book a one day tour.

It's a nice day, isn't it?

So do I, Neither is she

I'm sorry for not calling you. Thank you for helping me. He's disappointed about not being able to attend the event.

Pronunciation

- word stress on the main verb in a modal-verb pair
- stress on the negative
- high-rise intonation pattern to indicate surprise, shock, yes-no questions, and tag questions
- rise-fall intonation pattern in wh-questions
- non-word vocalizations and head motions to express interest and encourage the speaker to continue

We should try.

We can't finish by five.

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

Where did he move to/ after he left Toronto?

um-hmm, aha, wow

RESOURCES

Interpersonal Communication

[Active Listening - Carl Rogers and Richard E. Farson](#)

This eight-page pdf is an excellent introduction to active listening skills. It outlines what listening is, how to listen, problems and challenges with active listening, the benefits of listening, and more.

Uses: Learners summarize the reading and apply skills in small group meetings and discussions.

[Everybody Loves Raymond - Active Listening Part 1 \(Oct 5, 2011, 4:03\) – YouTube](#)

In this funny clip, Raymond goes to an active listening workshop and is called upon to do a role-play with mixed results.

Uses: Learners understand moderately complex social exchanges around the topic of active listening.

[Everybody Loves Raymond - Active Listening Part 2 \(Oct. 5, 2011, 6:42\) – YouTube](#)

In this second part clip, Raymond's parents have an argument and he intervenes with his recently acquired active listening skills.

Uses: Learners understand moderately complex social exchanges expressing complaints, disappointment, satisfaction, dissatisfaction, approval, and disapproval.

[How do you keep a conversation going when you don't know someone well? \(Feb. 17, 2012, 2:56\) – YouTube](#)

This video is a short and engaging series of strategies for conversation skills that are presented in a simple narrative monologue. The speaker describes situations and scenarios when awkward silences are problematic and offers her solutions to them.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

[How to Be Assertive – eHow](#)

This article outlines eight instructions for building assertiveness with examples of language functions and body language. The page also has links to further reading and videos on the same topic.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[How to Be More Assertive at Your Job \(Aug. 20, 2012, 3:34\) – eHow](#)

This video with transcript offers tips to establish effective assertiveness at work. The speaker uses a whiteboard to support his presentation.

Uses: Learners reduce oral discourse about assertiveness given in a video into notes that can be used to write instructions.

[How to Develop Positive Assertiveness \(Jun. 4, 2012, 1:47\) – eHow](#)

This short and informative video offers suggestions for developing positive assertiveness and building confidence. The page also includes a transcript of the video.

Uses: Learners reduce oral discourse about assertiveness given in a video into notes that can be used to write instructions.

[How to Keep a Conversation Going \(Feb. 9, 2010, 1:29\) – YouTube](#)

This short and engaging video from Howcast goes through six steps to keep the conversation going. The video makes excellent use of narration, onscreen text, and supporting visual cues.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

[Intercultural Communication – ESLflow.com](#)

This site offers links to lesson plans with quizzes and worksheets on intercultural communication. This is a great site for teachers, but many of the activities can be completed by learners independently. Materials are organized under the topics: cultural etiquette quizzes, cross-cultural lessons, culture lessons, and a guide to intercultural awareness skills. There are also links to other topics such as body language, socializing, small talk, etc.

Uses: Learners use lessons and exercises independently online or in the classroom.

RESOURCES

Interpersonal Communication (cont.)

[Leadership Training: Active Listening \(Jan. 21, 2010, 2:21\) – YouTube](#)

This video follows the Communication Roadblocks resource from Leadership Training. This resource contrasts the roadblocks with effective listening skills. The scenario is realistic and the person causing the problem solves things it with the assistance of a coworkers' active listening techniques.

Uses: Learners understand moderately complex social exchanges that demonstrate active listening.

[Leadership Training: Communication Roadblocks \(Jan. 21, 2010, 2:18\) – YouTube](#)

This video introduces 12 roadblocks to communication when someone has a problem at work and has three realistic short clips to explain the roadblocks of questioning, criticizing, and ordering. See complimentary the video from Leadership Training – Active Listening.

Uses: Learners understand moderately complex social exchanges that demonstrate communication roadblocks.

[Mastering the Art of Conversation - The Complete Idiot's Guide](#)

This article outlines the stages of starting a conversation, keeping it going, and closing it. The resource has useful tips and techniques to build conversation skills.

Uses: Learners access the article online and summarize the three sections to notes and implement the skills in small group meetings and discussions.

[Movieclips – YouTube Channel](#)

This channel has clips from thousands of popular movies. For this unit, consider searching for *In Good Company*, *Meet the Parents*, *Real Genius*, *Stand and Deliver*, *Lean On Me*, and others that will provide group dynamics in a variety of social contexts.

Uses: Learners understand moderately complex social exchanges such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences, and congratulations.

[Speak Up and Assert Yourself – Ezine Articles](#)

This short article summarizes assertiveness in three simple steps. The page also has links to similar and recent articles on the site.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[The “Talking Stick” Circle: An Ancient Tool for Better Decision-making and Strengthening Community. – Terrapsych](#)

This five-page online document outlines what the talking stick circle is, how to sit in the circle, how to facilitate the circle, and more. The document also lists references and has links to further information on the subject.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[TIPS for Asserting Yourself and for Dealing with Conflict – Iowa State University](#)

This three-page document is a great point-form list of tips for asserting yourself and dealing with conflict in a variety of situations including negotiations, talking to management, meetings, and before, during, and after conflict. The tips include sample language scripts to support assertiveness.

Uses: Learners access document online and implement the tips/scripts in small group meetings and discussions.

[Toastmasters Speech #4: How To Keep A Conversation Going \(Sep. 6, 2009, 6:28\) – YouTube](#)

In this video clip a skilled speaker goes through examples of awkward conversations and gives tips and suggestion to keep the conversation moving and engaging. He uses audience members to model both problematic and successful conversation techniques.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

RESOURCES

Presentation and Research

[Assessing a PowerPoint Presentation – TeacherVision](#)

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

Note: This resource also appears in ELSA 6 Unit 1.

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

[Effective Listening and Notetaking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking with common abbreviations, bad habits, mapping examples, and more.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners understand moderately complex instructions for note-taking.

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

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

Note: This resource also appears in ELSA 6 Unit 1.

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

[Guides for the Workplace and Office – Study Guides and Strategies](#)

This page has links to great resources for research, problem-solving, time management, project organization, presentations, public speaking, and much more.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has an excellent list of links to listening resources and note-taking strategies from SFU and other Canadian and American universities. There is also an engaging comic strip story about note-taking from SFU to introduce the subject.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

[Oral Presentations Classroom Workshop \(2011, 19:49\) – Texas A & M University Writing Centre](#)

This engaging workshop features two speakers who outline common pitfalls and solutions for preparing, practicing, and delivering oral presentations. The page also has links to more videos about creating presentation slides, public speaking, podcasting, and more.

Uses: Learners reduce oral discourse about presentation skills given in the video into notes that can be used to write down instructions.

[Presentation Skills – The Training Professional’s Gateway. Collins, M. J.](#)

This training resource available for download includes a *Presentation Feedback Sheet*, an *Evaluating Presentations* document, and a step-by-step guide with samples on how to design a PowerPoint presentation.

Note: This resource also appears in ELSA 6 Unit 1.

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

[Research and Reading – Study Guides and Strategies](#)

This page has links to excellent resources for researching online, evaluating website content, organizing research, summarizing and much more.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources

RESOURCES

Consensus Building and Meetings

[Consensus Building – University of Colorado](#)

This page has a lengthy introduction to building consensus and links to internal and external examples, related approaches, and problems.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[Ineffective Meeting \(Apr. 1, 2009, 4:27\) – YouTube](#)

This video is a dramatization of a terrible team meeting. This video precedes the *Effective Meeting* video where better techniques are employed.

Uses: Learners take notes about all the problems in the video and suggest alternate ways to run a meeting.

[Effective Meeting \(Apr. 1, 2009, 7:27\) – YouTube](#)

This video follows the *Ineffective Meeting* in contrast. In this video, the staff and manager run a smooth meeting that is professional and productive.

Uses: Learners take notes about the positive and effective points in the video in terms of running a meeting.

[Group Decision Making – University of Waterloo](#)

This excellent resource outlines the basics of group decision making, and has links to further resources on the topic. The page also includes a link to an audio version of the article.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[How NOT to Conduct a Meeting \(Apr. 23, 2009, 3:53\) – YouTube](#)

This video is a dramatization of a terrible team meeting.

Uses: Learners take notes of the problems in the video and suggest alternate ways to run a meeting.

[How to Conduct a Meeting: A Guide for Volunteer Organizations and Governing Bodies – Certified General Accountants of Ontario](#)

This well-written 29-page guide covers all aspects of meetings including agendas, minutes, quorum, points of order, motions, voting, and more.

Uses: Learners use the guide to facilitate team meetings.

[How to Set an Agenda for a Meeting – eHow](#)

This article outlines 5 steps to creating an effective agenda for a meeting. It includes tips/warnings, and has links to agenda/minutes samples, video, and further reading about meetings.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[Improve Your Meetings \(Sep. 13, 2007, 8:00\) – YouTube](#)

In this video, Deborah Mackin, author of the *Team Building Tool Kit*, talks about common problems in a typical meeting and suggest ways to turn them into productive meetings.

Uses: Learners take notes about the negative and positive points in the video in terms of running a meeting.

[Running Effective Meetings \(Jan. 24, 2012, 11:30\) – YouTube](#)

This excellent video introduces the roles and techniques to achieve a dynamic, effective meeting. A variety of characters introduce the meeting roles, how to use an agenda effectively, and how to manage meeting time.

Uses: Learners take notes about all the positive and effective points in the video in terms of running a meeting.

[Tips for the Chair – Our Community](#)

This article offers seven tips for the chair with regards to facilitating group meetings. The tips include rules, tone, diversity, communication, deadlocks, and more.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner’s [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

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

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

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

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

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

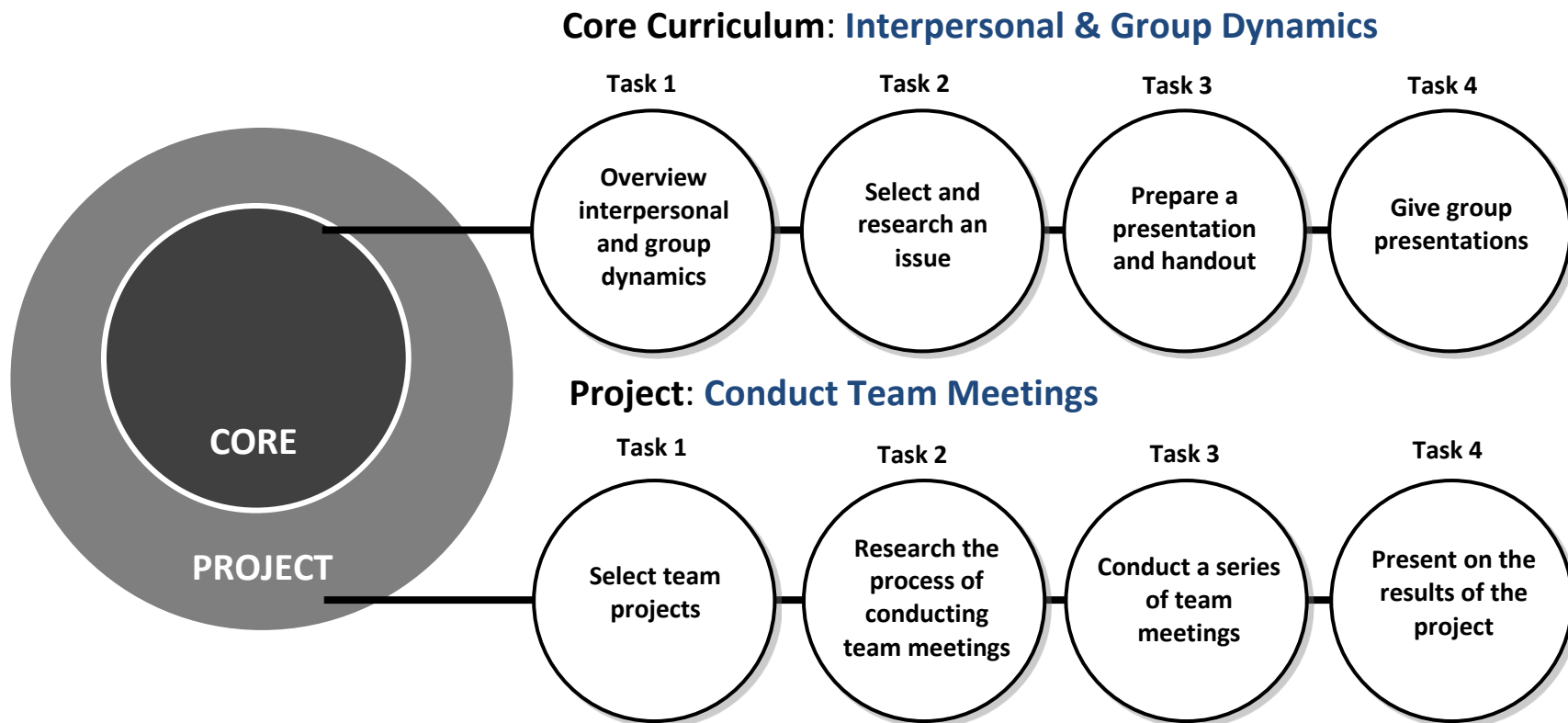
Uses: The following chapters are well-suited to this unit:

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

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

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

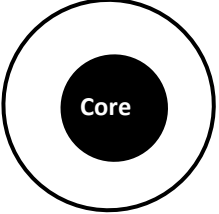
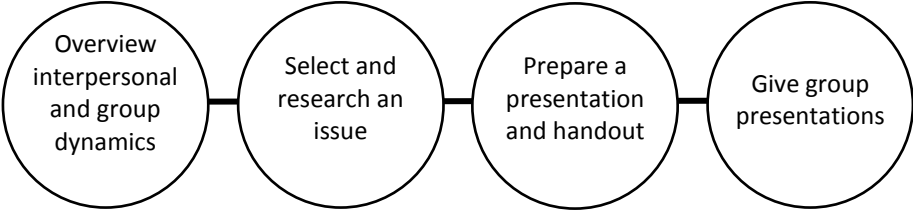
At a glance: INTERPERSONAL & GROUP DYNAMICS







SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
		
CLB OUTCOME 🗣️👥📚	SAMPLE TASK	RESOURCES
<p>🗣️ CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).</p>	<p>Task 1: Overview interpersonal and group dynamics</p> <ul style="list-style-type: none"> list and categorize contexts in which interpersonal and group dynamics take place (e.g. in families, between neighbours, at school or work, etc.) rank the contexts for level of formality, potential for conflict, and preference watch videos of examples of interpersonal and group dynamics doing the following: <ul style="list-style-type: none"> identify implied meanings and stated and unspecified details identify situations and relationships between participants identify speakers' purpose and intent identify the emotional state, mood and attitude from the tone and intonation understand the intent of expressions and responses share personal experiences of working in teams or in groups, and strategies for working effectively with others 	<p>Movieclips – YouTube Channel</p> <p>Everybody Loves Raymond – Active Listening Part 1 – YouTube</p> <p>Everybody Loves Raymond – Active Listening Part 2 – YouTube</p> <p>Formative Assessment Toolkit: CLB 8</p>

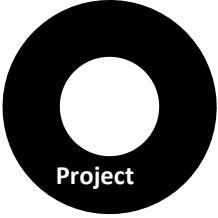
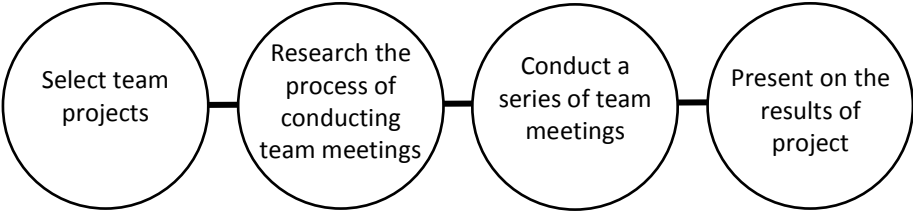



UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.</p> <p> CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write down instructions</p>	<p>Task 2: Select and research an issue</p> <ul style="list-style-type: none"> • form small groups and select an issue to research and present on within the topic of interpersonal and group dynamics from the following list: <ul style="list-style-type: none"> ○ conflict resolution ○ assertiveness ○ non-verbal communication ○ gender and cultural differences in interaction styles ○ family dynamics ○ effective communication skills ○ teamwork and the stages of team development • access information using effective search strategies, research the issue using multiple sources • watch videos or listen to podcasts about the issue • take notes to include in the presentation doing the following: <ul style="list-style-type: none"> ○ reduce information to main points with accurate supporting details and no major omissions ○ convey essential information ○ convey a sense of audience in language, format, and content 	<p>Research and Reading – Study Guides and Strategies</p> <p>Guides for the Workplace and Office – Study Guides and Strategies</p> <p>How to Be More Assertive at Your Job – eHow</p> <p>How to Keep a Conversation Going – YouTube</p> <p>Effective Listening and Notetaking – North Shore Community College</p>
<p> CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work to be done, indicating a problem, requesting a change, or requesting information.)</p>	<p>Task 3: Prepare a presentation and handout</p> <ul style="list-style-type: none"> • write an outline for the presentation, ensuring there is an introduction, development and conclusion • use PowerPoint to prepare slides for the presentation • develop a handout, memo, or report that details the results of the research without duplicating the information given: <ul style="list-style-type: none"> ○ convey a clear message to the reader ○ convey a sense of audience in language, format, and content 	<p>Presentation Skills – The Training Professional’s Gateway</p> <p>Assessing a PowerPoint Presentation – TeacherVision</p>





UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
CLB OUTCOME 🗣️👥📄	SAMPLE TASK	RESOURCES
🗣️ CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.	Task 4: Give group presentations <ul style="list-style-type: none"> • deliver a 20-minute presentation with all group members contributing: <ul style="list-style-type: none"> ○ present the information using connected discourse ○ express the main ideas and support them with details ○ provide an introduction, development, and conclusion ○ narrate coherently so that agents, actions, circumstance, process, and sequence are clear ○ demonstrate awareness of style and formality ○ provide accurate and somewhat detailed descriptions, explanations, or accounts ○ demonstrate awareness of appropriate eye contact, body language, and volume and speed of words 	Oral Presentations Classroom Workshop – Texas A & M University Writing Centre

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).</p>	<p>Task 1: Select team projects</p> <ul style="list-style-type: none"> • form teams and collaboratively select projects, which might include the following: <ul style="list-style-type: none"> ○ the group presentation as outlined in the Core Curriculum above ○ a class party or outing ○ a class newsletter, website or play ○ a documentary you create with your team 	<p>Consensus Building – University of Colorado</p> <p>Group Decision Making – University of Waterloo</p>
<p> CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.</p>	<p>Task 2: Research the process of conducting team meetings</p> <ul style="list-style-type: none"> • find information about the process of conducting team meetings: <ul style="list-style-type: none"> ○ setting and distributing an agenda ○ establishing the roles of people attending the meeting: chairperson, secretary, timekeeper ○ understanding the language of meetings (e.g., holding the floor, interrupting, clarifying, etc.) ○ assigning action items and deadlines ○ writing and distributing minutes 	<p>Tips for the Chair – Our Community</p> <p>How to Conduct a Meeting: A Guide for Volunteer Organizations and Governing Bodies – Certified General Accountants of Ontario</p>

UNIT 4: : Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.</p>	<p>Task 2: Research process of conducting team meetings (cont.)</p> <ul style="list-style-type: none"> • watch videos and take notes about how to conduct team meetings • use notes to develop a set of instructions for each element of conducting meetings • develop a list of do’s and don’ts for conducting meetings • develop a list of phrases and expressions used in meetings • write the instructions, the do’s and don’ts, and the gambits, and display them as posters 	<p>Effective Meeting - YouTube</p> <p>Ineffective Meeting - YouTube</p> <p>How NOT to Conduct a Meeting – YouTube</p> <p>Improve Your Meetings – YouTube</p>
<p> CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).</p>	<p>Task 3: Conduct a series of team meetings</p> <ul style="list-style-type: none"> • conduct a series of meetings in order to complete the group project • send out an agenda by email • meet, take minutes, and set action items and deadlines • send out the minutes by email • complete the actions or research as agreed upon during the meeting • meet again, but change roles, so that everyone has a chance to act as the meeting chairperson • share the work and decide next steps • repeat the process until the project is complete <p>Note: The instructor should not lead these meetings, or become involved in the process. Allow the learners to work things out themselves. Instructors can take notes for a debriefing with learners later.</p>	<p>How to Set an Agenda for a Meeting – eHow</p>
<p> CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.</p>	<p>Task 4: Present the results of the project</p> <ul style="list-style-type: none"> • as a group, present the result of the project, inviting others from the school community to create a more authentic public-speaking experience • debrief with the instructor and reflect on the learning process 	<p>Oral Presentations Classroom Workshop – Texas A & M University Writing Centre</p>

Interacting in communities: Unit 5

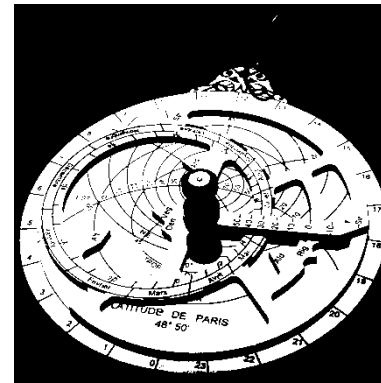
LIFELONG LEARNING

Introduction

UNESCO defines lifelong learning as an ongoing process of learning to know (literacy, numeracy, critical thinking), learning to do (occupational skills), learning to live together (social and interpersonal skills), and learning to be (personal development).

The **Core Curriculum** introduces the concept of lifelong learning and explores the Human Resources and Skills Development Canada (HRSDC) Essential Skills. Learners construct and conduct a lifelong learning survey in order to examine local cultural values towards learning.

The **Project** involves learners planning, promoting and delivering a workshop on a topic or skill at which they are expert. This allows learners to be in the role of both teacher and student, and to discover the hidden talents of their peers.



ELSA 7 CLB 8






Teaching Suggestions

- Invite a guest speaker who exemplifies lifelong learning.
- Visit a community centre to survey people who are taking classes.
- Encourage learners to explore opportunities for learning in all aspects of their lives: occupational, social, and personal.
- Discuss conventions for writing notes, memos, and email messages.
- Use email as a tool for communicating with learners, sending general instructions or individual feedback as email messages.
- Encourage learners to develop typing speed and accuracy.
- Write notes to learners (e.g., about their progress, submitted assignments, extra work to do) and encourage them to respond in writing.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-II:	Understand extended multistep directions or instructions for technical or non-technical tasks.
Speaking	
 CLB 8-II:	Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes. (FATK)
Reading	
 CLB 8-I:	Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).
Writing	
 CLB 8-I:	Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance). (FATK)
 CLB 8-II:	Reduce a text of up to about 2 pages to an outline or summary.

Content and Other Outcomes

Learners will

- become familiar with concepts of lifelong learning
- research the HRSDC Essential Skills
- construct and conduct a lifelong learning survey
- teach each other a topic or skill
- write emails using appropriate format and register
- identify the bias and attitude of the writer of a blog

POSSIBLE TOPICS

Topic	This unit conveys the values, skills, and language for learners to engage in lifelong learning planning and activities. Sample tasks include researching Human Resources and Skills Development Canada (HRSDC)'s Essential Skills, creating an online survey about lifelong learning, and planning and conducting a short workshop. This approach allows the learner to function in the dual roles of learner and expert.
Cross-cultural Perspectives	Learners can develop cross-cultural perspectives on lifelong learning by comparing Canada and their home cultures and countries in terms of the following: <ul style="list-style-type: none">• the relative value or importance placed on learning as an adult• the forms of formal learning available to adults who are employed full-time• the relative importance of lifelong professional development for certain professions and occupations.• the ways in which elders are revered for their wisdom and ability to teach others
Systems and Practices in BC and Canada	The following are topics instructors could explore with learners: <ul style="list-style-type: none">• alternative forms and options for formal, credentialed education in BC available to adults, including online degrees and Prior Learning Assessment Recognition (PLAR) that translates work and life experience into credits (e.g., Open Learning)• professional development, conferences and other social networking alternatives for informal learning• community centres, university-based continuing education, and school boards as sources of ongoing informal learning and educational alternatives• book clubs, services, community programs, and study groups to promote, and participate in lifelong learning.

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- words and phrases used to describe cause and effect
- words and phrases used to compare and contrast
- phrases for making suggestions and recommendations, and expressing possibility and probability
- terms related to elements of memos and email messages
- terms related to electronic communication

as a result of... subsequently...

as opposed to ... in comparison with ...

I propose that..., It might not be a bad idea to ..., Here's what I think would work...

headings, subject lines, copy notation, attachments

flame, spam, smilies, mailing tree, thread

Grammar

- preposition collocations
- embedded questions in polite requests
- defining and non-defining adjective clauses to describe things and people
- transitions and logical connectors to link clauses and sentences
- modals for suggestions and recommendations
- Conjunctions

be aware of .., attach this to ..., arrange for ...

Can you inform the manager when the meeting is?

The order that we placed on January 5 was not processed. vs. Our order, which we placed on January 5, was not processed.

however, therefore, nevertheless, and, or, but

We should ..., Perhaps they could ...

and, but, therefore, otherwise

Pronunciation

- high-rise intonation patterns to indicate surprise, shock, yes-no questions and tag questions
- Rise-fall intonation pattern in wh-questions
- Word stress on the main verb in a modal-verb pair
- Word stress on the negative

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

Where did he move to/ after he left Toronto?//

We should try.

We can't finish by 5.

RESOURCES

Lifelong Learning

[Canadian Council on Learning: The Value of Lifelong Learning \(May 27, 2010, 9:59\) – YouTube](#)

This video is a great way to introduce the topic as it explores the social and economic benefits of learning at all stages of life. It includes interviews with Canadians from many different parts of Canada and has excellent footage of the scenery as well.

Uses: Learners take notes about the different examples of lifelong learning.

[Changes in Participation in Adult Education and Training, 2002 and 2008 – Statistics Canada](#)

This archived page has written descriptions of statistical changes in lifelong learning patterns in Canada. It also has a few nice bar charts to support the text.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Discover the Possibilities of Continuing Education - CanLearn](#)

This government page has links to extensive resources for continuing education options, financing, and workplace skills.

Uses: Learners navigate the site and reduce a given section of up to about two pages to an outline or summary.

[Education Planner](#)

This website is a goldmine of resources and information. It plays a significant role in this unit, offering information on post-secondary educational options in BC with information on programs, credentials, university transfer, institutional information, and career development.

Note: This resource also appears in ELSA 6 Unit 5.

Uses: Learners access information online about educational institutions, apprenticeships, career development, and more. This site also has an Advising Centre with an excellent collection of videos and resources that are well suited to listening and note taking practice.

[Life Long Learning \(Apr. 19, 2008, 6:26\) – YouTube](#)

This video features Jeffrey Gitomer discussing the importance of lifelong learning and dedication to self-improvement.

Uses: Learners understand extended multistep directions for lifelong learning.

[Lifelong Learners: A Blog for Parents, Students, and other Learners](#)

This exciting and current resource features blogs organized by categories like advocacy, individual learning plans, interests and abilities map, learning styles, and more. Some of the blogs have embedded videos that support the topic.

Uses: Learners understand moderately complex social messages such as those conveying general opinions and assessments of current events.

[Lifelong Learning in Canada: Visions for the Future – FuturEd](#)

This 46-page document gives a detailed overview of the current status of lifelong learning in Canada, emerging practices like PLAR (Prior Learning Assessment and Recognition), the impact of the internet, and some ideas about the global future of education and training.

Uses: Learners reduce a given section of the text to an outline or summary.

RESOURCES

Lifelong Learning (cont.)

[Lifelong Learning – The Encyclopedia of Informal Education](#)

This article gives an overview of the concept of lifelong learning and examines the implications in regards to the possibilities, aspirations, and problems with current policies. The page also has links to further resources for ideas, thinkers, and practices in the field.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Literacy and Essential Skills – Human Resources and Skills Development Canada](#)

This site contains information, examples, and resources for assessing and practicing the nine essential skills in Canada. There are links to definitions of the skills, exercises, videos, podcasts, and more.

Uses: Learners access information online and use the resources to explore, define, and practice essential skills.

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

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

Interviews, Surveys and Workshops

[7 Tips For Writing Thank You Letters With Class - Ezine Articles](#)

This article gives a great introduction to thank you letters. The page also includes links to sample thank-you letters and other articles that are related.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

Note: This resource also appears in ELSA 6 Unit 5.

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

[Mission to Learn – Lifelong Learning and Personal Growth Blog](#)

This interesting blog has an incredible number of links to external lifelong learning resources. The site also features a podcast, news, videos, and more.

Uses: Learners understand moderately complex social messages such as those conveying general opinions and assessments of current events.

[UNESCO Institute for Lifelong Learning](#)

This excellent website has information about programs, implementation, and resources for lifelong learning. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) offers many links to their library, a variety of reports, a video archive, and links to many more downloadable resources.

Uses: Learners understand moderately complex social messages such as those conveying general opinions and assessments of current events, or learners reduce a text of up to about two pages to an outline, or summarize

[Deliver Powerful and Impactful Workshops: Top Tips – The Coaching Academy Blog](#)

This blog has excellent resources for many aspects of presentations. Resources for both delivery and content can be found on the site. Links on the page include coaching categories, other blog posts, coaching courses, an archive, and more.

Uses: Learners reduce a text of up to about two pages to an outline or summary

RESOURCES

Interviews, Surveys and Workshops (cont.)

[Designing a Survey – Science Buddies](#)

This page has a nice definition of surveys, a discussion of objectives, and a detailed explanation of structured, ranking, and rating questions. The article also gives examples of good and bad question formation for surveys.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Email Writing Tips – Riches Communications](#)

This tip sheet outlines the basics of email use. Topics include CC, BCC, HTML, length, email provider choice, and more. The page has links to many other related topics.

Uses: Learners use tips to review basic email skills and considerations

[Flyer/Datasheet Templates – Microsoft Office.com](#)

This page has excellent templates for creating flyers and datasheets.

Uses: Learners access and use templates for a variety of purposes dependant on classroom choices.

[How to Blog – Canadian Living](#)

This two page article covers the basics of blogs, how to start, design considerations, and offers some great links to blogs worth having a look at.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[How to Create a Free Online Survey with Google Docs \(Jun. 29, 2011, 2:11\) – YouTube](#)

This video provides a good outline of how to access, set-up, and build a survey or questionnaire with Google Docs. This video is best watched before the video *How to Write a Survey or Questionnaire*.

Uses: Learners understand extended multistep instructions for creating a survey or questionnaire.

[How To Write a Survey or Questionnaire \(Aug. 30, 2010, 2:13\) – YouTube](#)

This video gives a good outline of defining issues, writing and editing, clarity, and test subjects for writing surveys or questionnaires with Google Docs. This video is best watched after the video *How to Create a Free Online Survey with Google Docs*.

Uses: Learners understand extended 7 step instructions for writing a survey or questionnaire.

[How to Design an Effective Training Presentation – eHow](#)

This article outlines eight steps to designing effective training presentations. It also offers tips and warnings, and has links to more related articles and videos.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[How to Design and Deliver a Great Presentation Using 4 Steps – eHow](#)

This short article offers an introduction to presentation design and delivery. The page also has links to more related articles and videos.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Part 2 - Creating Surveys in SurveyMonkey \(Apr. 7, 2009, 6:39\) – YouTube](#)

This video gives a detailed introduction to creating a basic e-survey in SurveyMonkey. The video gives learners an opportunity to listen to someone with an English accent. The narration is supported by high quality video of the examples onscreen.

Uses: Learners understand extended multistep instructions for creating a survey or questionnaire.

RESOURCES

CLB Aligned Resources

[Survey Design Considerations – WebSurveyor for Marketing](#)

This five-page guide offers insightful ideas about survey design. Sections include topics like audience, order, question type, bias, and more. There are additional resources listed at the end of the document as well.

Uses: Learners reduce a given section of the text to an outline or summary.

[Survival Statistics – David S. Walonick](#)

This detailed 27-page guide to gathering information for statistical surveys has excellent sections on different ways to get information, flowcharts and checklists for a variety of aspects of questionnaire creation, advantages and disadvantages of question types, overall design considerations, and much more.

Uses: Learners reduce a given section of the text to an outline or summary. Learners can also make use of the flowcharts/checklists for survey planning.

[The Art of Giving Instructions: 7 Practices for Facilitators – Chris Corrigan](#)

This useful article outlines seven important points to consider when facilitators give instructions.

Uses: Learners understand extended multistep instructions for giving instructions.

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

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

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

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 5, Volume 2: Managing Information

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

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

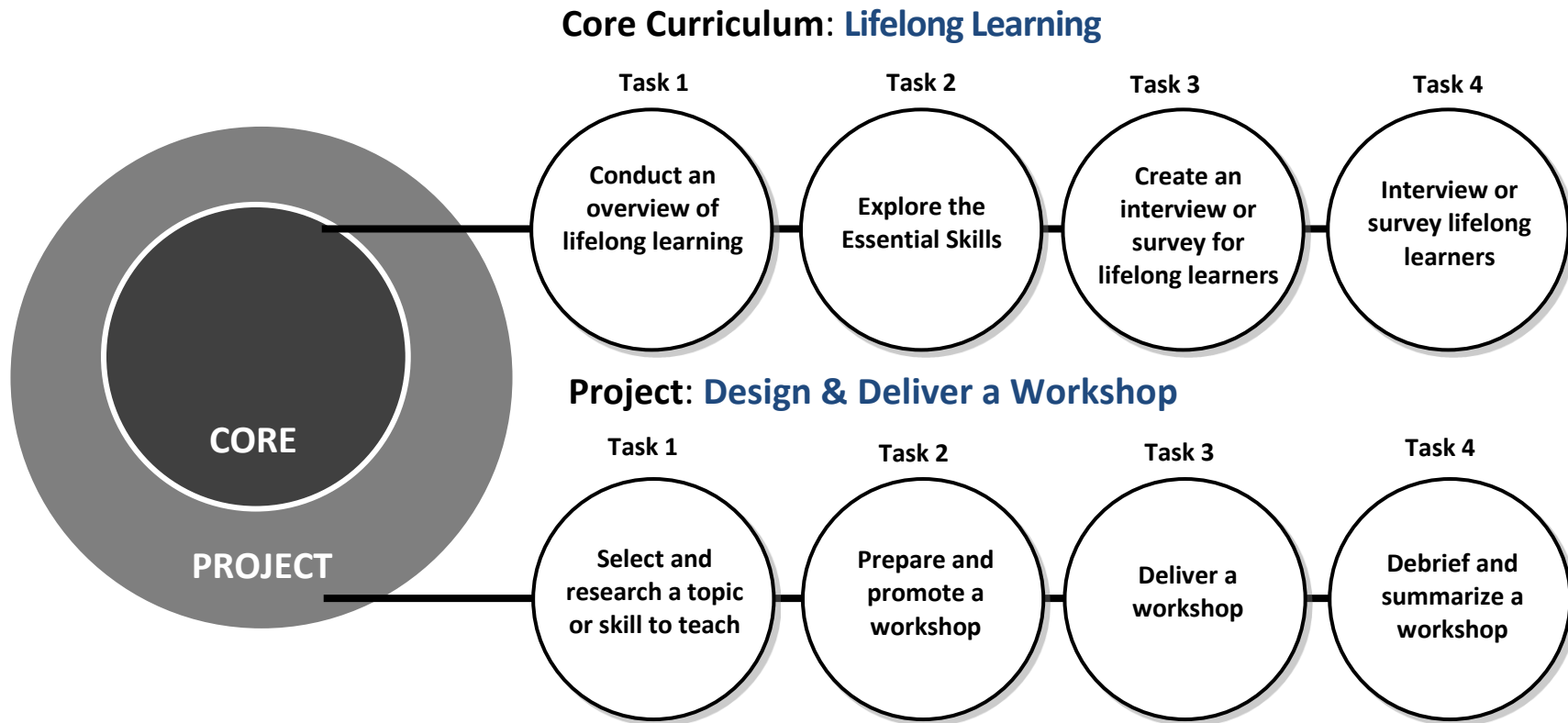
Uses: The following chapters are well-suited to this unit:

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

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

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

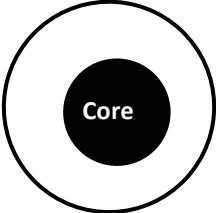
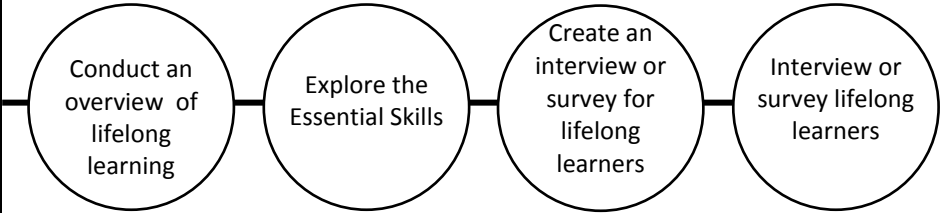
At a glance: LIFELONG LEARNING



SCOPE & SEQUENCE

ELSA 7


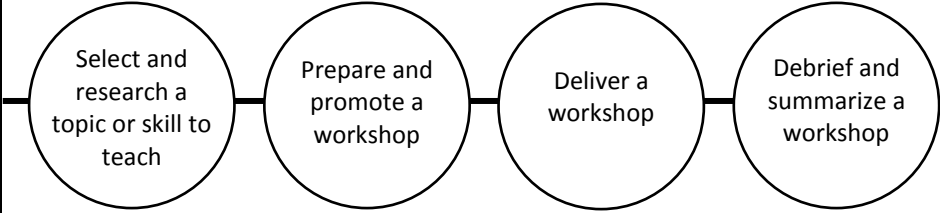



of Sample Tasks





UNIT 5: Lifelong Learning	CORE CURRICULUM: Lifelong Learning PROJECT: : Design & Deliver a Workshop	
		
CLB OUTCOME 🧠📖📝	SAMPLE TASK	RESOURCES
📖 CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).	Task 1: Conduct an overview of lifelong learning <ul style="list-style-type: none"> • read articles and watch videos about lifelong learning • investigate the UNESCO principles of lifelong learning • discuss the personal and professional benefits of lifelong learning • read blog posts about lifelong learning doing the following: <ul style="list-style-type: none"> ○ identify specific factual details and implied meanings ○ identify the purpose of the message ○ identify the reader/writer relationship ○ identify the bias and attitude of the writer ○ identify the context and situation ○ identify register and style 	Life Long Learning - YouTube Mission to Learn – Lifelong Learning and Personal Growth Blog Lifelong Learners: A Blog for Parents, Students, and other learners UNESCO Institute for Lifelong Learning
📝 CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.	Task 2: Explore the Essential Skills <ul style="list-style-type: none"> • investigate the Human Resources and Skills Development Canada Essential Skills • read the Essential Skills profiles and complexity ratings, summarizing the information in a chart as follows: <ul style="list-style-type: none"> ○ reduce information to main points with accurate supporting details and no major omissions ○ convey essential information ○ convey a sense of audience in language, format, and content • identify the Essential Skills needed for different occupations 	Literacy and Essential Skills – Human Resources and Skills Development Canada

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 5: Lifelong Learning	CORE CURRICULUM: Lifelong Learning PROJECT: Design & Deliver a Workshop	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.</p>	<p>Task 1: Select and research a topic or skill to teach</p> <ul style="list-style-type: none"> • select a topic or skill to teach in pairs or individually: the topic or skill should be something that the learner feels expert at and that can be demonstrated or described in a classroom environment: <ul style="list-style-type: none"> ○ knitting or other handicraft ○ playing a card or board game ○ literature or history ○ calligraphy ○ using a computer or smart phone application • research the topic or skill and write notes and an outline • research how deliver an effective workshop 	<p>How to Design an Effective Training Presentation – eHow</p> <p>Deliver Powerful and Impactful Workshops: Top Tips – The Coaching Academy Blog</p>
<p> CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).</p>	<p>Task 2: Prepare and promote a workshop</p> <ul style="list-style-type: none"> • discuss the differences and similarities among the lectures, demonstrations and workshops and decide which format is most suitable for the subject matter • write handouts and plan activities for the workshop • create a promotional flyer for the workshop using a template • email the workshop flyer to potential participants (e.g., former classmates, other people in the school community, friends, co-workers) and include an invitation in the body of the email 	<p>Flyer/Datasheet Templates – Microsoft Office.com</p>

UNIT 5: Lifelong Learning	CORE CURRICULUM: Lifelong Learning PROJECT: Design & Deliver a Workshop	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.</p>	<p>Task 3: Deliver a workshop</p> <ul style="list-style-type: none"> take turns delivering the workshops giving demonstrations or hands-on opportunities for the other learners, providing clear step by step instructions 	
<p> CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.</p>	<ul style="list-style-type: none"> listen to others' presentations and participate actively, taking notes and asking question for clarification 	
<p> CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).</p>	<p>Task 4: Debrief and summarize a workshop</p> <ul style="list-style-type: none"> debrief as a whole class, discussing what went well and what could be improved summarize what was learned in an email or blog post write a thank-you note or email to workshop participants 	<p>Email Writing Tips – Riches Communications</p> <p>How to Blog – Canadian Living</p>

Interacting in
communities: Unit 6
**JUSTICE &
THE COURTS**



ELSA 7
CLB 8

Introduction

In this unit, learners will explore issues pertaining to justice and the courts. The justice system and the courts are cornerstones of life and in Canada. Most people don't have contact with the courts or the justice system, but these things are very important to the lives of all people living in Canada.

The **Core curriculum** employs intensive reading and writing activities to give learners a foundational understanding of the Canadian legal system. The unit also focuses on the criminal and civil law. The core curriculum closes by providing learners with a basic understanding of how to access legal aid and services.

The **Project** component is optional. This light-hearted section of the unit invites learners to perform a mock trial. Learners first watch the general procedure of a court trial, and then they create a crime scenario and organize a trial based on the scenario. Learners have the chance to role-play the various court personnel such as prosecution and defence lawyers, judge, and jury. The goal of this project is to give learners an opportunity to develop speaking skills while gaining a better understanding of the court process.






Teaching Suggestions

- Attend a court session or court education session.
- Invite a Justice Theatre group to perform a mock trial.
- With help from the Legal Education Society, interview a lawyer, sheriff, judge, or legal assistant.
- Post a list of gambits for conversation management functions, such as interrupting, holding the floor, keeping the discussion moving, and ensuring that everyone participates.
- Ask learners to listen to or read various language samples paying attention to rhetorical profile, emphasis, and connections between ideas.
- Ask learners to list the criteria they would like to be evaluated on for their presentations.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-IV:	Understand group interactions about abstract and complex ideas on familiar topics.
Speaking	
 CLB 8-IV:	Give presentations to describe and explain structures, systems or processes based on research.
Reading	
 CLB 8-III:	Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.
 CLB 8-IV:	Access, locate and integrate several pieces of information from relevant online reference sources.
Writing	
 CLB 8-I:	Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Content and Other Outcomes

Learners will

- develop their ability to integrate, interpret, and summarize complex information
- develop their ability to understand complex procedures and processes
- increase their understanding of Canadian justice issues
- develop a foundational understanding of the court process
- develop research skills to locate and analyze online information
- employ speaking strategies to give detailed explanations and descriptions of complex structures
- work as a team to conduct a mock trial

POSSIBLE TOPICS

Topic	In this unit, learners will explore the legal system and courts in Canada. They will learn how the legal system and the courts are central to the rights people enjoy and the responsibilities people take on in this country. In addition, they will consider the meaning of social justice. Social justice is an important part of Canadian life and during this unit, learners will be asked to attempt to promote social justice both here in Canada and internationally.
Cross-cultural Perspectives	<p>The practices and processes of justice and the law vary from country to country. It is perhaps then useful to compare and contrast the practices and processes of justice and the law in Canada with those of learners' home communities, with respect to any of the following:</p> <ul style="list-style-type: none">• policing policies and practices, with an examination of these during highly publicized events• the use of police dogs• policing and the law, especially with regard to the rights of women• juvenile delinquency and the age at which children are tried the same as adults• the concept of the Rule of Law• the concept of judicial impartiality• concepts of justice across cultures
Systems and Practices in BC and Canada	<p>The following are topics instructors could explore with learners:</p> <ul style="list-style-type: none">• provincial and federal jurisdictions in court systems and laws• interaction between the Charter, the Supreme Court of Canada, and the legislature in sample cases• comparing and contrasting civil and criminal law in Canada• participating in mock trials• restorative justice practices and innovations in Aboriginal communities in Canada• the education and training of lawyers in BC and Canada• the relationship between the legislative and judicial bodies in Canada• the role of the citizenship judge

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- nouns related to paragraphs and essays
- reporting verbs for indirect quotations from sources in paragraphs and essays
- actions related to paragraphs, reports, and essays

footnotes, bibliography, quotations, topic sentence, main idea, thesis statement, factual and supporting detail
say, claim, report

informing, persuading, comparing, contrasting, proposing, solving, evaluating, brainstorming, outlining, mapping, clustering, summarizing, paraphrasing

Grammar

- moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds, etc.) to convey meaning effectively and precisely
- word formation (prefixes, suffixes) to guess meanings of unknown words
- parallel structure

pre-, -ment, etc.

Mrs. Brown is hard-working, dedicated, and organized.

Pronunciation

- Intonation changes and pausing to signal new or important information
- Major and minor stress in multi-syllable words
- Content words and major stress for reading academic information aloud

Historically,/ scientists believed/ that ...// however// ...

chronological, chronology

RESOURCES

Justice and the Courts

[BC's Immigrant Legal Toolkit – ImmigrantLegal.ca](#)

This page has many excellent video resources for a variety of different law topics. There links to videos and resources for family law, domestic violence, tenancy, and employment.

Uses: Learners access, locate and integrate several pieces of information about the law in BC.

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

This page is a hyperlinked table of contents for a 20-page overview of Canada's courts. The document is also available in pdf online and the chapters include how the courts are organized, keeping the system fair and efficient, and further information.

Uses: Learners access, locate, and integrate several pieces of information about the court system.

[Canadian Criminal Law – Canadian Law](#)

This page has excellent summaries about many topics about Canadian criminal law. The short summaries include types of offences, youth, parole, pardons, and more. The page also has links to close to one hundred other law related topics organized by modern law, ancient law, legal organizations, lawyers, and a directory that includes a legal dictionary.

Uses: Learners access, locate, and integrate several pieces of information about the law in Canada.

[Civil Matters – Supreme Court BC](#)

This interactive webpage outlines the types of cases, introduces the process before, during, and after trial and has links to further information and videos about the Supreme Court. Topics include family and criminal law. There is also a great glossary.

Uses: Learners access, locate and integrate several pieces of information about the Supreme Court and civil matters.

[Crime and Justice – Statistics Canada](#)

This page has links to statistics for a variety of legal topics including crime, justice, civil and family law, correctional services, family violence, and more.

Uses: Learners locate, integrate and use three or four pieces of information from moderately complex formatted texts.

[Criminal Defence Law: Articles by Canadian Lawyers – LawyerShop](#)

This site has an extensive selection of short articles that cover a wide range of topics such as drug possession, fingerprints, legal aid, what to do if you are guilty, and more.

Uses: Learners summarize a given article and give short presentations to share the information.

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

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

Note: This resource also appears in ELSA 6 Unit 6.

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

[Heartspeak Productions – YouTube Channel](#)

This vast collection of videos includes interviews, lectures, panel discussions, and more. The channel is hosted by Heartspeak Productions, a group dedicated to the issues surrounding restorative justice and the relationship between the legal system and Aboriginal Canadians.

Uses: Learners access the channel and understand group interactions and narrations about abstract and complex ideas on familiar topics.

[Justice Education Society](#)

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

Note: This resource also appears in ELSA 6 Unit 6.

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

RESOURCES

Justice and the Courts (cont.)

[Know Your Rights – CBC Radio](#)

These recorded 27-minute episodes of the radio program focus on different areas of social justice and how these areas are addressed by the Canadian Charter. Topics include freedom from discrimination, freedom of life, liberty, and security of the person, freedom of religion, freedom of peaceful assembly and association, and freedom of expression.

Uses: Learners understand group interactions about abstract and complex ideas on familiar topics.

[Law – The Canadian Encyclopedia](#)

This page has a lengthy overview of the fundamentals of law in Canada. Sections include sources of law, judicial decisions, fundamental legal concepts, and more. The page is also hyperlinked by topic to allow for further online research.

Uses: Learners locate, integrate and use three or four pieces of information from moderately complex online text.

[Law Lessons: Teachers and Students – Justice Education Society](#)

This page has excellent ready-to-use lesson plans, teaching units, court visit information, links to further resources, and more.

Uses: Learners access and follow the lessons and units independently or in the classroom.

[Learning About the Law – Justice Education Society](#)

This 54-page resource has excellent sections to help learners understand the law in Canada. Chapters include the courts and the fundamentals of law regarding tenancy, employment, family, youth, and more.

Uses: Learners locate, integrate and use three or four pieces of information about the law from moderately complex formatted texts.

[Legal Aid – Legal Services Society](#)

This website offers resources for legal aid in BC. Topics include lawyers, community workers, Aboriginal People, the media, current news releases, and more.

Uses: Learners give presentations to describe and explain structures, systems, or processes based on research about legal aid.

[Prison Facts and Statistics – Prison Justice.ca](#)

This page has extensive facts and statistics about Canadian prisons. Topics include incarceration rates, crime rates, the number of prisons, the cost of incarceration, inmate demographics, and more.

Uses: Learners locate, integrate and use three or four pieces of information from moderately complex formatted texts.

[Rose Between Two Thorns: Malik & Rose \(Jun. 25, 2007, 10:30\) – YouTube](#)

This video features an interview with Deltonia Cook, who is serving a life sentence. A community justice worker named Rose Rowlands discusses lifelong institutionalization.

Uses: Learners understand discussion about abstract and complex ideas surrounding the correctional system.

[Simplified Trial: Small Claims Court \(Jun. 2, 2009, 9:49\) – YouTube](#)

This video outlines the process of simplified trials in small claims court. The video uses a dramatization of a dispute between a contractor and client that is resolved in small claims court.

Uses: Learners understand group interactions about abstract and complex ideas on familiar topics.

[Social Justice @ UWindsor – YouTube Channel](#)

This channel features professors from the University of Windsor, professionals, and others in a great collection of short video lectures and discussions on a wide variety of topics that relate to social justice.

Uses: Learners access videos and take notes from the lectures and discussions.

RESOURCES

Justice and the Courts (cont.)

[Society: Crime – Open University](#)

This page has a list of lesson tags that relate to crime. Some of the lessons are as short as five minutes, and some are more than an hour long. Most lessons include readings of various texts, videos, and listening exercises. The page also has links to thousands of other lessons from Open University.

Uses: Learners access and complete lessons independently online, or in the classroom.

[Supreme Court of Canada](#)

This site has many exciting teaching tools and resources, including virtual tours of the court, cases, webcasts, and more.

Uses: Learners navigate the site to access information about the Supreme Court and related topics.

[The Courts of British Columbia](#)

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

Note: This resource also appears in ELSA 6 Unit 6.

Uses: Learners access information about select courts and topics.

Mock Trials

[Criminal Mock Trial: Regina vs. Madam Evilyn \(Nov. 6, 2012, 1:06:14\) – YouTube](#)

This engaging video shows a Burnaby class performing a mock trial in a real courtroom to try Cinderella’s evil stepmother for unlawful exploitation and forcible confinement.

Uses: Learners take notes about the case and the procedure for a mock trial.

[Mock Hearings – Ontario Justice Education Network \(OJEN\)](#)

This website offers many lesson plan packages for a wide variety of mock trial scenarios developed for ESL learners in Ontario. It includes useful handouts, supports, and resources to develop the task.

[The Judicial Structure – Department of Justice](#)

This page has an excellent overview of the structure of Canada’s judicial system. It includes a good flowchart and short paragraphs about the different courts, board, and tribunals. The page also has links to more related topics.

Uses: Learners access, locate, and integrate several pieces of information about the judicial system.

[Timeline of Social and Cultural Injustices in Canada – Government of Manitoba](#)

This four-page timeline covers a wide range of social and cultural injustices in Canadian history. The timeline finishes with a survey of current and ongoing issues and a list of related resources.

Uses: Learners locate, integrate, and use three or four pieces of information from moderately complex formatted texts.

Uses: Learners follow materials in class to prepare for and perform a chosen mock hearing.

[Mock Trial – Supreme Court of Canada](#)

This excellent package includes a general introduction, a sample mock trial, and resources for the crown, defence, and judge.

Uses: Learners follow this resource in class to prepare for and perform a mock trial.

RESOURCES

Mock Trials (cont.)

[Programs – People’s Law School](#)

This page has links to various legal programs available including the excellent Justice Theatre troupe, court tours, interviews with a judge, and more.

Uses: Instructors and learners can book the theatre troupe for performances, take tours, and arrange interviews for the class.

[R. v. Wyler: A Mock Trial Kit – Public Legal Education Association \(PLEA\)](#)

This 67-page pdf includes five ready-made lessons that take learners from the examination of a trial, through the process of a mock trial, and finally a debriefing of the experience. These excellent lessons include scripts, supporting information, materials required, and so much more.

Uses: Learners follow lessons in class to prepare for, undergo and debrief after a mock trial.

Writing and Presentations Skills

[Better Public Speaking – MindTools](#)

This article goes through strategies and tips for improving public speaking. Topics include strategies, planning, practice, engaging the audience, and more.

Uses: Learners summarize the article to support presentations to describe and explain structures, systems, or processes based on research.

[Discourse Markers – University of Warwick](#)

This page has extensive information about discourse markers with supporting examples throughout. The page also has links to further information and examples.

Uses: Learners incorporate discourse markers into presentations to describe and explain structures, systems, or processes based on research.

[Boolean Operators \(Apr. 24, 2008, 3:03\) – YouTube](#)

This useful video goes through the use of Boolean operators to improve success with online searches. It is narrated with paper cut-outs to visually support the instruction.

Uses: Learners understand narration about complex ideas on familiar topics.

[Formal Email of Request Exercise – BLAIR English](#)

This short online lesson includes an overview of request emails, an example, and an online cloze to improve learners’ abilities to use email to make requests.

Uses: Learners access the lesson online and complete it independently to support the writing of personal messages in formal and informal correspondence.

[Coherence: Use of Transitions – Northland Community and Technical College](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access the list to support presentation preparation.

[Google Search Tips - GCF LearnFree.org](#)

This excellent online tutorial has a basic introduction to Google, a cheat sheet for search tips, a results-page explanation, advanced search strategies, and more.

Uses: Learners access, locate, and integrate several pieces of information about using Google search.

[Discourse Markers: Linking Your Ideas in English – About.com](#)

This article gives an overview of discourse markers and their use with supporting examples. The page also has links to further related resources.

Uses: Learners incorporate discourse markers into presentations to describe and explain structures, systems, or processes based on research.

RESOURCES

Writing and Presentation Skills (cont.)

[How to Write a Letter.net](#)

This excellent site has resources for writing letters of all types. The page includes an overview of letter writing and links to detailed information and samples for a wide range of letters including letters of request, thank-you letters, letters of solicitation and reservation, and more.

Uses: Learners access appropriate information online to support personal messages in formal and informal correspondence.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 5, Volume 2: Managing Information

[Transition Words Connect Ideas – Language Portal of Canada](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access this list to support presentation preparation.

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

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

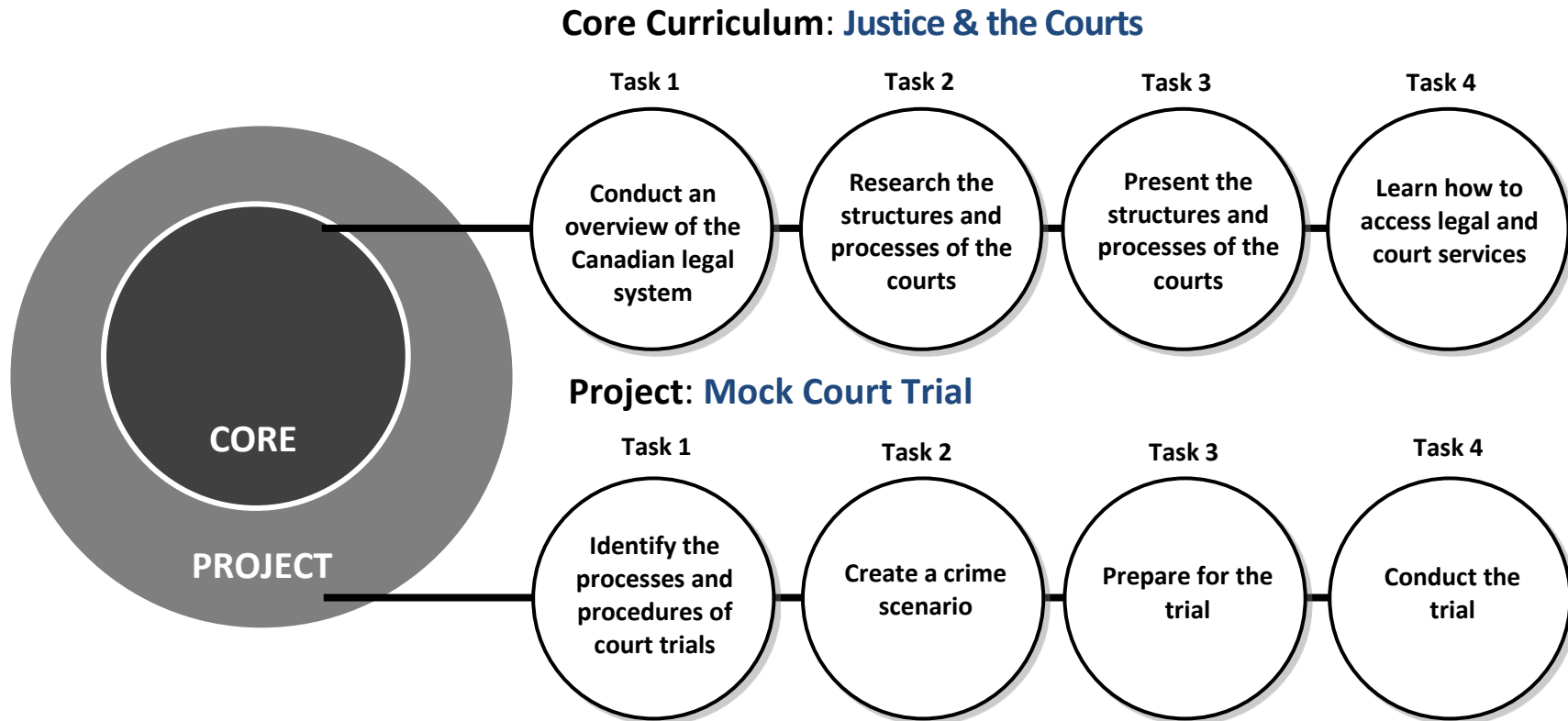
Uses: The following chapters are well-suited to this unit:

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

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

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

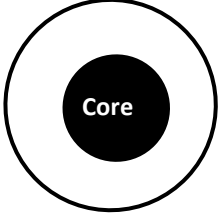
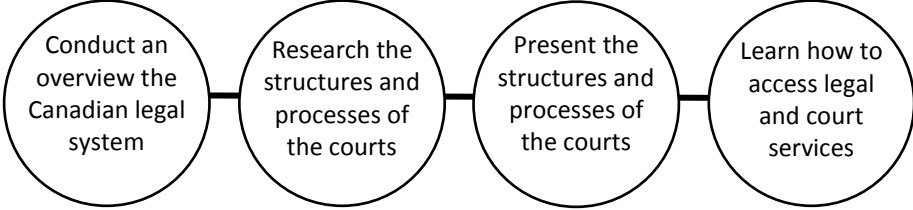



At a glance: JUSTICE & THE COURTS








SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.</p> <p> CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.</p>	<p>Task 1: Conduct an overview the Canadian legal system</p> <ul style="list-style-type: none"> • review internet research strategies • formulate search terms • find various articles and encyclopedia entries about the origins and principles of the Canadian legal system to do the following: <ul style="list-style-type: none"> ○ access information using effective search strategies • read the articles and summarize information in note form or on a poster • develop a glossary of legal terms for the whole class to refer to throughout the unit <ul style="list-style-type: none"> • watch videos about society and justice • discuss the principles of justice, asking questions about cultural values, judicial impartiality, fairness, social justice, and compare these concepts across cultures doing the following: <ul style="list-style-type: none"> ○ identify the main idea and detailed information ○ identify the phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion ○ identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect ○ interpret factual information, explanations, and opinions ○ identify facts, opinions, and attitudes 	<p>Google Search Tips – GCF LearnFree.org</p> <p>Canada’s Court System – Department of Justice</p> <p>Canadian Criminal Law – Canadian Law</p> <p>Learning About the Law – Justice Education Society</p> <p>Social Justice @ UWindsor – YouTube Channel</p> <p>Simplified Trial: Small Claims Court – YouTube</p> <p>Heartspeak Productions – YouTube Channel</p> <p>Rose Between Two Thorns: Malik & Rose - YouTube</p>


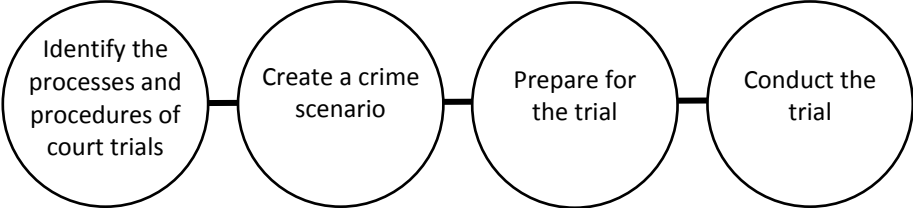




UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p>	<p>Task 2: Research the structures and processes of the courts</p> <ul style="list-style-type: none"> • find and summarize a chart of the structure of the courts in Canada, which includes civil, criminal, and youth courts, the Supreme Court, taxes, and provincial and federal law doing the following: <ul style="list-style-type: none"> ○ identify the layout and organization of the text to find the information needed ○ find and integrate three or four pieces of information for comprehension and use • create a poster diagram of the structure of the court system, and include a description of the function of each court 	<p>Supreme Court of Canada</p> <p>BC's Immigrant Legal Toolkit – ImmigrantLegal.ca</p> <p>The Judicial Structure – Department of Justice</p> <p>Law Lessons: Teachers and Students – Justice Education Society</p>
<p> CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.</p>	<p>Task 3: Present the structures and processes of the courts</p> <ul style="list-style-type: none"> • select two elements of the judicial system from the research completed in Task 2 to compare and contrast civil and criminal courts, provincial and federal courts, and the law as it pertains to youth and adults • use the research notes from Task 2 as the basis of a presentation individually, in pairs or groups • include information about the process of taking a case through the court • prepare a presentation outline and slides • deliver the presentation according to the following conventions: <ul style="list-style-type: none"> ○ present information using connected discourse ○ express main ideas and support them with details ○ provide an introduction, development, and conclusion ○ narrate coherently so that agents, actions, circumstances, processes, and sequences, are clear ○ show developing awareness of style and formality ○ provide accurate and somewhat detailed descriptions, explanations, or accounts ○ show awareness of appropriate eye contact, body language, and volume and rate of speech 	<p>Better Public Speaking – MindTools</p> <p>Coherence: Use of Transitions – Northland Community and Technical College</p> <p>Discourse Markers: Linking Your Ideas In English – About.com</p> <p>Discourse Markers – University of Warwick</p>




UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-1: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).</p>	<p>Task 4: Learn how to access legal and court services</p> <ul style="list-style-type: none"> • identify different legal and court services and outline how to access them (e.g., Legal Aid, dispute resolution, court interpreters, small claims virtual assistant, separation workshops, etc.) • research the publications, workshops, court orientation sessions, court visits available in your community through the BC Justice Education Society • write an email requesting a publication or a court visit as follows: <ul style="list-style-type: none"> ○ convey the intended explicit and implied meanings ○ use language, format, and content appropriate and relevant to the situation and audience ○ express main ideas and support them with detail ○ use complex structures with only occasional difficulty • write a thank-you email for the publication or visit 	<p>Legal Aid – Legal Services Society</p> <p>The Courts of British Columbia</p> <p>Justice Education Society</p> <p>How to Write a Letter.net</p> <p>Formal Email of Request Exercise – BLAIR English</p>

SCOPE & SEQUENCE

ELSA 7

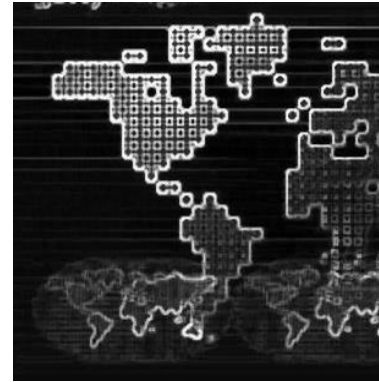
of Sample Tasks

UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).</p> <p> CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.</p>	<p>Task 1: Identify the processes and procedures of court trials</p> <ul style="list-style-type: none"> • write an email to book the Justice Theatre from the People’s law school to present to your class • watch videos of a trial by jury • research the roles, processes, and procedures of a trial by jury • select and research one element of a jury trial (e.g., giving evidence, swearing an oath, or jury deliberation) <ul style="list-style-type: none"> • present one element to the rest of the class • listen to and take notes from others’ presentations • review information and ensure all details are complete and accurate 	<p>Criminal Mock Trial: Regina vs. Madam Evilyn – YouTube</p> <p>Mock Hearings – Ontario Justice Education Network (OJEN)</p> <p>R v. Wyler: A Mock Trial Kit – Public Legal Education Association (PLEA)</p> <p>Programs – People’s Law School</p>
<p> CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p>	<p>Task 2: Create a crime scenario</p> <ul style="list-style-type: none"> • read crime statistics for your area • select a crime and build details of time, place, setting, and events 	<p>Prison Facts and Statistics – Prison Justica.ca</p>

UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
 CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.	Task 3: Prepare for the trial <ul style="list-style-type: none"> • nominate someone to play the victim of a crime, someone accused of a crime, an officer, a witness, a crown counsel, a defense counsel, a judge, and a jury • research the language used for each role • research and outline the proceedings (e.g. calling the court to order, swearing in, examining witnesses, etc.) • script and practice the trial 	
 CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.	Task 4: Conduct the trial <ul style="list-style-type: none"> • invite other members of the school community to watch the trial • video record the trial for reflection and feedback • deliver the verdict 	

Interacting in communities: Unit 7

GLOBAL COMMUNITIES



ELSA 7
CLB 8

Introduction

In this unit, learners will explore the concept of globalization. In the past fifty years, there have been few forces in this world as powerful as globalization. Globalization has had a profound effect on the lives of almost everyone on the planet. It is therefore important to examine the forces of globalization and its effect on societies, economies, and cultures.

Through rigorous listening, reading and writing activities, the **Core Curriculum** helps learners to define and contextualize globalization. The unit surveys causes of globalization and closes with learners proposing solutions to global challenges.

The **Project** component of the unit invites learners to debate a topic related to globalization. Learners will first learn how to debate effectively through listening to and analyzing debates. They will also develop speaking skills by practicing structures associated with effective debating and public speaking. After practicing the language, learners will choose a topic related to globalization, research it, and debate it. The goal of this project is to give learners an opportunity to develop speaking and critical thinking skills while gaining a better understanding of a topic related to globalization.






Teaching Suggestions

- Expose learners to a variety of formatted text: charts, tables, maps, and diagrams.
- Review or teach the language needed to describe data contained in formatted text.
- Review or teach paragraph writing, including observing conventions around the use of margins, spacing, spelling, and punctuation.
- Provide many samples of paragraphs and short essays and have learners identify paragraph components.
- Use common errors from learners' writing to develop editing checklists for learner use.
- Encourage learners to use computers during the writing process for the following tasks: word processing, using online thesauri and dictionaries, and submitting work by email.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-I:	Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).
Speaking	
 CLB 8-III:	Propose or recommend solutions to problems in a familiar area.
Reading	
 CLB 8-IV:	Understand moderately complex extended descriptions, feature articles, reports and narrations.
 CLB 8-IV:	Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).
Writing	
 CLB 8-IV:	Write a paragraph to explain information in a table, graph, flow chart or diagram.

Content and Other Outcomes

Learners will

- increase their ability to integrate multiple sources of information into a cohesive summary
- read and interpret formatted texts such as timelines, charts, and graphs
- develop their ability to describe scenarios or conflicts and suggest solutions related to globalization
- develop their note-taking and research skills while learning about topics related to globalization
- learn and practice language structures used in formal debates
- develop presentation and public speaking skills

POSSIBLE TOPICS

Topic	<p>This unit considers the impact of globalization on Canada. Globalization refers to the increasing internationalization and interdependence of human economic and social relations. The unit recognizes the singular and unique perspectives newcomers bring to the topic of globalization, given their direct experience of one of its key characteristics—migration. Yet, globalization goes well beyond migration and includes our increasing reliance on international trade in resources and manufactured goods. Furthermore, it is a highly contested topic that invites disagreements, debates, and conflicts. The following are possible topics for this unit:</p> <ul style="list-style-type: none">• migration• new transportation and communication technologies• the flow of natural resources and manufactured goods• multinational corporations• economic integration• global finance• tourism• English as the global lingua franca
Cross-cultural Perspectives	<p>Globalization affects the developing world in very different ways from the developed world. This unit offers a good opportunity to explore the following across-cultures:</p> <ul style="list-style-type: none">• global inequities in income, lifestyles, access to health, education and food, and social services• multiculturalism in Canada through a global lens• the difference between global citizenship and Canadian citizenship• views about globalization in learners’ home countries and Canada
Systems and Practices in BC and Canada	<p>The following are topics instructors could explore with learners:</p> <ul style="list-style-type: none">• economic implications and impact of globalization in Canada and BC• government agencies that support Canada’s international or global business activities• working in economically privileged jurisdictions as a strategy for newcomers to support friends and family members in economically disadvantaged countries of origin.

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- nouns related to paragraphs and essays
- actions related to paragraphs, reports, and essays
- reporting verbs for indirect quotations from sources in paragraphs and essays
- verbs for essay writing
- transition words and phrases to identify structure of a paragraph or essay sequence and cause and effect

footnotes, bibliography, quotations, topic sentence, main idea, thesis statement, factual and supporting detail
say, claim, report
informing, persuading, comparing, contrasting, proposing, solving, evaluating, brainstorming, outlining, mapping, clustering, summarizing, paraphrasing
analyze, discuss, compare, contrast, critique, define, summarize, illustrate, outline, prove, evaluate, relate
first, second, third, previously, prior to this, soon, at this time
consequently, therefore, as a result

Grammar

- coordinating conjunctions to combine two independent clauses in descriptive paragraphs
- definite and indefinite articles and subject-verb agreement

and, but, nor, yet, so, or

There are a number of books on the floor.

Pronunciation

- low-rise intonation on transition words when reading aloud to make the purpose clear
- reading aloud to help with editing for grammatical correctness and tone

previously//, afterwards//, however//

RESOURCES

Globalization

[Blogs at Worldwatch](#)

This region of the WorldWatch site provides blogs, which include scientific data on global trends related to energy and transportation, environment and climate, food and agriculture, the global economy and resources, and population and society. The site also includes related sections and videos categorized by programs, research, vital signs online, and more.

Uses: Learners understand moderately complex extended descriptions, feature articles, reports, and narrations.

[Canada and Globalization – David Kilgour](#)

This page has notes for an address given by David Kilgour, MP. The address outlines the benefits of globalization for the developing world, the future, and required action. The page also has links to more related resources.

Uses: Learners understand moderately complex extended descriptions and narrations.

[Canada’s International Gateway – Government of Canada](#)

This government site includes information about international development and cooperation, foreign policy, doing business with Canada, offices abroad, and more.

Uses: Learners understand moderately complex extended descriptions and reports.

[Charts and Tables – Global Sherpa: Globalization, International Development and World Rankings from a Positive, Comparative Perspective](#)

This page has extensive links to charts and tables about topics around globalization. Topics include population and demographics, economies, the environment and sustainability, global health, and more.

Uses: Learners summarize charts and tables to support presentation skills and planning.

[Commanding Heights: The Battle for the World Economy – Public Broadcasting System \(PBS\)](#)

This extensive website has the complete video, an interactive time-map, comparisons of economic development on the six continents, extensive interviews with professionals in the field, trends and facts, educator guides, and more.

Uses: Learners understand moderately complex social exchanges.

[Corporate Social Responsibility – Industry Canada](#)

This page is the government site for Industry Canada’s principles and practices for Canadian business. The page includes links to initiatives by industry, standards, a CSR toolkit, a sustainability roadmap, forms, reports, guides, and more.

Uses: Learners understand moderately complex extended descriptions and reports.

[Economic Accounts – Statistics Canada](#)

This page has links to extensive charts and tables about Canada’s economic activity. Topics include the balance of international payments, environmental resource accounts, government financial statistics, gross domestic product, income expenditure accounts, productivity accounts, and more.

Uses: Learners write a paragraph to explain information in a table, chart or diagram.

[How Canada Should Respond to Globalization’s Inequities with Stephen Clarkson and Stepan Wood \(Sep. 21, 2010, 1:36:47\) – YouTube](#)

This video lecture explores the issues of globalization in relation to Canada in advance of the G20 summit in Toronto.

Uses: Learners understand a moderately complex video lecture.

RESOURCES

Globalization (cont.)

[How Products Are Made](#)

This extensive website provides information on an incredible range of common products that are manufactured today. The information includes the information about the assembly and the manufacturing process with illustrations and diagrams, background, how the item works, who invented the product, raw materials used, by-products that are generated, and more.

Uses: Learners understand moderately complex extended descriptions of product manufacture.

[Globalization 101.org – YouTube Channel](#)

This collection of 45 videos covers a wide range of topics related to globalization. The videos include interviews, lectures, and panel discussions.

Uses: Learners understand moderately complex social exchanges about globalization.

[Globalization – Is Canada ready? – Global Envision](#)

This article is written in a narrative style and includes information about Canada in relation to globalization. Sections include the cost of globalization, inequalities, paradoxes, the G20, and more.

Uses: Learners understand moderately complex extended descriptions and narrations.

[Indepth: Summit of the Americas: What is Globalization? – CBC News](#)

This lengthy online article outlines globalization in the context of the Summit of the Americas. Sections include globalization history, Canada and globalization, and more. The page also has links to further information from external sites.

Uses: Learners understand moderately complex extended descriptions, feature articles, and reports.

[International Trade – Statistics Canada](#)

This page has links to tables and charts that relate to Canada’s international trade. Topics include international trade, merchandise exports and imports, service exports and imports, and more.

Uses: Learners write a paragraph to explain information in a table, graph, flow chart or diagram.

[NAFTA Secretariat](#)

This website is devoted to dispute resolution between NAFTA partners. The site includes dispute settlement proceedings, legal texts, panel decisions, reports, and more.

Uses: Learners understand moderately complex extended descriptions and reports.

[North America Free Trade Agreement \(NAFTA\) – Foreign Affairs and International Trade Canada](#)

This page has an overview of NAFTA and how it relates to the Canadian context. Sections include background, multilateral agreements, and related links.

Uses: Learners understand moderately complex extended descriptions and reports.

[One Planet Radio Program – BBC](#)

This radio program has over 100 archived episodes online that cover a wide range of topics that relate to globalization, sustainability, and environment.

Uses: Learners understand moderately complex social exchanges on a given topic.

RESOURCES

Globalization (cont.)

[Over 1 Billion not Served: The Global Economic Crisis and Food Governance with Jennifer Clapp \(Sep. 21, 2010, 1:02:46\) – YouTube](#)

This is a video of a talk given at a Centre for International Governance Innovation (CIGI) conference that addresses issues surrounding world hunger and distribution problems as a result of globalization.

Uses: Learners understand moderately complex lecture on the global food crisis.

[Population and Demographics – Statistics Canada](#)

This page has links to tables and charts about topics about population.

Topics include births and deaths, mobility and migration, changes resulting from an aging population, and more.

Uses: Learners write a paragraph to explain information in a table, chart, or diagram.

Writing, Debate, and Research

[5 Tips for Writing Great Chart Captions – Fusion Charts](#)

This interesting article gives five tips for writing chart captions. The article uses charts, tables, and diagrams to demonstrate the skills.

Uses: Learners access the resources online and apply the principles to write a paragraph to explain information in a table, chart, or diagram.

[Advice on Academic Writing – University of Toronto](#)

This page has links to writing resources in categories like planning and organizing, reading and researching, using sources, style and editing, and more.

Uses: Learners use the site to support writing a paragraph to explain information in a table, chart, or diagram.

[The Implications of Globalization for the Economy and Public Policy – Bank of Canada](#)

This page has a transcript of a speech that was given by Governor of the Bank of Canada Mark Carney in 2008. The narrative includes the economic implications of globalization, policy challenges, economic and financial developments, and more. The page also has links to further related resources and information about the Bank of Canada.

Uses: Learners understand moderately complex extended descriptions and narrations.

[What is Glocalization? – How Stuff Works](#)

This four-page article examines the new idea of “glocalization,” a combination of the words “global” and “local.” The article looks at globalization in relation to local cultures and producers and includes embedded videos that relate to the subject. The last page includes a list of related resources with links.

Uses: Learners understand moderately complex extended descriptions and narrations.

[Guidelines for Oral Presentations – Ohio Wesleyan University](#)

This page has an excellent overview of oral presentation skills from preparation through to evaluation. The page offers many useful tips for each stage of a presentation.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[Oral Presentations: Tips on How to Deliver a Speech for School or Work – Jerz's Literacy Weblog](#)

This extensive blog outlines tips for better oral presentations. It includes a video, with tips for planning, delivery, language, questions, and more.

Uses: Learners access the resources online and apply these principles to an in-class presentation.

RESOURCES

Writing, Debate, and Research (cont.)

[Presentation Skills – UBC Wiki](#)

This wiki has concise summaries about presentation structure, design, tone, body language, and more. There is also a great introductory video about presentation skills.

Note: This resource also appears in ELSA 6 Unit 5.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[Resources – Canadian Student Debating Federation](#)

This page has links to extensive debate resources including rules, types of debates, research aids, judging, and links to other external debate resources.

Uses: Learners access information and summarize it to support in-class debate planning and delivery.

[The Presentation – English Club](#)

This article outlines the parts of a presentation and provides useful functional language items to support building an introduction, the body, and conclusion.

Uses: Learners summarize the article to support presentation skills and planning.

[Web Eval – British Columbia Institute of Technology \(BCIT\)](#)

This online game leads learners through a museum of puzzles and tests to support effective website evaluation skills. The game is interactive, informative, and engaging.

Uses: Learners follow online prompts to play the game and take notes about website evaluation techniques.

[Writing with Statistics – Purdue Online Writing Lab](#)

This page provides an overview of an online lesson about writing with statistics. The lesson includes sections on descriptive statistics, inferential statistics, using visuals, and more

Uses: Learners complete the lesson online or in class to support presentation skills and planning.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner’s [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

This is one of the best resources for an ELSA teacher and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 1, Volume 1: Academic Skills

Chapter 5, Volume 2: Managing Information

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

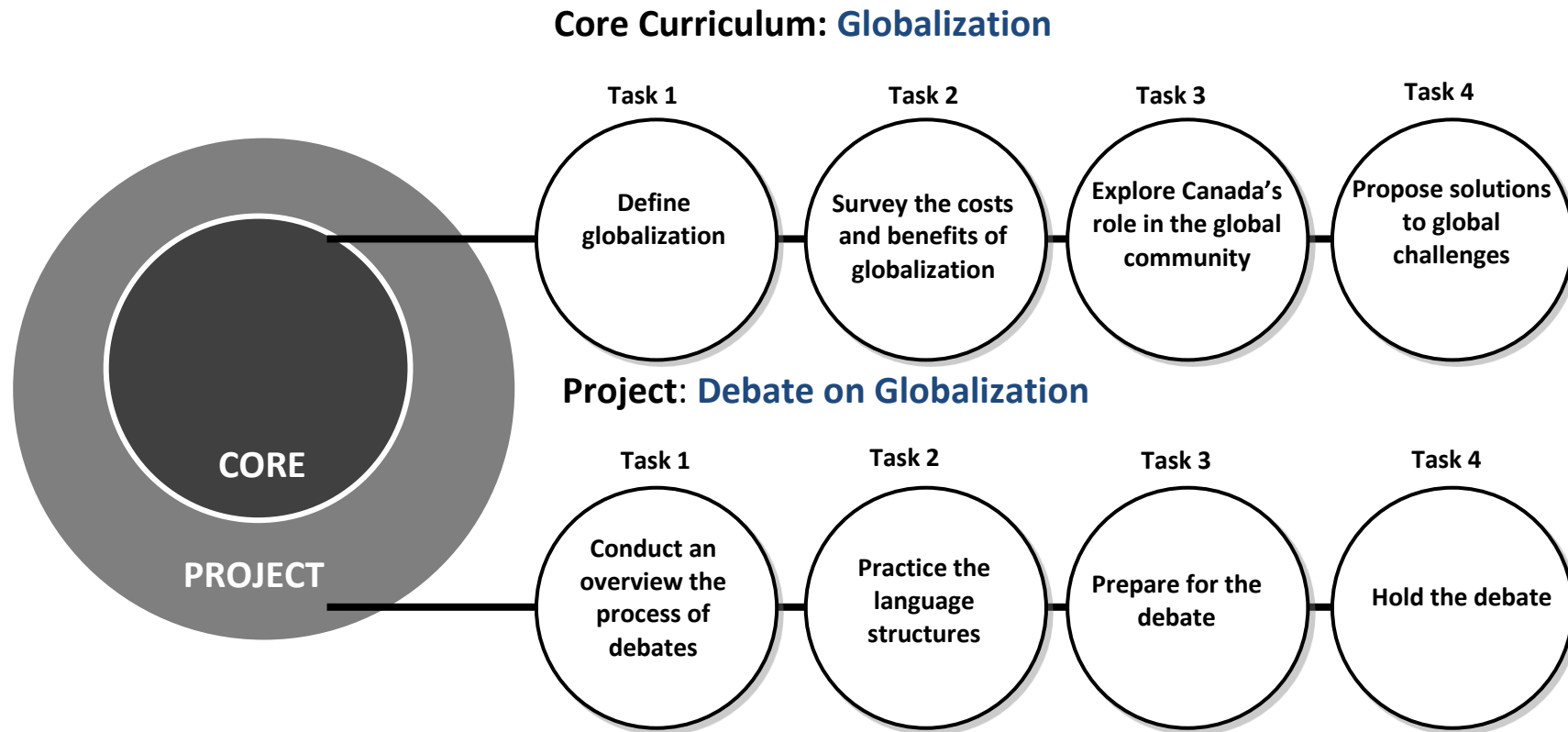
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

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

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

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

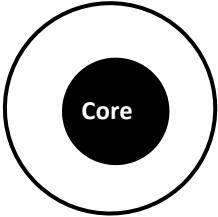
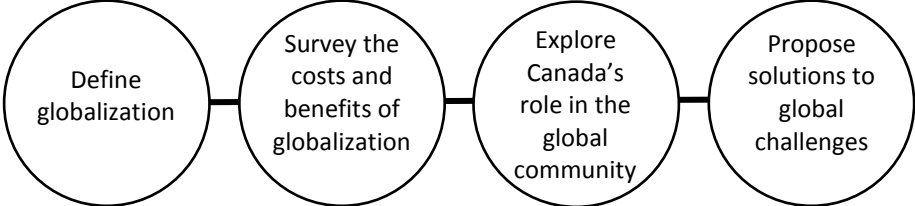
At a glance: GLOBAL COMMUNITIES











SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 7: Global Communities	CORE CURRICULUM: Globalization PROJECT: Debate on Globalization	
		
CLB OUTCOME 🗣️📖📝	SAMPLE TASK	RESOURCES
<p>🔗 CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).</p>	<p>Task 1: Define globalization</p> <ul style="list-style-type: none"> • Watch videos about globalization and do the following: <ul style="list-style-type: none"> ○ identify implied meanings and stated and unspecified details ○ identify situations and relationships between participants ○ identify speakers' purpose and intent ○ identify emotional state, mood and attitude from tone and intonation ○ interpret feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval, and disapproval ○ identify the purpose of expressions of formal welcomes, farewells, condolences, and congratulations ○ understand the intent of expressions and responses ○ identify some nuances in attitude, emotional tone, and register • evaluate different definitions of globalization and select one for use in class • identify global issues of interest to learners (e.g. distribution of wealth, food security, the International Monetary Fund, trade imbalances) 	<p>Globalization 101.org – YouTube Channel</p> <p>Over 1 Billion not Served: The Global Economic Crisis and Food Governance with Jennifer Clapp – YouTube</p> <p>How Canada Should Respond to Globalization's Inequities with Stephen Clarkson and Stepan Wood – Youtube</p> <p>Commanding Heights: The Battle for the World Economy – Public Broadcasting System (PBS)</p>


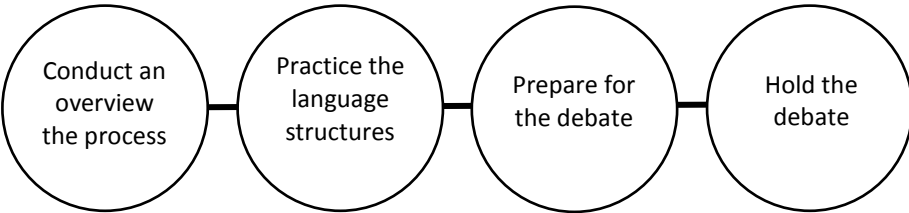





UNIT 7: Global Communities	CORE CURRICULUM: Globalization PROJECT: Debate on Globalization	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.</p>	<p>Task 2: Survey the costs and benefits of globalization</p> <ul style="list-style-type: none"> • read various articles and reports on globalization doing the following: <ul style="list-style-type: none"> ○ identify the organization of the text and links between paragraphs ○ follow sequences of narrations or processes ○ locate and integrate relevant information across paragraphs and sections of text ○ evaluate ideas in the text, draw conclusions, compare the writer’s opinion with your own • analyze the costs and benefits for different communities of a variety of results of globalization (e.g., the building of a gas pipeline: costs and benefits for local communities, the provincial government and the purchasers of the natural gas) 	<p>Canada and Globalization – David Kilgour</p> <p>Blogs at WorldWatch</p> <p>Canada’s International Gateway – Government of Canada</p> <p>Globalization – Is Canada Ready? - Global Envision</p>
<p> CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).</p> <p> CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>	<p>Task 3: Explore Canada’s role in the global community</p> <ul style="list-style-type: none"> • read tables, graphs and diagrams that present information about how globalization affects Canada, and our role in the global community: <ul style="list-style-type: none"> ○ present the information contained in charts, diagrams, graphs, and tables in an alternate form ○ analyze the information, supporting details, implied meanings, and the writer’s point of view • choose one global issue and summarize the information contained in one or more tables, charts, or diagrams in a paragraph as follows: <ul style="list-style-type: none"> ○ address the purpose of the task ○ provide accurate and detailed descriptions, explanations, and accounts in a clear sequence ○ present the text as a coherent, connected whole with good use of appropriate connective words and phrases ○ share the summary with the rest of the class 	<p>International Trade – Statistics Canada</p> <p>Population and Demographics – Statistics Canada</p> <p>Economic Accounts – Statistics Canada</p> <p>Writing with Statistics – Purdue Online Writing Lab</p> <p>5 Tips for Writing Great Chart Captions – Fusion Charts</p> <p>Advice on Academic Writing – University of Toronto</p>



UNIT 7: Global Communities	CORE CURRICULUM: Globalization PROJECT: Debate on Globalization	
CLB OUTCOME    	SAMPLE TASK	RESOURCES
CLB 8-III: Propose or recommend solutions to problems in a familiar area.	Task 4: Propose solutions to global challenges <ul style="list-style-type: none"> • select a global issue (the same as in Task 3 above, or another one) • write an outline and speaking notes for a proposal or recommendations to solve the issue • deliver an oral report about the global issue and provide a potential solution as follows: <ul style="list-style-type: none"> ○ describe the problems and clarify the details ○ indicate possible solutions, recommend the best ones with reasons for doing so 	Guidelines for Oral Presentations – Ohio Wesleyan University

SCOPE & SEQUENCE

ELSA 7

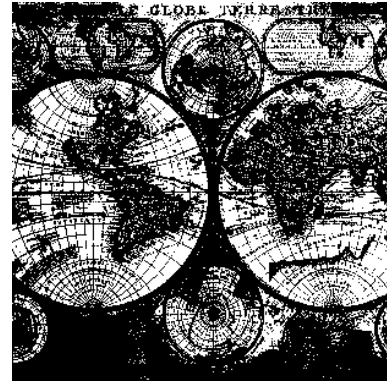
of Sample Tasks

UNIT 7: Global Communities	CORE CURRICULUM: Globalization PROJECT: Debate on Globalization	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
 CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.	Task 1: Conduct an overview of the process <ul style="list-style-type: none"> • read a variety of recommendations on how to conduct a debate with a class • select or create a debate process that is appropriate for the class • post the steps in the debate process on the wall for future reference 	Resources – Canadian Student Debating Federations
 CLB 8-III: Propose or recommend solutions to problems in a familiar area.	Task 2: Practice the language structures <ul style="list-style-type: none"> • research and practice the formal language used in debates (e.g., be it resolved that, the affirmative, and now for a rebuttal, etc.) • research and practice the functional language used in debates (e.g., I'd like to deal with two points here..., Our opponents have claimed...etc.) 	Resources – Canadian Student Debating Federations Guidelines for Oral Presentations
 CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).  CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.	Task 3: Prepare for the debate <ul style="list-style-type: none"> • select a resolution for the debate • assign roles (e.g., the moderator, judges, debaters) • do some research about debate resolution by reading formatted and unformatted text • set criteria for feedback from the judges and audience • formulate positions and arguments based on research • create speaking notes • publicize the debate and invite others to attend 	Indepth: Summit of the Americas: What is Globalization? - CBC News Charts and Tables – Global Sherpa: Globalization, International Development and World Rankings The Presentation – English Club Presentation Skills – UBC Wiki

UNIT 7: Global Communities	CORE CURRICULUM: Globalization PROJECT: Debate on Globalization	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).</p>	<p>Task 4: Hold the debate</p> <ul style="list-style-type: none"> • follow the debate process agreed upon by the class • listen for expressions and responses and for nuances in attitude and register • videotape or record the debate for review and for fun • write a journal entry about the debate project 	

Interacting in
communities: Unit 8

ECOLOGY & CLIMATE CHANGE



ELSA 7
CLB 8

Introduction

This unit promotes ecological literacy, a key requirement for an engaged citizenry in 21st century Canada. It uses the issue of climate change as a vehicle to focus on the multiple knowledge bases of ecology, to stimulate an inquiry approach to learning, to develop the ability to explain difficult concepts coherently, and to interpret messages intended to influence or persuade.

The **Core Curriculum** focuses on building learners' knowledge base of climate change through the use of authentic texts: an overview of climate change, key concepts, predicted consequences, and solutions.

The **Project** component gives learners a chance to investigate a question of personal interest that links climate change to wider ecological implications and culminates in creating a blog post of the results of the learners' inquiries.






Teaching Suggestions

- Visit a local ecology centre or meteorological organization.
- Invite a representative from an ecological protection organization to speak to the class.
- Compare how climate change is presented in the media across cultures.
- Compare how climate change is covered in various media outlets.
- Demonstrate various note-taking techniques and have learners practice them.
- Have learners share and exchange their notes with each other to expose them to note-taking styles.
- Supply learners with a list of abbreviations to use for note-taking purposes.
- Encourage learners to describe their preferred note-taking techniques.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-III:	Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.
Speaking	
 CLB 8-I:	Participate in brief professional phone calls.
Reading	
 CLB 8-I:	Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).
Writing	
 CLB 8-II:	Reduce a text of up to about 2 pages to an outline or summary.
 CLB 8-IV:	Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Content and Other Outcomes

Learners will

- increase their ecological literacy
- gain extensive practice with authentic, extended, complex discourse on ecological topics
- engage in self-directed inquiry into climate change and other ecological issues
- build language skills to express complex concepts more coherently and concisely
- engage actively with new media by writing and posting a blog
- practice their telephone skills

POSSIBLE TOPICS

Topic	<p>This unit is included in this curriculum with the recognition of the close links between national and global citizenship in our time. Basic scientific literacy and the ability to discuss ecological issues from a scientifically informed perspective are important components of what it means to be a responsible and informed citizen today. This does not mean accepting a narrow ideological interpretation of facts, implications, or solutions, but rather it requires that we have the ability to think critically and respond with evidence-based arguments and decisions. Significantly, scientific literacy and global citizenship require that we know what questions to ask as much or even more than how to answer them. And this unit offers learners the language and resources to pose questions about ecological and climate change issues and to research the implications of climate change for their lives.</p>
Cross-cultural Perspectives	<p>Learners might benefit from comparing and contrasting the scientific perspectives of ecological and climate change phenomena with the following topics:</p> <ul style="list-style-type: none">• cultural or religious perspectives from their home countries and in Canada• the influence of the oil and gas industry and other engines of our economy on efforts to promote a healthy ecology in Canada
Systems and Practices of BC and Canada	<p>Instructors could help learners focus on the topics of ecology and climate change in Canada and BC through an examination of the following:</p> <ul style="list-style-type: none">• the causes and effects of climate change from a scientific perspective• the implications of climate change and global warming for life in this bioregion• efforts by Canada and BC to address climate change• organizations in the region working to reduce Canada’s carbon footprint and contributions to global warming• Canada’s energy policy and its relationship to climate change• personal efforts individuals and families in BC can make to reduce their carbon footprints• the Alberta oil sands debates.

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- idiomatic and technical vocabulary relating to ecology and climate change
- phrases used in blogging
- actions related to paragraphs, reports, and essays

carbon offsets, ozone layer, El Nino, hydraulic cycle

post, comments, thread

informing, persuading, comparing, contrasting, proposing, solving, evaluating, brainstorming, outlining, mapping, clustering, summarizing, paraphrasing

Grammar

- linguistic, rhetorical and stylistic means of narration, reporting, description and arguing a point in written discourse
- comparatives and superlatives
- spelling, punctuation, and capitalization conventions

If we hadn't...then...

The most egregious thing is..; Which is more beneficial, x or y?

Pronunciation

- ability to use English phonological sound systems (such as sound segments, rhythms, and intonations) to interpret oral discourse
- linking final consonants to initial vowels

I'd like to //as kem// about //hi zopinion//

RESOURCES

Ecology and Climate Change

[2050: What if We Get it Right? – Quirks and Quarks](#)

This page has a summary of the podcast, a link to an audio recording, a list of the contributing professors that Bob McDonald interviews on the show, and links to external resources to support the podcast. The podcast is a look to the future and the environmental challenges that we face.

Uses: Learners understand communication intended to influence or persuade, give warnings, suggestions, recommendations, and proposed solutions.

[An Inconvenient Truth – Take Part](#)

This site is for fans of the film and it includes current climate news, articles related to climate change, a list of ways to take action against climate change, video clips and summary of the film, and information about the book.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Blogs at Worldwatch](#)

This region of the WorldWatch site offers blogs with information that includes scientific data on global trends related to energy and transportation, the environment and climate, food and agriculture, the global economy and resources, and population and society. The site also includes related sections and videos categorized by programs, research, vital signs online, and more.

Uses: Learners write three or four connected paragraphs to explain a procedure, or express and analyze opinions on a familiar abstract topic.

[Climate Change Explained – World Wildlife Fund \(WWF\)](#)

This page gives a great overview about climate change. The page also has a great graphic to explain greenhouse gases and an embedded video from National Geographic that features Al Gore explaining how we can confront climate change. The page also has links to extensive related resources.

Uses: Learners understand communication intended to persuade.

[Climate Hot Map – Union of Concerned Scientists](#)

This excellent interactive map explores the hot spots around the world affected by climate change. The map can be viewed by hotspots, impacts, or solutions. The page also has links to further related resources.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[David Suzuki & Al Gore on QTV: Part 1 \(Feb. 1, 2010, 17:26\) – YouTube](#)

In this fascinating video, Jian Ghomeshi interviews David Suzuki and Al Gore about climate change, activism, politics, and more.

Uses: Learners understand communication intended to influence or persuade, give warnings, suggestions, recommendations, and proposed solutions.

[David Suzuki & Al Gore on QTV: Part 2 \(Feb. 3, 2010, 25:13\) – YouTube](#)

In this video, Jian Ghomeshi continues to interview David Suzuki and Al Gore about climate change, activism, politics, and more.

Uses: Learners understand communication intended to influence or persuade, give warnings, suggestions, recommendations, and proposed solutions.

[David Suzuki Foundation](#)

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

Note: This resource also appears in ELSA 6 Unit 8.

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

[EducaPoles – International Polar Foundation](#)

This excellent site has many resources for instructors and learners alike. The site has links to educational projects, current news, teaching dossiers including great “Energy Action Sheets,” animations, videos, galleries, great online quizzes, and links to other resources.

Uses: Learners reduce a given text of up to about two pages to an outline or summary.

RESOURCES

Ecology and Climate Change (cont.)

[Environmental Knowledge for Change – GRID-Arendal and the United Nations Environment Programme \(UNEP\)](#)

This extensive website has many resources for this unit. The site includes publications, blogs, activities, maps, vital climate graphics, a photo library, e-books, and more.

Uses: Learners understand moderately complex social messages conveying general opinions and assessments of current events or situations.

[Gardening and Agriculture – University of California Television](#)

This page has an excellent selection of videos and lectures on the environment and ecology. The site also has many other videos and blogs listed by topic.

Uses: Learners understand moderately complex social messages conveying general opinions and assessments about the environment and ecology.

[Global Warming Effects Interactive Map – National Geographic](#)

This engaging resource demonstrates the negative effects of global warming on every continent. The resource has summaries of each scenario embedded on the map. The page also has many links to further information.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a phenomenon.

[Green Guide Quizzes – National Geographic](#)

This extensive variety of quizzes covers a range of topics including sustainable energy, plastics, organics, water, and more. The page also includes links to related resources and videos about green living ideas.

Uses: Learners access quizzes online and complete them independently, or in class.

[How Will Global Warming Change the Earth? – NASA Earth Observatory](#)

This extensive article outlines some of the major changes brought on by global warming. The page includes supporting diagrams and charts to

supplement the reading. Topics include changing weather, rising seas, ecosystems, people, and more. The page also has links to further related information.

Uses: Learners understand moderately complex social messages conveying general opinions and assessments of current events or situations.

[Is Al Gore’s An Inconvenient Truth Accurate? – Skeptical Science](#)

This interesting page looks at the many scientific errors put forward in the award winning film from Al Gore. The site provides the reader with a choice between basic and intermediate scientific language on the page and includes postings from the public that attempt to refute the claims in the film. The postings also include many links to further information contrary to the film.

Uses: Uses: Learners understand communication intended to influence or persuade, give warnings, suggestions, and recommendations.

[No Doubt About Global Warming \(n.d. 3: 12\) – NBC Nightly News](#)

This news report examines new scientific data that shows, without a doubt, that humans have raised the Earth’s temperature. The video has some compelling picture evidence and a report from a leading scientist.

Uses: Learners understand communication intended to persuade.

[Teachers’ Guide to High Quality Educational Materials on Climate Change and Global Warming](#)

This page is a portal to excellent resources and lesson plans about climate change and global warming. The page also has the top 10 things you need to know about global warming with supporting tables and charts.

Uses: Learners understand moderately complex social messages conveying general opinions and assessments on climate change and global warming.

GENERAL RESOURCES

Ecology and Climate Change (cont.)

[Temperature Rising: Climate Change in Southwestern British Columbia – Natural Resources Canada](#)

This excellent poster summarizes the variety of problems in southwest BC that relate to climate change. The poster can be viewed online as a whole or in parts with more detailed information. The page also has links to other resources including videos, reports, case studies, and regional initiatives.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a phenomenon.

[The Great Energy Challenge – National Geographic](#)

This page includes news, blogs, global fossil fuel subsidies maps, a light bulb savings calculator, global gas footprints, a video to explain the challenge, and more.

Uses: Learners understand communication intended to influence or persuade, give extended warnings, suggestions, recommendations, and proposed solutions.

Writing, Research, and Telephone

[Action Alert – The Council of Canadians Acting for Social Justice](#)

This site is intended for a call to action regarding medicare, but the script is easily adapted to suit ecological purposes. The site includes call-in scripts, MP phone numbers, twitter hashtags, and MP twitter accounts. The site also has an energy and climate justice section with many current events and calls to action, videos, fact sheets, and more.

Uses: Learners access the scripts and participate in brief professional phone calls.

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

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

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners understand communication intended to influence and persuade, and give extended warnings, suggestions, recommendations, and proposed solutions.

[Weather basics: Global Atmospheric Circulation – Environmental Science Published for Everybody Round the Earth](#)

This page has text and excellent graphics to explain basic weather patterns and global atmospheric circulation. The page also has links to more weather information, worksheets, and external links.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a phenomenon.

[Campaign to Reform Canada’s Access to Medicines Regime – Canadian HIV/AIDS Legal Network](#)

This document is about HIV/AIDS medicine, but it includes a great call-in script for talking to an MP or assistant, or leaving a message. The page also has concise instructions for a variety of methods to contact the government to voice concern.

Uses: Learners access the scripts and participate in brief professional phone calls.

RESOURCES

Writing, Research, and Telephone (cont.)

[How To Blog Effectively – Star Content](#)

This page provides a short summary of effective blogging strategies. The page also has links to further related information.

Uses: Learners access the resource to encourage blog development skills.

[How to Blog Effectively – Webdesigner Depot](#)

This article outlines eight steps to better blogging. The steps include research, writing, images, twitter feeds, etc. and are supported by links to example blogs and many suggestions for programs to enhance a blog.

Uses: Learners access the resource to encourage blog development skills.

[Members of Parliament – Parliament of Canada](#)

This page has a list of MPs with their constituency and party and links to contact information for each. The page also has links to members of the Senate, information about Parliament, election resources, and more.

Uses: Learners participate in brief professional phone calls.

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

This resource includes information about the writing process, structural considerations, patterns of composition, and so much more. Users can select a writing point or process from three dropdown lists to access the lessons. The lists are organized by process, structure, and patterns.

Uses: Learners access the site and navigate to find supporting lessons for the writing needs of the unit.

[The Seven Steps of the Research Process – Cornell University](#)

This page provides an excellent overview of the research process with links to further information about each step and much more.

Note: This resource also appears in ELSA 6 Unit 9.

Uses: Learners summarize the content and apply the suggestions to essay research.

[Transitional Words and Phrases – Memorial University of Newfoundland](#)

This pdf has a comprehensive list of transitional language organized by function.

Note: This resource also appears in ELSA 6 Unit 9.

Uses: Learners use this resource to build essay writing skills.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner’s [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 7, Volume 2: Telephone Calls

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

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

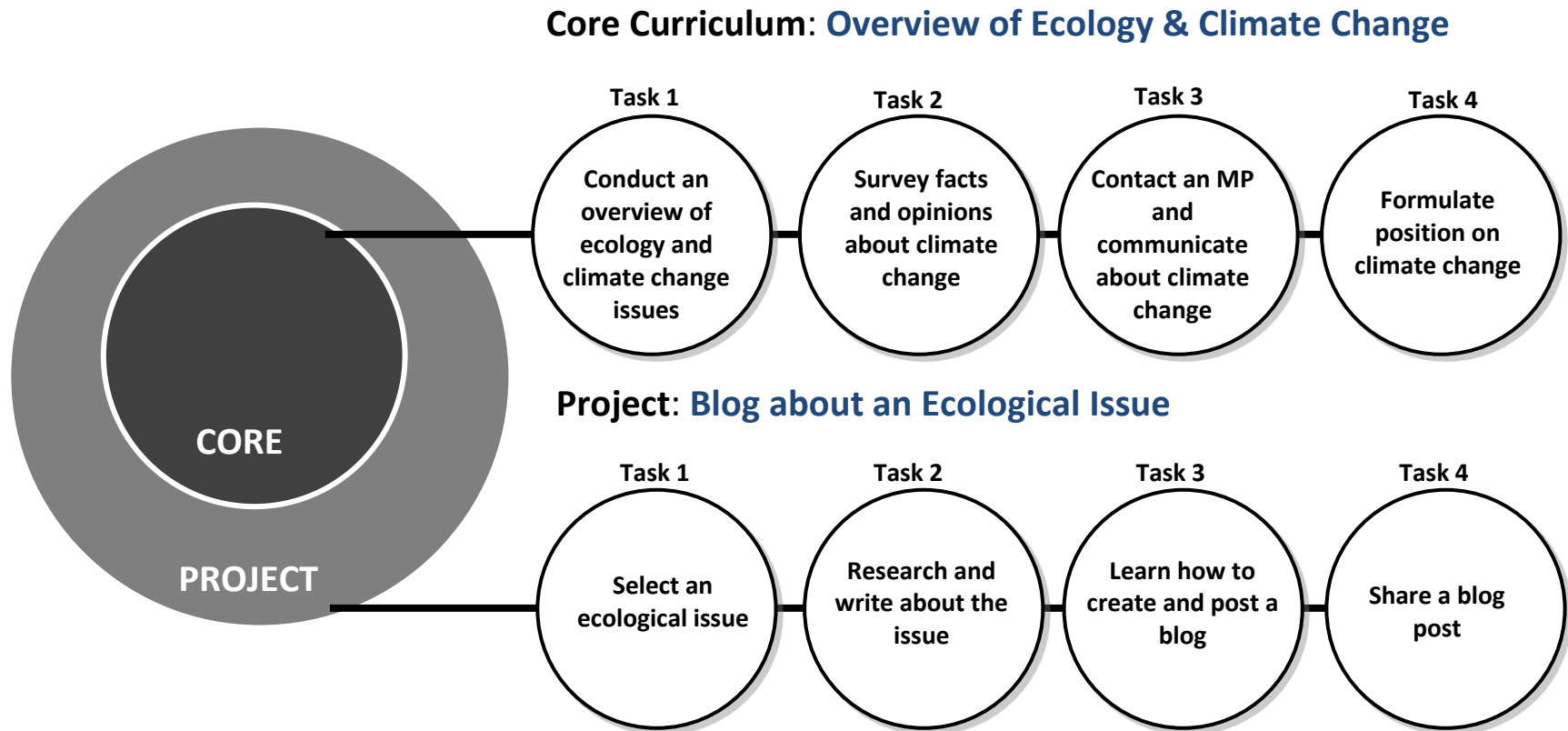
Uses: The following chapters are well-suited to this unit:

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

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

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

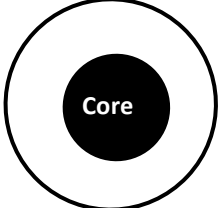
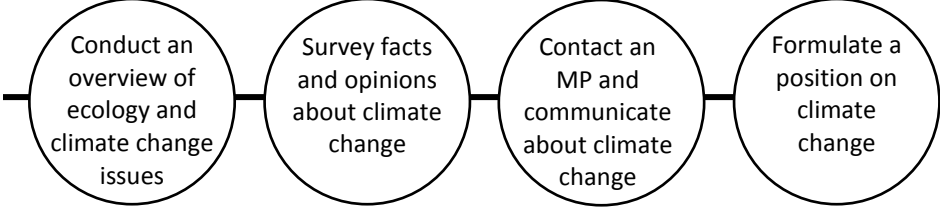


At a glance: ECOLOGY & CLIMATE CHANGE







SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 8: Ecology & Climate Change	CORE CURRICULUM: Overview of Ecology & Climate Change PROJECT: Blog about an Ecological Issue	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II Reduce a text of up to about 2 pages to an outline or summary.</p>	<p>Task 1: Conduct an overview of ecology and climate change issues</p> <ul style="list-style-type: none"> • read, listen, or watch information about ecology and climate change • take notes in order to reduce information to an outline or summary doing the following: <ul style="list-style-type: none"> ○ reduce information to main points with accurate supporting details and no major omissions ○ conveys essential information ○ convey a sense of audience in language format and content • build vocabulary and concepts • identify current issues and concerns 	<p>An Inconvenient Truth – Take Part</p> <p>EducaPoles – International Polar Foundation</p> <p>Climate Change Explained – World Wildlife Fund (WWF)</p> <p>Seven Steps of the Research Process – Cornell University</p>

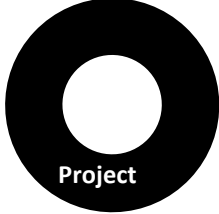
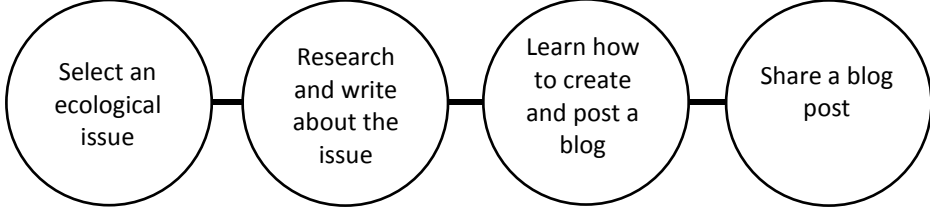




UNIT 8: Ecology & Climate Change		CORE CURRICULUM: Overview of Ecology & Climate Change	
		PROJECT: Blog about an Ecological Issue	
CLB OUTCOME 	SAMPLE TASK	RESOURCES	
<p> CLB 8-III Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.</p> <p> CLB 8-I Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).</p>	<p>Task 2: Survey facts and opinions about climate change</p> <ul style="list-style-type: none"> • watch various videos and listen to podcasts where speakers are intending to influence or persuade the audience about climate change doing the following: <ul style="list-style-type: none"> ○ identify stated and unspecified meanings ○ identify the functional utterances such as warnings, threats, suggestions or recommendations ○ interpret warnings, threats, suggestions, recommendations and proposed solutions ○ evaluate the validity of suggestions or proposed solutions • read various blogs about climate change and evaluate opinions and arguments as explained in the following: <ul style="list-style-type: none"> ○ identify specific factual details and implied meanings ○ identify the purpose of the message ○ identify the reader/writer relationship ○ identify the mood and attitude of the writer ○ identify the context and situation ○ identify the register and style 	<p>The Habitable Planet: A Systems Approach to Environmental Science – Annenberg Learner</p> <p>David Suzuki & Al Gore on QTV - YouTube</p> <p>2050: What if We Get it Right? – Quirks and Quarks</p> <p>Blogs at Worldwatch</p> <p>David Suzuki Foundation</p> <p>The Great Energy Challenge – National Geographic</p>	
<p> CLB 8-I Participate in brief professional phone calls.</p>	<p>Task 3: Contact an MP and communicate about climate change</p> <ul style="list-style-type: none"> • identify the MP for your area and find the necessary contact information • practice telephone skills and making assertive requests • phone the MP and members of other political parties in the riding and ask them their opinions regarding Canada’s role in the Kyoto Accord and current efforts at curbing climate change as follows: <ul style="list-style-type: none"> ○ open, maintain, and close a phone conversation in a professional manner ○ clarify and confirm information ○ use an appropriate level of formality 	<p>Members of Parliament – Parliament of Canada</p> <p>Action Alert – The Council of Canadians Acting for Social Justice</p> <p>Campaign to Reform Canada’s Access – Medicines Regime – Canadian HIV-AIDS Legal Network</p>	




UNIT 8: Ecology & Climate Change	CORE CURRICULUM: Overview of Ecology & Climate Change PROJECT: Blog about an Ecological Issue	
CLB OUTCOME 🗣️📝📖	SAMPLE TASK	
<p>✍️ CLB 8-IV Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.</p>	<p>Task 4: Formulate a position on climate change</p> <ul style="list-style-type: none"> • write an essay outlining your position on climate change, supported by research and clearly argued rationale doing the following: <ul style="list-style-type: none"> ○ address the purpose of the task ○ provide accurate and detailed descriptions, explanations, and accounts of events in a clear sequence ○ present text as a coherent connected whole with good use of appropriate connective words and phrases • edit first draft, solicit feedback, and re-write essay • share the essay with others 	<p>Principles of Composition – Capital Community College</p> <p>Transitional Words and Phrases – Memorial University of Newfoundland</p>

SCOPE & SEQUENCE

of Sample Tasks

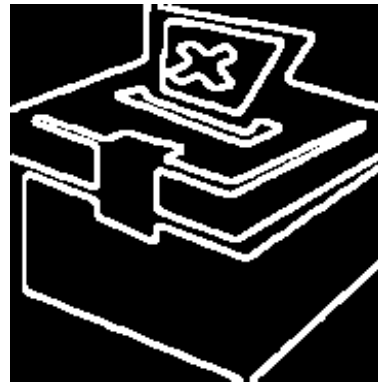
ELSA 7

UNIT 8: Ecology & Climate Change	CORE CURRICULUM: Overview of Ecology & Climate Change PROJECT: Blog about an Ecological Issue	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-III Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.</p>	<p>Task 1: Select an ecological issue</p> <ul style="list-style-type: none"> • watch videos and listen to podcasts about various ecological issues (e.g., the pine beetle infestation, the 2010 BP oil spill, energy security) • select an interesting and relevant issue to explore 	<p>Gardening and Agriculture – University of California Television</p> <p>No Doubt About Global Warming – NBC Nightly News</p> <p>The Habitable Planet: A Systems Approach to Environmental Science</p>
<p> CLB 8-II Reduce a text of up to about 2 pages to an outline or summary.</p> <p> CLB 8-IV Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.</p>	<p>Task 2: Research and write about the issue</p> <ul style="list-style-type: none"> • research the issue, referring to three or more different sources • write an outline that includes at least three sections, and presents an opinion • write three or four paragraphs about the selected issue, based on the outline • ask for feedback on the first draft • edit and rewrite the essay 	<p>The Seven Steps of the Research Process – Cornell University</p> <p>Principles of Composition – Capital Community College</p>

UNIT 8: Ecology & Climate Change	CORE CURRICULUM: Overview of Ecology & Climate Change PROJECT: Blog about an Ecological Issue	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
 CLB 8-I Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy)	Task 3: Learn how to create and post a blog <ul style="list-style-type: none"> • read a blog about how to create and post a blog • clarify information with others • ensure the instructions are clear 	How to Blog Effectively – Star Content How to Blog Effectively – Webdesigner Depot
 CLB 8-I Participate in brief professional phone calls	Task 4: Share a blog post <ul style="list-style-type: none"> • create a blog and post your essay on it • contact at least one friend or acquaintance to invite them to check out your blog 	How to Blog Effectively – Star Content How to Blog Effectively – Webdesigner Depot

Interacting in
communities: Unit 9

GOVERNANCE & CITIZENSHIP



ELSA 7
CLB 8

Introduction

In this unit learners will learn about the structure of the three levels of government, elections and citizenship. A citizenry that cares about government is necessary for a government to function well in a democracy. All people should endeavor to become well informed about government because interacting with government is one of the most important rights and one of the most important responsibilities of citizenship.

The **Core Curriculum** focuses on the structure and processes of government, the electoral system, and the rights and responsibilities of Canadian citizens. Learners will understand the different political platforms to discuss their impact on Canadian citizens. Learners will also learn how to apply for Canadian citizenship.

The **Project** allows learners to engage actively with the topic and the language of the unit by holding mock elections. The project tasks include forming mock political parties, developing political platforms, campaigning, and holding an election.






Teaching Suggestions

- Invite a Member of Parliament or the Member of the Legislative Assembly to speak to learners.
- Visit a constituency office or municipal chambers.
- Discuss unfamiliar vocabulary in a text before reading.
- Introduce and have learners practice vocabulary-building strategies.
- Use authentic readings from textbooks, newspapers, magazines, journals, and online sources.
- Have learners share their opinions about a topic prior to reading about it.
- Have learners share their reactions to a text after reading it.
- Analyze texts for bias, evidence of political ideology, and tone.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-II:	Understand extended multistep directions or instructions for technical or non-technical tasks.
Speaking	
 CLB 8-IV:	Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.
Reading	
 CLB 8-III:	Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.
Writing	
 CLB 8-II:	Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.
 CLB 8-III:	Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

Content and Other Outcomes

Learners will

- study the structure of government and process of governance in Canada
- identify the elements and processes of the electoral system, the political parties, and their platforms
- learn about rights and responsibilities of Canadian citizens
- learn to access resources that help them apply for Canadian citizenship
- prepare to volunteer in the community
- hold mock elections
- adapt speech style and register for a range of different audiences and contexts.

POSSIBLE TOPICS

Topic	<p>This unit examines both general and specific issues related to Canadian governance and citizenship, These issues might be explored through the lens of any of the following topics:</p> <ul style="list-style-type: none">• governing systems or structures newcomers might encounter• how government systems and structures operate• how various forms of governance relate to decision-making• federal, provincial, and municipal governments• the rights and responsibilities of citizenship• the relationships between governance, taxation, and social services
Cross-cultural Perspectives	<p>Systems of government and the rights and responsibilities of citizenship vary across global contexts and they are always changing. Learners may therefore benefit by comparing and contrasting notions of government and citizenship in Canada and their countries of origin:</p> <ul style="list-style-type: none">• compare and contrast forms of governance around the world• how systems of governance in newcomers' home countries compare with those of Canada• the rights and responsibilities of citizenship in learners' home countries as compared to Canada• notions of citizenship across national borders• key protest movements or loci of popular dissent around the world and government responses to them
Systems and Practices in BC and Canada	<p>Instructors might explore the following topics with learners:</p> <ul style="list-style-type: none">• the history and nature of federalism in Canada• the division of federal and provincial powers• the roles of municipalities, school boards, and community organizations in Canada• the learners' political representatives at the municipal, provincial, and federal level• Who gets to vote in Canada, how often, voter registration, voting, and the criteria that inform people's decisions when voting• the names and platforms of the major political parties in BC and Canada

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- recognition of an expanded range of concrete, abstract and technical language relating to familiar everyday facts, opinions, feelings, ideas, and basic concepts and applications relating to social science, Canadian citizenship, governance, and legal issues.
- general terms related to the Canadian political system

artisan, parliament, executive, judiciary, electorate, ridings, constituency, platform, Citizenship and Immigration Canada (CIC)

Grammar

- wh- questions to prepare for reading and while reading
- subordinating conjunctions that show the following:
 - cause and effect
 - opposition
 - condition
- Order of adjectives
- Prefixes, suffixes and word formation for deducing meaning of unfamiliar words
- Passive voice to avoid mentioning who performed action
- Modals of necessity, obligation, expectation, advice, and prohibition
- Subjunctive to express importance or urgency:

What do I think about this topic? What is important about this topic?

because, now that, inasmuch as

even though, although, while

if, unless, in the event that, even if

Toronto is an exceptionally large, multicultural city.

multi-, pre-, -ment, -ly

The tenant was ordered to leave.

have to, must, got to, supposed to, had better, shouldn't, should, must not

It is important that she be heard.

Pronunciation

- Chunking major sentence parts in conditional clauses:
- Syllable stress on the following:
 - noun phrases/compounds
 - multi-syllable words

If you don't pay the fine, / you could be sentenced to jail time.//

first offence, lawsuit, non-binding

violation, obligation, parental, mandatory

RESOURCES

Governance

[About Government – Government of Canada](#)

This page has links to information about the systems of government, elections, federalism, government bills, how Canadians govern themselves, legislation at a glance, and more.

Uses: Learners get information from moderately complex online texts containing the responsibilities of government and statements of rules, regulations or policies.

[About Parliament – Parliament of Canada](#)

This excellent government page is a portal to a lot of information about parliament. The page includes links to classroom and student resources, teaching tools, how parliament works, people, events, art and architecture, and more.

Uses: Learners get information from moderately complex online texts containing responsibilities of government, and statements of rules, regulations or policies.

[Civics 101: Ontario's Political Process Explained – TVO](#)

This page has excellent information about the political processes of the three levels of government in Ontario. The site includes videos, blogs, articles, podcasts, a great set of animated explanations, which is also available in pdf, and more.

Uses: Learners reduce oral discourse about established procedures given in pre-recorded audio or video material into notes that can be used to write instructions.

[Government in Canada – Canada Info](#)

This page has good summaries of the areas of responsibility for the municipal, provincial, and federal governments in Canada. The page also has links to further information about each level of government.

Uses: Learners get information from moderately complex online texts containing the responsibilities of government.

[Legal Links – BC Laws](#)

This page has links to a variety of legislative resources including explanations of legalese, archives, the courts of BC, the legislative assembly, ELSA 7 Curriculum Guidelines: Revised & Enhanced 2013

ombudsman, laws of Canada, and more. The page also has links to all 12 of the other provincial and territorial legislatures.

Uses: Learners get information from moderately complex business/service texts containing recommendations and statements of rules, regulations, or policies.

[Legislative Assembly of British Columbia](#)

This page has great resources for this unit including links to MLAs, documents and proceedings, legislation, parliamentary committees, education and visitor information, webcasts, podcasts, and more.

Uses: Learners get information from moderately complex online texts containing the responsibilities of government and statements of rules, regulations, or policies.

[The Legislative Process of Canada \(May 26, 2008, 1:23\) – YouTube](#)

This short and informative video gives an overview of the process to pass a bill in the House of Commons and Senate, and finally Royal Assent.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write instructions.

[Organization Chart – City of Vancouver](#)

This page has a great interactive flowchart to demonstrate how the municipal government is organized. The chart is linked to further information about each section of government and the page also has links to more related topics like city council, citizen involvement, mission and values statements, policies and procedures, and more.

Also see the following municipal government websites from across BC:

[City of Burnaby](#), [City of Prince Rupert](#), [City of Richmond](#), [Town of Smithers](#)

Uses: Learners get information from moderately complex online texts containing responsibilities of government and statements of rules, regulations, or policies.

RESOURCES

Governance (cont.)

[Parliamentary Procedure – National Association of Parliamentarians](#)

This page has a nice overview of parliamentary procedure and the site includes links to definitions, motions, types of rules, discussion, and more.

Uses: Learners get information from moderately complex online texts containing responsibilities of government and statements of rules, regulations, or policies.

[Provincial Government in Canada: Organization, Institutions & Issues – Mapleleafweb](#)

This page is part of an excellent site that includes a wide variety of resources from blogs to political cartoons. This page explores provincial governments in Canada, focusing on the key topics related to the provincial level of government: political, financial and administrative institutions and issues

Citizenship

[Being an Active Citizen: Law, Government and Community Engagement in BC – Justice Education Society of BC](#)

This website focuses on citizen involvement and is organized by categories including citizenship teaching resources, how to get involved, online resource links, and more.

Uses: Learners understand extended multistep directions or instructions for technical or non-technical tasks.

[Being Canadian, Part 1 & 2 – Ideas on CBC Radio](#)

This great listening resource is divided into two parts. Part 1 is a historic broadcast of the national citizenship ceremony of January 3, 1947. Part 2 is a broadcast of a Korean immigrant's story. Stories of new immigrant families can also be accessed.

Uses: Learners reduce oral discourse about being Canadian from pre-recorded audio material into notes that can be used to write summaries.

and debates in provincial government. The page also has tables and charts to support the text, links to sources, and further information.

Uses: Learners get information from moderately complex business/service texts containing recommendations and statements of rules, regulations, or policies.

[The Government of Canada – The Canada Page](#)

This page has a good overview of all three levels and branches of government. It also has links to many other pages that include information and statistics about Aboriginal People, human rights, elections, political parties, and more.

Uses: Learners get information from moderately complex online texts containing responsibilities of government, statements of rules, regulations, or policies.

[Canadian Citizenship Practice Test – Greater Victoria Public Library](#)

This website features an online test to check your knowledge about Canada and BC for the citizenship test, with a focus on BC content.

Uses: Learners access the resource online and check their knowledge for the citizenship test.

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

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

Note: This resource also appears in ELSA 6 Unit 3.

Uses: Learners complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

RESOURCES

Citizenship (cont.)

[Citizenship and Immigration Canada – Video Centre](#)

This page has an extensive selection of videos that are excellent for this unit. From the various categories of immigration to stories of newcomer experiences and efforts to assist refugees, there are many videos to choose from.

Note: This resource also appears in ELSA 6 Unit 3.

Uses: Learners understand extended multistep directions or instructions for technical or non-technical tasks and reduce oral discourse about established procedures from the video material into notes that can be used to write instructions.

[Discover Canada: The Rights and Responsibilities of Citizenship – Citizenship and Immigration Canada](#)

This online study guide helps prepare learners for the new Canadian Citizenship test. The site has a listening feature in which famous Canadians read the guide word by word.

Uses: Learners reduce oral discourse about rights and responsibilities from pre-recorded audio material into notes that can be used to write summaries.

Elections

[Bloc Québécois](#)

This is the federal party site. It has facts, budget information, issues, videos, and links to further resources.

Uses: Learners give detailed information and express and qualify opinions or concerns about the contents of the site and the party platform.

[Canada’s New Democratic Party](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

Uses: Learners give detailed information and express and qualify opinions or concerns about the contents of the site and the party platform.

[Go Volunteer](#)

This great website has information for volunteer opportunities organized by categories. There are thousands of opportunities here with contact information and a forum to advertise for volunteers as well.

Uses: Learners give detailed information about volunteering opportunities, express and qualify opinions or concerns, and present solutions and options in one-on-one interactions and small group discussions or meetings.

[Volunteering – City of Vancouver](#)

This page outlines the benefits of volunteering and has links to volunteer opportunities in a variety of city programs and events.

Uses: Learners give detailed information about volunteering opportunities, express and qualify opinions or concerns, and present solutions and options in one-on-one interactions and small group discussions or meetings.

[Elections Canada](#)

This website has extensive information for all topics surrounding Canadian elections. Topics include voter information, current and past elections, a resource centre and newsroom, political financing and participation, and more.

Uses: Learners complete an expanded range of forms, including extended application forms with pre-set formats to start a political party.

RESOURCES

Elections (cont.)

[Elections Canada: Voting Overview with American Sign Language \(Apr. 10, 2012, 6:55\) – YouTube](#)

While this video was produced in American Sign Language (ASL), it also includes a great narration and onscreen captions for visual support. The video outlines how to register and vote in a variety of formats.

Uses: Learners reduce oral discourse about established procedures from pre-recorded audio or video material into notes that can be used to write instructions.

[Fair Vote Canada – YouTube Channel](#)

This channel offers a variety of videos that relate to elections in Canada. The videos include presentations, interviews, lectures, campaign videos, and more.

Uses: Learners reduce oral discourse about established procedures from pre-recorded audio or video material into notes that can be used to write instructions.

[Green Party of Canada](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

Uses: Learners give detailed information and express and qualify opinions or concerns about the contents of the site and party platform.

[How to Run for Political Office in Canada – WikiHow](#)

This resource gives an overview of three steps toward running a political campaign. The page has tips, warnings, materials needed, and links to further related resources.

Uses: Learners get information from moderately complex texts containing recommendations and statements of rules, regulations, or policies.

[Political Campaign – The Canadian Encyclopedia](#)

This lengthy article covers the history of political campaigns in Canada, strategies, issues, leaders, the media, advertising, polls, constituencies, and more. The page also has links to further resources.

Uses: Learners get information from moderately complex texts containing recommendations and statements of rules, regulations, or policies.

[Registration Forms for Political Parties – Elections Canada](#)

This page has links to pdf forms for registering political parties in Canada. The page also has links to great resources like a list of all the registered political parties in Canada with contact information for each.

Uses: Learners complete an expanded range of forms, including extended application forms with pre-set formats.

[Running for Federal Office in Canada – MapleLeafWeb](#)

This extensive article covers the process for running for office in Canadian federal elections. Topics include eligibility, nomination, financial responsibility, contributions, expense limits, and more.

Uses: Learners get information from moderately complex texts containing recommendations and statements of rules, regulations, or policies.

[The Conservative Party of Canada](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

Uses: Learners give detailed information and express and qualify opinions or concerns about the contents of the site and party platform.

[The Liberal Party of Canada](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

Uses: Learners give detailed information and express and qualify opinions or concerns about the contents of the site and party platform.

RESOURCES

Conversation and Note-taking

[Conversation Strategies – Box.com](#)

This page has an excellent four-page list of useful conversation strategies organized by functions like introducing or changing a topic, agreeing and disagreeing, putting events in order, giving examples, and more.

Uses: Learners use the resource to support them as they give detailed information, express and qualify opinions or concerns, present solutions and options, and indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.

[Effective Listening and Notetaking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking as well as common abbreviations, bad habits, mapping examples, and more.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners understand moderately complex instructions for note-taking.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf

[Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has an excellent list of links to listening resources and note-taking strategies from SFU and other Canadian and American universities. There is also an engaging comic strip story about note-taking from SFU to introduce the subject.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 1, Volume 1: Academic Skills

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

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

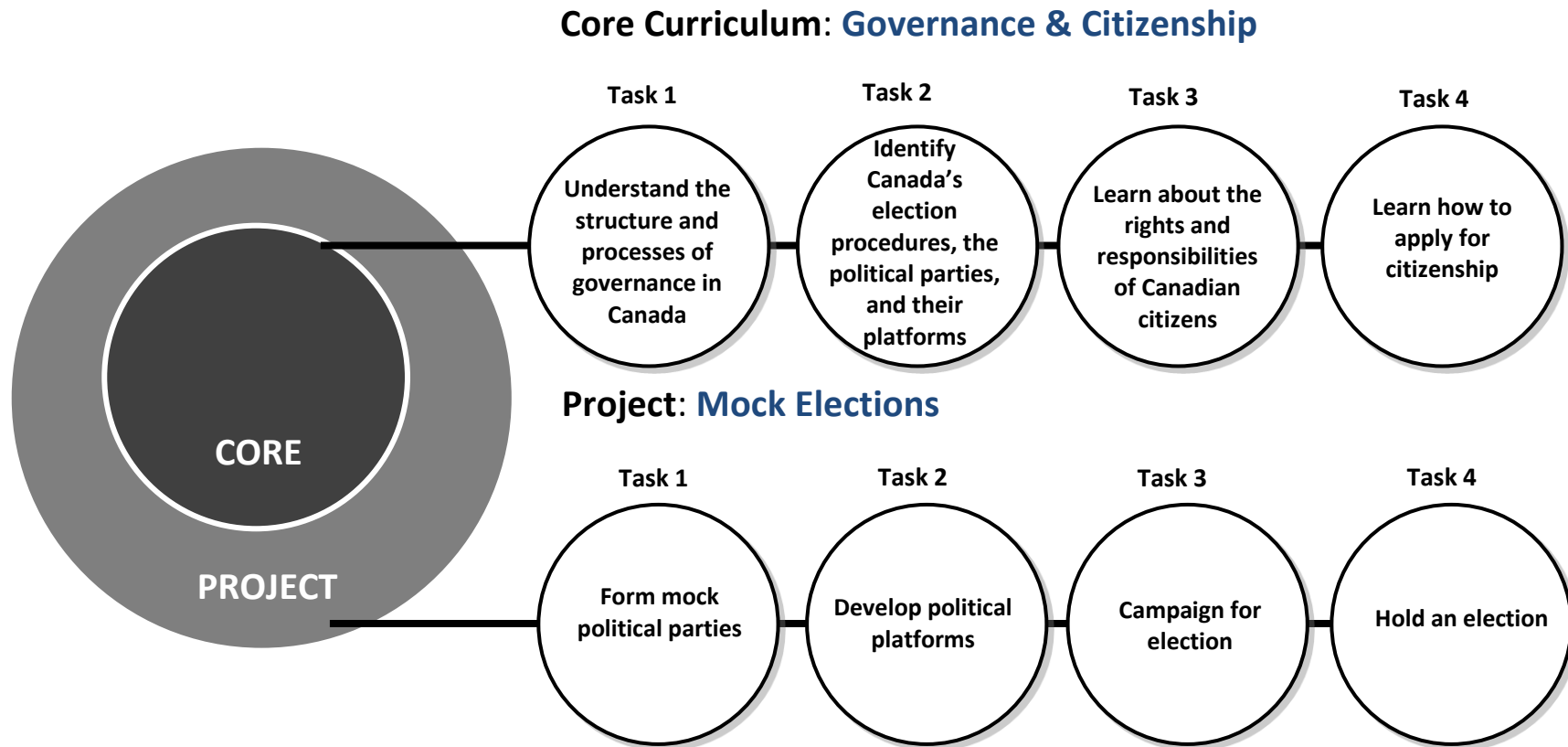
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

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

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

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

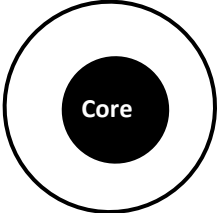
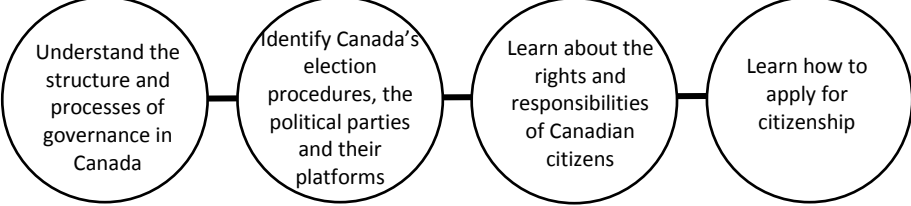
At a glance: GOVERNANCE & CITIZENSHIP










SCOPE & SEQUENCE

of Sample Tasks

ELSA 7


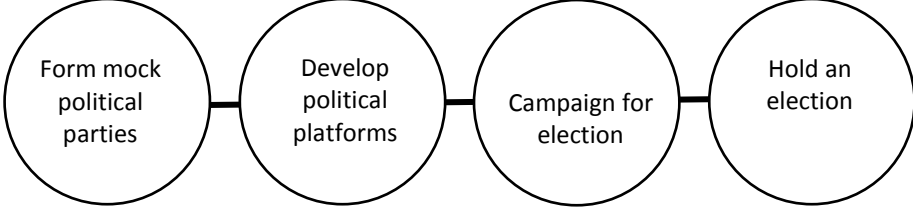



UNIT 9: Governance and Citizenship	CORE CURRICULUM: Governance & Citizenship PROJECT: Mock Elections	
		
CLB OUTCOME 🗣️📄📖	SAMPLE TASK	RESOURCES
📖 CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.	Task 1: Understand the structure and processes of governance in Canada <ul style="list-style-type: none"> research the structures and functions of the three levels of governments read articles, reports, and government documents about the legislative or parliamentary process doing the following: <ul style="list-style-type: none"> identify the main ideas, key details and implied meanings identify the writer's purpose, intent, mood and attitude in sections of text scan the text and make inferences to select the relevant information 	Government in Canada – Canada info The Government of Canada – The Canada Page Parliamentary Procedure – National Association of Parliamentarians Legislative Assembly of British Columbia
🗣️ CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.	Task 2: Identify Canada's election procedures, the political parties, and their platforms <ul style="list-style-type: none"> learn about the procedures in federal, provincial, and municipal elections, as well as voter eligibility. watch videos and read articles to understand the electoral system in Canada, the parties and their platforms, and take notes to share with classmates doing the following: <ul style="list-style-type: none"> reduce information to main points with accurate supporting details and no major omissions convey essential information convey a sense of audience in language format and content 	Elections Canada Fair Vote Canada – YouTube Channel Effective Listening and Notetaking – North Shore Community College Listening and Note-taking – Student Learning Commons Resources SFU


UNIT 9: Governance and Citizenship		CORE CURRICULUM: Structure of Government and Elections PROJECT: Democracy in Action	
CLB OUTCOME    	SAMPLE TASK	RESOURCES	
<p> CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p>Task 3: Learn about the rights and responsibilities of Canadian citizens</p> <ul style="list-style-type: none"> • prepare for discussion by researching and making notes for a summary that compares and contrasts rights and responsibilities for people in Canada and the learners’ home countries or those of Canadian citizens and landed immigrants • learn about the role of volunteerism in Canada • hold small group discussions doing the following: <ul style="list-style-type: none"> ○ 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 ○ appropriately show opposition or support for a stand or solution ○ participate effectively in interactions 	<p>Being Canadian, Part 1 & 2 – Ideas on CBC Radio</p> <p>Being an Active Citizen: Law, Government and Community Engagement in BC – Justice Education Society of BC</p> <p>Discover Canada: The Rights and Responsibilities of Citizenship – Citizenship and Immigration Canada</p> <p>Go Volunteer</p> <p>Volunteering – City of Vancouver</p> <p>Conversation Strategies – Box.com</p>	
<p> CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.</p> <p> CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>	<p>Task 4: Learn how to apply for citizenship</p> <ul style="list-style-type: none"> • research the requirements of applying for Canadian Citizenship • watch CIC videos on the application process doing the following: <ul style="list-style-type: none"> ○ follow sequence markers and cohesive devices such as connecting words, pronoun references, parallel structure, substitution, or other linguistic clues to infer order of steps ○ respond with actions to directions and instructions • locate the CIC citizenship application form and practice filling it out <ul style="list-style-type: none"> ○ identify the purpose of the form and its sections and complete it with the required information, including longer written responses if needed ○ correctly spell and use punctuation, capitalization, and dates and numbers with their appropriate abbreviations 	<p>Citizenship and Immigration Canada – Video Centre</p> <p>Citizenship and Immigration Canada – My Application</p>	

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 9: Governance and Citizenships	CORE CURRICULUM: Governance & Citizenship PROJECT: Mock Elections	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
 CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.	Task 1: Form mock political parties <ul style="list-style-type: none"> • read about the process for forming political parties • choose a party name and leader • fill in the application form to register a political party (but don't submit it!) 	Registration Forms for Political Parties – Elections Canada Running for Federal Office in Canada – MapleLeafWeb
 CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.	Task 2: Develop political platforms <ul style="list-style-type: none"> • read party brochures, flyers and websites for ideas about that Canadians are concerned about • analyze brochures and other texts for the language used to express the part platform • select four key platform messages (e.g., create jobs, streamline immigration, protect the environment) and support these with a list of action items 	Bloc Québécois Canada's New Democratic Party Green Party of Canada The Conservative Party of Canada The Liberal Party of Canada

UNIT 9: Governance and Citizenships	CORE CURRICULUM: Governance & Citizenship PROJECT: Mock Elections	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>🧠 CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p>Task 3: Campaign for election</p> <ul style="list-style-type: none"> • identify the ways that political parties campaign for election (e.g., meet and greets, speeches, talking to the media, communication via new media) • select two or more campaign strategies and launch the campaign • role-play talking to the media • stay on message throughout the campaign 	<p>How to Run for Political Office in Canada - WikiHow</p> <p>Political Campaign – The Canadian Encyclopedia</p>
<p>👂 CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.</p> <p>✍️ CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.</p>	<p>Task 4: Hold an election</p> <ul style="list-style-type: none"> • watch videos to review the process of holding an election • watch videos of voting procedures and requirements • take notes from videos • develop these notes into a set of voting instructions and post them at the polling station • hold the vote • count the votes and announce the winner • congratulate the other party leaders for the good work they did on the campaign 	<p>Fair Vote Canada – YouTube Channel</p> <p>Elections Canada: Voting Overview with American Sign Language - YouTube</p>

Interacting in
communities: Unit 10
**TAXES &
FINANCE**



ELSA 7
CLB 8

Introduction

In this unit, learners explore fundamentals of taxation and money matters. At a time when Canadians are carrying record levels of household debt, it is important to understand and adhere to good practices regarding the stewardship of personal finances. In addition, paying taxes is one of the greatest badges of Canadian citizenship. And all who benefit from the services they derive from living in this country should take pride in it.

The **Core Curriculum** focuses on understanding the basics of personal income taxes and other taxes in relation to learners' everyday lives. Learners then examine banking services, including different types of government savings plans. Learners also get an opportunity to write a basic budget.

The **Project** focuses on making a financial plan based on researched information about the procedures and requirements for applying for personal or business loans. Learners also predict financial trends by watching videos about current and future consumer trends and create financial plans for family and business.






Teaching Suggestions

- Invite a guest speaker from a credit union or bank to explain the many government savings plans available.
- Invite a tax professional to speak to the class about filing personal income tax.
- Compare taxation across cultures.
- Encourage learners to ask questions about texts and answer their own questions to build study skills.
- Compare banking services and fees across financial institutions.
- Limit the number of variables learners need to manage for a task, according to their abilities.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-IV:	Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.
Speaking	
 CLB 8-I:	Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).
 CLB 8-II:	Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.
Reading	
 CLB 8-II:	Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.
Writing	
 CLB 8-III:	Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

Content and Other Outcomes

Learners will

- organize information about taxes for personal reference
- select appropriate websites about taxes and finance
- research banking services and types of investment to prepare a financial plan
- apply appropriate communication strategies for one-on-one meetings
- use point form for a summary or report
- identify the characteristics of an effective meeting

POSSIBLE TOPICS

Topic	This unit focuses on information about taxation and managing personal and business finances in Canada. This is a vast topic and sure to generate a lot of interest from learners. Depending on learners' needs, this unit can be tailored to personal money management, investment, or small business taxation and financing issues
Cross-cultural Perspectives	<p>Attitudes toward and practices regarding taxation and money management vary a great deal from country to country. It is therefore worthwhile for instructors to explore cross-cultural perspectives with learners. Possible topics might include any of the following:</p> <ul style="list-style-type: none">• types of taxation systems in Canada and their rationale as compared to learners' countries of originals• attitudes to government-funded services: social security, universal medicare, infrastructure support, etc.• attitudes toward taxation and government services• attitudes toward banks and financial institutions• Canadian banks and banking regulations and those in other countries
Systems and Practices in BC and Canada	<p>The following are topics instructors could explore with learners:</p> <ul style="list-style-type: none">• Canadian taxation systems: income tax, sales taxes, duty• BC taxation systems: provincial income tax, sales taxes (the PST and GST), liquor and gas taxes• municipal taxation: property taxes, business taxes, etc.• sources for financial advice, planning, and investing• banking, investing, and retirement institutions in Canada• how pension programs work: public, workplace, and private pensions• types of accounts for holding savings and investment assets: RRSPs, RESPs, TFSAs, etc.• credit ratings, credit cards, loans, and mortgages

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- an expanded range of concrete, abstract and technical language terms and abbreviations related to taxation, banking, and finances
- an expanded range of idiomatic language to discuss taxation and finances

GST, PST, HST, RESP, RRSP, RRIF, TFSA, CRA, CPP, OAS, T4, deduction, deferral, shelter, income, earnings, refund, asset

the tax man, the bottom line, in the red, deadbeat, bet your bottom dollar, bleed someone dry, tighten your belt, hit the jackpot, hand to mouth, rake in the money, make ends meet, loaded, lose your shirt

Grammar

- noun clauses, relative clauses, conditionals, reported speech

We had to cut back on extras in order to make ends meet.

The bank where I have my savings account offered me a fairly good line of credit.

The accountant said we wouldn't have to pay income tax on that.

Pronunciation

- the production of intelligible and communicatively effective pronunciation
- the ability to use English phonological sound systems (e.g., sound segments, rhythms, and intonations) to interpret oral discourse

RESOURCES

Taxes

[Educators – Canada Revenue Agency](#)

This essential page has links to a variety of resources for tax education including a 90-minute online independent tutorial about the tax system and filing basic taxes, two ready-made units for classroom instruction, forms and publications for taxes, community volunteer income tax programs, videos about taxes, and more.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to taxes.

[Individuals – Canada Revenue Agency](#)

This government page has a great selection of topics including tax returns, RRSPs, RESPs, RDSPs, HBPs, LLPs, RRIFs, TFSAs, child/family benefits, life insurance, and more.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to taxes.

Finances

[Banking Role-Play – Bogglesworldesl](#)

This ready-made two-hour lesson has clients discussing a variety of financial options with regard to credit cards and mortgages with a personal banker who then opens an account and starts a credit check. The lesson includes vocabulary sheets, financial product brochures, role-cards, activity sheets, and suggestions for discussion and debriefing.

Uses: Learners participate in less routine social conversations for most everyday purposes.

[Banking Tools – Financial Consumer Agency of Canada](#)

This page has excellent tools to help choose the right banking account or package. The page also has links to detailed information about budgets, debt, bank account types, ABM fees, and more.

Uses: Learners access the tools and compare or contrast the various choices by given account type, interest rate, and use.

[Tax-Services.ca](#)

This site has personal tax/RRSP calculators, information about the GST, PST, and HST, tax rates, deadlines, credits, and more.

Uses: Learners access the resources online and summarize given sections.

[TaxTips.ca](#)

This excellent resource is a portal to a wide variety of tax related information. The site includes a variety of online calculators and sections about personal tax, sales taxes, RRSPs, RRIFs, TFSAs, stocks and bonds, provincial tax information, and more.

Uses: Learners access the resources online and summarize given sections

[Budget Calculator – Financial Consumer Agency of Canada](#)

This online calculator has extensive fields to fill in and generates reports as information is added to the form.

Uses: Learners access the calculator online and populate the fields with varying information to compare changes in the report.

RESOURCES

Finances (cont.)

[Budget Worksheet – About.com](#)

This budget worksheet is accessible online or in a printer-friendly version. The sheet is detailed and includes sections for income, deductions, utilities, entertainment, debt payment, and more.

Uses: Learners access the worksheet online and fill out independently or in class.

[Canadian Association of Credit Counselling Services \(CACCS\)](#)

This website offers many resources for people who are having financial difficulties. The site has links to videos, a financial fitness test, current news, and more.

Uses: Learners access financial fitness test online and understand extended, moderately complex instructional texts about credit counselling.

[Canadian Bankers Association](#)

This site has a wide range of useful topics for this unit including banks in Canada, banking basics, saving and investing, financial literacy, statistics, and more.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to banking.

[Credit Counselling Canada](#)

This website has many resources to assist with credit and debt consolidation. The site has links to FAQs, counsellor contact information, consumer tools, and more.

Uses: Learners understand extended, moderately complex instructional texts about credit counselling.

[Family Monthly Budget Planner – Microsoft Templates](#)

This budget worksheet is accessible online as an Excel download. The sheet is detailed and includes sections for income, deductions, utilities, insurance, entertainment, and much more.

Uses: Learners access the worksheet online and fill it out independently or in class.

[Financial Planning – RBC Wealth Management](#)

This page has calculators and planning tools for retirement, estate, budgeting, borrowing, and more. The page also has links to an education centre, online trading, private banking, and more.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for financial planning.

[How to Make a Family Budget – Today’s Parent](#)

This article provides a great introduction to family budgeting in a five-step process. The article also contains links to further information and suggested online tools to assist in budget planning.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for family budgeting.

[How to Write a Financial Plan? – Financing the Future](#)

This concise article summarizes six steps for writing a financial plan. The page also has links to further related resources.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for writing a financial plan.

[How to Write a Personal Financial Plan - wikiHow](#)

This wiki offers a good definition of a personal financial plan, 10 concise steps to write one, tips, warnings, and links to further related resources.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for writing a financial plan.

RESOURCES

Finances (cont.)

[Invest in BC – BC Jobs](#)

This page has a good introduction to investment opportunities in BC with an excellent selection of visuals that demonstrate a variety of economic information for the province.

Uses: Learners understand extended, moderately complex slide shows and take notes about the information for investment purposes.

[Investing in 2013: Bonds, Stocks, Emerging Markets & More \(Dec. 21, 2012, 3:49\) – YouTube](#)

This video has a short review of the economic situation in 2012 and then looks toward the future with predictions, suggestions, and opinions about the performance of bonds, stocks, and other documents and the heart of securities markets.

Uses: Learners understand extended monologues or presentations on topics that are generally familiar and related to financial planning.

[Learn Business English ESL Vocabulary: Economic Terms \(Mar. 6, 2007, 6:51\) – YouTube](#)

This video introduces, defines, and gives examples for many important economic terms that will be useful throughout the unit.

Uses: Learners understand extended monologues or presentations on topics that are generally familiar and related to economic vocabulary.

[Personal Finance Money – YouTube Channel](#)

This entertaining channel features more than 10 videos of financial gurus Dave Ramsay, Suze Orman, and others giving financial advice to callers and viewers about a wide range of money-related topics.

Uses: Learners understand extended monologues or presentations on topics that are generally familiar and related to financial planning.

[Planning – Vancity](#)

This page has calculators and planning tools for income tax, retirement, estate and wills, budgeting, investments, and more. The page also has links to FAQs, vacation planning, car payments, and other topics.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for financial planning.

[Real Estate Investment Education – YouTube Channel](#)

This channel features a variety of videos that outline tips and techniques for real estate investments.

Uses: Learners understand extended monologues or presentations on topics that are generally familiar and related to real estate investments.

[Role Play: Finding a Financial Advisor – Invest Native Project](#)

This role-play package includes characters, scripts, discussion questions, and built in suggestions from the narrator for a client preparing to meet with an advisor.

Uses: Learners participate in less routine social conversations for most everyday purposes.

[The Investor’s Guide to Picking Canadian Bank Stocks – The Motley Fool](#)

This interesting blog offers an analysis of each of the big five banks in Canada. There are tables and charts to support the investment advice.

Uses: Learners understand extended, moderately complex instructional texts about financial advice.

[The Learning Centre – Fiscal Agents](#)

This extensive site has great summaries of a wide variety of financial topics including GICs, mortgages, estate planning, RRSPs and RESPs, insurance, credit, taxes, and more.

Uses: Learners access the resources online and summarize given sections.

RESOURCES

Finances (cont.)

[Your Financial Planning Road Map – TD Canada Trust](#)

This guide to financial planning presents a six-step process of planning your personal finances, with embedded links to calculators, worksheets, strategies, and more.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for financial planning

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

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

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

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

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

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 6, Volume 2: Meetings

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

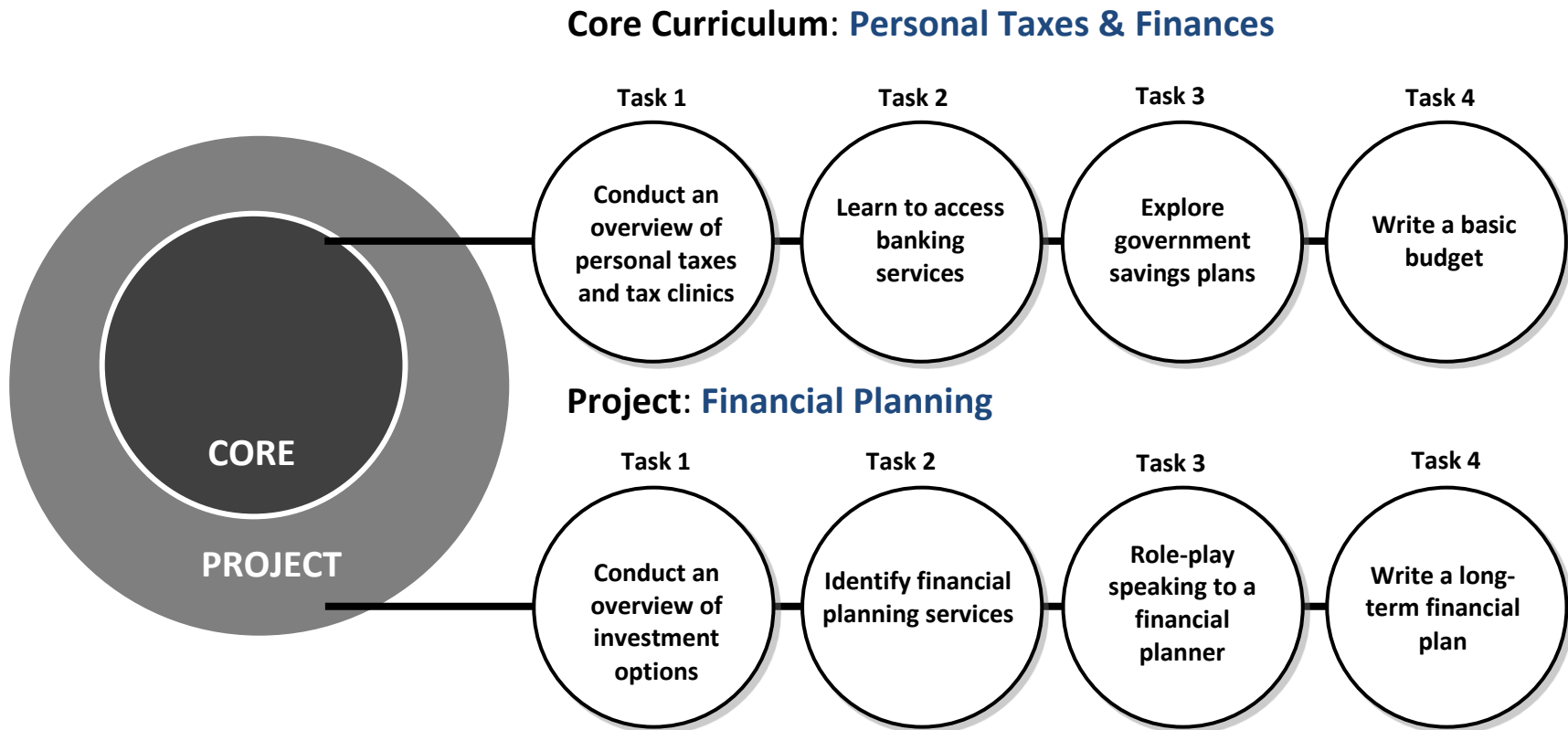
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

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

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

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

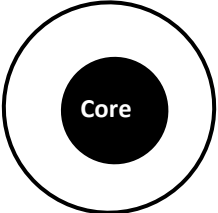
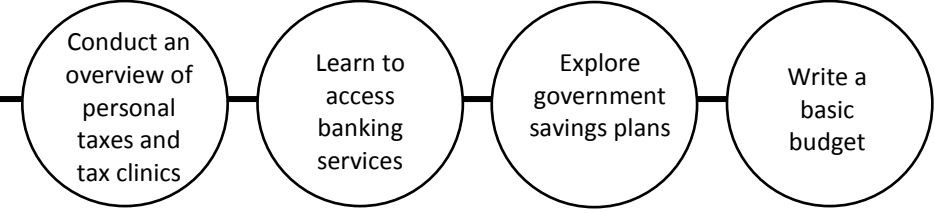



At a glance: TAXES & FINANCE







SCOPE & SEQUENCE

ELSA 7

of Sample Tasks


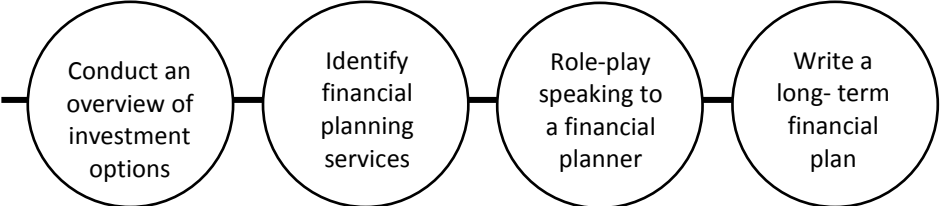




Unit 10: Taxes & Finance	CORE CURRICULUM: Personal Taxes & Finances PROJECT: Financial Planning	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.</p>	<p>Task 1: Conduct an overview of personal taxes and tax clinics</p> <ul style="list-style-type: none"> • watch videos explaining personal income tax, PST, and GST doing the following: <ul style="list-style-type: none"> ○ identify the main idea and detailed information ○ identify phrases and sentences that mark the topic, introduction, topic development, topic shift, and conclusion ○ identify rhetorical and discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect ○ interpret factual information, explanations, and opinions ○ identify facts, opinions, and attitudes • research personal tax clinics in your community 	<p>Educators – Canada Revenue Agency</p> <p>Individuals – Canada Revenue Agency</p> <p>Tax-Services.ca</p>
<p> CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.</p>	<p>Task 2: Learn to access banking services</p> <ul style="list-style-type: none"> • read about savings and chequing accounts and loans and mortgages doing the following: <ul style="list-style-type: none"> ○ interpret sequence and location signals and implied meanings ○ infer the correct sequence ○ follow instructions as required to complete a task 	<p>Banking Tools – Financial Consumer Agency of Canada</p> <p>Canadian Bankers Association</p>




Unit 10: Taxes & Finance		CORE CURRICULUM: Personal Taxes & Finances PROJECT: Financial Planning	
CLB OUTCOME 	SAMPLE TASK	RESOURCES	
 CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).	<ul style="list-style-type: none"> • practice opening bank accounts, inquiring about loans and mortgages, and negotiating payments doing the following: <ul style="list-style-type: none"> ○ respond to minor conflicts and complaints ○ ask follow-up questions to keep the conversation going ○ encourage others to participate ○ hold the floor, interrupt appropriately, and resume after an interruption ○ use appropriate levels of formality 	Banking Role-Play - Bogglesworldes!	
 CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.	Task 3: Explore government savings plans <ul style="list-style-type: none"> • research RRSPs, RESPs, TFSAs, and other government saving plans • share the results of this research with the rest of the class • give instructions on how to apply for each plan by doing the following: <ul style="list-style-type: none"> ○ use the correct sequence of steps ○ use clear pronoun reference and provide necessary details ○ check to confirm understanding 	Individuals – Canada Revenue Agency TaxTips.ca The Learning Centre – Fiscal Agents	
 CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).	Task 4: Write a basic budget <ul style="list-style-type: none"> • write a simple budget and share this with others as follows: <ul style="list-style-type: none"> ○ convey a clear message to the reader ○ demonstrated an awareness of audience in language and format 	Budget Calculator – Financial Consumer Agency of Canada Budget Worksheet – About.com Family Monthly Budget Planner – Microsoft Templates	

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 10: Taxes & Finance	CORE CURRICULUM: Personal Taxes & Finances PROJECT: Financial Planning	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.</p>	<p>Task 1: Conduct an overview investment options</p> <ul style="list-style-type: none"> • watch videos about real estate, mutual funds, stocks, and bonds • discuss the risks and benefits of each of the above investments • compare attitudes about and options for investment across cultures • identify the most viable options for investment 	<p>Investing in 2013: Bonds, Stocks, Emerging Markets & More – YouTube</p> <p>Personal Finance Money – YouTube</p> <p>Real Estate Investment Education – YouTube Channel</p>
<p> CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.</p>	<p>Task 2: Identify financial planning services</p> <ul style="list-style-type: none"> • research free and fee for service financial planning services through banks, mortgage companies, and other investment services businesses • share information with classmates and outline processes and procedures for registering and accessing these services 	<p>Financial Planning – RBC Wealth Management</p> <p>Credit Counselling Canada</p>
<p> CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).</p>	<p>Task 3: Role-play speaking to a financial planner</p> <ul style="list-style-type: none"> • identify language needed to inquire about financial planning options • practice describing financial plans, asking for information, clarifying misunderstandings, and making decisions 	<p>Role Play: Finding a Financial Advisor – Invest Native Project</p> <p>Banking Role-Play – Bogglesworldes!</p>

UNIT 10: Taxes & Finance	CORE CURRICULUM: Personal Taxes & Finances PROJECT: Financial Planning	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.</p> <p> CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).</p>	<p>Task 4: Write a long-term financial plan</p> <ul style="list-style-type: none"> research the steps and procedures for writing a financial plan clarify the steps for making a long-term financial plan with classmates and an instructor <ul style="list-style-type: none"> write a long-term financial plan, with details about projected income, savings, debt repayment, and investments 	<p>How to Write a Financial Plan? – Financing the Future</p> <p>How to Write a Personal Financial Plan - wikiHow</p> <p>Your Financial Planning Road Map – TD Canada Trust</p>



Appendices


















Table of Contents





















Appendices

CLB Distribution Grids	154
CLB Profiles of Ability (CLB 5-8)	158
The Model of Communicative Language Ability	162
Knowledge and Strategies of a Stage II Learner	164
Essential Skills	168
Learning Links	169
Grammar Items	177
Pronunciation Items	182
Computer Items	186
Additional Web-based Resources	187
ELSA 6 Print Resources	189
ELSA 7 Print Resources	193
ELSA 6 Skills Resources	196
ELSA 7 Skills Resources	203
Online Resources Troubleshooting Guide	214

Canadian Language Benchmarks Distribution Grid – ELSA 6 (CLB 7)

Each of the CLBs appears as a Target Outcome once within Units 1-5 and again in Units 6-10. **Target Outcomes** are denoted by the symbol . Some of the CLBs and their associated Core or Project Tasks are featured in ELSA Net's *Formative Assessment Toolkit (FATK)* and as such are denoted by the symbol .

Listening Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
 CLB 7-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval.)										
 CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks.	 									
 CLB 7-III: Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.			 							
 CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.										
 CLB 7-IV: Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.										

Speaking Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
 CLB 7-I: Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope.)		 								
 CLB 7-I: Participate in routine phone calls.										
 CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.										
 CLB 7-III: Give extended warnings, suggestions, recommendations or advice.										
 CLB 7-IV: Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.										
 CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail two events, jobs, or procedures.	 									

Reading Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 7-I: Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction.)		⊙								⊙ ✕
CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.					⊙			⊙		
CLB 7-III: Locate and use three or four pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus.)					⊙				⊙	
CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations, and advice.		⊙ ✕							⊙	
CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.			⊙				⊙			
CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus.)				⊙			⊙			
CLB 7-IV: Access, locate and integrate information from online reference sources.	⊙					⊙				

Writing Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 7-I: Convey personal messages in formal or informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope.)				⊙						⊙
CLB 7-II: Reduce a short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.					⊙			⊙		
CLB 7-II: Reduce a text of up to about 2 pages to an outline or summary.		⊙					⊙			
CLB 7-III: Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings.)					⊙					⊙
CLB 7-III: Complete extended forms requiring detailed personal information.	⊙ ✕					⊙				
CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison or provide a detailed description of a person, system, routine or procedure.			⊙						⊙	

Canadian Language Benchmarks Distribution Grid – ELSA 7 (CLB 8)

Each of the CLBs appears as a Target Outcome once within Units 1-5 and again in Units 6-10. **Target Outcomes** are denoted by the symbol ⊙. Some of the CLBs and their associated Core or Project Tasks are featured in ELSA Net’s *Formative Assessment Toolkit (FATK)* and as such are denoted by the symbol ✕.

Listening Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
👂 CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).				⊙ ✕			⊙			
👂 CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.					⊙				⊙	
👂 CLB 8-III: Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.			⊙ ✕					⊙		
👂 CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.		⊙				⊙				
👂 CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.	⊙ ✕									⊙

Speaking Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
🗣️ CLB 8-I: Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).		⊙								⊙
🗣️ CLB 8-I: Participate in brief professional phone calls.		⊙						⊙		
🗣️ CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.					⊙ ✕					⊙
🗣️ CLB 8-III: Propose or recommend solutions to problems in a familiar area.			⊙ ✕				⊙			
🗣️ CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.	⊙								⊙	
🗣️ CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.				⊙		⊙				

Reading Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).					⊙			⊙		
CLB 8-II: Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.		⊙ ✕								⊙
CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.			⊙			⊙				
CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.			⊙						⊙	
CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.	⊙ ✕						⊙			
CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus.)	⊙						⊙			
CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.				⊙		⊙				

Writing Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).					⊙ ✕	⊙				
CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.				⊙					⊙	
CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.					⊙ ✕			⊙		
CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).				⊙						⊙
CLB 8-III: Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.		⊙							⊙	
CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.			⊙					⊙		
CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.	⊙						⊙			

ELSA 6/7 (CBL 5-8) Profiles of Ability

LISTENING Profiles of Ability across Stage II

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
<p>The listener can: Understand, with some effort, the gist of moderately complex, concrete formal and informal communication.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow to normal rate Face-to-face, on the phone or via digital media (one-on-one or in small groups) Related to relevant, everyday topics Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, supporting details and implied meanings Understands language that is concrete and includes mostly common vocabulary Recognizes meaning based on a developing understanding of complex sentences and structures May sometimes rely on contextual clues for comprehension Recognizes some registers Understands very common idiomatic language Sometimes requires repetition Can comprehend on the phone when context and topic are relevant and familiar 	<p>The listener can: Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow to normal rate Face-to-face, on the phone or via digital media (one-on-one or in small groups) Related to relevant topics and life experience Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, supporting details and implied meanings Understands language that is generally concrete with some abstract elements and a range of common vocabulary Recognizes meaning based on a developing understanding of complex sentences and structures May occasionally rely on contextual clues for comprehension Recognizes some registers and styles Understand common idiomatic language May require repetition Can comprehend on the phone when context and topic are relevant and familiar 	<p>The listener can: Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to general knowledge and life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a normal rate Face-to-face, on the phone or via digital media (one-on-one or in small groups) Related to relevant topics, general knowledge and life experience Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, supporting details and implied meanings Understands language that is concrete or abstract and sometimes specializes, with an expanded range of vocabulary Recognizes meaning based on an understanding of an increasing range of complex sentences and structures May use contextual clues to enhance comprehension Recognizes an expanding range of registers and styles Understands an expanding range of common idiomatic language Can follow most moderately complex phone interactions Has difficulty following faster conversations 	<p>The listener can: Understand moderately complex formal and informal communication, including abstract concepts and ideas related to general knowledge, life experience, and specialized or work-related situations.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a normal rate Face-to-face, on the phone or via digital media (one-on-one, with multiple speakers or in small groups) Related to general knowledge, life experience, and specialized or technical matters Moderate in length In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands overall meaning or intent Identifies main ideas, even when not explicitly stated, supporting details and implied meanings Understands language that is concrete or abstract and conceptual, with an expanded range of vocabulary Recognizes meaning based on an understanding of an adequate range of complex sentences and structures May use contextual clues to enhance comprehension Recognizes an expanded range of registers and styles Understands an expanded range of common idiomatic language Can follow moderately complex phone interactions Has difficulty following faster colloquial or idiomatic conversations

Canadian Language Benchmarks (October 2012 edition), p. 14

SPEAKING Profiles of Ability across Stage II

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability
<p>The speaker can: Communicate with some effort in short routine social situations, and present concrete information about needs and familiar topics of personal relevance.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to somewhat formal • In familiar small groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Adequately fluent for some moderately demanding contexts; speech rate is slow to normal with some pauses and hesitations • A range of common everyday vocabulary, which may include a limited number of idioms • Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures • Grammar, vocabulary and pronunciation difficulties sometimes impede communication • Some awareness of appropriate non-verbal cues and signals 	<p>The speaker can: Communicate with some confidence in routine social situations, and present concrete information in some detail about familiar topics of personal relevance.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to somewhat formal • In mostly familiar small groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Reasonably fluent for some moderately demanding contexts; speech rate is slow to normal with a few hesitations • A range of everyday vocabulary, which may include some idioms and a few common cultural references • Some variety of grammatical structures, with developing control of more complex structures • Grammar, vocabulary and pronunciation difficulties may sometimes impede communication • Developing use of appropriate non-verbal cues and signals • Adapts speech to reflect some degrees of formality appropriate to the group 	<p>The speaker can: Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to formal • In somewhat familiar groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations • An expanding range of concrete and idiomatic language, which may include some common cultural references • Increasing variety of grammatical structures, with developing control of complex structures • Grammar, vocabulary and pronunciation difficulties may occasionally impede communication • Adequate use of appropriate non-verbal cues and signals • Adapts speech style and register to different audiences and situations 	<p>The speaker can: Communicate with confidence in most daily routine social, educational and work situations, and present concrete and some abstract information on an expanded range of familiar topics.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Face-to-face, on the phone, or via digital media • Informal to formal • In unfamiliar groups • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Clear evidence of connected discourse • Fluent for moderately demanding contexts; speech is often at a normal rate • An expanded range of concrete, abstract and idiomatic language, which may include some common cultural references • Adequate variety of grammatical structures, with adequate control of complex structures • Grammar, vocabulary and pronunciation difficulties seldom impede communication • Good use of appropriate non-verbal cues and signals • Adapts speech style and register to a range of different audiences and situations

Canadian Language Benchmarks (October 2012 edition), p. 50

READING Profiles of Ability across Stage II

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability
<p>The reader can: Understand simple and some moderately complex texts in predictable, practical and relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Mostly concrete, factual and descriptive • With mostly common and some abstract or specialized vocabulary and occasional high frequency idioms • Sometimes supported by visuals • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, important details and links between paragraphs • Finds some information to make comparisons • Occasionally guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary • Often rereads and needs clarification • Comprehension is based on knowledge of basic grammar and some developing understanding of complex sentence structures • Identifies some different styles and registers • Uses a bilingual dictionary regularly; begins to use a concise unilingual ESL dictionary 	<p>The reader can: Understand an adequate range of moderately complex texts in predictable, practical and relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Mostly concrete, factual and descriptive • With mostly common and some abstract or specialized vocabulary and occasional idioms • Occasionally supported by visuals • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, specific factual details and some implied meanings • Finds specific, detailed information for comparing and contrasting • Sometimes guesses the meaning of unknown terms, phrases or idioms from the context without a dictionary • May reread and ask for clarification • Comprehension is based on a developing understanding of complex sentences and structures • Identifies an expanding range of different styles and registers • Uses a concise unilingual ESL dictionary regularly 	<p>The reader can: Understand an expanding range of moderately complex texts in less predictable but relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Factual, descriptive or argumentative; with opinions, explicit and implied meanings • With concrete, abstract or specialized vocabulary, and some idioms • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, specific details and many implied meanings • Finds, integrates, compares and contrasts information • Often guesses the meaning of unknown terms, phrases and idioms from the context • Comprehension is based on a developing understanding of an increasing range of complex sentences and structures • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms 	<p>The reader can: Understand most moderately complex texts in less predictable but relevant social, educational and work-related situations.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Factual, descriptive or argumentative; with opinions, explicit and implied meanings • With a range of concrete, abstract and specialized vocabulary and idiomatic language • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Identifies purpose, main ideas, specific details and implied meanings, as well as mood, attitude and register • Finds, integrates, compares, contrasts and analyzes information • Usually guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms, cultural references and figures of speech • Comprehension is based on an understanding of an adequate range of complex sentences and structures • Identifies a wide range of different styles and registers • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

Canadian Language Benchmarks (October 2012 edition), p. 86

WRITING Profiles of Ability across Stage II

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability
<p>The writer can: Write short, simple to moderately complex descriptions, narrations, and communications about familiar, concrete topics related to daily life and experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar audience • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Adequate paragraph structure with a main idea and some supporting details • Adequate use of connective words and phrases • Adequate range of vocabulary for most simple everyday texts • Good control of simple structures • Difficulty with complex structures • Adequate control of spelling, punctuation and format • Some awkward-sounding phrases and word combinations • Able to communicate some moderately complex messages 	<p>The writer can: Write short, moderately complex descriptions, narrations and communications about familiar, concrete topics relevant to personal interests and experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar audience • Relatively short • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Adequate paragraph structure, with clearly expressed main ideas and some supporting details • Appropriate use of connective words and phrases • Good range of vocabulary for simple everyday texts • Good control of simple structures • Developing control of complex structures • Adequate control of spelling, punctuation and format • Some awkward-sounding phrases and word combinations • Content and language are sometimes not appropriate for the audience • Uses a limited range of natural idiomatic language, cultural references and figures of speech appropriate to the context • Able to communicate an increasing range of moderately complex messages 	<p>The writer can: Write clear, moderately complex texts on familiar concrete topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar or clearly defined audience • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Good paragraph structure, with clearly expressed main ideas and adequate supporting details • Paragraphs are developed and joined appropriately to form a coherent text • Text contains an introduction, development of ideas and conclusion • Good range of vocabulary for moderately complex texts • Adequate control of complex structures • Good control of spelling, punctuation and format • Wording may still be typical of first language and seem somewhat unnatural • Content and language, including register, are mostly appropriate for the audience • Uses a range of natural idiomatic language, cultural references and figures of speech appropriately • Able to communicate most moderately complex messages 	<p>The writer can: Write clear, moderately complex texts on familiar concrete and some abstract topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • On a familiar and personally relevant topic • Intended for a familiar or clearly defined audience • Moderate in length • In moderately demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Good paragraph structure, with clearly expressed main ideas and good supporting details • Paragraphs are developed and joined appropriately to form a coherent text • Text contains an introduction, development of ideas and conclusion • Very good range of vocabulary for moderately complex texts • Good control of complex structures • Good control of spelling, punctuation and format • Occasionally, wording may seem awkward or unnatural • Content and language, including register and variety, are appropriate for the audience • Uses an expanded range of natural idiomatic language, cultural references and figures of speech appropriately • Able to communicate moderately complex messages

Canadian Language Benchmarks (October 2012 edition), p. 122

The Model of Communicative Language Ability in the CLB

Grammatical Knowledge

Grammatical knowledge is needed to construct accurate sentences or utterances and includes knowledge of vocabulary, syntax, phonology and graphology.

Textural Knowledge

Textual knowledge is separated into two components: knowledge of cohesion and knowledge of rhetorical or conversational organization. Knowledge of cohesion is used in producing or comprehending the explicitly marked relationships between sentences in written texts or between utterances in conversations. These include connecting words, pro-forms (words that can replace different elements in a sentence), ellipsis, synonyms and paraphrases. In written texts, rhetorical organization refers to conventions for sequencing units of information. In conversation, it refers to the way interlocutors manage the conversation by, for example, taking turns.

Functional Knowledge

Functional knowledge helps language users to map sentences, utterances or text onto underlying intentions and vice versa. Functional knowledge includes knowledge of ideational, manipulative, heuristic and imaginative functions.

Sociolinguistic knowledge

Sociolinguistic knowledge governs how the setting affects actual language use. Factors influencing these variations in language include participants in the exchange, situation, place, purpose of transaction and social situation. Sociolinguistic knowledge includes knowledge of genre, dialects/varieties, registers, natural or idiomatic expressions, cultural references and figures of speech.

Strategic Competence

Strategic competence provides a management function in language use, as well as in other cognitive activities, and can be viewed as a set of metacognitive strategies comprising goal setting (deciding what one is going to do), appraising (taking stock of what is needed, what one has to work with, and how well one has done) and planning (deciding how to use what one has).

Canadian Language Benchmarks, p. VII

The Model of Communicative Language Ability in the CLB

Language Knowledge

Strategic Competence

Organizational Knowledge	<p>Grammatical Knowledge</p> <p>The knowledge of grammar and vocabulary at the sentence level, which enables the building and recognition of well-formed, grammatically accurate utterances, according to the rules of syntax, semantics, morphology and phonology/graphology.</p>	Strategic Competence	<p>The ability to manage the integration and application of all other components of language ability to the specific context and situation of language use. It involves planning and assessing communication, avoiding or repairing difficulties in communication, coping with communication breakdown and using affective devices. Most of all, its function is to ensure effectiveness of communication.</p>
	<p>Textual Knowledge</p> <p>The knowledge and application of cohesion and coherences rules and devices in building larger texts or discourse. It enables the connection of utterances and sentences into cohesive, logical and functionally coherent texts and/or discourse.</p>		
Pragmatic Knowledge	<p>Functional Knowledge</p> <p>The ability to convey and interpret the communicative intent (or function) behind a sentence, utterance or text. It encompasses macro-functions of language use (e.g., transmission of information, social interaction and getting things done/persuading others, learning and thinking, creation and enjoyment), and micro-functions, or speech acts (e.g., requests, threats, warnings, please) and the conventions of use.</p>		
	<p>Sociolinguistic Knowledge</p> <p>The ability to produce and understand utterances appropriately. It encompasses rules of politeness; sensitivity to register, dialect or variety; norms of stylistic appropriateness; sensitivity to “naturalness”; knowledge of idioms and figurative language; knowledge of culture, customs and institutions; knowledge of cultural references; and uses of language through interactional skills to establish and maintain social relationships.</p>		

Canadian Language Benchmarks, p. VIII

Knowledge and Strategies: Stage II Listening

These are some things that may need to be learned as an individual moves through Stage II Listening.

Grammatical Knowledge

Recognition of:

- Grammar structures and syntax to interpret listening texts (such as perfect tenses, basic conditionals, reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)
- Words and expressions relating to topic areas (such as general content; academic, occupational and vocational areas; and social participation)
- Expanded range of concrete, abstract and technical language relating to familiar everyday facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social science, Canadian citizenship, cross-cultural and multicultural issues, literature, the media, health, education, occupations, and financial and consumer services)
- English phonological sound systems (such as sound segments, rhythms and intonations) to interpret oral discourse.

Textual Knowledge

Recognition of:

- Cohesive devices that make it easier to understand listening texts across utterances and discourse indicators (such as conjunctive adverbs or adverbials) signaling such meanings as contrast or illustrations by example
- Main ideas and a variety of levels of subordinate ideas
- Expanded inventory of linguistic means of narrating, reporting, describing or arguing points in listening texts and oral discourse

Functional Knowledge

Recognition of:

- Speaking conventions in academic or business oral presentations (such as introductions, closings)
- Common types of humour and jokes, songs, rhymes, dramas, stories and anecdotes as listening text/oral discourse
- Typical discourse formats for different situations

Sociolinguistic Knowledge

Recognition of:

- Different registers (formal/informal), styles and some language varieties (dialects, regionalism, language used by specific social and age groups)
- Socio-cultural knowledge relating to specific tasks (such as social interaction and service transactions)
- Cultural references and topics
- Expanded colloquial, idiomatic and some literary language
- Paralinguistic signals (such as loudness, pitch, speech rate, body language and other visual clues)

Strategic Competence

Recognition of:

- Paralinguistic clues for making inferences, guessing and predicting
- Language used to avoid miscommunication

Ability to:

- Infer some unstated information and to guess and predict
- Use context clues and non-verbal communication signals to interpret meaning

Canadian Language Benchmarks, p. 15

Knowledge and Strategies: Stage II Speaking

These are some things that may need to be learned as an individual moves through Stage II Speaking.

Grammatical Knowledge

Ability to:

- Demonstrate fluency in using grammatical, syntactical, and lexical structures typically occurring in moderately demanding academic, community, and work contexts
- Use an expanding range of abstract, technical, idiomatic, and conceptual vocabulary to report and discuss personal and factual information, and to express ideas, opinions and feelings about familiar topics and issues
- Produce intelligible and communicatively effective pronunciation

Textual Knowledge

Ability to:

- Use cohesion links across utterances and discourse indicators (such as conjunctive adverbs and adverbials) signaling such meanings as contrast and illustrations
- Use a combination of main and subordinate ideas
- Use different genres (such as narratives, presentations)
- Integrate multiple pieces of information for a coherent oral presentation

Functional Knowledge

Ability to:

- Recite songs and rhymes, dramatize, improvise, play basic verbal games, and tell stories and simple, non-abstract jokes
- Use interactional and interpersonal communication skills for conversation management, and for giving and receiving compliments or invitations, etc.

Understanding of:

- Situational scripts and corresponding oral discourse formats for particular academic, work, or community events (such as student-teacher conferences, business or service transactions, group conversations or discussions, and specific workplace situations)

Sociolinguistic Knowledge

Understanding of:

- Sociolinguistic norms and culturally determined behaviours, such as attitudes toward hierarchy
- Collaborative skills for academic and work purposes (such as contributing to verbal problem solving and decision making in group settings)

Ability to use:

- Appropriate language to indicate level of formality and to show respect
- Appropriate and communicatively effective non-verbal communication strategies
- Socio-cultural communication norms, such as formality/informality, direct/indirect speech and cultural references

Strategic Competence

Ability to use:

- Relevant metalinguistic and other related knowledge and skills (such as how to prepare and deliver presentations and how to best memorize phrases and expressions)
- Strategies to check understanding, such as confirming information and paraphrasing
- Effective strategies to compensate for or prevent communication breakdowns

Canadian Language Benchmarks, p. 51

Knowledge and Strategies: Stage II Reading

These are some things that may need to be learned as an individual moves through Stage II Reading.

Grammatical Knowledge

Recognition and understanding of:

- Expanded range of concrete (and some abstract), idiomatic and technical vocabulary relating to common knowledge, facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social issues, Canadian citizenship, literature, media, health, education, jobs and occupations, financial and consumer services
- Grammar and syntax structures to interpret texts (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)
- Conventions of mechanics and punctuation and how they are used to organize the text and create rhythm, emphasis, etc.

Textual Knowledge

Recognition of:

- Cohesive links to interpret text signaling contrasts or illustrations by example (such as conjunctive adverbs or adverbials)
- Paragraph structure and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing)
- Discourse indicators and patterns signaling contrasts, cause and effect or illustrations by example (such as conditionals)
- Genre or rhetorical forms and their roles in interpretation and coherence
- Textual organization of common written formats in expanded contexts, including workplace settings (such as formats of personal and business letters, memos, reports, email messages, and notes)
- Expanded inventory and comprehension of linguistic, rhetorical and stylistic devices for narrating, reporting, describing and arguing a point in reading texts and written discourse

Functional Knowledge

Recognition of:

- Purposes and authors' intents
- Common types of humour and jokes

Ability to:

- Decode print
- Recognize words and formulaic expressions by sight (to assist bottom-up reading comprehension and processing)
- Read stories, poetry, rhymes, and newspaper and magazine articles for enjoyment and sociability

Sociolinguistic Knowledge

Recognition and understanding of:

- Expanded formal, informal, idiomatic and some literary language
- Cultural references
- Content and socio-cultural information, language and discourse formats relating to specific tasks (such as in social interaction texts, business/service texts)

Strategic Competence

Ability to use:

- Different reading techniques according to the purpose of the task (such as skimming to get the gist, scanning to locate detailed information, speed reading and in-depth reading)
- Information search skills (including dictionary use) and computer/Internet literacy skills
- Textual and contextual clues to interpret text (such as literal and inferential comprehension, reading between the lines, drawing conclusions and predicting outcomes)
- Critical skills (such as evaluating and judging) to interpret written texts

Canadian Language Benchmarks, p. 87

Knowledge and Strategies: Stage II Writing

These are some things that may need to be learned as an individual moves through Stage II Writing.

Grammatical Knowledge

Ability to use:

- Moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds) to convey meaning effectively and precisely
- Expanded range of language (such as concrete, some abstract, idiomatic and technical) and skills to compose formal, informal, personal and social messages; to relate or narrate stories and events; to report personal and factual information; to express ideas, opinions, and feelings about familiar topics and issues; to ask about and respond to inquiries; and to argue points
- Expanded range of vocabulary that includes words and expressions relating to a variety of topic areas (such as general content areas, occupational area)
- Spelling, punctuation, and capitalization conventions

Textual Knowledge

Ability to:

- Use cohesion links across utterances and discourse indicators, signaling meanings such as contrasts or illustrations by example (such as conjunctive adverbs, adverbials)
- Write a paragraph and a sequence of connected paragraphs
- Use paragraph structure, form and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing)
- Use discourse indicators and patterns to signal such meanings as chronological sequence, comparisons, contrasts, cause and effect, and illustrations by example

Functional Knowledge

Ability to:

- Use effective and conventional formats for various purposes (such as personal and business letters, memos, reports, email messages, notes)
- Reproduce and reduce information (such as paraphrase, summarize and outline in point form)
- Create rhymes, stories, journals, letters and emails for socializing and enjoyment
- Use techniques for taking messages and notes
- Complete a variety of forms and/or other documents

Sociolinguistic Knowledge

Beginning ability to:

- Use Canadian writing conventions about linear order, directness, and formality in a variety of contexts, such as cover letters, résumés, emails

Strategic Competence

Ability to:

- Begin using the writing process, such as pre-writing (generating ideas, concept-mapping), drafting a composition, and re-writing (such as revising and proofreading for spelling, punctuation, and grammar)
- Use dictionaries, thesauruses, and other reference sources online and in print formats
- Use keyboarding and word-processing skills for composing, revising, editing, formatting and printing texts

Canadian Language Benchmarks, p. 123

Essential Skills

Developing learners' Essential Skills is an important element of the *ELSA 6/7 Curriculum Guidelines*. Instructors should ensure that activities to develop learners' Essential Skills are included regularly in the classroom within each unit. The following chart is provided as a tool whereby instructors can determine which Essential Skills to include in their lesson planning and also to track the skills development as the class moves through the units of the curriculum.

Essential Skill	Typical Applications
Reading Understanding materials written in sentences or paragraphs (e.g. letters, manuals).	<ul style="list-style-type: none"> • Scan for information or overall meaning. • Read to understand, learn, critique or evaluate. • Analyze and synthesize information from multiple sources or from complex and lengthy texts.
Document Use Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.	<ul style="list-style-type: none"> • Read signs, labels or lists. • Understand information on graphs or charts. • Enter information in forms. • Create or read schematic drawings.
Numeracy Using numbers and thinking in quantitative terms to complete tasks.	<ul style="list-style-type: none"> • Make calculations. • Take measurements. • Perform scheduling, budgeting or accounting activities. • Analyze data. • Make estimations.
Writing Communicating by arranging words, numbers and symbols on paper or a computer screen.	<ul style="list-style-type: none"> • Write to organize or record information. • Write to inform or persuade. • Write to request information or justify a request. • Write an analysis or a comparison.
Oral Communication Using speech to exchange thoughts and information.	<ul style="list-style-type: none"> • Provide or obtain information. • Greet, reassure or persuade people. • Resolve conflicts. • Lead discussions.

Essential Skill	Typical Applications
Working with Others Interacting with others to complete tasks.	<ul style="list-style-type: none"> • Work independently, alongside others. • Work jointly with a partner or helper. • Work as a member of a team. • Participate in supervisory or leadership activities.
Thinking Finding and evaluating information to make rational decisions or to organize work.	<ul style="list-style-type: none"> • Identify and resolve problems. • Make decisions. • Find information. • Plan and organize job tasks. • Use critical thinking. • Use memory.
Computer Use Using computers and other forms of technology.	<ul style="list-style-type: none"> • Use different forms of technology, such as cash registers or fax machines. • Use work processing software. • Send and receive emails. • Create and modify spreadsheets. • Navigate the internet.
Continuous Learning Participating in an ongoing process of improving skills and knowledge.	<ul style="list-style-type: none"> • Learn on the job. • Learn through formal training. • Learn through self-study. • Understand your own learning style. • Know where to find learning resources.

Source: From the publication "What are Essential Skills?" from Human Resources and Social Development Canada

Learning Links

Learning Links are one-page skeletal summaries of an area of communication, such as Active Listening or Non-Verbal Communication.

Learning Links can be used by instructors as summary lists of elements that can be taught in the classroom to complement unit skills or as lists of topic areas that can be researched further. They can also be given to learners as a guide for self-study.

Active Listening

Active listening includes a range of behaviours that facilitates understanding others. The benefits of practising active listening include:

- avoiding misunderstanding
- increased respect and understanding of the opinions of others
- increased ability to converse in social situations and in the workplace

Key Active Listening Behaviours

- Being aware of differences in communication behaviours between individuals: Physical distance between conversants, body movements, touching during conversation, non-verbal vocalizations while listening, eye contact, voice loudness, silence
- Suspending own thoughts, judgments and assumptions about the speaker, interpretation of communication behaviours or interpretation of meaning
- Listening attentively to the words and implied message of the speaker
- Responding verbally and non-verbally (below) to indicate interest, comprehension and empathy

Non-Verbal Indicators of Active Listening

- Eye contact to convey interest
- Appropriate facial expressions Smile, frown, expressions of concern, confusion
- Posture and use appropriate gestures to indicate interest and reaction
Sitting up straight, facing the speaker, nodding to indicate interest

Verbal Indicators of Active Listening

- Responding verbally to indicate listening
uh-huh, wow, really?, Mmmmmm
- Asking questions or statements to clarify understanding and invite the speaker to elaborate
So what happened next?, How did that make you feel?, I wonder why that happened?, What do you mean?
- Paraphrasing or restating the speaker's message (spoken and implied) in your own words to confirm comprehension. This invites the speaker to confirm or correct your interpretations.
It sounds like this means a lot to you; Hmmm, I can see you're upset about that; So you got the promotion but you're not sure you want the extra responsibility.
- Making statements to validate speaker's feelings and indicate empathy
That must be really difficult, That must have been frustrating.

Internet Search Terms

- active listening
- gestures
- non-verbal communication

Discussions and Debates

Purposes of a Discussion or a Debate

- to exchange ideas, opinions, points of view
- to evaluate own and others' ideas and attitudes
- to critically consider many points of view (to develop critical thinking)
- to examine a case study
- to choose an option, reach a decision or solve a problem as a group
- to apply active listening and conversation strategies

Preparing for a Discussion or a Debate

- Develop knowledge of a topic (e.g., through reading or Internet-based research); paraphrase main points
- Generate ideas, viewpoints and attitudes on the topic
- Formulate own opinions
- Research and take notes of relevant examples, statistics and evidence to support a viewpoint

Participating in a Discussion or a Debate

- Ask someone for their opinion about the topic Ask *yes/no* questions, *or* questions, *wh*-questions, negative questions Make note of points you want to discuss or that you disagree with
- Give own opinion about the topic Summarize the discussion or another person's point Present an argument: express own opinion and feelings and justify them Use own examples, reasons or details to support the viewpoint

- Express alternative points of view
- Summarize the discussion or others' points; clarify own understanding Express complete agreement or approval Disagree partially, diplomatically or through doubt Express reservations or disapproval using a non-judgmental approach Counter an argument directly; express an anti-thesis Interrupt appropriately Ask clarifying questions; request feedback Acknowledge contributions of others
- Apply active listening strategies Use non-verbal behaviour to indicate attention
- Restate others' opinions or recap the discussion to clarify the point or confirm own understanding
- Avoid dominating the discussion and show respect for others

Internet Search Terms

- ESL debates
- classroom discussions
- debate process
- effective discussions
- ESL discussions
- active listening

Internet Search

Initiating Search and Analyzing Search Results

- Choose and access a search engine (e.g., Google, Yahoo, AltaVista) or a Search Directory
- Enter a keyword or phrase in the search box
- Analyze search results

Skim the first page of the list of search results

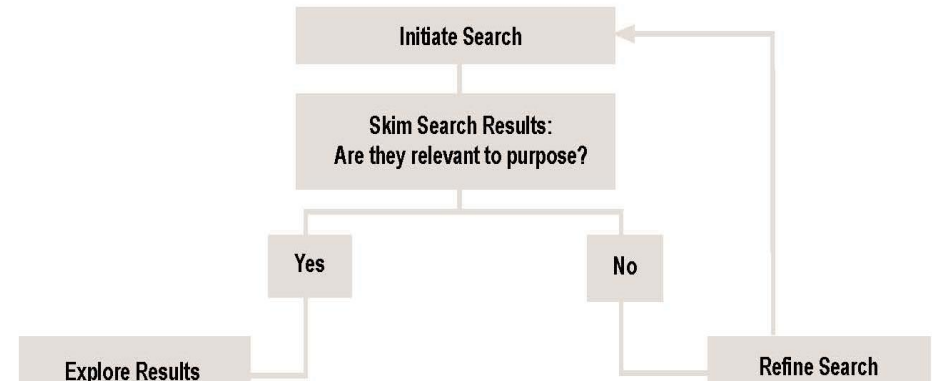
Read brief descriptions of results Evaluate the scope of results and the relevance to your purpose: results too broad? too narrow? too numerous?

Determine whether to refine the search or to explore some of the results

Refining a Search

- Determine alternate keywords, synonyms and enter in search box
- QUOTATIONS ("..."): Placed around search terms, they limit search results to web pages with all the search terms in exactly the order entered.
- PLUS SIGN (+): Placed between search terms, it limits search results to web pages with both search terms.
- MINUS SIGN (-): Placed in front of a term, it limits search results to web pages without the word after the minus sign.
- OR: Placed between search terms, limits search to results with either word.

Limit search to results to web pages with a specific domain (*.com .org .edu or ca*), updated within a specific time period, from a specific country (see search engine tutorials for procedure)



Exploring Results

- Interpret search result (identifying hypertext, parts of the URL, brief description)
- View web pages (using hypertext, cached web pages with search terms highlighted, Back, Forward, Stop, Refresh and Home buttons on tool bar to navigate web pages)
- Use Favorites to store or access direct links to useful websites

Internet Search Terms

- web searching
- evaluating websites
- Internet search tips

Non-Verbal Communication

Non-verbal communication involves the use of body language and voice to convey meaning, attitudes and emotions. Non-verbal communication can:

- clarify, reinforce or contradict verbal communication
- communicate feelings, attitudes, mood and personality
- lead to communication challenges and sometimes communication breakdowns
- be practised (through the observation, usage and interpretation of non-verbal signals)
- vary depending on personality, culture, gender, age and context

Elements of Non-Verbal Communication

Body Language:

- Facial expressions (a smile, frown, raised or furrowed eyebrows)
- Head movements (tilts, nods, shakes)
- Use of touch (greeting hugs/kisses, handshakes, pats)
- Eye contact (lack or length of eye contact, what different types of eye contact can convey: interest, attentiveness, distractedness, suspicion, anger)
- Personal space between speakers
- Posture (turning towards a listener, sitting on edge of chair, crossing arms or legs when sitting, leaning towards another person, putting both hands on hips, slouching)

Voice:

- Rate of speech
- Voice volume
- Intonation: variations in pitch within sentences to convey different meanings and emotions
- Non-verbal vocalizations (use of breath, sounds, pauses)

Classroom Application

- Observe and analyze aspects of non-verbal communication in video clips and exchanges
- Discuss elements of non-verbal communication and the meanings they convey in the context of specific communication tasks
- Use and interpret non-verbal communication in classroom role-plays, dialogues and group interactions
- Demonstrate differences in meaning when using the same verbal message while varying aspects of non-verbal communication
- Compare common non-verbal signals in Canada to those of other countries

Internet Search Terms

- voice volume
- occulesics
- haptics
- kinesics
- intonation
- paralanguages
- proxemics
- Non-verbal communication

Note Taking

Note taking involves four common steps:

- Taking rough notes (distinguishing between main ideas and details, using telegraphic language)
- Clarifying notes (checking for legibility, annotating)
- Organizing notes (choosing the right format)
- Using notes (for summarizing, asking questions, further research, studying, presenting)

Distinguishing Between Main Ideas and Supporting Details

- Main ideas
Identify organizational phrases to recognize when main ideas are introduced
Recognize signal words to identify a new idea, an opposite idea, a list of ideas, an opinion
Listen for stress and intonation to distinguish between main ideas and supporting details
- Supporting details
Identify examples
Identify academic references (reference to a research study, name of a researcher)
Identify definitions or terms
Identify statistics (numeral information)
Identify names of people, places, titles, etc.

Choosing Format for Organizing Notes

- Columns: Use to clearly show difference between main ideas and details, or to list details for two opposing ideas
- Map: Write main ideas and draw lines to related points; show connections between different parts of a presentation or lecture
- Outline: Use point form with short summaries or lists
- Web: Write details to support an idea, without hierarchy
- Flow chart: Illustrate process; write main ideas in sequence, following the speaker's order

Language Elements to Consider In Note Taking

- Use common symbols such as #, &, @, \$, +, etc.
- Abbreviate long words and use standard abbreviations such as *PM*, *Prof.*, *e.g.*, *i.e.*, *w/*, *usu.*
- Use telegraphic language Avoid articles, verb “*be*” and other linking verbs, prepositions and pronouns

Internet Search Terms

- Cornell notes
- graphic organizers
- mapping techniques
- note taking

Presentations

Elements to Consider Before Presentation

- The audience (information they already know and need to know)
- The purpose of your presentation (to inform, to persuade, to demonstrate)
- The length of your presentation
- The mode of your presentation
- Use of visuals (what kind? for what purpose?)
- Use of PowerPoint

Preparing a Presentation

- Prepare an outline
- Prepare cue cards or notes
- Prepare visual aids (flip chart, props, display boards with diagrams, illustrations, handouts)
- Develop slides according to outline using PowerPoint

Elements of Delivering a Presentation

- Structure:
 - Introduction/opening*
 - Overview of main points*
 - Detail of main points*
 - Key ideas presented in a clear way and supported with examples or visuals*
 - Conclusion: summary of main points*

- Non-verbal aspects of delivering a presentation:
 - Eye contact, posture, gestures*
 - Voice (tone, speed and clarity) and pronunciation*
- Language concepts to consider in presentations:
 - Degree of formality*
 - Use of professional jargon*
 - Narrative style to keep the audience attentive*
 - Transitions and sequencers*
 - Recapping and repeating key information; paraphrasing*
 - Summarizing*
 - Handling questions from the audience*
 - Using icebreakers, humour and anecdotes*

Evaluation Criteria

- Strengths and weaknesses of the presentation
- Ways to improve the presentation

Internet Search Terms

- effective presentations
- visual aids
- non-verbal communication
- transitions

Reading Strategies

Pre-Reading Activities

- Determine a purpose for reading
- Activate prior knowledge
Brainstorm, discuss, use pictures, visuals or mapping technique to elicit prior knowledge
- Build on prior knowledge
Discuss, question assumptions, elaborate on concepts, compare to knowledge/experiences
- Review key vocabulary
- Preview the text
Skim text, discuss impressions, title, subtitles, paragraph order, topic sentence, organization

During Reading

- Annotate the text and take notes
Underline, highlight, make notes next to text, write main points and important details, organize notes in graphic forms
- Identify transition words and phrases, main ideas and supporting details
- Identify the structure and organization of information in the text; make an outline
- Re-read for a purpose; scan for specific information
- Identify conclusions

After Reading

- Re-read to confirm comprehension; scan for specific information
- Use notes to recall and retell information
- Connect text to own experience and knowledge
- Identify main ideas, supporting details
- Identify the structure of the text or argument
Use an outline or mapping technique (graphic organizer) to show main points, supporting details, cause and effect, sequence, problem and solution, or comparison/contrast; identify discourse connectors used to connect ideas
- Summarize the text, paraphrase a text
- Identify author's tone, point of view and purpose
Identify purpose (to persuade, inform), identify author's assumptions, values and point of view; compare author's point of view with own
- Evaluate validity of author's opinions, and strengths and weaknesses of the text
- Respond to the text
Agree or disagree, state reasons, acknowledge thoughts, feelings, assumptions that the text has provoked; pose questions for further learning or research

Internet Search Terms

- pre-reading strategies
- reading comprehension
- note taking
- critical reading
- summarizing strategies

Writing Process

Pre-writing

- Determine a purpose for writing; consider the reader
- Generate ideas
Gather information through reading and research, take notes, brainstorm, discuss
- Develop an outline
Identify organizational features and components of writing (parts of an essay, report, business letter)

Drafting

- Develop a paragraph
Include a topic sentence, supporting details, a concluding sentence
- Structure your writing
Develop a paragraph (paragraphs) for each idea or part of writing (e.g., introduction and conclusion in a letter)
- Connect paragraphs
Make clear and explicit transitions between paragraphs

Revising

- Check and revise organization, cohesion and clarity of your writing
All sentences of a paragraph relate to the main idea
Each paragraph has a topic sentence and supporting details
The connection between paragraphs is clear
All sentences are concise and accurate
- Consider the reader's needs
Select tone appropriate for the situation or type of writing
Clarify terms, concepts and ideas new to the reader
- Check organization and layout
All paragraphs and parts of writing are in a logical sequence
Organization of writing is reflected in its layout (use of fonts, indent

Editing

- Check sentence structure
Check subject-verb, noun-pronoun agreement
Use correct tenses, word order, apply passive voice where needed or appropriate
Avoid run-on sentences, sentence fragments or comma splices
- Edit for clarity and style
Avoid clichés, tired phrases, jargon or wordiness
- Check the mechanics, spelling and punctuation
- Develop a checklist of common errors to use for editing

Internet Search Terms

- writing process
- steps in writing
- writing essays
- writing paragraphs
- genres of writing

Grammar Items

The following list is a glossary of grammar terms, many of which are used in this document. It can also be used as a list of possible grammar items to teach.

Additions (also called rejoinders)

Phrases or short statements that follow a statement, used to avoid repeating the same information in the first statement: *Mary has black hair, and so does her sister. I don't have brothers or sisters. Neither do I.*

Adjective clauses

Dependent clauses that are connected to a sentence with a relative pronoun (*who, whom, whose, which or that*). Also referred to as relative clauses:

defining (also referred to as essential or restrictive): *The city that Mary likes most is Toronto.*

non-defining (also referred to as non-essential or non-restrictive): *Toronto, which is in Ontario, is hot in summer.*

adjective phrases: formed by deleting relative pronoun: *The city Mary likes most is Toronto.* formed by deleting relative pronoun and verb to be (participial phrase): *The man who is wearing the yellow hat is my brother. The man wearing the yellow hat is my brother.*

prepositions in adjective clauses (at the end/beginning): *The manager is the person to whom you need to talk. The manager is the person that you need to talk to.*

Adverbs

Words that modify verbs, adjectives and other adverbs

intensifiers: adverbs of degree that modify adjectives or other adverbs: *very, quite, slightly, fairly, pretty, incredibly*

adverbs and word order: initial, mid-, and end position of adverbs: *Tomorrow I have a meeting in Ottawa. I often have meetings in Ottawa. I had a meeting yesterday.* auxiliary verb + adverb + verb: *It will probably rain. I have never been there.*

adverbial phrases (also known as adverbials or adjuncts): phrases indicating place, time, manner or frequency: *She sat in the middle of the classroom. He goes there two or three times a year.*

Adverb clauses

Clauses that modify verbs of a sentence and give different types of information:

time: *When I arrived, she was reading a magazine.*

cause: *She went to bed because she was tired.*

condition: *We can't go swimming if it's cold tomorrow.*

Articles

indefinite: *a, an. This is a table. She is an actress.*

definite: *the. They are in the garden.*

articles in proper names and names of places: *They are at Ø school. (no article) The meeting was at the school. Ø Lake Ontario is in the province of Ontario.*

Causative verbs

Verbs (such as *have, make, let*) whose meaning relates to causing or allowing someone to do something: *I'll have my assistant call you. Mona's teacher made her retype her assignment.*

Clauses

Groups of words containing a subject and a verb:

independent clauses (also called principal or main clauses) contain the main subject and verb of the sentence and make sense when standing alone: *We began our vacation when school ended.*

dependent clauses, also called **subordinate clauses** (e.g., noun clause, adverb clause, adjective clause) have a subject and a verb, but are incomplete units of thought and need to be attached to a main clause in order to make sense: *We began our vacation when school ended.*

Conditional sentences

future possible: *If he studies, he will pass the test.*

present unreal: *If he studied, he would pass the test.*

past unreal: *If he had studied, he would have passed the test.*

mixed: *If I had slept through the night, I wouldn't be so tired.*

with should: *Should you hear any news, let us know.*

omitting if: *Had I known earlier, I could have helped you.*

Conjunctions

Words in a sentence that connect words, phrases or clauses and indicate the relationship between them.

coordinating conjunctions: used to join words, phrases or clauses of equal grammatical rank *and, but, or, nor, for*

correlative (paired) conjunctions: words used in pairs to join grammatical elements of the same type

either...or, neither...nor, not only...but also..., both... and..., whether ... or

subordinating conjunctions: words used to join a subordinate clause to a main clause

because, since, although, even though, if, unless, when, while, in spite of the fact that

Emphatic structures

Special structures that express speaker's emphasis:

do: *I do want to help you.*

no vs. not: *No music is allowed after ten. vs. Music is not allowed after ten.*

It-cleft sentences: *It is Toronto where the world's tallest freestanding structure is located.*

wh-cleft sentences: *What we really need is a new computer.*

Fronted negatives

Negative structures in the initial position in a sentence; they are used to emphasize actions/events, create strong commands or emphasize negation. They are followed by inverted verbs: *Under no circumstances are you allowed to do this! Rarely do I exceed the speed limit when I drive. Never have I heard anything like this.*

Future

Ways to express future:

future simple tense: *I will go to Ottawa next week.*

"be going to": *I'm going to leave at noon today.*

present progressive tense: *She is leaving next week.*

simple present tense: *The bus leaves at 7:00 p.m.*

Gerunds

A noun formed from a verb by adding "-ing" to the simple form of the verb:

simple gerund: *Smoking is dangerous.*

gerund phrase: *Studying English is important.*

past gerund: *I remembered having seen him before.*

passive gerund: *I appreciate being invited to this celebration.*

Indirect (reported) speech

A way of reporting the speaker's words or sentences. Indirect speech may not contain all or the exact words of the speaker. A reporting verb (*say, tell, ask, etc.*) introduces a noun clause with a quotation. Depending on the tense of the reporting verb, we may need to make changes to the verb forms in the noun clause (sequence of tenses).

affirmative sentences: *"I know her" said George. George said (that) he knew her.*

questions: *"Did you vote?" asked Mary. Mary asked if I had voted.*

imperatives: *"Sit down!" He told me to sit down. "Don't move!" He told me not to move.*

negative sentences: *"I don't know her," said George. George said (that) he didn't know her.*

Infinitives

The simple form of the verb with *to*:

simple infinitive (as object or subject): *She wants to go. To get a good job is all I want right now.*

infinitive phrase: *I have always liked to study English. **past infinitive:** He seems to have left. **passive infinitive:** We expect to be paid by Friday.*

ellipsis of full infinitive: *I haven't finished my project yet, but I am planning to.*

Linking verbs

Verbs that express state or feeling rather than action, e.g., *seem, look, taste, appear, become, get* and are followed by adjectives: *It smells good. She looks tired.*

Logical connectors

Words that show relationships between ideas. Also see **Conjunctions** or **Transitions**

Modal verbs

can: to express ability – *She can speak English*; to express permission – *You can use my dictionary.*

could: to make a polite request – *Could I borrow your pen?*; to express possibility – *He could be at home right now*; suggestion – *You could try using a dictionary.*

may: to give permission – *May I use your pen?*; to express weak possibility – *He may come tomorrow.*

might: to express weak possibility – *I might get sick.*

ought to: advisability – *You ought to see a doctor.*

should: to express obligation – *You should be polite*; to give advice – *You should see a doctor*; to express certainty with future reference – *You've been studying hard, so you should do well on the test.*

must/ have to/ have got to: to express necessity – *You must always come on time. You have to come on time.*

will: to make a promise – *I will help you.*

would: to express polite request – *Would you help me?*; past habitual action – *She would buy roses every Friday.*

Modal verbs in the past

should have/ought to have/could have/might have: to express advisability in the past, regret and blame: *She should have accepted that offer. She could have done better at the interview.*

may have/might have/can't have /could have/must have: to make speculations about the past; choice of modal depends on how certain we are about our speculations: *It must have been a difficult test. Could I have been wrong?*

Nouns

words used to refer to a person, place, thing or state of being:

count and non-count nouns: *evidence, study, knowledge*

collective (pair and group) nouns: *family, team, committee, staff*

noun modifiers: *government workers, farm animals*

Noun clauses

Clauses that function as a noun in a sentence:

subject position: *What he has learned so far is difficult.*

object position: *She asked if she was coming.*

direct object position: *The teacher told the students that they should come on time.*

Parallelism (parallel structure)

All items in a series are in the same grammatical form: *All candidates will be contacted by phone, interviewed and e-mailed about the hiring decision.* (All three verb phrases are in the passive voice.)

Participles

Verb forms that may function as part of a verb phrase (*was thinking, had determined*) or as a modifier (the *heating* element of my hair dryer; the *painted* house). Participles may take objects, complements or modifiers.

Passive voice

A grammatical structure in which the object of an action becomes its subject, and the subject is the receiver of the action. It is formed only by transitive verbs. Passive voice is used when we don't know or don't care who performed the action, when we want to avoid mentioning who performed the action, and when we want to focus on the receiver (rather than the performer) of the action:

active: *John wrote this letter.*

passive: *This letter was written by John.*

Phrasal verbs

Units consisting of a verb + particle (s) and acting as one verb:
cut off, put down, look after, take care of I was cut off in the middle of my telephone conversation.

separable phrasal verbs: the verb and particle(s) may be separated by the object; when the object is a pronoun, it must come between the verb and particles: Look the word up in the dictionary. Look up the word in the dictionary. Look it up in the dictionary.

non-separable phrasal verbs: the verb and its particle cannot be separated by the object: I ran into him yesterday. (not I ran him into yesterday.)

Phrases

A group of related words that does not contain a subject and a predicate. A phrase cannot stand alone as a sentence. There are several different kinds of phrases: prepositional phrases, participial phrases, adjective phrases, gerund phrases, infinitive phrases, verb phrases, and so forth. A phrase is named for the word that introduces it, e.g.:

prepositional phrase: *We skated on the lake.*

participial phrase: *The man sitting by the fire is my uncle.*

gerund phrase: *Running for student body president is my goal.*

Prepositions

prepositions of time: *at, on, in, from, etc. Marie works from nine to five.*

prepositions of place: *on, under, over, beside, in, etc. He was at school all day.*

prepositions of duration: *for, during, etc. She has been visiting for three weeks.*

prepositions of movement: *across, around, etc. He walked towards the lake.*

prepositions of purpose: *for, to, in order to, etc. The computer is for doing homework, not playing games.*

Pronouns

Parts of speech used in place of nouns. There are several kinds of pronouns:

subject: *I, you, it, they*

object: *me, her, them*

possessive: *mine, hers, theirs*

interrogative: *who, which, what*

relative: *who, which, what, that*

demonstrative: *this, that, these, those*

indefinite: *each, either, anyone, few, none*

reciprocal: *each other, one another*

reflexive: *myself, yourself, himself, herself, ourselves, yourselves, themselves*

intensive: reflexive pronouns used for emphasis: *I witnessed the accident myself.*

Quantifiers

Words used to express quantity: *a little/little, many/much, few/a few, some* There are many tourist attractions in Toronto. There are a few factories.

Questions

wh-questions: ask for information by using a question word: *Who? What? When? Where? Why? How? Who is she? Where is she? How did she come here? When did you come to Canada?*

yes/no questions: may be answered by “yes” or “no”: *Do you live here? – Yes, I do. / No, I don’t. Are you tired? – Yes, I am. / No, I’m not.*

embedded questions (also called indirect questions): questions incorporated as a subordinated idea in a sentence:

Could you tell me what time it is?

tag questions: questions added at the end of the sentence. affirmative sentence + negative tag: *She likes coffee, doesn’t she?* negative sentence + affirmative tag: *Jose isn’t here, is he?*

Sentence

A group of words that states a thought and contains a subject, either actual or implied, and a predicate. (A one-word verb with an understood subject is also considered a sentence: (Wait.) There are four different sentence forms:

simple sentence: contains a single main clause: *Their car is new.*

compound sentence: contains two or more main clauses: *Time was running out (clause 1) and the project was still behind schedule (clause 2).*

complex sentence: contains one main clause and one or more dependent (or subordinate) clauses: *The restaurant that opened yesterday serves Thai food.*

compound complex sentence: contains two main clauses and one or more dependent clauses: *The sun had set, and the rainstorm had begun before we reached home.*

Subjunctive mode

A special form of present tense which has no -s in the third person singular. It is used in *that*-clauses in a formal style, after words that express the idea that something is important or desirable, e.g., *suggest, recommend, insist, vital, essential. It is important that students come on time. The doctor suggested that she take this medicine.*

Subordination

A technique of combining two ideas that are unequal in importance so that a reader/listener can quickly tell which idea is the central one. A writer/speaker creates subordination by placing the most important idea in a main clause and the less important idea in a dependent (or subordinate) clause.

Main Idea	Subordinate Idea
<i>Our house caught on fire</i>	<i>when the gas heater exploded.</i>

Transitions

Words or phrases that join one idea to another. A transition is used to draw a clearer relation between ideas. Transitions can more closely link both sentences and paragraphs. *Mike asked for a raise in salary. It was not granted. Mina didn't study. Consequently, she failed the exam.*

Verb Tenses

The form of the verb which indicates its relation to time. Inflection (*walk, walks, walking, walked*) and the use of auxiliaries (*will walk, have walked, had walked, will have walked*) show the tense of a verb.

	Past	Present	Future
Simple	<i>He walked to school.</i>	<i>He walks to school.</i>	<i>He will walk to school.</i>
Progressive	<i>She was reading when the phone rang.</i>	<i>She is reading.</i>	<i>She will be reading.</i>
Perfect	<i>They had left before we arrived.</i>	<i>I have lived in Toronto for two years.</i>	<i>She will have finished reading the book before school begins.</i>
Perfect Progressive	<i>They had been studying all night.</i>	<i>She has been practising all week.</i>	<i>Next year, he will have been working here for 20 years.</i>

Wish

Wish + present unreal: *I wish I could help. (but I can't)*

Wish + past unreal: *I wish I had studied more. (but I didn't)*

Wish + subjunctive: *I wish she were here right now.*

Pronunciation Items

The following list is a glossary of pronunciation terms, many of which are used in this document. It can also be used as list of possible pronunciation items to teach. Note: In the items below a single slash indicates a phrasal break, a double slash a major constituent break.

Affective Intonation

Using intonation to reveal emotions and attitudes. Generally our pitch is lower and our vowels more clipped when we feel negative.

Chunking

A device used to separate ideas in a sentence based on grammatical divisions. Chunking is done at the phrase level (e.g., noun, verb, object or prepositional phrases) or the clause level.

Phrase level: *My supervisor/is asking me/ to work overtime/ without pay.//*

This sentence has 3 or 4 delineated parts. The middle part could be one or two depending on the speaker's intent.

Clause level: *If he were married,// he wouldn't be doing that.//* The major clauses of the sentence are delineated by a large intonation curve.

Consonants

A voiced or voiceless sound obstructed in some manner as it leaves the mouth.

Consonant Cluster: a group of consonants that come together at the beginning or end of a syllable, e.g., *str* in *strong*)

Liquid Consonant: refers to the consonants /l/ and /r/.

Sibilant: refers to a hissing sound (e.g., in the word *misses*)

Voiced Consonant: produced through vibrations in the vocal cords (e.g., /b/, /d/, /z/)

Voiceless Consonant: produced with no vibration of the vocal cords (e.g., /p/, /t/, /s/)

Content Word

Word that carries meaning (e.g., nouns and verbs as opposed to articles and prepositions). Content words are stressed and therefore louder, clearer and longer in a sentence.

Contrastive Stress

Making a syllable with major stress longer and louder to convey clearly which of two or more possibilities we are referring to: *I was the manager, not just the secretary of the business.//*

Emphatic Stress

Making the stressed vowel longer, louder and sharper to express anger or a strong point, e.g., *We can not finish/this task/ by Friday.//*

Final Content Word Stress

Making the final content word longer and louder, to sound confident: *I graduated with honours.*

Forced Choice Intonation

A high-rise intonation pattern used when a speaker wants a listener to choose between items: *Do you prefer/working alone// or working on a team?//.*

Function Words

Words that do not contribute to the meaning of the sentence directly but provide additional grammar or mood information (e.g., articles, prepositions, modals and auxiliaries). Function words are reduced in normal speech.

Grammatical Intonation

Intonation related to the type of sentence, rather than to the mood or attitude of the speaker. For example, statements and *wh*-questions end with a rise-fall intonation pattern; yes/no questions end with a high-rise.

Informational Stress

Producing a longer, louder stressed syllable on new information words: *My buzzer code is 344.*

Intonation Patterns

Lowering or raising the pitch of the voice on the last content word of a phrase or at the end of a sentence or utterance. The five most common intonation patterns are: fall, fall-fall, high-rise, low-rise, rise-fall.

Fall: a falling pitch of the voice used to indicate authority, unfriendliness or depression, e.g., an unfriendly order may fall at the end of each phrase as in: *Get this report/ out today.//*

Fall-Fall: a fall and then another fall used to express disdain and sarcasm: *Good job//. You only messed up/ 90%/ of the work.//*

High-Rise: a steep, upward intonation curve, occurring on the last content word in yes/no and tag questions, polite receptionist talk and “uptalk”. **Low-Rise:** a gentle raise of pitch on the last stressed syllable of the last content word in a phrase used to indicate a friendly intention to continue. In lists, a speaker usually has a low-rise on each item, indicating another item will follow. The final item will have a rise-fall: *I took measurements//, drew the designs//, and calculated the costs//.*

Rise-Fall: a rise, then a fall at the end of a phrase, sentence or utterance, usually indicating friendly confidence. Failure to rise first can make the speaker sound snobby.

Linking

Connecting words ending in consonants to words beginning with vowels to make speech sound smoother and more fluent. E.g., in the following sentence linking occurs at each (L): *“The office (L) is situated (L) in (L) an (L) area to the north (L) of Toronto.”*

Major Stress

Making one syllable in a content word longer and louder so that it is most noticeable: *sensitivity, unemployment. See **Minor Stress**.*

Minor Stress

Using a small degree of lengthening and increased loudness on some syllables. See **Major Stress**.

Non-verbal Communication

Aspects of communication that do not involve language or are used in conjunction with language, e.g., intonation, stress, pauses, gestures, facial expressions, eye contact, physical proximity, and body language.

Gestures: English speakers normally use hand gestures with the last content word of a phrase. They generally make at least 2 to 3 gestures per utterance (conversation turn). Fewer gestures can seem boring and more can seem overwhelming.

Head Motions: speakers will normally nod on content words when they are saying something emotionally positive or trying to be convincing. They nod 2 to 3 times in answer to a question and they shake their head in disagreement, regret, disapproval or amazement. They will tilt their heads slightly when asking questions; if the person being asked is of a higher position, the head tilt will often be stronger.

Facial Expressions: Canadians expect some degree of emotional expression to accompany speech, either in the form of a smile, direct eye contact or a furrowed eyebrow to show attentiveness. Eye contact is usually made fairly regularly in English and often coincides with the final content word at the end of a phrase.

Proxemics: refers to the expected distance between speakers. In Canada, this is generally not closer than the distance of a normal handshake.

Kinesics: refers to non-verbal behaviour related to movement (e.g., moving parts of the body as in a nod or moving the entire body as in jumping up and down to show excitement).

Non-word vocalization

A sound used before an utterance or on its own to indicate hesitation, surprise, doubt, comprehension, attention, etc. (e.g., *mmmmm, oh!, hmm, wow*). Non-word vocalizations are important elements of active listening.

Pause

A break in speech. It is usually made by the speaker at the end of a phrase to emphasize important information. It can also be used for dramatic effect or suspense (e.g., *I know who got the new position – pause – it was Sergey!*). In writing, longer pauses are marked with punctuation marks.

Pitch

The degree of highness or lowness in the speaking voice.

Reduction

Shortening words or phrases by changing vowels to schwa and joining or omitting consonants. Function words and unstressed syllables are reduced in normal speech. In contrast, when speakers are angry they tend to emphasize each syllable. Modals often have stylized reductions, such as *shoulda*.

Rhythm

The timed beat of words determined by the number of stressed and unstressed syllables in a sentence. English emphasizes stressed syllables, such as in the sentence: *I'm going to go to the store.*

Schwa

The smallest vowel sound used in reduced, unstressed syllables: *The manger said that he would call me in a week or so.* Any vowel can become schwa.

Segmentals

Individual vowel and consonant sounds and their blends (e.g., /i/ and /k/ and /br/). There are generally thought to be 15 vowel sounds and 25 consonant sounds in Canadian English.

Sentence (Focus) Stress

Making one word in every sentence louder and longer than the others to draw the listener's attention to it. Any word can take this focus, depending on the context in which the sentence is uttered: *You were late yesterday.* vs. *You were late yesterday.*

Speed

The rate at which an utterance is made. Speeding up and slowing down over an utterance conveys mood, attitude, energy level and excitement.

Stress

Producing a syllable in a word, a word in a phrase or a sentence with more volume and length than other parts.

Suprasegmentals

Elements of pronunciation above the level of the individual sound such as linking, syllable stress, phrasal stress, sentence stress, intonation, rhythm, and discourse pronunciation. For example, linking from consonant to vowel "*I'll be there in a minute*", differentiating between the noun *record* and the verb *record*, emphasizing only the content words in the phrase "*She'll be home at 6*", or putting major emphasis on the word providing key information (the focus word) and some emphasis on the final content word.

Syllable

A unit of pronunciation consisting of a vowel sound with or without consonants preceding or following them.

Syllable Stress

Making a syllable louder and longer. Syllable stress is how pairs such as *dessert/desert* or *record* (verb)/*record* (noun) are distinguished. It is also important to the listener's decoding of multi-syllable words.

Thought Groups

Phrases, generally formed by grammar, that group words by meaning and are pronounced with a pause at the end to emphasize important information. In slow and clear speech, the thought groups are shorter; in fast speech, they are longer.

Tone

The quality or character of a sound ranging from positive to negative.

Unit of Speech

A stretch of speech falling within one intonation curve, including verb phrases (*has been found*), prepositional phrases (*in a minute*), idiomatic expressions (*a piece of cake*) and collocations (*sweet and sour*).

Unstress

Making a syllable as quiet and short as possible. Most function words are unstressed in normal speech. In the following sentence the underlined syllables are unstressed; *Could you please have a seat and Mr. Jacobson will be with you shortly?*

Visual Stress Cue

A nod or a gesture used with the major stressed syllable of an utterance.

Vowel

Sound that flow from the mouth with almost no obstruction. Vowels can easily be shortened and lengthened to apply stress or vowel length rules. Pronouncing Canadian English clearly involves the ability to produce the

vowel sounds in the following words: *green, mint, grey, red, black, mustard, olive, soot, blue, snow, white, brown, turquoise, purple, marble, orange, fair, clear, tired*, and the reduced vowel schwa.

Word Stress

Making some words in a phrase louder than others. Content words get more stress than function words.

Computer Items

The following is a list of sample computer items that learners may need to perform some of the tasks successfully.

Word Processing (Microsoft Word)

Word Processor Basics

Use toolbars, menus and commands. Use view options; change default settings; customize view/screen options. Print a document (using print options); use document properties. Save document in different formats. Work with multiple documents.

Formatting

Change font size and font face; use emphasis styles (bold, italics, etc.); insert symbols. Change text alignment; set indents and tabs. Change line and paragraph spacing. Use built-in formats (heading styles). Create bulleted and numbered lists. Create outlines.

Page Layout

Set margins, page orientation, paper size and page numbering. Use headers and footers. Insert and format columns. Insert endnotes and footnotes. Use Statistics feature.

Editing

Use cut, copy and paste functions. Insert, edit and delete comments. Use Track Changes. Use spellchecker, grammar checker, and thesaurus. Use AutoFormat, AutoCorrect, and Find and Replace features.

Wizards and Templates

Create documents using templates. Use letter, resume, memo, fax Wizards.

Graphics

Insert and format pictures (ClipArt), text boxes, callouts and shapes. Apply advanced formatting features to format inserted objects.

Tables

Create tables Insert and resize cells, rows and columns. Format text in tables; apply shading and borders.

Charts and Diagrams

Create and format charts. Change a chart type and edit chart elements.

Presentation Software (PowerPoint)

Basics

Create a new presentation using various options: template/design, blank presentation, AutoContent Wizard. Use various view options. Print slides, handouts, notes pages and outline view.

Working with Slides

Enter and edit text; format text Insert objects (a chart, a table, a worksheet, a picture, a text box). Use editing tools: spellchecker, grammar checker, thesaurus. Move, copy and delete slides. Apply designs or styles

Slide Show

Add timings, transitions and sound. Animate text and objects. Show continuously running presentation. Use Pack and Go; use Annotator

The Internet

Using Web Pages

Use hyperlinks, buttons and controls. Browse Web pages; use keyword and advanced search techniques. Download (upgrades, new software, image, sound and text files).

E-mail

Write and edit messages. Send, forward and receive messages. Use copying features; attach files. Manage e-mail messages: save, move and delete.

Communication

Use software with Voice Over Internet Protocol, e.g., Skype or Google Talk. Use instant messaging, chat rooms, forums and blogs. Use cyberspace to store and share files.

Additional Web-based Resources

SPEAKING

- [Yale University](#): An online curriculum on conflict management: covers strategies for dealing with conflict, negotiation, cross-cultural communication; includes role-plays, discussions and activities
- [Business Presentations and Public Speaking in English](#): An ESL learner tutorial set up as a mini-presentation
- [University of Michigan Office of Student Activities and Leadership](#):
→ Leadership Resources → Handouts → Running Effective Meetings or Giving Effective Feedback
Includes various handouts on topics relevant to starting and operating an organization, such as leadership skills, active listening, meetings and giving effective feedback

READING & WRITING

- [WriteExpress](#): Tips and information about writing dozens of kinds of notes/letters, such as apology, acceptance, resignation
- [WriteExpress – Business Letters](#): includes sample business letters, tips and information
- [Business English Online](#): Includes 32 free downloadable worksheets with activities and tasks in e-mail writing
- [Ohio ESL @ Ohio University](#): Contains lessons for ESL learners on a wide variety of reading skills and strategies
- [Online Writing Lab](#): Resources on writing various texts such as letters, memos, e-mail messages and academic writing; handouts
- [University of Toronto Advice on Academic Writing](#): Contains information on reading, researching, planning, organizing and writing essays and reports
- [The Writing Den](#): Includes tips and information on writing paragraphs and essays (tips-o-matic section)
- [Muskingum College](#): Includes the purpose and use of various writing and proofing strategies

GRAMMAR

- [Capital Community College Guide to Grammar and Writing](#): Includes grammar at the sentence, paragraph and essay level, grammar Q and A, 170 interactive quizzes
- [Dave's ESL Café Grammar Page](#):
- [Online English Grammar](#): Can be used as a grammar reference

PRONUNCIATION

- [British Council Resources](#): Includes monthly updates on pronunciation teaching ideas
- [Dave's ESL Café Pronunciation Page](#): Includes ideas for pronunciation activities
- [Internet TESL Journal Pronunciation Page](#): Numerous links to practical information and lesson ideas
- [Speech Accent Archive](#): English speech samples and pronunciation analyses for a wide variety of speakers
- [TESOL Speech and Pronunciation Interest Section](#): Articles on teaching pronunciation
- [University of Toronto Pronunciation Strategies](#): Pronunciation information with recordings of academic words and phrases

AT HOME IN OUR COMMUNITY AND THE WORLD

- [CBC Archives](#): Collection of CBC archival radio and TV clips organized by topics; teaching tips and sample activities
- [CBC-ESL](#): CBC ESL pilot project containing 10 lessons
- [Recycling Council of Ontario](#):
- [Environment Canada](#): Includes information on air, water, nature, pollution and climate change
- [Statistics Canada](#): → Learning Resources → Human Activity and the Environment . Includes lessons and annual statistics on environmental issues in Canada
- [World Bank](#): → Youthlink → Issues . Information on social issues including environment and globalization
- [Canada International](#): → Canada and the World. Issues on foreign policy, security and aid

BANKING AND FINANCE

- [Financial Consumer Agency of Canada](#): → For Consumers. Includes information on banking, credit, loans and debt
- [Revenue Canada](#): → Individuals → Learning About Taxes. Includes an online course about the basics of taxation and filing a tax return
- [Ontario Association of Credit Counselling Services](#): Includes counselling and financial-planning services and referrals in regional centres across Ontario
- [Citizenship and Immigration Canada](#): → After You Arrive → Advice for Newcomers. Provides information for newcomers including details on banking
- [Canadian Bankers Association](#): → Resource Centre → Information booklets . Information on opening a bank account, using a bank machine and guides to investments and mortgages
- [Canadian Newcomer Magazine](#): → The Changing Face of Banking in Canada Issue #7 includes articles on credit unions, getting a mortgage and comparing the five major banks; → Real Estate. Issue # 9 includes articles on buying real estate, getting a mortgage and comparing mortgage options

CANADA

- [Citizenship and Immigration Canada](#): Includes information on policy, legislation, research, statistics, online newsletter and publications
- [Elections Canada](#): Includes electoral information such as political parties, electoral districts, registration, policy and law
- [Parliament of Canada](#): → About Parliament → Education. Includes educational programs, classroom resources and background resources
- about Parliament (including an e-guide titled *How Canadians Govern Themselves*)
- [Canadian Museum of Civilization](#): → Educational and Teacher Resources → History. Includes materials on topics such as Native peoples, Canadian history and immigration
- [Historica](#): Resources and links for teachers and students on a variety of topics in Canadian history

CANADIAN CULTURE

- [Unity Canada](#): Includes information about Canadian unity
- [Assembly of First Nations of Canada](#): Includes information about current issues and policies related to Native peoples in Canada
- [CBC](#): CBC ESL pilot project containing 10 lessons with radio/TV clips, before/while/after listening activities at various levels of difficulty

ESSENTIAL SKILLS

- [Canadian Language Benchmarks/Essential Skills in the Workplace](#): Includes links to various adult ESL teaching resources related to the Essential Skills. On the Job: ESL and Essential Skills: →Home→Tips and Tricks. A series of nine 20-page guides (one for each of the nine essential skills) that provide ideas for incorporating Essential Skills into ESL classroom activities. Occupational Language Analysis (OLA): →Language Analysis Fourteen. OLAs, each including an occupation description, typical occupation-specific listening, speaking, reading and writing tasks (drawn from the Essential Skills Profiles) and related CLB competencies. Sample Lesson Plans and Tasks: →Sample Lesson Plans and Tasks. Twenty-five lesson plans (some occupation specific, some generic) with CLB-related competencies and related Essential Skills tasks. Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework: →Comparative Framework. A 64-page document that compares ES and CLB tasks and global descriptions by level.
- [Ontario Skills Passport](#): Ontario government website containing Occupational Profiles, which are adapted from the Essential Skills profiles. These occupational profiles are shorter than the Essential Skills Profiles on the Essential Skills website. Learners can also use this website to plan skill development for workplace or post-secondary education.

- [Canadian Newcomer Magazine](#): →Issue # 6: The Rules of Living in Canada. Includes articles on living in a new culture, making new friends and adapting to Canadian lifestyle
- [Canadian Opinion Research Archive \(CORA\)](#): Contains summaries (in table format) of Canadian opinion poll results on several topics, including moral and family issues, ethnicity, religion, politics
- [TOWES \(Test of Workplace Essential Skills\)](#): A Canadian test that uses workplace documents to measure proficiency in three essential skills: Reading Text, Document Use and Numeracy.
- [Measure Up](#): An online self-assessment tool that includes over 100 problem sets (based on workplace documents) similar to the ones used in TOWES. Learners can assess their skills in Reading Text, Document Use and Numeracy. They can also practise these skills and explore typical workplace tasks in 28 occupations.
- [NOC \(National Occupation Classification\)](#): NOC is a standardized system for describing Canadian occupations. Over 500 occupational groups are included in one-page Occupational Descriptions, which include synonymous occupation titles, main duties, and education and training requirements. Each occupation has a specific NOC code. This code appears on each Essential Skill Profile as a hyperlink to the NOC Occupational Description.

ELSA 6 Print Resources

Unit 1

Murphy, J. (2010). Living with Stress.

Unit 2

Barecca, D. (2000). Staying Afloat: Life Skills and English for ABE/ESL College Students.

Bolles, R. N. (2011). What Color Is your Parachute? A Practical Manual for Job-hunters and Career-changers (2011 ed.).

Devoret, S. (2002). Canada Is Hiring – A Complete Overview of the Job Search Process in Canada.

Unit 3

Harmer, J & Lethaby, C. (2005). Just Listening and Speaking – Upper Intermediate.

Jones, V. & Kay, S. (1999). Inside Out Student’s Book – Upper Intermediate.

Kay, S. (1999). Reward - Intermediate Resource Pack.

Pietrusiak, L., Engket, K., & Bardy, P. (1992). Take Part, Second Edition

Ganong, E. & Ingram, D. (2004). The Grab Bag of Work.

Moses, B. (2009). What Next? Find the Work That’s Right for You (2nd Canadian ed.).

Smith, S. (2010). Business Communication Strategies.

Levine, K. (2002). Hana’s Suitcase.

Moore, P. & Cunningham, S. (1999). New Cutting Edge - Upper Intermediate Student’s Book.

Shantz, M.S. (2000). Gold Mine III.

Tan, S. (2006). The Arrival.

Unit 4

Bates, S. *Amazing! Interviews & Conversations*.

Berish, L & Thibaudeau, S. (1992). *Canadian Concepts 5, Second Edition*.

Colberg, J.A. (2010). *Welcoming Newcomer Children: The Settlement of New Immigrants and Refugees*.

D’Aluisio, F. and Menzel, P. (2008). *What the World Eats*

Kehe, D. & Dustin Kehe, P. (1994). *Conversation Strategies*.

Kehe, D. & Dustin Kehe, P. (2003). *Writing Strategies 1 – Intermediate*.

Penrod, G. (2002). *Touchy Situations – An Advanced Conversation Text for ESL Students*

Unit 5

Febiri, F., & Ofori, E. (2009). *Succeeding from the Margins of Canadian Society: A Strategic Resource for New Immigrants, Refugees and International Students*.

Millar, E., & Coli, B. (2011). *The Canadian Campus Companion: Everything a Student Needs to Know About Going to University and College in Canada*.

Unit 6

Bozek, P.E. (1998). *50 One-minute Tips for Better Communication*.

Bugden, J. (2005). *Teacher’s Guide to the Ninth Edition of Learning about the Law: British Columbia’s Laws and Legal System*.

English, I., & Addison-Wesley, S.L. (1995). *Business across Cultures: Effective Communication Strategies*.

Hinkle, A. & Dragman, J. (2010). *Learning about the Law: British Columbia’s Laws and Legal System*.

Nash, B.G. (2010). *Legislation Made Easy – 3rd Edition*.

Viney, P. & Viney, K. (1996). *Handshake: A Course in Communication*.

Unit 7

Edmonds, P. (2010). *Urbanizing Frontiers - Indigenous Peoples and Settlers in 19th-century Pacific Rim Cities*.

Timpson, A.M. (Ed.). (2010). *First Nations, First Thoughts - The Impact of Indigenous Thought in Canada*.

Spielmann, R., McLeod-Shabogesic, P. & Steven, T. (2009). *Anishnaabe World - A Survival Guide for Building Bridges between Canada and First Nations*.

Unit 8

Aluisio, F. (Photos by Menzel, P.). (2008). What the World Eats.

Dale, P. (2000). Speech Communication Made Simple: A Multicultural Perspective.

Dale, P. & Wolf, J.C. (2006). Speech Communication Made Simple.

Lanier, T. & Nichols, C. (2005). Filmmaking for Teens: Pulling Off Your Shorts.

Unit 9

Cameron, J. & Derwing, T. (1996). Being Canadian: Language for Citizenship.

Employment & Immigration Canada. (1991). Canada: A Source Book for Orientation, Language and Settlement Workers.

Ganong, E. & Ingram, D. (2001). A Grab Bag of Canada.

Kaskens, AM. (2003). A Beginning Look at Canada, Second Edition.

Unit 10

Belgar, D. & Murray, N. (1993). Contemporary Topics-Advance Listening Comprehension.

Cotton, D. & S Robbins. Nelson, S. (1993). Business Class.

Denton D.K. & Boyd, C. (1994). Did You Know? Fascinating Facts & Fallacies about Business.

Fournier, C A. (1990). Open for Business – Communication Activities for Students of English.

Menzel, P. (1996). Material World: A Global Family Portrait.

Oberg, B.C. (1994). Speechcraft – An Introduction to Public Speaking.

Suzuki D. & Boyd D. R. (2008). David Suzuki's Green Guide.

Reader's Digest Association (2005). The Canadian Atlas: Our Nation, Environments and People.

Stanford, Q.H. (2008). Ninth Edition - Canadian Oxford School Atlas.

Suave V.L. & Suave, M. (1997). Gateway to Canada.

French, J.T. (1994). You're in Business! Building Better English Skills.

Gayla Reid. 2005. Scams To Avoid, 2nd Edition.

James, J.D. (1995). Starting a successful business in Canada, 13th Edition.

Rosenberg, M. (2005). In Business – Activities to Bring Business English to Life.

Tolley-Dowling, B. & McDougal-Arden, M. (1992). Business Concepts for English Practice

ELSA 7 Print Resources

Unit 1

Byrd, D.R.H. & Clemente, I.C. (2001). *React Interact: Situations for Communication*, Third Edition.

Cain, J. S. (2001). *Eye on Editing 1: Developing Writing Skills through Grammar*.

Cain, J. S. (2003). *Eye on Editing 2: Developing Editing Skills for Writing*.

Engkent, L. P. (2011). *Skill Set: Strategies for Reading and Writing* (2nd ed.).

Field, J. (2009). *Listening in the Language Classroom*.

Kehe, D. & Dustin Kehe, P. (1994). *Conversation Strategies*.

Nuttall, C. *Teaching Reading Skills in a Foreign Language*.

McKay, I. (2010). *Have your Say: Intermediate Communication Activities*.

Ramirez, G., & Engelking, M. (2010). *Breakthroughs: An Intermediate English Program*.

Unit 2

Barreca, D. & Hepler, M. (2000). *Staying Afloat: Lifeskills and English for ABE/ESL college students*.

Brown, S.E., Lucas, C. (2009). *English in the Workplace: Hear and See How English is Actually Spoken*.

Covey, S.R. (1997). *The 7 habits of highly effective people*.

Covey, S. (1998). *The 7 Habits of Highly Effective Teens*.

Ganong, E. & Ingram, D. (2002). *A Grab Bag of Socializing*.

Moses, B. (2009). *What Next? Find the Work that's Right for You* (2nd Canadian ed.).

Unit 3

Brown, K. & Hood, S. (2002). *Academic Encounters: Life in Society. Reading, Study Skills and Writing*.

Davis, J., Liss, R., Mayer, P., Savage, A., & Shafieji, M. (2006). *Effective Academic Writing 1: The Paragraph / Effective Academic Writing 2: The Short Essay / Effective Academic Writing 3: The Essay*.

Sanabria, K. (2004). *Academic Listening Encounters: Life in Society. Listening, Note Taking, and Discussion*.

Shea, V. & Whitley, W. (2001). *Foundations: Critical Thinking, Reading, and Writing. Your One-stop Guide to Succeeding in Post-secondary Studies*.

Unit 4

Bendaly, L. (1996). Games Teams Play: Dynamic Activities for Tapping Work Team Potential.

Bendaly, L. (2002). On track: Taking Meetings from Good to Great.

Unit 5

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

Laws, A. (1999). Summertown Business Skills: Writing Skills.

Unit 6

Emmerson, P. (2004). Email English.

Kaskens, A. (2003). A Beginning Look at Canada (2nd ed.).

Mills, R., Frazier, L. (2009). Northstar Listening and Speaking 4 (3rd ed.).

Unit 7

Conrad, S., Biber, D. (2009). Real Grammar: A Corpus-based Approach to English.

Murphy, R. (2004). English Grammar in Use (3rd ed.).

Pokras, S. (2002). Working in Teams: A Team Member Guidebook.

Viney, P. & Viney, K. (1996). Handshake: A Course in Communication.

Pokras, S. (2002). Working in Teams: A Team Member Guidebook.

Robert, H. M. (2004). Robert's Rules of Order, Newly Revised, in Brief.

Noorani, N., Noorani, S. (2008). Arrival Survival Canada: A Handbook for New Immigrants.

Smith, S. (2010). Business Communication Strategies in the International Business World.

Smith, S. (2010). Business Communication Strategies in the International Business World.

Unit 8

N/A

Unit 9

Bond, J. and Nicholson, G. (2002). *Canada Works* 2nd ed.

Bonkowski, F., Kingwell, G. and Stephenson, I. (2005). *Canadian Snapshots: Raising Issues*.

Gaetz, I. (2006). *Open Window*.

Geraci, K. (2005). *Workwrite: Policies and Procedures*.

Makarenko, J. (2009). *Provincial Government in Canada: Organization, Institutions & Issues*.

Schugurensky, D. (2005). *Citizenship and Citizenship Education: Canada in an International Context*.

Unit 10

N/A

ELSA 6 Skills Resources

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every teacher including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready-to-use templates to compliment the exercises and techniques.

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

This resources is highly recommended for this curriculum. All of the activities are CLB aligned (ELSA teachers should be aware of the differences between LINC levels and ELSA levels when using this resource). The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Chapter 1, Volume 1: Academic Skills
Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others
Chapter 4, Volume 1: Looking for a Job
Chapter 5, Volume 2: Managing Information
Chapter 6, Volume 2: Meetings
Chapter 7, Volume 2: Telephone Calls

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

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

[Chapter 1, Volume 1: Academic Skills](#)
[Chapter 2, Volume 1: Business Writing](#)
[Chapter 4, Volume 1: Looking for a Job](#)
[Chapter 5, Volume 2: Managing Information](#)
[Chapter 7, Volume 2: Telephone Calls](#)

Communication Skills

[10 Secrets for Writing Killer Complaint Letters – Writing Help Central](#)

This article has a summary of the steps to writing effective complaint letters with a link to a sample template.

Uses: Learners use the steps and template to write complaint letters.

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

This page gives an overview of the importance of learning to agree and disagree appropriately and then has links to expressions to agree and disagree.

Uses: Learners access functions online.

[Business English ESL Lessons for Writing Emails – YouTube Course](#)

This collection of 8 videos includes writing external request emails, making requests, improving email mechanics, tone, style, and more.

Uses: Learners access videos online, take notes, do activities, and use the information to write emails.

[Complaint Letter Templates – HowtoComplain.com](#)

This page has detailed complaint letter templates, organized by type of complaint, as well as general tips.

Uses: Learners access and choose a suitable template for writing a complaint letter.

[Correspondence Style Guide – The Ontario Public Service](#)

This extensive style guide includes guidelines for letter format, honorifics, capitalization, numerical expressions, punctuation, style and more.

Uses: Learners use guidelines to write business or service correspondence.

[Email Basics – About.com](#)

This page has links to articles about basic email skills including setting up an email account, addresses, e-cards, etiquette, spam, and more.

Uses: Learners access information online, take notes, and summarize the steps required for selected topics.

[Katie Couric on How to Conduct a Good Interview \(Jun. 26, 2009, 5:08\)](#)

This YouTube interview with Katie Couric goes through the techniques to conduct a good interview: formality, tone, questioning techniques, and common pitfalls for giving interviews.

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

[Making and Handling Complaints – Word Power](#)

This page has a list of useful expressions for complaints with links to vocabulary match/gap-fill exercises to practice using them.

Uses: Learners access list and complete exercises online to build complaint vocabulary for role-plays and letters.

[TEFLtastic Blog – Alex Case](#)

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

Uses: Learners access online material for presentations, readings, or role-plays. NB: Also a great source of readymade/copy and paste material for teachers.

[The Writing Process – Purdue Online Writing Lab](#)

This page gives an overview of the writing process and has links to detailed information and exercises for each stage from prewriting through to proofreading.

Uses: Learners access relevant sections and use strategies to support writing.

Job Search Skills

[BCJobs.ca](#)

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

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

[Cover Letter Samples – Monster.ca](#)

This page has cover letter samples for a variety of applicant scenarios such as unemployment, experienced professional, new graduate, career change, and more.

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

[Eluta.ca](#)

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

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

[How Do Your Skills Measure Up? – Tows Skill Plan](#)

This site is sponsored by Human Resources and Skills Development Canada and gives learners an opportunity to test their own Essential Skills levels and to practice using the skills.

Uses: Learners practice three Essential Skills: Reading Text, Document Use, and Numeracy.

[Indeed – One Search. All jobs. Canada](#)

This website is a job-search site offering job ads with many links to external company website job postings, forums, and industry employment trends that have excellent graphs, tables, and charts. **Uses:** Learners research employment trends by industry and present findings with statistics and visuals. Learners can also utilize navigation skills and access job ads online.

[Monster Canada](#)

This website is a career management portal for Canada.

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

[Networking Advice – BCJobs.ca](#)

This page has links to many articles that give networking advice. Topics include: Facebook Friend or Foe, Business Card Design Tips, Elevator Pitches, and more.

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

[Nice Jobs](#)

This website is a job-search site offering job ads with many links to external company website job postings and a good user guide that explains internet search techniques.

Uses: Learners utilize navigation skills to access job ads online.

[WorkBC Centres – Government of BC](#)

This page has an interactive map to find WorkBC Centres throughout the province, eligibility requirements, job search resources/services, and employment planning/training information.

Uses: Learners navigate the interactive map to find the WorkBC Centre in their area and access information on the site about job skills.

[Workopolis](#)

This website is a job-search site offering job ads, employer spotlights, career resources, and employment news headlines daily.

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

[Wow Jobs](#)

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

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

Presentation Skills

[Assessing a PowerPoint Presentation – TeacherVision](#)

This pdf form is an assessment tool for PowerPoint presentations that is well suited to the classroom.

Uses: Learners focus on skills before presenting and then offer constructive feedback to other learners after presenting.

[Advanced and Alternative Internet Searches \(Oct. 23, 2010, 12:02\)](#)

This YouTube video gives an excellent overview of advanced searches and the use of a variety of search engines including Wikipedia.

Uses: Learners take notes on the video to inform research techniques throughout the unit.

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

This two-page summary is a concise list of steps with examples on giving and receiving constructive feedback.

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

[Internet Tools & Uses : How to Conduct an Advanced Internet Search \(Dec. 30, 2008, 2:57\)](#)

This YouTube video gives an excellent overview of advanced Google searches.

Uses: Learners take notes on the video to inform research techniques throughout the unit.

[Persuasion Map – Read Write Think](#)

This simple website is a printable visual template for essay/presentation thesis, main points, supporting points, and conclusion.

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

[Presentation Skills – The Training Professional’s Gateway. Collins, M. J.](#)

This training resource available for download includes a *Presentation Feedback Sheet*, an *Evaluating Presentations* document, and a step-by-step guide with samples on how to design a Power Point presentation.

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

[Presentation Skills – UBC Wiki](#)

This Wiki has concise summaries about presentation structure, design, tone, body language, and more. There is also a great introductory video about presentation skills.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[PowerPoint Introduction: Total Overview \(Mar. 1, 2012, 17:33\) – YouTube](#)

This video is an excellent tutorial on the basics of PowerPoint.

Uses: Learners take notes to support presentation preparation.

[PowerPoint Present – YouTube Channel](#)

This channel has an excellent selection of videos to enhance the use of PowerPoint.

Uses: Learners take notes to support presentation preparation.

[Writing a Topic Outline – WISC-ONLINE: Mastricola, R.M.](#)

This site gives an audio presentation with complimentary text onscreen about the purpose of an outline and how to prepare one.

Uses: Learners take notes and follow instructions to help them prepare a topic outline.

Study/Time Management Skills

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

This page has an excellent collection of videos about study skills, time management techniques, and other academic skills. Each video is available in a variety of formats and has a complimentary transcript and summary.

Uses: Learners access videos and reduce oral discourse to notes. Learners can verify listening with transcripts and practice summarizing skills for presentations.

[College Study Tips – Academic Excellence in Undergraduate Education \(AEUE\) Washington State University](#)

This fun and engaging student-produced video is an excellent way to approach study skills. Through short vignettes, the students capture poor study habits and provide verbal solutions and tips for each situation.

Uses: Learners listen and take notes about the situations and solutions/tips in the video.

[Effective Listening and Note-taking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking as well as common abbreviations, bad habits, mapping examples, and more.

Uses: Learners understand moderately complex instructions for note-taking.

[Get The Most From Your Textbook: Study Skills – Athabasca University](#)

This concise 10 step overview of good reading skills has excellent tips for reading formatted texts.

Uses: Learners summarize and reduce the article to the main points.

[Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has an excellent list of links to listening resources and note-taking strategies from SFU and other Canadian/American universities. There is also an engaging comic strip story about note-taking from SFU to introduce the subject.

Uses: Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

[Study Skills \(Continuing Education\) – McGill University](#)

This page has links to slide shows, videos, handouts, online resources, and more that relate to presentations, note-taking, time management, etc.

Uses: Learners access required topics online and support presentation planning/execution with the material.

[The Seven Steps of the Research Process – Cornell University](#)

This page gives an excellent overview of the research process with links to further information about each step.

Uses: Learners summarize and apply suggestions to presentation research.

Teamwork Skills

[How to Hold a Good Meeting – Advertising Educational Foundation](#)

This article outlines the '10 Commandments' for a good meeting.

Uses: Learners summarize the suggestions to facilitate team meetings in class.

[Organizing Team Decision-Making – Mind Tools](#)

This page outlines effective strategies for team decision-making with links to further information on related topics.

Uses: Learners summarize the points to support group decisions.

[Problem-solving and Decision-making: Simple Processes for Problem-solving and Decision-making – Chapman, A.](#)

This resource has a useful article, along with graphic organizers, templates, and links to other models like SWOT and PEST analysis. **Uses:** Learners discuss pros and cons of the different graphic organizers, choose one and apply it to a given problem/decision.

[Problem Solving Skills – Mind Tools.com](#)

This webpage has a variety of free quizzes, techniques, approaches, and diagram tools for problem solving.

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

[Teamwork Skills: Being an Effective Group Member – University of Waterloo](#)

This page has an excellent summary of teamwork skills with embedded links to further information about each section. The site also features an audio version of the text.

Uses: Learners summarize the points to support building an effective and positive team for presentations.

Vocabulary Building Skills

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

This page gives a concise review of imperatives for giving warnings, advice, and suggestions.

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

[Modals of Advice - University of Victoria English Language Centre](#)

This page gives a concise review of Modals of Advice.

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

[Transitional Words and Phrases – Memorial University of Newfoundland](#)

This pdf has a comprehensive list of transitional language organized by function.

Uses: Learners use this resource to compliment presentation skills.

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

This page has links to vocabulary exercises from the Academic Word List organized by sub-list.

Uses: Learners complete exercises online to build academic vocabulary.

ELSA 7 Skills Resources

Citizenship Study Skills

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every teacher including the [Formative Assessment Toolkit \(CLB 8\)](#) and the Learner’s [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready-to-use templates to compliment the exercises and techniques.

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

This is one of the best resources for an ELSA teacher and is highly recommended for this curriculum. All of the activities are CLB aligned (ELSA teachers should be aware of the differences between LINC levels and ELSA levels when using this resource). The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 4, Volume 1: Looking for a Job

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

Chapter 7, Volume 2: Telephone Calls

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

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

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

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

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

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

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

Citizenship Study Skills

[Canadian Citizenship Practice Test – Greater Victoria Public Library](#)

This website features an online test to check your knowledge about Canada and BC for the citizenship test with a focus on BC content.

Uses: Learners access resource online and check their knowledge for the citizenship test.

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

This page of the CIC website has links to sponsorship forms, immigration forms, and geographical information guides. (Note: This resource also appears in ELSA 6 Unit 3).

Uses: Learners complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

[Citizenship and Immigration Canada – Video Centre](#)

This page has an extensive selection of videos that are excellent for this unit. From the immigration process/forms to stories of newcomer experiences and efforts to assist refugees, there are many videos to choose from. (Note: This resource also appears in ELSA 6 Unit 3).

Uses: Learners understand extended multistep directions or instructions for technical or non-technical tasks and reduce oral discourse about established procedures from the video material into notes that can be used to write instructions.

[Discover Canada: The Rights and Responsibilities of Citizenship – Citizenship and Immigration Canada](#)

This online study guide is for the new Canadian Citizenship test. The site has a listening feature in which famous Canadians read the guide word by word.

Uses: Learners reduce oral discourse about rights and responsibilities from pre-recorded audio material into notes that can be used to write summaries.

Communication Skills

[7 Tips for Writing Thank You Letters with Class - Ezine Articles](#)

This article gives a great introduction to thank you letters. The page also includes links to sample thank you letters and other articles that are related.

Uses: Learners reduce a text of up to 2 pages to an outline or summary.

[Email Writing Tips – Riches Communications](#)

This tip sheet outlines the basics of email use. Topics include CC/BCC, HTML, length, email provider choice, and more. The page has links to many other related topics.

Uses: Learners use tips to review basic email skills and considerations.

[Formal Email of Request Exercise – BLAIR English](#)

This short online lesson includes an overview of request emails, an example, and an online gap-fill to improve request email language functions.

Uses: Learners access lesson online and complete independently to support personal messages in formal and informal correspondence.

[How to Blog – Canadian Living](#)

This 2-page article covers the basics of blogs, how to start, and design considerations. It also offers links to some great blog examples.

Uses: Learners reduce a text of up to 2 pages to an outline or summary.

[How to Blog Effectively – Star Content](#)

This page is a short summary of effective blogging strategies. The page also has links to further related information.

Uses: Learners access the resource to encourage blog development skills.

[How to Blog Effectively – Webdesigner Depot](#)

This lengthy article outlines 8 steps to better blogging. The steps include research, writing, images, twitter feeds, and more. The steps are supported by links to example blogs and many suggestions for programs to enhance a blog.

Uses: Learners access the resource to encourage blog development skills.

[How to Keep a Conversation Going \(Feb. 9, 2010, 1:29\) – YouTube](#)

This short and engaging video from Howcast goes through 6 steps to keep the conversation going. The video makes excellent use of narration, onscreen text, and supporting visual cues.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

[How to Set Up a Profile on Facebook \(Dec. 14, 2009, 1:57\) – YouTube](#)

This video goes through an 8-step tutorial to set up a Facebook profile.

Uses: Learners understand tutorial and follow the steps if desired.

[How to Set Up a Twitter Account \(Dec. 2, 2011, 3:31\) – YouTube](#)

This short and informative video is a guide to setting up an account and the basics of the homepage.

Uses: Learners understand tutorial and follow the steps if desired.

[How to Use Twitter - Tweeting, Reply, Retweet, Favorite, Follow, Create Lists, Open Tweet \(Feb. 19, 2012, 4:36\) – YouTube](#)

This detailed tutorial explains many features of Twitter with onscreen prompts.

Uses: Learners understand tutorial and follow the steps if desired.

[How to Write a Letter.net](#)

This excellent site has resources for writing letters of all types. The page includes an overview of letter writing and links to detailed information. Samples for a wide range of letters are provided, including letters of request, thank you letters, letters of solicitation/reservation, and more.

Uses: Learners access appropriate information online to support personal messages in formal and informal correspondence.

[Mastering the Art of Conversation - The Complete Idiot's Guide](#)

This article outlines the stages of starting a conversation, keeping it going, and closing. The resource has useful tips and techniques to build conversation skills.

Uses: Learners access article online, summarize the 3 sections to notes, and implement the skills in small group meetings and discussions.

MediaSmarts.ca

This website is all about Canadian digital and media literacy. The site offers resources for teachers and learners and includes activities, links to videos, blogs, social media resources, media/digital issues, tip sheets, etc.

Uses: Learners understand moderately complex extended descriptions, feature articles, reports and narrations about digital and media literacy.

[The Process and Types of Writing – Study Guides and Strategies](#)

This page has links to a wide range of writing support topics such as essay/writing sequence, drafts, persuasive essays, research proposals, spelling rules, mapping vocabulary, and more.

Uses: Learners access resources to support writing proposals and short persuasive reports.

[Writing Samples: Proposing a Solution – Pearson Allyn Bacon Online](#)

This page has a short 6-paragraph sample proposal with an example of instructor feedback for the piece. The sample proposes changes to adoption laws, but the structure and feedback are useful as a guide.

Uses: Learners examine samples for writing a proposal to solve a problem.

Financial Literacy Skills

[Banking Tools – Financial Consumer Agency of Canada](#)

This page has excellent tools to help choose the right banking account/package. The page also has links to detailed information about budgets, debt, bank account types, ABM fees, and more.

Uses: Learners access the tools and compare/contrast the various choices by account type, interest rate, and use.

[Budget Calculator – Financial Consumer Agency of Canada](#)

This online calculator has extensive fields to fill in and generates reports as information is added to the form.

Uses: Learners access calculator online and fill out with varying information to compare changes in the report.

[Budget Worksheet – About.com](#)

This budget worksheet is accessible online or in a printer-friendly version. The sheet is detailed and includes sections for income, deductions, utilities, leisure, debt payment, more.

Uses: Learners access worksheet online and fill out independently or in class.

[Canadian Association of Credit Counselling Services \(CACCS\)](#)

This website offers many resources for people who are having financial difficulties. The site has links to videos, a financial fitness test (with a fun yoga theme), current news, and more.

Uses: Learners access financial fitness test online and understand extended, moderately complex credit counselling.

[Family Monthly Budget Planner – Microsoft Templates](#)

This budget worksheet is accessible online as an Excel download. The sheet is detailed and includes sections for income, deductions, utilities, insurance, entertainment, and more.

Uses: Learners access worksheet online and fill out independently or in class.

[Individuals – Canada Revenue Agency](#)

This government page has a great selection of topics including tax returns, RRSP/RESP/RDSP/HBP/LLP/RRIF/TFSA, child/family benefits, life events, and more.

Uses: Learners understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to taxes.

[Tax-Services.ca](#)

This site has personal tax/RRSP calculators, information about GST/PST/HST, tax rates, deadlines, credits, and more.

Uses: Learners access the resources online and summarize given sections.

[TaxTips.ca](#)

This excellent resource is a portal to a wide variety of tax related information. The site includes a variety of online calculators and sections about personal tax, sales taxes, RRSP/RRIF/TFSA, stocks/bonds, provincial tax information, and more.

Uses: Learners access the resources online and summarize given sections.

Job Search Skills

[Career Exploration – Work BC](#)

This page has skills assessments, career profiles, and an employer index.

Uses: Learners search career profiles, take skills assessments online, and find employers that match their chosen area of focus.

[Craft a 30-second Elevator Speech to Impress Potential and Current Employers and Associates – CanadianImmigrant.ca](#)

This article outlines the process and power of a good elevator pitch.

Uses: Learners read article and take notes about the tips and advice.

[How to Network \(1:49\) – Howcast](#)

This video has dramatizations that are accompanied by narration. The page also has videos on networking.

Uses: Learners access video online and take notes while listening and then check comprehension with text onscreen.

[How to Start a Conversation When You Have Nothing to Talk About – wikiHow](#)

This wiki has an 11-step process for starting a conversation with graphic cartoons to accompany the steps, a tip section, a video, warnings, and more.

Uses: Learners access wiki online and summarize the steps and tips.

[Kforce: Elevator Pitch Examples \(Mar. 12, 2012, 2:14\) – YouTube](#)

This short video shows the wrong/right way to introduce yourself with an elevator pitch.

Uses: Learners access video online and take notes about good and poor techniques.

[Networking Advice – BCJobs.ca](#)

This page has links to many articles about networking. Topics include: Facebook Friend or Foe, Business Card Design Tips, Elevator Pitches, etc.

Note: This resource also appears in ELSA 6 Unit 2.

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

[Networking to Get a Job \(May 4, 2010, 5:46\) – YouTube](#)

This visually appealing video reviews techniques to build a personal network, make new contacts, use online social media to reactivate old connections, and more.

Uses: Learners access video online and take notes about the tips and ideas.

[Start Your Career – Work BC](#)

This website provides information on career pathways, finding a job, being an employer, training available, and the BC labour market.

Uses: Learners access tools online and fill out forms to begin planning a personal pathway.

[Steps to Successful Career Planning: Assessment Tools – Arizona State University](#)

This page has a short overview of career planning assessment tools and links to excellent value and skill-assessment exercises.

Uses: Learners follow instructions to complete assessment exercises online or in the classroom.

[WorkBC Centres – Government of BC](#)

This page has an interactive map to find WorkBC Centres throughout the province, eligibility requirements, job search resources/services, and employment planning/training information.

Uses: Learners navigate the interactive map to find the WorkBC Centre in their area and access information on the site about job skills.

[Work in BC – Welcome BC](#)

This page has information about finding jobs, qualifications, labour markets, employment standards, and more.

Uses: Learners navigate the site to find information to assist with career planning.

Leadership Skills

[10 Tips on Moderating a Panel Discussion – Professionally Speaking](#)

This blog outlines 10 tips to effectively moderate a panel discussion. The website also has links to many other blogs on similar topics.

Uses: Learners summarize the tips and apply to panel discussions.

[Active Listening - Carl Rogers and Richard E. Farson](#)

This 8-page pdf is an excellent introduction to active listening skills. It outlines what listening is, how to listen, problems and challenges with active listening, benefits of listening, and more.

Uses: Learners summarize the reading and apply skills in small group meetings and discussions.

[Leadership Training: Active Listening \(Jan. 21, 2010, 2:21\) – YouTube](#)

This video follows the Communication Roadblocks resource from Leadership Training. This resource contrasts the roadblocks with effective listening skills. The scenario is very realistic and the ‘owner’ of the problem finds a solution with the assistance of a coworker’s active listening techniques.

Uses: Learners understand moderately complex social exchanges that demonstrate active listening.

[Leadership Training: Communication Roadblocks \(Jan. 21, 2010, 2:18\) – YouTube](#)

This video introduces 12 roadblocks to communication when someone has a problem at work and has 3 realistic short clips to explain the roadblocks of questioning, criticizing, and ordering. See complimentary video from Leadership Training – Active Listening.

Uses: Learners understand moderately complex social exchanges that demonstrate communication roadblocks.

[Moderate with Moderation: 10 Steps to Running a Successful Panel Discussion – DeFinis Communications](#)

This concise article gives 10 steps for effective panel discussions. The website also has links to further information about business communications.

Uses: Learners navigate the website to find information, take notes, and apply to panel discussions.

[Principles of Effective Instruction Delivery – Teaching as Leadership](#)

This text gives concise points to consider when giving instructions. It covers things like planning, getting attention, key points, confusion, comprehension, and more.

Uses: Learners follow tips to support giving instructions and directions.

[The Art of Giving Instructions: 7 Practices for Facilitators – Chris Corrigan](#)

This useful article outlines 7 important points to consider when facilitators give instructions.

Uses: Learners understand extended multistep instructions for giving instructions.

[Tips for the Chair – Our Community](#)

This article offers 7 tips for the chair with regards to facilitating group meetings. The tips include rules, tone, diversity, communication, deadlocks, and more.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

Presentation Skills

[Better Public Speaking – MindTools](#)

This article goes through strategies and tips for improving public speaking.

Uses: Learners make presentations to describe and explain structures, systems or processes based on research.

[Deliver Powerful and Impactful Workshops: Top Tips – The Coaching Academy Blog](#)

This blog has excellent resources for many aspects of presentations.

Uses: Learners reduce a text to an outline or summary.

[Guidelines for Oral Presentations – Ohio Wesleyan University](#)

This page has an excellent overview of oral presentation skills from preparation through to evaluation.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[How to Design an Effective Training Presentation – eHow](#)

This article outlines 8 steps to designing effective training presentations.

Uses: Learners reduce a text to an outline or summary.

[How to Design and Deliver a Great Presentation Using 4 Steps – eHow](#)

This short article offers an introduction to presentation design and delivery.

The page also has links to more related articles and videos.

Uses: Learners reduce a text of up to 2 pages to an outline or summary.

[Oral Presentations Classroom Workshop \(2011, 19:49\) – Texas A & M University Writing Centre](#)

This engaging workshop has two speakers who outline the common pitfalls and solutions for preparing, practicing, and delivering oral presentations.

Uses: Learners reduce oral discourse about presentation skills given in the video into notes that can be used to write down instructions.

[Oral Presentations: Tips on How to Deliver a Speech for School or Work – Jerz's Literacy Weblog](#)

This extensive weblog outlines tips for better oral presentations. The page includes a video and tips for planning, delivery, language, questions, and more.

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[Presentation Skills – UBC Wiki](#)

This Wiki has summaries about presentation structure, design, tone, body language, and more. (Note: This resource also appears in ELSA 6 Unit 5).

Uses: Learners access the resources online and apply the principles to an in-class presentation.

[Persuasive Speech Assignment – Riverside Community College](#)

This student packet includes learner outcomes, steps to prepare for a 6-8 minute persuasive speech, instructions for sequencing/ideas, a template to follow, citation information, and a marking rubric.

Uses: Learners follow the steps to prepare a persuasive presentation.

[The Presentation – English Club](#)

This article outlines the parts of a presentation and provides useful functional language items to support building an introduction, the body, and conclusion.

Uses: Learners summarize article to support presentation skills and planning.

Study/Time Management Skills

[Advice on Academic Writing – University of Toronto](#)

This page has links to writing resources in categories like planning/organizing, reading/researching, using sources, style/editing, and more.

Uses: Learners use the site to support writing a paragraph to explain information in a table, graph, flow chart or diagram.

[Boolean Operators \(Apr. 24, 2008, 3:03\) – YouTube](#)

This useful video goes through the use of Boolean operators to improve success with online searches.

Uses: Learners understand narration about complex ideas on familiar topics.

[Effective Listening and Note-taking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking as well as common abbreviations, bad habits, mapping examples, and more. (Note: This resource also appears in ELSA 6 Unit 8).

Uses: Learners understand moderately complex instructions for note-taking.

[Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has a list of links to listening resources and note-taking strategies from SFU and other universities. (Note: This resource also appears in ELSA 6 Unit 8).

Uses: Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

[Literacy and Essential Skills – Human Resources and Skills Development Canada](#)

This site contains information, examples, and resources for assessing and practicing the nine essential skills in Canada. There are links to definitions of the skills, exercises, videos, podcasts, and more.

Uses: Learners access information online and use the resources to explore, define, and practice essential skills.

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

This resource includes information about the writing process, structural considerations, patterns of composition, etc. The lists are organized by process, structure, and patterns.

Uses: Learners access the site to find supporting lessons for the writing needs of the unit.

[Research and Reading – Study Guides and Strategies](#)

This page has links to excellent resources for researching online, evaluating website content, organizing research, summarizing and more.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[The Seven Steps of the Research Process – Cornell University](#)

This page gives an excellent overview of the research process with links to further information about each step. (Note: This resource also appears in ELSA 6 Unit 9).

Uses: Learners summarize and apply suggestions to essay research.

[Writing with Statistics – Purdue Online Writing Lab](#)

This page is the overview to an online lesson about writing with statistics. The lesson includes sections on descriptive statistics, inferential statistics, using visuals/statistics, and more.

Uses: Learners complete lesson online or in class to support presentation skills and planning.

Teamwork Skills

[Consensus Building Principles – RESOLVE](#)

This article outlines the process of building consensus within a group discussion. It offers four principles to help negotiate different positions, interests, and issues around a common problem.

Uses: Learners summarize the principles to support group consensus strategies.

[Building Consensus for a Sustainable Future: Guiding Principles – The Foreign Policy Committee of the National Round Table on the Environment and the Economy](#)

This 26-page document outlines the results of a meeting of Canadians from all regions and sectors to build consensus towards achieving goals for sustainable social development in Canada.

Uses: Learners write 3 or 4 connected paragraphs to provide a detailed description of a given section of the document.

[Group Decision Making – University of Waterloo](#)

This excellent resource outlines the basics of group decision making, (different methods and examples) and has links to further resources on the topic. The page also includes a link to listen to an audio version of the article.

Use: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[How to Run an Effective Meeting – wikiHow](#)

This wiki provides the steps to effective meetings, a good video, required material, tips, warnings, and more.

Uses: Learners summarize steps and apply to small group discussions or meetings.

[Short Guide to Consensus Building – Massachusetts Institute of Technology](#)

This comprehensive reading is an alternative to Robert's Rules of Order. It outlines definitions, steps to consensus, and procedures for various meetings.

Uses: Learners summarize a given section and apply to group discussions or meetings.

[Types of Consensus Building – Resolve](#)

This page outlines the facilitative/evaluative processes of consensus building. The website also offers principles, stages, tools, reports, a blog, and more.

Uses: Learners navigate the website to find information, take notes, and apply to group discussions or meetings.

Vocabulary Building Skills

[Coherence: Use of Transitions – Northland Community and Technical College](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access list to support presentation preparation.

[Discourse Markers – University of Warwick](#)

This page has extensive information about discourse markers with supporting examples throughout. The page also has links to further information and examples.

[Discourse Markers: Linking Your Ideas in English – About.com](#)

This article gives an overview of discourse markers and use with supporting examples. The page also has links to further related resources.

Uses: Learners incorporate discourse markers into presentations to describe and explain structures, systems, or processes based on research.

[Transition Words Connect Ideas – Language Portal of Canada](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access list to support presentation preparation.

[Transitional Words and Phrases – Memorial University of Newfoundland](#)

This pdf has a comprehensive list of transitional language organized by function. (Note: This resource also appears in ELSA 6 Unit 9).

Uses: Learners use this resource to compliment essay writing skills.

Online Resources Troubleshooting Guide

Dead Link? Page has moved? I clicked on it and nothing happened!

An unfortunate characteristic of online resources is their tendency to move around and, sometimes, disappear completely! One of the worst offenders is CBC. Over the past two years, they have redesigned their website three times, changing the web addresses of their videos and articles each time. A site like YouTube is far more reliable in terms of addresses staying constant, but videos can disappear or be discontinued with no warning. All this makes life frustrating when you are trying to plan lessons and reuse material that has worked well before.

Here are some tips to help:

General Internet Resources

If the resource you are looking for is on the internet at large (and not on a site like CBC or YouTube), then a Google search will help if the link doesn't work. For example, let's presume you are looking for [Danielle Duplassie, MA, PhD – The SMART Principle for Reaching Your Goals and Resolutions](#).

If the link in the curriculum doesn't work, you can find the article by doing either of the following:

- Highlight, right click, and copy the resource heading from the curriculum. Go to www.google.ca, right click, and paste the heading into the search field. The resource should appear in the search results.
- Use key words from the resource in your Google search, ex: *duplassie smart principle goals resolutions*. This should yield the same results.

If these techniques don't reveal the resource, it has most likely been removed completely. In this case, take out any key words that indicate authorship, include all other content words, and search again: *smart principle reaching goals resolutions*. This will usually lead you to an acceptable replacement resource if the original is gone.

Site Specific Resources

Many of the resources in this curriculum are found on large websites like CBC, YouTube, Wikipedia, SFU, etc. If the trouble is with a resource on a site like these, Google will work the same as above, but you may have better results by going to the host website first.

For example, let's presume you are looking for [The Brain that Changes Itself \(Nov. 28, 2008, 43:38\) – The Nature of Things](#).

Find the host site with a Google search, go to the host site (in this case *CBC*), find the search field on the home page, and search for the key words in the title of the resource: *brain changes itself*. If this doesn't reveal the resource, it has most likely been removed completely. In this case, return to Google and try the steps from the first example above to find an acceptable replacement resource.

The internet can be very fruitful and frustrating – always remember to keep watch for complimentary/replacement resources while you search. New material is added to the web every second! Also, consider watching the following two videos from YouTube, and if the links below don't work, see the tips above. ☺

[Advanced and Alternative Internet Searches \(Oct. 23, 2010, 12:02\)](#)

This YouTube video gives an excellent overview of advanced searches and the use of a variety of search engines including Wikipedia.

[Internet Tools & Uses: How to Conduct an Advanced Internet Search \(Dec. 30, 2008, 2:57\)](#)

This YouTube video gives an excellent overview of advanced Google searches