

ALBERTA LINC 5 CURRICULUM

**Linking Canadian Language
Benchmarks to Essential Skills**
with an Implementation Guide for Instructors



Developed by



Funded by Citizenship and Immigration Canada

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with an Implementation Guide for Instructors

March 2008
Anne Capune

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For Additional Copies

Contact: CLB/LINC Projects Office
2nd Floor, Sacred Heart School
9624 - 108 Ave.
Edmonton, Alberta T5H 1A4

Attention: Justine Lackton, Projects Office Facilitator

Email: lacktonj@ecsd.net

Telephone: (780) 944-2000 ext. 347

Fax: (780) 944-2196

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Educational Resources:

<http://www.norquest.ca/corporate/edresources/index.htm>

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ISBN 978-0-9686474-3-1

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Acknowledgements

The author/developer would like to express thanks and appreciation to the following people who assisted in this project:

Curriculum Team

NorQuest College

Anna De Luca, Dean of Language Training and Adult Literacy

Denise Delong, Project Manager

Friedemann Poetzsch, Writer

Thu Vu, Consultant

Provincial Focus Group Participants

Edmonton

Laurie Hauer, *Edmonton Mennonite Centre for Newcomers*

Paul Holmes, *NorQuest College*

Christine Land, *ASSIST Community Services Centre*

Neil MacDonald, *Catholic Social Services*

Terry McLean, *MacEwan College*

Barbara Penner, *NorQuest College*

Friedemann Poetzsch, *NorQuest College*

Georgia Ramos, *NorQuest College*

Judy Sillito, *Edmonton Mennonite Centre for Newcomers*

Thu Vu, *NorQuest College*

Calgary

Rita Andersson, *Bow Valley College*

Susan Appleby, *Maple Leaf Academy*

Despina Faye Azmy, *Bow Valley College*

Grant Clayton, *Maple Leaf Academy*

Terese de Carle, *Maple Leaf Academy*

Penny Koutsikaloudis, *Maple Leaf Academy*

Katharine Leonard, *Bow Valley College*

Shannon Lu, *Bow Valley College*

Laurel Madro, *Bow Valley College*

Joel Pearson, *Maple Leaf Academy*

Lori Robb, *Chinook Learning Services*

Sandi Somers, *Bow Valley College*

Mark Tait, *Maple Leaf Academy*

*Thanks to Grant Sorenson, *Bow Valley College*, and Erva Sherwood, *Maple Leaf Academy*, for arranging focus group sessions

NorQuest College Students

Wei Lin Long
Aleksander Malotaj
Saffa Mohamed Ali
Thi Thanh Truc
Xiang Ran
Elena Varvachtian

Provincial Readers/Reviewers

Terese de Carle, *Maple Leaf Academy*
Wendy Ilott, *NorQuest College*
Christine Land, *ASSIST Community Services Centre*
Monica Laskoski, *Edmonton Catholic Schools*
Justine Light, *NorQuest College*
Barbara Penner, *NorQuest College*
Lori Robb, *Chinook Learning Services*
Judy Sillito, *Edmonton Mennonite Centre for Newcomers*
Sandi Somers, *Bow Valley College*

*Thanks to Bow Valley College and Edmonton Catholic Schools for piloting

Others

Individuals who provided feedback, advice, and assistance:
Dawn Seabrook de Vargas, *Alberta Workforce Essential Skills*
Erwin Ens, *NorQuest College*
Tom Jiry, *NorQuest College*
Gayle Taylor, *CIC Edmonton*
Connie Volger, *NorQuest College*
Dorte Weber, *NorQuest College*
Jim Zalcik, *NorQuest College*

Editing and Proofreading

Sandra Kram, *NorQuest College*
Barbara Penner, *NorQuest College*
Justine Light, *NorQuest College*

Graphics and Layout

Shannon Pregitzer, *NorQuest College*
Chantayne Tierling, *NorQuest College*

Special thanks to Citizenship and Immigration Canada in Alberta for supporting and funding this project

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Overview

Introduction

Language Instruction for Newcomers to Canada (LINC) was created to provide basic language instruction to adult newcomers. In addition, it has a mandate to facilitate the settlement and integration of immigrants and refugees into the Canadian way of life.

In 2006, Citizenship and Immigration Canada (CIC) contracted NorQuest College’s Language Training and Adult Literacy Division to develop and deliver a LINC 5 curriculum that would be used as a model in LINC programs in the province. This resulted in an expansion to the existing levels 1 to 4 and extended the LINC grid in Alberta to LINC 5.

Adhering to the *National LINC Placement Grid* (see below) approved in February 2007, LINC 5 is based on the Canadian Language Benchmarks (CLB) level 6 for listening and speaking, and CLB 5 for reading and writing.

National Language Instruction for Newcomers to Canada – Placement Grid¹

Skill Area	LINC 1 (CLB 1)	LINC 2 (CLB 2)	LINC 3 (CLB 3, 4)		LINC 4 (CLB 4, 5)	LINC 5 (CLB 5, 6)	LINC 6 (CLB 6, 7)	LINC 7 (CLB 7, 8)
Speaking	Entry	pre CLB 1	2	3, 4	5	6	7	8
	Objectives*	CLB 1	2	3, 4	5	6	7	8
	Exit	CLB 1	2	4	5	6	7	8
Listening	Entry	pre CLB 1	2	3, 4	5	6	7	8
	Objectives*	CLB 1	2	3, 4	5	6	7	8
	Exit	CLB 1	2	4	5	6	7	8
Reading	Entry	pre CLB 1	2	3	4	5	6	7, 8
	Objectives*	CLB 1	2	3	4	5	6	7, 8
	Exit	CLB 1	2	3	4	5	6	8
Writing	Entry	pre CLB 1	2	3	4	5	6	7, 8
	Objectives*	CLB 1	2	3	4	5	6	7, 8
	Exit	CLB 1	2	3	4	5	6	8

¹ National operational guidelines as approved February 2007

* Curriculum objectives

LINC 5 is designed to respond to the increasing numbers of immigrants who are entering Canada with higher levels of education and are testing at a CLB 5 level or higher. Despite their higher levels, these immigrants may still have skill gaps or language barriers that prevent them from entering a training program or post-secondary institution, or landing a job in their chosen field.

NorQuest's Academic Enrichment for College/University course in the ESL Intensive program served as a model for this LINC level. Academic Enrichment (AE) is an academic and career-based preparation course for post-secondary entry that has the goal of raising CLB skill levels to CLB 8 or better. Academic Enrichment encourages self-directed study and career research. These principles have been adapted to the LINC 5 level. Additionally, the appropriate workplace and community Essential Skills (ES) have been woven into the LINC 5 course to better prepare students for further education or entry into the labour market, as well as participation in Canadian community life.

The tasks, topics, resources, and approaches presented in this curriculum were informed by provincial focus groups comprised of instructors, coordinators, assessors, and students. In addition, parts or all of the curriculum were read and reviewed by provincial readers at different stages of its development. The curriculum was also piloted by three different instructors during LINC terms at NorQuest College. Piloting also occurred at Bow Valley College in Calgary and at Edmonton Catholic Schools.

Course Structure

LINC 5 uses two national skills standards:

- Canadian Language Benchmarks
- Human Resources and Skills Development Canada's (HRSDC) Essential Skills for the Workplace

The CLB describes second language learners' proficiency and communicative effectiveness in the areas of listening, speaking, reading, and writing. The ES are "enabling skills." These are transferable skills that help learners develop the ability to participate in the workplace and community. The nine essential skills defined by HRSDC are:

1. Reading Text
2. Document Use
3. Writing
4. Numeracy

5. Oral Communication
6. Thinking Skills
 - Problem Solving
 - Decision Making
 - Critical Thinking
 - Job Task Planning and Organizing
 - Significant Use of Memory
 - Finding Information
7. Working with Others
8. Computer Use
9. Continuous Learning

LINC 5 is designed to meet the goals and objectives of CLB 6 for listening and speaking, and CLB 5 for reading and writing. In the curriculum, the general learning outcomes, the specific learning outcomes, the performance conditions, the performance indicators, and some sample tasks are based on *Canadian Language Benchmarks 2000* and *Companion Tables to the Canadian Language Benchmarks 2000*.

There are also additional tasks and text ideas at the end of each section (listening, speaking, reading, and writing). Some of these tasks are based on *Canadian Language Benchmarks 2000: Additional Sample Task Ideas* and *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework* (CLB and ES Comparative Framework).

Essential Skills from the CLB and ES Comparative Framework, as well as other Essential Skills identified by HRSDC, are threaded throughout the LINC 5 curriculum. These Essential Skills, important for success in all occupations and social life in Canada, complement and supplement the CLB language competencies.

From the CLB and ES Comparative Framework, the LINC 5 curriculum incorporates some of the functions, descriptions, and sample tasks in:

- ES Oral Communication Level 1
- ES Reading Text Level 1 and Level 2
- ES Writing Level 1 and Level 2
- ES Document Use Level 1 and Level 2

The following tables show the approximate CLB levels for the ES levels:

ES Oral Communication Level 1	
CLB Speaking	5–6
CLB Listening	5–7

ES Reading Level 1	
CLB Reading	3–5
ES Reading Level 2	
CLB Reading	6

ES Writing Level 1	
CLB Writing	4–5
ES Writing Level 2	
CLB Writing	6–7

ES Document Use Level 1	
CLB Reading and Writing	3–5
ES Document Use Level 2	
CLB Reading and Writing	5–6

Course Focus and Outcomes

The focus of the course is on learners enhancing their listening and reading comprehension to write and speak clearly and effectively in social, workplace, or academic situations. This is done by intentional instruction to address learners’ skill gaps between receptive (listening and reading) and productive skills (writing and oral communication). The course assists learners in strengthening their oral, listening, and vocabulary skills, including the use of everyday expressions and idioms. The course also develops grammar, reading, and writing while allowing learners some choice in practice tasks relevant to them (community, academic, or workplace).

Additionally, the course is based on the four HRSDC Essential Skills that relate directly to language proficiency: oral communication, reading text, writing, and document use. Some of the other Essential Skills that are more broad-based, such as working with others, thinking skills, numeracy, and computer use, are also included. All of these Essential Skills have been selected to introduce ES-related workplace and community content, tasks, and materials into the CLB context. The course thus develops learners’ understanding of Essential Skills and strengthens their abilities to carry out workplace and life tasks.

Outcomes-Based Education

The LINC 5 curriculum adheres to NorQuest College’s outcomes-based approach, which was begun in 2000. Outcomes-based education (OBE) emphasizes the knowledge and skills that learners will need to apply once the course is completed, rather than stressing content, which is the focal point of a traditional content-based curriculum. OBE considers the application of learning beyond the course to ensure that the content and competencies of the course fit with the demands learners will experience. As part of OBE, the LINC 5 course will also assist learners to develop and strengthen strategies by which they will advance along an independent learner continuum.

Using the General and Specific Learning Outcomes, Performance Conditions and Indicators, Links to ES, and Sample Tasks

General Learning Outcomes (GLO)	<ul style="list-style-type: none"> Describe what learners will be able to do upon successful completion of the course. “When the course is finished, learners will demonstrate the ability to...” Summative tasks can be used to assess these outcomes. For example, if the GLO is that learners will be able to prepare and leave a voicemail message, the summative task will be to demonstrate leaving a voicemail message.
Specific Learning Outcomes (SLO)	<ul style="list-style-type: none"> Describe the skills and knowledge that need to be developed by learners if they are to successfully master the general learning outcomes. “Learners will develop the ability to ...”
Performance Conditions	<ul style="list-style-type: none"> Describe situations and limitations that apply to the GLOs.
Performance Indicators	<ul style="list-style-type: none"> Describe guides and criteria to assess the SLO competency.
Sample Tasks	<ul style="list-style-type: none"> Provide examples of activities and texts to assist the instructor in developing learners’ skills in the SLOs.
Links to ES	<ul style="list-style-type: none"> Describe functions, tasks, or texts from an ES context that could be used by an instructor to develop learners’ skills.



ALBERTA LINC 5 CURRICULUM

Outcomes and Sample Tasks



LINC 5 Listening

General Learning Outcomes (CLB 6)

Learners will be able to:

- Follow spoken instructions
- Comprehend conversations and spoken information
- Identify main ideas, factual details, and inferred meanings
- Take notes/messages in point form
- Identify common body language and Canadian gestures
- Evaluate a speaker’s message (inferred meaning and register)

Performance Conditions for Tasks (CLB 6)

- Speech is clear and at a slower to normal rate.
- Listening texts are moderately short (2 to 5 minutes) and are given on familiar everyday, workplace, or academic topics. The length of discourse is up to 10 minutes.
- Topic is concrete and familiar.
- Communication is live or recorded.
- Learners may need one to two repetitions of the listening text.

Specific Learning Outcomes (CLB 6)

Learners will develop the ability to:

1. Follow a set of instructions with seven to ten steps where the order must be inferred
2. Identify keywords, main ideas, and important supporting details in a conversation, group interaction, media clip, or presentation
3. Take notes from short recorded messages
4. Identify details and a speaker’s purpose in suggestions, advice, encouragement, and requests
5. Determine the social register (level of formality, language of social group) used in conversations, and identify the inferred meanings and mood/attitude of the participants

Link to ES Oral Communication (CLB/ES Comparative Framework)

Level 1 Functions:

- Respond to daily questions
- Obtain specific information
- Follow simple instructions
- Participate in routine meetings
- Receive short routine recorded messages
- Coordinate work with others (one or two)

SLO 1: Follow a set of instructions with seven to ten steps where the order must be inferred.

Sample Tasks	Performance Indicators
<p>1. Listen to instructions on a relevant process or procedure (applying for Student Finance Board, applying to a college, completing a computer task).</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information • Follow simple instructions • Coordinate work with others 	<ul style="list-style-type: none"> • Identifies sequence markers to understand steps • Extracts details • Checks information within a group if necessary • Writes down the order using point form (80% accuracy)

SLO 2: Identify key words, main ideas, and important supporting details in a conversation, group interaction, media clip, or presentation.

Sample Tasks	Performance Indicators
<p>1. Listen to various media clips (TV, radio, podcast, film, documentary).</p> <p>2. Listen to live or recorded conversations, meetings, or group interactions.</p> <p>3. Listen to short live or recorded presentations/lectures.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information • Coordinate work with others 	<ul style="list-style-type: none"> • Identifies main ideas and supporting details • Identifies key vocabulary • Checks information with a peer group if necessary • Answers 7 out of 10 comprehension questions correctly (short answer, true and false) • Takes notes in point form to answer comprehension questions

SLO 3: Take notes from short recorded messages.	
Sample Tasks	Performance Indicators
<p>1. Listen to a recorded message (businesses such as banks, retail stores).</p> <p>2. Listen to voicemail.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information • Follow simple instructions • Receive short routine recorded messages 	<ul style="list-style-type: none"> • Extracts important details • Identifies situation and relationship between speaker and listener • Identifies mood/attitude of speaker from tone and intonation • Clarifies and corrects information by replaying message • Takes notes in point form to give to another person (80% accuracy)

SLO 4: Identify details and a speaker’s purpose in suggestions, advice, encouragement, and requests.	
Sample Tasks	Performance Indicators
<p>1. Listen to various media clips (TV, radio, podcast, film) where speakers are giving advice and encouragement, or making requests (infomercial, home improvement shows, Dr. Phil/Oprah, PBS fundraising, phone-in advice shows).</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information 	<ul style="list-style-type: none"> • Identifies main ideas and factual details • Identifies inferred meanings • Identifies mood/attitude of speaker from tone and intonation • Answers 7 out of 10 comprehension questions correctly (short answer, true and false) • Takes notes in point form to answer comprehension questions

SLO 5: Determine the social register used in conversations and identify the inferred meanings and mood/attitude of the participants.	
Sample Tasks	Performance Indicators
<p>1. Listen to various media clips of one-on-one or multiple interviews (TV/radio celebrity interviews, phone-in shows with many speakers, Speaker’s Corner on Access TV).</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information 	<ul style="list-style-type: none"> • Identifies the topic of conversation • Identifies inferred meanings • Determines the social register used • Identifies the mood/attitude of participants • Recognizes the meaning of common body language and gestures, if visual

Additional Listening Task and Text Ideas from CLB (Community, Study/Academic, Workplace) and ES	
Community	<ul style="list-style-type: none"> Attend a community association meeting and take notes. Present main ideas and important details. Listen to oral instructions on a website or video/DVD (e.g., how to build or make something). Repeat the information back in detail to a partner.
Study/Academic	<ul style="list-style-type: none"> Listen to recorded instructions outlining registration procedures at a college/university. Take notes and sequence the process. Listen to information on a bank website about mortgages, bank rates, or RSPs (podcast). Identify key words and main ideas in notes.
Workplace	<ul style="list-style-type: none"> Follow instructions and details in a group project. Write a short report on who is doing what task. Listen to and observe workplace communication (e.g., while waiting at a bank or doctor's office, or job shadowing). Present information.
Essential Skills	<ul style="list-style-type: none"> Listen to two-way radios to receive a message. Record the information. Listen to and answer questions about a business, and help customers find products by listening to and identifying product details in their requests.

LINC 5 Speaking

General Learning Outcomes (CLB 6)

Learners will be able to:

- Give and ask for instructions with connected speech
- Express/respond to courtesies
- Express suggestions, predictions, recommendations, and requests
- Use the phone appropriately and professionally
- Participate in one-on-one and group conversations
- Solve communication problems
- Summarize, paraphrase, and analyze information
- Prepare and deliver research findings in a presentation
- Speak clearly and effectively with some errors (get to the point)
- Use appropriate body language and gestures

Performance Conditions for Tasks (CLB 6)

- Speech is clear and at a slow to normal rate.
- Interaction is face-to-face or on the phone with familiar and unfamiliar individuals, or groups of three to five people.
- Topic is familiar, and learner is given time to partially prepare the conversation.
- Interaction ranges from informal to more formal in a social, workplace, or academic situation.
- Presentation is 5 to 7 minutes.

Specific Learning Outcomes (CLB 6)

Learners will develop the ability to:

1. Give and ask for instructions on routines, processes, procedures, or technical tasks
2. Initiate, maintain, and close a short formal and informal conversation
3. Express and respond to apologies, regrets, excuses, and gratitude in a social conversation
4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research
5. Answer the phone professionally; ask for information and leave messages (live and on voicemail)
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue
7. Clarify, explain, or elaborate to solve a misunderstanding
8. Summarize, paraphrase, and critically analyze information presented orally
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail
10. Identify own pronunciation problems and apply strategies to correct sounds, stress, intonation, volume, pacing, and gestures

Link to ES Oral Communication (CLB/ES Comparative Framework)

Level 1 Functions:

- Give a simple greeting
- Respond to daily questions
- Obtain specific information
- Give simple instructions
- Participate in routine meetings
- Leave short routine recorded messages
- Coordinate work with others (one or two)

SLO 1: Give and ask for instructions on routines, processes, procedures, or technical tasks.	
Sample Tasks	Performance Indicators
<p>1. Prepare and give a set of instructions on simple daily activities/routines (directions to a business, changing an outgoing voicemail message).</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Respond to daily questions • Obtain specific information • Give simple instructions 	<ul style="list-style-type: none"> • Uses correct sequence of steps (with markers) • Uses correct stress and intonation • Allows a listener to follow and take notes

SLO 2: Initiate, maintain, and close a short formal and informal conversation.	
Sample Tasks	Performance Indicators
<p>1. Role-play a request for a meeting with a student advisor (formal).</p> <p>2. Role-play talking to someone you know in a cafeteria line or at a bus stop (informal).</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Give a simple greeting • Respond to daily questions • Obtain specific information 	<ul style="list-style-type: none"> • Initiates conversation with a greeting • Maintains conversation by making request, getting information, or making small talk • Closes conversation after approximately 1 to 2 minutes in three customary steps (pre-closing, closing, and leave-taking) • Uses appropriate non-verbal language and gestures

SLO 3: Express and respond to apologies, regrets, excuses, and gratitude in a social conversation.	
Sample Tasks	Performance Indicators
<p>1. Role-play having to refuse an invitation from a co-worker for a meal/drink after work.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Respond to daily questions • Obtain specific information 	<ul style="list-style-type: none"> • Expresses and responds to situation using correct courtesies (apology, regret, excuse, gratitude) • Uses appropriate non-verbal language and gestures

SLO 4: Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.	
Sample Tasks	Performance Indicators
<p>1. Prepare and present a proposal about fundraising for a non-profit organization during a meeting/discussion.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Respond to daily questions • Obtain specific information • Give simple instructions 	<ul style="list-style-type: none"> • Makes suggestions, predictions, recommendations, and requests using appropriate modals and modal expressions • Uses persuasive reasons or factual research • Uses appropriate non-verbal language and gestures

SLO 5: Answer the phone professionally; ask for information and leave messages (live and on voicemail).	
Sample Tasks	Performance Indicators
<p>1. Prepare and give weekly live or voicemail reports on the progress of a project.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Give a simple greeting • Respond to daily questions • Obtain specific information • Leave short routine recorded messages 	<ul style="list-style-type: none"> • Answers phone appropriately mentioning personal name and organization • Greets caller appropriately • Clarifies and confirms accuracy of information (if live) • Closes conversation appropriately • Leaves personal name and organization, and date/time (for voicemail) • Leaves all necessary details in voicemail with contact number at end

SLO 6: Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.	
Sample Tasks	Performance Indicators
<p>1. Role-play a condominium association meeting where members are discussing whether or not to have a group garage sale in the condo complex (voting takes place at end).</p> <p>2. Plan a group field trip or project where options are discussed and eventually voted on.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information • Coordinate work with others 	<ul style="list-style-type: none"> • Indicates partial comprehension by asking clarifying questions • Takes turns, while interrupting appropriately • Expresses obligation, ability, or certainty • Encourages conversation by supportive comments or questions (What do you think?) • Adjusts and matches pace, volume, and intonation of speech needed to sustain a group's attention • Uses appropriate non-verbal language and gestures • Avoids answering questions, where appropriate

SLO 7: Clarify, explain, or elaborate to solve a misunderstanding.	
Sample Tasks	Performance Indicators
<p>1. Role-play a situation where there is a communication problem (wrong date for a meeting, wrong directions to a building, wrong procedures).</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information 	<ul style="list-style-type: none"> • Asks clarifying questions to confirm accuracy/inaccuracy of information • Obtains correct information • Resolves misunderstanding in a positive manner (apology, regret)

SLO 8: Summarize, paraphrase, and critically analyze information presented orally.	
Sample Tasks	Performance Indicators
<p>1. Listen to recorded information (news, commercial, media release, Internet) and prepare a summary, which is presented to a partner or group. The partner/group takes notes from the spoken summary. When done, the original recording is played to all, and the notes are corrected together.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information • Coordinate work with others 	<ul style="list-style-type: none"> • Presents coherent summary in connected discourse • Uses accurate and detailed examples and/or descriptions • Speaks with appropriate eye contact, non-verbal language, voice volume, pace, and intonation

SLO 9: Prepare and present research on a community, workplace, or academic topic/issue in some detail.	
Sample Tasks	Performance Indicators
<p>1. Prepare and give a researched presentation on a topic or issue with main ideas and details (community, academic, workplace). Presentation is recorded (video) for self-evaluation.</p> <p>ES Functions:</p> <ul style="list-style-type: none"> • Obtain specific information 	<ul style="list-style-type: none"> • Uses an introduction, development, and conclusion • Uses logical connectors (first, next, finally) • Explains unfamiliar vocabulary • Provides detailed and accurate descriptions and examples • Speaks with appropriate eye contact, non-verbal language, voice volume, pace, and intonation

SLO 10: Identify own pronunciation problems and apply strategies to correct sounds, stress, intonation, volume, pacing, and gestures.	
Sample Tasks	Performance Indicators
<p>1. Choose and transcribe a TV or radio commercial. Identify and reiterate correct stress, reductions, intonation, volume, and pace. Record own version of the same script and compare with the original.</p>	<ul style="list-style-type: none"> • Identifies pronunciation problems with instructor’s assistance if needed • Uses instruction from instructor to practise and correct problems • Maintains a log of pronunciation problems and reports on practice and progress • Works with other students who may have similar problems (study group)

Additional Speaking Task and Text Ideas from CLB (Community, Study/Academic, Workplace) and ES	
Community	<ul style="list-style-type: none"> • Call a library and find out if they have programs for ESL students. Take notes and present information. • Respond to questions and provide explanations in a parent-teacher interview.
Study/Academic	<ul style="list-style-type: none"> • Watch a Canadian newscast. Take brief notes and then discuss the stories in a group. • Research and present information about a Canadian topic using PowerPoint to another class (e.g., geography, a city, a famous person, a business/industry).
Workplace	<ul style="list-style-type: none"> • Prepare and answer common interview questions about educational background, work experience, and personal qualities. Videotape for self or group evaluation. • Prepare a standard survey form and interview individuals about a workplace issue (e.g., vacation schedule, flex-time policy).
Essential Skills	<ul style="list-style-type: none"> • Talk to customers by phone and in person to quote rates and sell items using price lists and catalogues. Provide information about upcoming events to customers. • Give information and announcements over a public address system.

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LINC 5 Reading

General Learning Outcomes (CLB 5)

Learners will be able to:

- Read various text types and formats (informational, instructional, prose)
- Access and locate specific information within a text (information search)
- Identify main ideas and factual details in articles, reports, and stories
- Recognize inferred meanings in personal and public messages
- Take notes in point form from text as needed
- Increase reading speed and comprehension

Performance Conditions for Tasks (CLB 5)

- Text is two to three paragraphs long, printed or electronic.
- Topic and content are related to familiar and partly predictable situations.
- Text is moderately complex, easy to read, and well-organized in a standard format.
- Text types include newspaper and encyclopedia articles, educational content/materials, stories, and short reports.
- Language is mostly concrete with few abstract words or idioms.
- Pictures/graphics occasionally accompany text.

Specific Learning Outcomes (CLB 5)

Learners will develop the ability to:

1. Locate required information in formatted and continuous text
2. Follow written instructions with seven to ten steps
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts
4. Identify factual details and inferred meanings in notes, email, and letters (personal and public)
5. Use the reading strategies of preview, skim, and scan to read faster with improved comprehension

Link to ES Reading Level 1 (CLB/ES Comparative Framework)

Level 1 Descriptions:

- Read short texts to find one piece of information
- Follow simple written directions

Link to ES Reading Level 2 (CLB/ES Comparative Framework)

Level 2 Descriptions:

- Read more complex texts to find one piece of information
- Read simpler texts to find several pieces of information
- Make simple inferences

Link to ES Document Use Level 1 (CLB/ES Comparative Framework)

Level 1 Descriptions:

- Use information in the form in which it is found

Link to ES Document Use Level 2 (CLB/ES Comparative Framework)

Level 2 – Document Complexity and Information Search Criteria

- Use one document or multiple documents of the same type
- Find one or more pieces of information using one or two search criteria (e.g., using headings to find the entrees on a restaurant menu)
- Make consecutive searches with the same one or two search criteria (e.g., using a phone book to find addresses for several people)
- Make simple inferences

SLO 1: Locate required information in formatted and continuous text.	
Sample Tasks	Performance Indicators
<p>1. Look up various types of ads (jobs, accommodation, vehicles) in print or on the Internet (<i>Edmonton Journal</i>, eBay, <i>Bargain Finder</i>).</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Read short/more complex texts to find one piece of information • Read simpler texts to find several pieces of information • Use one document or multiple documents of the same type • Find one or more pieces of information using one or two search criteria • Make consecutive searches with the same one or two search criteria 	<ul style="list-style-type: none"> • Finds two or three ads of interest by scanning • Finds factual details by skimming • Takes notes to compare and contrast details (cost, location, salary, etc.) • Uses information gained to make a decision or suggestion

SLO 2: Follow written instructions with seven to ten steps.	
Sample Tasks	Performance Indicators
<p>1. Read and follow instructions on how to find information on a website, or how to find a location on a map.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Follow simple written directions • Use information in the form in which it is found 	<ul style="list-style-type: none"> • Follows instructions • Carries out task

SLO 3: Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.	
Sample Tasks	Performance Indicators
<p>1. Read a short newspaper article, business report, or literary text.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Read simpler texts to find several pieces of information • Use one document type • Make simple inferences 	<ul style="list-style-type: none"> • Identifies main idea and key details • Identifies purpose of text • Identifies factual details and inferred meanings (answers 7 out of 10 comprehension questions correctly) • Guesses meaning of words/expressions • Predicts what will happen next in the text • Summarizes orally with some accuracy

SLO 4: Identify factual details and inferred meanings in notes, email, and letters (personal and public).	
Sample Tasks	Performance Indicators
<p>1. Read workplace communication that is personal and public (all users messages).</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Read simpler texts to find several pieces of information • Use one document type • Make simple inferences 	<ul style="list-style-type: none"> • Identifies factual details and inferred meanings • Identifies purpose of text • Predicts context • Identifies reader-writer relationship and attitude/tone of writer

SLO 5: Use the reading strategies of preview, skim, and scan to read faster with improved comprehension.	
Sample Tasks	Performance Indicators
<p>1. Read an article from a newspaper, a newsletter, or a webpage within a short time limit and answer questions.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Read simpler texts to find several pieces of information • Use one document type 	<ul style="list-style-type: none"> • Previews before reading to predict topic and context • Scans to identify main idea • Skims for factual details • Answers 7 out of 10 comprehension questions correctly

Additional Reading Task and Text Ideas from CLB (Community, Study/Academic, Workplace) and ES	
Community	<ul style="list-style-type: none"> • Use the White/Yellow Pages to find the phone number of a medi-centre in the neighbourhood. Call and find out the hours of opening and post this information in the classroom. • Find information (e.g., book or magazine titles) in a computerized library catalogue. Write down the call number and location.
Study/Academic	<ul style="list-style-type: none"> • Read a brochure about a training, college, or university program. Summarize and present the information. • Access and locate information through tables of content, indexes, and glossaries in a university, college, or continuing education calendar.
Workplace	<ul style="list-style-type: none"> • Read and explain the organizational chart of a company or agency that is an attractive employer to work for. • Read a brochure on company benefits. Summarize and explain.
Essential Skills	<ul style="list-style-type: none"> • Read notes from a supervisor/co-worker on an earlier shift that provide a status report or description of tasks not completed. • Read health and safety posters or brochures to know about safe working practices on the job. Explain to a partner.

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LINC 5 Writing

General Learning Outcomes (CLB 5)

Learners will be able to:

- Fill out forms accurately and legibly
- Take notes in point form
- Paraphrase text
- Convey an idea, opinion, or feeling in short paragraphs
- Complete short routine reports
- Convey personal and business notes, messages, and letters
- Identify and apply the level of formality required for different audiences
- Develop word-processing skills if needed

Performance Conditions for Tasks (CLB 5)

- Forms are 20 to 30 items long.
- Text used for note-taking is up to one page long with clear layout.
- Topics are of everyday immediate relevance and range from informal to more formal situations.
- Texts/letters are generally one or two paragraphs long.
- Personal notes/messages are short: three to five sentences long or point form.

Specific Learning Outcomes (CLB 5)

Learners will develop the ability to:

1. Fill out forms with necessary information
2. Reduce a page of information to point-form structure
3. Paraphrase one or two paragraphs of information
4. Write one or two paragraphs to relate an event, give a description, or explain reasons
5. Write one or two paragraphs reporting on the status of a project
6. Write personal and business notes, email, and short letters
7. Improve keyboarding and word-processing skills as needed, and identify computer programs required for future jobs/careers

Link to ES Writing (CLB/ES Comparative Framework)

Level 1 Descriptions:

- Write short notes (less than a paragraph)
- Intend to organize, remind, or inform
- Write informally for a familiar audience
- Use set format or write information for which format is not important

Link to ES Writing (CLB/ES Comparative Framework)

Level 2 Descriptions:

- Write a paragraph or longer for a variety of purposes
- Write more formally for an unfamiliar audience
- Use tone that is appropriate for the situation (e.g., friendly, respectful)
- Write texts for which templates or models are available (e.g., letters, memos)
- Write routine information

SLO 1: Fill out forms with necessary information.

Sample Tasks	Performance Indicators
<p>1. Fill out everyday and workplace forms (Worker’s Report of Injury, job application, credit card application, medical history form).</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Write more formally for an unfamiliar audience • Use tone that is appropriate for the situation • Use set format • Write routine information 	<ul style="list-style-type: none"> • Completes required parts of form • Spells and punctuates correctly with few errors • Writes legibly

SLO 2: Reduce a page of information to point-form structure.	
Sample Tasks	Performance Indicators
<p>1. Make notes from a newspaper or magazine article using a computer.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Write more formally for an unfamiliar audience • Use set format 	<ul style="list-style-type: none"> • Provides seven to ten important points • Demonstrates paraphrasing and use of point-form structure • Uses formatting for notes (bullets) • Records information accurately

SLO 3: Paraphrase one or two paragraphs of information.	
Sample Tasks	Performance Indicators
<p>1. Read a story, article, or report and paraphrase the main ideas and details.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Write a paragraph or longer for a variety of purposes • Write more formally for an unfamiliar audience 	<ul style="list-style-type: none"> • Reduces information to main points with accurate details • Demonstrates paraphrasing • Demonstrates correct simple structures, vocabulary, spelling, and punctuation with few errors

SLO 4: Write one or two paragraphs to relate an event, give a description, or explain reasons.	
Sample Tasks	Performance Indicators
<p>1. Relate an event, incident, or story.</p> <p>2. Describe a person, object, scene, process, or routine, or a situation from experience.</p> <p>3. Give reasons for a decision.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Write a paragraph or longer for a variety of purposes • Write more formally for an unfamiliar audience 	<ul style="list-style-type: none"> • Writes a topic sentence and supports it with details and examples • Provides an introduction, development, and appropriate conclusion • Demonstrates correct simple structures, vocabulary, spelling, and punctuation with few errors • Presents accurate sequence, clear descriptions, and logical explanations • Uses logical connectors

SLO 5: Write one or two paragraphs reporting on the status of a project.	
Sample Tasks	Performance Indicators
<p>1. Write about the status of a project in progress (a class project, a home improvement project, an exercise or weight loss program, a hobby-type project).</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Intend to organize, remind, or inform • Write more formally for an unfamiliar audience 	<ul style="list-style-type: none"> • Provides a clear description of the project’s progress to date (what has been done, what needs to be done) • Includes explanations or reasons • Demonstrates correct simple structures, vocabulary, spelling, and punctuation with few errors • May have difficulty with complex structures • Uses logical connectors

SLO 6: Write personal and business notes, email, and short letters.	
Sample Tasks	Performance Indicators
<p>1. Write an email inviting a friend to go to a movie and include directions to the movie theatre.</p> <p>2. Write a short letter requesting a recommendation letter from a former employer.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Write short notes • Intend to organize, remind, or inform • Write informally for a familiar audience • Write more formally for an unfamiliar audience • Use tone that is appropriate for the situation 	<ul style="list-style-type: none"> • Demonstrates the appropriate level of formality • Clearly states the purpose of the message • Includes all necessary details • Demonstrates correct simple structures, vocabulary, spelling, and punctuation with few errors • Uses correct letter format • Demonstrates “netiquette” rules in email

SLO 7: Improve keyboarding and word-processing skills as needed, and identify computer programs required for future jobs/careers.	
Sample Tasks	Performance Indicators
<p>1. Complete some major projects and assignments using a computer.</p> <p>ES Descriptions:</p> <ul style="list-style-type: none"> • Use set format • Write texts for which templates or models are available 	<ul style="list-style-type: none"> • Word-processes, revises, edits, and prints assignments as requested • Uses appropriate formatting • Identifies computer programs required for future jobs/careers

Additional Writing Task and Text Ideas from CLB (Community, Study/Academic, Workplace) and ES	
Community	<ul style="list-style-type: none"> • Fill out an application form for power, water, or telephone service with correct information. • Write an ad to sell a car or other item for the <i>Bargain Finder</i> or the newspaper classifieds. Use existing ads as a model.
Study/Academic	<ul style="list-style-type: none"> • Write a paragraph about an historical figure or event. Use the Internet for research. • Write a brief report on an experience applying to a post-secondary or training program.
Workplace	<ul style="list-style-type: none"> • Take a simple routine phone message for a co-worker using a “While you were out” or other phone message form. Complete the required information. • Fill out a work absence report or request for time off form and include reasons.
Essential Skills	<ul style="list-style-type: none"> • Write weekly reports including the number of hours worked and the tasks completed. • Enter stages and due dates of a project on a task list and in a calendar in an email program such as Outlook.

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ALBERTA LINC 5 CURRICULUM

Implementation Guide for Instructors



Implementation Guide for Instructors

Introduction

The **Implementation Guide for Instructors** was developed to help instructors with some of the classroom planning, as well as providing topics and content that could be used to achieve the **specific learning outcomes** (SLOs). The SLOs describe the skills and knowledge that students need to develop if they are to successfully master the general learning outcomes.

The guide is mainly an “idea and sample bank” and, as such, is neither exhaustive nor prescriptive. It has topics, tasks/activities, project ideas, resources, scheduling suggestions, rubrics, and evaluation forms that could be used or adapted by an instructor.

The guide is based on a student-centred and task-based approach that allows students the maximum opportunity to develop their skills along a continuum as they become independent learners.

Classroom Model

The following are some suggestions that an instructor may use to incorporate organizational simulations that learners may experience in a future academic, volunteer, or workplace environment. Some of these suggestions also appear in the **Topics** as tasks/ideas.

- Model organizational structure in the classroom. Become a project manager/administrator, and have learners rotate through team leader positions weekly or bi-weekly.
- Become more of a coach and facilitator.
- Develop a mission statement, motto, or logo with the class.
- Establish various committees that are found in companies and organizations such as social, health and wellness, or safety committees. Learners could hold committee meetings and produce proposals, reports, and minutes. Give some instruction on *Robert’s Rules of Order* and practise during meetings.
- Have daily updates and weekly meetings with an agenda. Students take turns preparing the agenda, chairing the meeting, and writing the minutes.

- Delegate some of the “administrivia” of the classroom to the learners. Have them develop and prepare forms, templates, and practice quizzes; organize group projects; record TV or radio programs; and keep records or lists (e.g., vocabulary lists, class assignments).
- Introduce multi-tasking on certain days and have more than one assignment or project going on at the same time.
- Use an answering machine or telephone recorder in the classroom for telephone practice. Arrange phone calls to the class and have learners take messages.
- Arrange breakfast meetings and working lunches.
- Allow some choice in break times during independent learning times.
- Organize networking days and “meet and greet” sessions with other classes.
- When learners are absent, have them fill out an absence report and attach any notes.
- Use email for homework, assignments, and instructions.

Planning – Sample Forms

The following sample forms have been included:

1. **Sample Personal Learning and Development Plan for LINC 5**

This form can be used the first week of term to help the instructor determine the learners’ needs and goals. It is suggested that learners fill out the form first. Then the instructor interviews learners individually, making changes to the plan if needed. Also, learners should have an interview at the end of term to discuss their development and accomplishments.

2. **Sample Weekly Schedule for LINC 5**

This is an example of a general weekly schedule.

3. **Sample Weekly Schedule (Instructor 1) and Sample Weekly Schedule (Instructor 2)**

These two schedules give specific examples of how two instructors approached weekly topics/tasks/activities.

4. Sample LINC 5 Performance Evaluation

This form could be used at the end of term to evaluate learners' progress on the **specific learning outcomes**, as well as attendance, punctuality, and timeliness of projects.

5. Sample Assignment: Shopping at IKEA

This is an example of an assignment for **Topic 9 (Follow the Money)** and includes a speech rubric to evaluate learners' presentations of two-minute commercials.

6. Sample Phone Message Rubric

This is an example of a rubric to evaluate a **specific learning outcome** for **Listening** (SLO 3, p. 9).

**Sample Personal Learning and Development Plan
for LINC 5**

A. Name:

Date:

Class and instructor:

B. Career/Life aspirations:

C. Next step after LINC:

D. Personal Learning and Development Plan
(See next page.)

Student's name (print)	Signature	Date
Instructor's name (print)	Signature	Date

D. Sample Personal Learning and Development Plan for LINC 5 (cont'd) Name:				
Learning Goal What do you want to learn in LINC 5? <i>I want to learn...</i>	Strategy/Plan How will you learn this? <i>I will learn this by...</i>	Evidence of my Success How will you know if you have succeeded? <i>I will feel successful when I can...</i>	Instructor's Assistance How can the instructor help you learn this? <i>The instructor can help me by ...</i>	Student's Responsibility How can I help myself to learn this? <i>I will help myself by...</i>

<p>Learning Goal What do you want to learn in LINC 5? <i>I want to learn...</i></p>	<p>Strategy/Plan How will you learn this? <i>I will learn this by...</i></p>	<p>Evidence of my Success How will you know if you have succeeded? <i>I will feel successful when I can...</i></p>	<p>Instructor's Assistance How can the instructor help you learn this? <i>The instructor can help me by ...</i></p>	<p>Student's Responsibility How can I help myself to learn this? <i>I will help myself by...</i></p>

Sample Weekly Schedule for LINC 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Mornings: Instruction 3 hrs</p> <ul style="list-style-type: none"> • Updates/meetings • Instructor lectures/instruction • ES topics • Other topics • Workshops • Training sessions • Guest speakers/experts • Field trips/site visits • Computer labs 	Daily Updates	Daily Updates	Daily Updates	Daily Updates	Daily Updates Weekly Meeting
	L	U	N	C	H
<p>Afternoons: Practice 2 hrs</p> <ul style="list-style-type: none"> • Practice sessions as a class, group, or individually • Individual or group project work/research • Study groups • Assigned self-paced, independent work to strengthen skills • Guest speakers/experts • Field trips/site visits • Computer labs 					

Sample Weekly Schedule for LINC 5 (Instructor 1)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM Instruction 8:45 to 10:15	Quote for the Day Daily Updates	Quote for the Day Daily Updates	Quote for the Day Daily Updates	Quote for the Day Daily Updates	Quote for the Day Daily Updates Weekly Meeting
	TV News/Notes and Mini-Presentations) (Team Leaders present)	Troublesome Grammar/ ES Writing	ES Topic	Computer Lab 108 Dictations Transcriptions Vocab Pronunciation	CBC Radio News Note-Taking Paraphrasing
10:15 to 10:30	B	R	E	A	K
10:30 to 11:15	ES Topic	ES Topic	In the Know (Idioms)	Troublesome Grammar/ES writing	Review Quizzes/Tests (developed by students)
11:15 to 12:00	L	U	N	C	H
PM Practice 12:00 to 1:30	ES Practice Session	ES Practice Session/ Strategies for Success (pairs)	Group Presentations Newspaper Articles	ES Practice Session	Individual Presentations
	B	R	E	A	K
1:30 to 2:30	Individual/Group Corrections/Practice <ul style="list-style-type: none"> • Brass Ring • In the Know • Grammar • Worksheets 	Computer Lab 107 ES Topics Research Assignments Presentations Research	Individual/Group Corrections/Practice <ul style="list-style-type: none"> • Brass Ring • In the Know • Grammar • Worksheets 	Listening Room Transcriptions In the Know Brass Ring	Computer Lab 107 Research Assignments Dictations Pronunciation

Sample Weekly Schedule for LINC 5 (Instructor 2)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45- 10:00 AM	Creative Quotations Yahoo news (vocab)	Creative Quotations Yahoo news (vocab)	Creative Quotations Yahoo news (vocab)	Yahoo news (vocab)	Weekly quiz (composed and administered by students)
	Computer Lab 107	Grammar: Fine tuning	Grammar: Fine tuning	Reading Comprehension <u>Brass Ring 2</u>	Grammar: Fine tuning
10:00	Break	Break	Break	Break	Break
10:15-11:15	Reading Comprehension <u>Brass Ring 2</u>	Writing Practice ES topic	Writing Practice ES topic	Group Newspaper Presentation	Free-writing activity (weekly journal)
11:15-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 PM	Listening using TV/Video	Business Idioms Idiom Practice <u>In the Know</u>	Computer Lab 108 (Listening and Can 8)	Idiom Practice <u>In the Know</u> Bi-Weekly Student Presentations	Listening comprehension in listening room
1:30	Break	Break	Break	Break	Break
1:45-2:30	Independent Study (topics related to weekly focus) Independent Reading	ES Topic: Practical implementation	ES Topic: Practical implementation Independent Reading	Weekly round-table discussions (bring own news stories, etc.)	ES Topic: Practical implementation; Weekly Teambuilding

Sample LINC 5 Performance Evaluation

Student Name:

Term:

Student ID #:

Instructor:

S+ = More than Satisfactory	S= Satisfactory	U = Unsatisfactory
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<input type="checkbox"/>	Absences (S+ = 0–9 hours; S = 10–25 hours; U = 26+ hours in a 250-hour term)	
<input type="checkbox"/>	Punctuality	Special Circumstances:
<input type="checkbox"/>	Projects/Assignments on time	

Benchmark Achievement			
4 = More than Satisfactory	3 = Satisfactory	2 = More Work Needed	1 = Unsatisfactory
NC = Not Covered			

Listening

Learners are able to:

1. Follow instructions where order must be inferred (7 to 10 steps)	4. Identify details and speaker’s purpose in suggestions, advice, encouragement, and requests
2. Identify keywords, main ideas, and important details in spoken information	5. Determine social register and inferred meanings, mood, and attitude of speaker
3. Take notes from short recorded messages	

Speaking

Learners are able to:

1. Give and ask for instructions on routines/procedures, processes, or tasks	6. Participate in a group conversation by expressing opinions, facts, feelings, and needs
2. Initiate, maintain, and close formal and informal conversations	7. Clarify, explain, or elaborate to solve a misunderstanding
3. Express and respond to apologies, regrets, excuses, and gratitude	8. Summarize, paraphrase, and critically analyze oral information
4. Make simple suggestions, predictions, recommendations, and requests with reasons or research	9. Prepare and present research on a topic or issue in some detail
5. Answer the phone professionally; ask for information and leave messages	

Benchmark Achievement			
4 = More than Satisfactory	3 = Satisfactory	2 = More Work Needed	1 = Unsatisfactory
NC = Not Covered			
Reading			
Learners are able to:			
	1. Locate information in formatted and continuous text		3. Identify keywords, main ideas, and supporting details in texts
	2. Follow written instructions (7 to 10 steps)		4. Identify details and inferred meanings in public/personal notes, email, and letters
Writing			
Learners are able to:			
	1. Fill out forms with necessary information		4. Write one or two paragraphs using description, narration, or explanation
	2. Reduce information to point form structure		5. Write one or two paragraphs on the status of a project
	3. Paraphrase one or two paragraphs		6. Write personal and business notes, email, and short letters

Comments:

Instructor: _____

Coordinator: _____

Sample Assignment Shopping at IKEA

1. You want to put furniture in the basement of your house so that you can rent it out. You are looking for a dining table and chairs, a queen-sized bed with mattress, a sofa, a coffee table, a lamp, and an area rug. Your budget for the furniture is \$2000.
2. Complete the following shopping list, writing down the name and cost of the products you want. **Remember that your budget is \$2000.**
3. Work with your assigned partner to complete this assignment at IKEA and later prepare a two-minute commercial on one of the items you purchased.

Note: Do not buy the cheapest furniture as you do not want to replace it in the near future. Rather, try to use up as much of your \$2000 budget as you can.

Remember the \$2000 includes the GST, so you cannot spend \$2000 on furniture alone.

	Name of Item	Cost (\$)	Aisle #
• Dining table:	_____	_____	_____
• Chairs for table:	_____	_____	_____
• Queen-sized bed:	_____	_____	_____
• Mattress:	_____	_____	_____
• Sofa:	_____	_____	_____
• Coffee table:	_____	_____	_____
• Lamp:	_____	_____	_____
• Area rug: (downstairs)	_____	_____	_____

Total Cost: _____

GST (Total Cost × 0.06): _____

Money Left: _____

Shopping at IKEA (cont'd)

TV Commercial Template

Include the following information in a two-minute TV commercial on one of the furniture items that you selected with your partner. Decide which one of you will present the commercial.

Product name: _____

Description: _____

Features and special qualities of the product: _____

Price of the product including sales, discounts, or incentives: _____

Shopping at IKEA (cont'd)

**Speech Rubric:
IKEA Commercial**

Speaker:	Subject:
Date:	Instructor:

	1 = Unsatisfactory	2 = Satisfactory	3 = Good	4 = Excellent
	1	2	3	4
Physical Delivery:				
Eye contact				
Gestures				
Voice Quality:				
Volume				
Spontaneity and enthusiasm				
Intelligibility				
Introduction:				
Makes subject relevant to audience				
Body:				
Provides accurate, detailed descriptions				
Grammar/Vocabulary:				
Uses simple grammar structures with clear verb tense reference (only some errors)				
Uses vocabulary adequately				
Conclusion:				
Summarizes commercial by linking it to the introduction				
Comments:				Total: _____/4

Shopping at IKEA (cont'd)

Assignment Objectives

Students will be able to:

- Purchase the required furniture, given the stipulated budget
- Give and ask for information
- Clarify, explain, or elaborate to arrive at a decision with their partner
- Solve problems and collaborate with their partner
- Write and perform a short in-class commercial after the event

Suggested Activities for Learners

Speaking

- Ask for specific information regarding in-store specials, the location of items in the bulk aisles, discounts, desirable features of items, etc.
- Make suggestions and recommendations to their partner with reasons and research.
- Express and respond to opinions/feelings; agree and disagree.
- Use persuasion, negotiation, and compromise to arrive at a decision.
- Present a two-minute commercial to the class on one of the items chosen (see preceding rubric).

Listening

- Ask sales personnel for suggestions, communicating plans and intentions.
- Take short notes on one of the performed in-class commercials, describing the item (including price, key features, construction, etc.).

Reading

- Skim and scan key information from product descriptions.
- Locate required information.

Writing

- Write-up a two-minute commercial on one of the purchased items and perform the commercial in front of the class.

Language Focus: Grammar

- Adjective order
- Conditionals
- Comparatives

Language Focus: Functions, Vocabulary

- Giving/receiving advice
- Persuade, clarify, and elaborate
- Describe and ask for information
- Present information as commercial using introduction, development, and conclusion

Assessment Activities

- Completion of budget exercise sheet
- Point-form summary of in-class commercial
- Presentation for commercial on an IKEA item

Sample Phone Message Rubric

While You Were Out		Marks Allocated
Date:	Time:	/5
To:	From:	
Telephone:		
<input type="checkbox"/> Telephoned <input type="checkbox"/> Called to see you <input type="checkbox"/> Wants to see you	<input type="checkbox"/> Please call <input type="checkbox"/> Will call again <input type="checkbox"/> Returned your call	/1
Message:		/3
<input type="checkbox"/> Urgent	<input type="checkbox"/> At your convenience	/1
Total Marks:		/10

Note: Mastery of this task is indicated by a score of at least 80%.



Topics

The following pages contain sample topics with suggested topic development ideas/tasks and resources to show how many of the **specific learning outcomes** can be developed and integrated using ES, settlement, and life skills content. The resources contain both authentic and ESL materials for instructors and learners. Generally, the authentic resources have been provided as background knowledge for the instructor.

The topics easily cover a 12-week LINC term and can accommodate another 12-week term without a complete repetition if learners are continuing in LINC 5 for two terms. Instructors do not need to teach the topics in the order they appear, nor cover all the topics. The instructor's choice should be based on the learners' needs, goals, and interests. (Use the **Sample Personal Learning and Development Plan** on p. 36 to help determine this.) Certain tasks/topics are more challenging than others, but they can certainly be omitted, altered, or adapted to suit a particular class level.

These topics can be introduced along with other language learning tasks, topics, or textbooks. More than one topic could be presented concurrently, or aspects of these topics could be spiralled throughout the term. Some topics will work best if spanned over a term (e.g., presentations, meetings, writing tasks). Some topics could also be presented in a workshop format or by a guest speaker.

Within each topic, resource titles (books, videos, and DVDs) have been bolded and italicized. Website titles have been bolded. **The complete Resources List can be found at the end of this section.**

Topic 1 It's All About Me and We: Working Independently and on a Team**Topic Development Ideas/Tasks**

- Learners practise social and business introductions with handshakes and engage in small talk using appropriate body language during a simulated event (e.g., conference or workshop coffee break, house warming, or dinner party).
- Learners are provided with samples of personal/business cards and they analyze the format, language, and design of the cards. Learners then create their own card using a computer. Practise introductions using business card etiquette.
- Learners are provided with articles on teamwork and leadership, and discuss cultural differences.
- Learners participate in teambuilding activities led by the instructor. Subsequently, learners select short teambuilding activities from a book or website and lead the class. (Schedule these activities throughout the term.)
- In groups, learners create a class mission statement outlining values and goals, and develop a slogan and/or logo. (Learners can find samples from companies/organizations on the Internet.) Each group presents their submissions and the class votes on the best choice(s).
- Learners complete a learning plan using a template and meet individually with the instructor to discuss it and amend if necessary (see **Sample Personal Learning and Development Plan** on p. 36).

Listening SLOs

1. Follow a set of instructions with seven to ten steps where the order must be inferred.
2. Identify keywords, main ideas, and important supporting details in a conversation, a group interaction, a media clip, or a presentation.
4. Identify details and a speaker's purpose in suggestions, advice, encouragement, and requests.
5. Determine the social register used in conversations, and identify the inferred meanings and mood/attitude of participants.

Speaking SLOs

1. Give and ask for instructions on routines, processes, procedures, or technical tasks.
2. Initiate, maintain, and close a short formal and informal conversation.
3. Express and respond to apologies, regrets, excuses, and gratitude in a social conversation.
4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information presented orally.

Reading SLOs

2. Follow written instructions with seven to ten steps.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.

Writing SLOs

1. Fill out forms with necessary information.
7. Improve keyboarding and word-processing skills as needed.

Resources

- ***Becoming A Master Student*** (authentic book)
Chapter 10 “Relationships: We Are All Leaders”
- ***Better Business Writing Skills*** (ESL book)
Section 1:3.2 “Intercultural Brief #2 Different Cognitive Styles”
- ***In Business*** (ESL book)
1.3 “At Work: Jobs and Descriptions” (business cards)
- ***Recruiting, Retaining, and Promoting Culturally Different Employees*** (authentic book)
8 “Teamwork”
- ***Team Workout*** (authentic book)
Activity 6 “Creating a Team Logo”
Activity 7 “Creating a Team Mission”
- ***The Etiquette Advantage in Business*** (authentic book)
11 “Pleasing the Customer” (business cards)
16 “The Good Conversationalist”
21 “Conventions, Trade Shows, and Other Off-Site Events” (name tag etiquette)
24 “The Job Search” (personal business cards)
- ***Touchy Situations*** (ESL book)
Chapter 1 “Breaking the Ice”
Chapter 13 “Foreign Investment: Business Introductions”
- ***Warm Ups and Wind Downs*** (authentic book with teambuilding activities)
- ***Working With Difficult People*** (authentic book)

Websites

- **On the Job: ESL and Essential Skills for Work:**
http://www.itessential.ca/itessential/display_page.asp?page_id=323
(Working with Others)
- **Guide to Business Etiquette and Workplace Manners:**
www.businesscommunication-4th.nelson.com/etiquette.html

Topic 2 The Canadian Social Scene: Behaviour, Etiquette, and Manners

Topic Development Ideas/Tasks

- Prepare learners to role-play different types of polite behavior in various situations (e.g., dining, grocery shopping, movie theatre, public transportation, driving, giving/receiving gifts, office etiquette).
- Learners survey classmates or another class on a number of issues (e.g., stress, housing, health, relationships, the Internet, the environment). Then learners discuss similarities and differences with how Canadians feel about these topics (from *What Canadians Think About Almost Everything*).
- Learners research various etiquette websites or books (e.g., Miss Manners from the *Washington Post*) and prepare a presentation on one of the issues.
- Learners use computer software programs to create invitations for an event. These are emailed to other learners who will accept or decline using appropriate register, etiquette, and email format.
- Learners plan and organize an event and invite special guests (e.g., management and staff from your institution, volunteers, or community members). Learners should manage the event from start to finish (i.e., send invitations, make name cards, greet guests, engage in small talk, and thank guests for attending).

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, media clip, or presentation.
4. Identify details and a speaker's purpose in suggestions, advice, encouragement, and requests.
5. Determine the social register used in conversations, and identify the inferred meanings and mood/attitude of participants.

Speaking SLOs

2. Initiate, maintain, and close a short formal and informal conversation.
4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information presented orally.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
4. Identify factual details and inferred meanings in notes, email, and letters (personal and public).

Writing SLOs

6. Write personal and business notes, email, and short letters.
7. Improve keyboarding and word-processing skills as needed.

Resources

- *Brass Ring 2* (ESL book)
Chapter 5 “Surveys”
- *How to Behave* (authentic book)
- *The Etiquette Advantage In Business* (authentic book)
Part One “The Keys to Success”
Part Two “At the Workplace”
- *The New Canada* (authentic book)
- *The 12 Bad Habits That Hold People Back* (authentic book)
- *Touchy Situations* (ESL book)
Chapter 7 “Just Say No”
- *What Canadians Think About Almost Everything* (authentic book)

Websites

- **Canadian Living:** <http://www.canadianliving.com>
(Use the keywords “Etiquette,” “Ethics” and “Sticky Situations.”)
- **Guide to Business Etiquette and Workplace Manners:**
www.businesscommunication-4th.nelson.com/etiquette.html
- **Peter Post:** <http://www.boston.com/business/personalfinance/post/>
(Peter Post’s business etiquette columns and articles, and podcasts)
- **Washington Post:** <http://www.washingtonpost.com/wp-dyn/content/linkset/2005/03/25/LI2005032501837.html>
(Miss Manners)

Topic 3 Let Me Present: Meetings and Presentations

Topic Development Ideas/Tasks

- Provide sample meeting agendas, minutes, and reports from your institution or other organizations for learners as templates. Attend public meetings as a field trip (e.g., city council meetings).
- Organize class committees for special events and field trips. Learners participate in discussions and take turns chairing the committee, preparing agendas and reports, and taking minutes using templates.
- Have regular class meetings with an agenda and minutes. Learners take turns being the chair person and taking minutes using templates.
- Schedule individual and group presentations where learners choose or are assigned topics (use PowerPoint). Arrange for learners to present topics to other classes (e.g., on a process or procedure).
- Record individual, pair, or group presentations for self or group evaluation. Learners write a self-evaluation which they email to you.
- Learners prepare impromptu speeches from a variety of topics (from **Impromptu Speeches**).

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, media clip, or presentation.
4. Identify details and a speaker's purpose in suggestions, advice, encouragement, and requests.
5. Determine the social register used in conversations, and identify the inferred meanings and mood/attitude of participants.

Speaking SLOs

1. Give and ask for instructions on routines, processes, procedures, or technical tasks.
4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information presented orally.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.
5. Use the reading strategies of preview, skim, and scan to read faster with improved comprehension.

Writing SLOs

2. Reduce a page of information to point-form structure.
3. Paraphrase one or two paragraphs of information.
5. Write one or two paragraphs reporting on the status of a project.
7. Improve keyboarding and word-processing skills as needed.

Resources

- *Becoming A Master Student* (authentic book)
Chapter 9 “Writing: Writing and Delivering Speeches”
- *Brass Ring 2* (ESL book)
Chapter 3 “How to Do an Oral Presentation”
- *In Business* (ESL book)
9 “The Meeting”
11.1 and 11.2 “Presentations”
- *Now Presenting* (ESL book)
- *Robert’s Rules of Order* (authentic book)
- *Slangman Guide to Biz Speak 1 and 2* (ESL book)
- *Team Workout* (authentic book)
- *The Etiquette Advantage in Business* (authentic book)
Unit 9 “Hosting, Attending, and Speaking at the Perfect Meeting”
- *Touchy Situations* (ESL book)
Chapter 12 “Getting Down to Business” (presenting recommendations)
- *Warm Ups and Wind Downs* (authentic book with teambuilding activities)

Websites

- **Impromptu Speeches:**
<http://www.deil.uiuc.edu/esl/service/units/impromptu/Impromptuspeeches.htm>
(includes instructions and tasks)

Topic 4 Do We Have a Problem?: Problem Solving, Complaining, and Negotiating

Topic Development Tasks/Ideas

- Provide sample letters, and have learners write a letter of complaint about a trip, service, or item purchased.
- Find problems about landlords or tenants for discussion (from **Landlords and Tenants**). Learners work as pairs or groups to resolve the problems. Learners acting as either landlords or tenants may also write a letter of complaint to the Landlord and Tenant Advisory Board.
- Using “Dilemma and Decision” scenarios (from *Intelligent Business Coursebook*), learners solve problems, negotiate, and arrive at conclusions. These dilemmas could also be adapted for debates or presentations.
- Using **Let’s Talk** and **Employment Tips**, provide learners with examples of workplace conflicts and how to resolve them.
- Using classified ads as a model (e.g., newspaper or *Bargain Finder Press*), learners write an ad to sell a used item. In pairs, learners role-play sellers and buyers negotiating the price and terms.
- Learners watch recordings of TV programs presenting conflict scenarios. They then paraphrase the problem, suggesting possible solutions (oral or written).
- Learners assume roles as parents or agents in matchmaking and attempt to negotiate the best deal for the party they represent (from *Touchy Situations*).
- Learners listen to short dialogues (from *We’ll Manage*) to determine the cause of a problem. Learners work in pairs or groups to brainstorm possible solutions.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, media clip, or presentation.
4. Identify details and a speaker’s purpose in suggestions, advice, encouragement, and requests.
5. Determine the social register used in conversations, and identify the inferred meanings and mood/attitude of participants.

Speaking SLOs

2. Initiate, maintain, and close a short formal and informal conversation.
4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information presented orally.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.

Writing SLOs

3. Paraphrase one or two paragraphs of information.
6. Write personal and business notes, email, and short letters.
7. Improve keyboarding and word-processing skills as needed.

Resources

- ***Back to the Basics: Problem Solving or Conflict Resolution*** (authentic videos)
- ***Becoming A Master Student*** (authentic book)
Chapter 10 “Relationships: The Fine Art of Conflict Management”
- ***Better Business Writing Skills*** (ESL book)
Section 5 “Bad or Unpleasant News”
- ***Canadian Snapshots: Raising Issues***
Unit 3 “Humor, Canadian Style”
- ***Decision Dramas*** (ESL book)
- ***Intelligent Business Coursebook*** (ESL book)
- ***It’s a Deal*** (ESL book)
- ***Take the Bully by the Horns*** (authentic book)
- ***Team Workout*** (authentic book)
Activity 33 “Team Conflict Mode”
- ***Touchy Situations*** (ESL book)
Chapter 13 “Foreign Investment: Negotiating in English”
Chapter 9 “Make Me a Match”
- ***We’ll Manage*** (ESL book)
5 “Performance and Problems: Dealing with Conflict”
- ***Working with Difficult People*** (authentic book)

Websites

- **Employment Tips:** <http://www.alis.gov.ab.ca/tips/archive.asp?EK=176>
- **Landlords and Tenants:**
<http://www.servicealberta.gov.ab.ca/index.cfm?fuseaction=section:landlords>
- **Laws for Landlords and Tenants in Alberta:**
<http://www.landlordandtenant.org>
- **Let’s Talk: A Guide to Resolving Workplace Conflicts:**
<http://www.alis.gov.ab.ca/careershop/showproduct.asp?DisplayCode=PRODUCT&EntityKey=6768>

Topic 5 Let's Communicate: Telephone, Email, Notes, and Letters**Topic Development Ideas/Tasks**

- Use personal email, letters, notes, and voicemail as samples for learners (if needed for confidentiality, remove first/last names and email addresses). Learners determine the register.
- In groups, learners research information on email etiquette and then design a brochure with advice and tips.
- Provide a telephone/cell phone and answering machine in the class for voicemail practice. Use a telephone call recorder to record both sides of a conversation and have learners evaluate themselves on comprehensibility. For further practice, learners can transcribe their conversation to identify and apply self-correction strategies on pronunciation problems (with instructor's assistance).
- Explain and use message forms/notes from your institution for practice. Arrange for office staff or another instructor to call the class periodically and ask learners to take a message.
- Communicate extensively with learners using email and notes for homework and assignments. Learners email assignments and projects to the instructor and each other. Practise email threads (maintaining a sequence of messages with several exchanges).
- Learners interview a partner and write a short personal letter of reference (job or volunteer position). Learners could also write a permission letter or letter of absence for their child to a teacher.

Listening SLOs

1. Follow a set of instructions with seven to ten steps where the order must be inferred.
3. Take notes from short recorded messages.
4. Identify details and a speaker's purpose in suggestions, advice, encouragement, and requests.
5. Determine the social register used in conversations, and identify the inferred meanings and mood/attitude of participants.

Speaking SLOs

1. Give and ask for instructions on routines, procedures, or technical tasks.
2. Initiate, maintain, and close a short formal and informal conversation.
4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.
5. Answer the phone professionally; ask for information and leave messages.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information presented orally.
10. Identify individual pronunciation problems and learn how to correct sounds, stress, intonation, volume, pacing, and gestures.

Reading SLOs

1. Locate required information in formatted and continuous text.
2. Follow written instructions with seven to ten steps.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.
4. Identify factual details and inferred meanings in notes, email, and letters (personal and public).
5. Use the reading strategies of preview, skim, and scan to read faster with improved comprehension.

Writing SLOs

1. Fill out forms with necessary information.
2. Reduce a page of information to point-form structure.
6. Write personal and business notes, email, and short letters.
7. Improve keyboarding and word-processing skills as needed.

Resources

- ***Back to the Basics: Communication Skills*** (authentic video)
- ***Becoming A Master Student*** (authentic book)
Chapter 9 “Writing”
Chapter 10 “Relationships: Practice Netiquette”
- ***Better Business Writing Skills*** (ESL book)
Section 3 “Emails, Faxes and Memos”
Section 4 “Routine Messages”
- ***Brass Ring 2*** (ESL book)
Chapter 2 “Letter Writing”
- ***Canadian Snapshots: Raising Issues***
Unit 9 “Water, Water Everywhere...” (making a phone call)
- ***Email English*** (ESL book)
- ***In Business*** (ESL book)
3 “Telephoning”
4.1 “Emails: Addresses”
- ***Letters for Special Situations*** (authentic book)
- ***The Etiquette Advantage in Business*** (authentic book)
17 “On the Telephone”
- ***Who’s Calling*** (ESL book)

Websites

- **Gabcast.com:** <http://www.gabcast.com>
(Podcasting and audio blogging platform to create and distribute audio content)
- **Guide to Business Etiquette and Workplace Manners:**
<http://www.businesscommunication-4th.nelson.com/etiquette.html>
(Telephone manners)

Topic 6 Write Away: Paragraphs, Essays, and Reports**Topic Development Ideas/Tasks**

- Learners select a picture (personal photo, Internet, or magazine) and write a paragraph describing the subject. After posting the pictures, learners exchange paragraphs and identify the corresponding picture.
- Learners write a bi-weekly report on what has been covered in class.
- Explain and model the elements of a novel (e.g., the main characters, character motivation, setting, time period, plot, theme). Learners then independently choose and read one or two ESL novels (e.g., Penguin Longman graded readers) and write a description about the elements in their novel(s).
- Learners listen to short news articles, presentations, or conversations and take notes in point form to write a paraphrased version of what was heard.
- Dictate or play a set of instructions, a process, or a procedure. Learners write paragraphs explaining the steps using connectors and sequencing cues.
- Use advice columns such as “Dear Abby” as a model. Learners make up a problem and email classmates, who reply with their opinions and advice.
- For learners with an academic focus, essay-writing structure can be introduced as a class activity or individually during independent study times.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, media clip, or presentation.

Speaking SLOs

8. Summarize, paraphrase, and critically analyze information presented orally.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.
5. Use the reading strategies of preview, skim, and scan to read faster with improved comprehension.

Writing SLOs

2. Reduce a page of information to point-form structure.
3. Paraphrase one or two paragraphs of information.
4. Write one or two paragraphs to relate an event, give a description, or explain reasons.
5. Write one or two paragraphs reporting on the status of a project.

Resources

- *Better Business Writing Skills* (ESL book)
- *Brass Ring 2* (ESL book)
Chapter 5 “Surveys”
Chapter 6 “Reports”
Chapter 8 “How to Do It”
- *Standard Technical English* (ESL book)
- *Technical Writing Today* (ESL book)
- *The Etiquette Advantage in Business* (authentic book)
18 “The Good Writer”

Topic 7 Who's the Boss?: Organizational Structure in Canada**Topic Development Ideas/Tasks**

- Explain hierarchy in Canadian organizations and have learners compare/contrast it with organizations in their countries of origin. Provide samples of organizational charts (e.g., federal, provincial, or civic government) and discuss titles and hierarchy.
- Provide learners with the names and positions of your institution's LINC program staff. Learners create an organizational chart.
- Explain committee structure and have learners read about committees from different organizations (e.g., government, clubs, workplace, volunteer).
- Provide articles and websites about the Canadian work environment. Learners identify cultural differences between Canada and their countries of origin (e.g., collective and individualistic societies; hierarchical and flat organizations). In groups, learners make a chart showing the differences.
- Help learners research the structure of different government levels (e.g., civic, provincial, federal), which they present to the class in pairs or groups. Field trips could coincide with presentations.
- With permission, look at examples of organizational policies and standard work forms from your institution (e.g., holiday request, training request, absence report, professional development request). Learners complete the forms.
- Invite management from your institution or other companies/organizations to the class as guest speakers. Learners take notes and draft paragraphs explaining the speaker's main points. Then learners collaborate in groups to write a final version.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, media clip, or presentation.
4. Identify details and a speaker's purpose in suggestions, advice, encouragement, and requests.

Speaking SLOs

4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information presented orally.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.

Writing SLOs

1. Fill out forms with necessary information.
2. Reduce a page of information to point-form structure.
3. Paraphrase one or two paragraphs of information.

Resources

- ***Better Business Writing Skills*** (ESL book)
Section 1:1.3 “Intercultural Brief #1; Individualism vs. Collectivism”
- ***Brass Ring 2*** (ESL book)
Unit 1 “Jobs”
- ***In Business*** (ESL book)
2.1 and 2.2 “Organizations”
- ***Recruiting, Retaining, and Promoting Culturally Different Employees*** (authentic book)
7 “Hierarchy in Manager-Employee Relations”
- ***We’ll Manage*** (ESL book)
Unit 1 “Company Organization Describing Functions” (organizational charts)

Websites

- **Flat Organizational Structure:**
http://www.1000ventures.com/business_guide/organization_flat.html

Topic 8 Marketing Yourself: Career Planning and Job Preparation

Topic Development Ideas/Tasks

- Learners research information about preparing and marketing themselves for work (from “**How to Successfully Market Yourself**”), volunteering, or further education. Tasks and assignments can be tailored to a learner’s individual goals.
- Using “**Alberta Occupational Profiles**,” learners research a desired career, outlining company information, professional/educational prerequisites, duties and responsibilities, working conditions, and personal characteristics. Learners then present their research to a partner or the class.
- Learners research job hunting in Canada and compare/contrast it to job search practices in their countries of origin. In groups, learners discuss how they feel about this process, and create a chart with do’s and don’ts that they present to the class.
- Learners search Essential Skills websites (e.g., **Canadian Language Benchmarks Essential Skills in the Workplace**) for information on specific occupations.
- Learners who intend to go to college, university, or other training can research information about programs, requirements, and application procedures and present to the class. Field trips could coincide with presentations.
- Provide samples of cover letters/resumes for learners and have them write their own. If available, involve career counsellors from your institution to present workshops on writing effective cover letters and resumes.
- Learners listen to instructional DVDs or a human resources guest speaker on interviewing skills and techniques. Learners take notes and discuss the advice given with a partner or group.
- Interview learners individually and practise common interview questions. Record the role-played interviews and have the learners evaluate themselves. If available, have career counsellors from your institution conduct individual mock interviews and provide feedback.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, a group interaction, a media clip, or a presentation.
4. Identify details and a speaker’s purpose in suggestions, advice, encouragement, and requests.

Speaking SLOs

4. Make simple suggestions, predictions, recommendations, and requests; provide reasons or research.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.
5. Use reading strategies of preview, skim, and scan to read faster with improved comprehension.

Writing SLOs

2. Reduce a page of information to point-form structure.
3. Paraphrase one or two paragraphs of information.
6. Write personal and business notes, email, and short letters.
7. Improve keyboarding and word-processing skills as needed.

Resources

- *Brass Ring 2* (ESL book)
Chapter 4 “The Resume”
- *Canadian Snapshots: Raising Issues* (ESL book)
Unit 2 “Transitions”
- *Recruiting, Retaining, and Promoting Culturally Different Employees* (authentic book)
4 “Helping Immigrants Find Jobs”

Websites

- **Alberta Occupational Profiles:** <http://www.alis.gov.ab.ca/occinfo/>
- **Canadian Language Benchmarks Essential Skills in the Workplace:** http://www.itsessential.ca/itsessential/display_page.asp
- **Government of Alberta: Career Exploration:** <http://www.jobsetc.ca>
(click on Career Exploration)
- **Guide to Business Etiquette and Workplace Manners:** <http://www.businesscommunication-4th.nelson.com/etiquette.html>
(covers professional image, general workplace manners, networking)
- **How to Sell Yourself on the Job Market:** <http://www.jobagencies.ca>
(click on Job Articles then How to Sell Yourself on the Job Market)
- **How to Successfully Market Yourself:** http://www.hrstore.com/market_yourself.html
- **The Canadian Immigrant Magazine:** http://www.thecanadianimmigrant.com/index.php?option=com_frontpage&Itemid=1
(click on Careers)
- **Workers Today Getting a Grip on Essential Skills:** www.skillplan.ca

Topic 9 Follow the Money: Financial Planning and Budgeting

Topic Development Ideas/Tasks

- Take a field trip to IKEA or other large retailer to simulate purchasing items with a fixed budget (see **Sample Assignment: Shopping at IKEA** on p. 42). Learners then give a persuasive speech in the style of a two-minute commercial, advertising one of the items from the simulated purchase. Learners take notes on the presentation of another student and email the notes to that student for peer editing.
- Learners research articles about immigrant financial matters (from *The Canadian Immigrant Magazine*) and write a version in point form. Learners could also present their findings to the class, or send an email to another learner educating them on a given issue.
- Use “**Money Talk – Budgeting Savvy for Students**” or other materials on budgeting and ask learners to follow a basic budget for a period of two weeks tracking all their spending in a chart. In groups, learners discuss their general spending habits.
- Using the building blocks from “**Five Asset Building Blocks**,” learners identify their assets. In pairs or groups, learners compare/contrast the physical assets in their neighbourhoods or communities.
- Take learners to a garage sale to practise pricing, calculations, and negotiations. The activity may be expanded to holding a garage sale at your institution with students/instructors bringing items.
- Learners create a business and develop a business card (use software such as Publisher). They also prepare a simple business plan (from *Canadian Snapshots: Raising Issues*) and present the plan to the class. The class could select the business or businesses that are most likely to succeed.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, a group interaction, a media clip, or a presentation.
4. Identify details and a speaker’s purpose in suggestions, advice, encouragement, and requests.

Speaking SLOs

2. Initiate, maintain, and close a conversation.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
8. Summarize, paraphrase, and critically analyze information presented orally.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.
5. Use reading strategies of preview, skim, and scan to read faster with improved comprehension.

Writing SLOs

2. Reduce a page of information to point-form structure.
4. Write one or two paragraphs to relate an event, give a description, or explain reasons.
6. Write personal and business notes, email, and short letters.
7. Improve keyboarding and word-processing skills as needed.

Resources

- ***Becoming A Master Student*** (authentic book)
Chapter 11 “Money and Health: The Source of Money Problems”
- ***Canadian Snapshots: Raising Issues*** (ESL book)
Unit 4 “Starting a New Business”
- ***Touchy Situations*** (ESL book)
Chapter 4 “Financing the Twins”
Chapter 16 “Budget Cuts”
Chapter 17 “Your Dream Home”

Websites

- **Five Asset Building Blocks:**
http://www.carleton.ca/cedtap/resources/wit_eng.pdf
(Women in Transition Out of Poverty, p. 17)
- **Money Talk – Budgeting Savvy for Students:**
<http://www.alis.gov.ab.ca/tips/archive.asp?EK=202>
- **The Canadian Immigrant Magazine:**
<http://www.thecanadianimmigrant.com/index.php?option=content&task=view&id=24>
(Article Archives: Money and Business)

Topic 10 What are My Rights and Responsibilities in Canadian Society?

Topic Development Ideas/Tasks

- Help learners access websites on the Charter of Rights and Freedoms to research the Charter’s history and impact, and for definitions of fundamental rights and freedoms and what these mean. Learners may choose from available audio/video materials (from *The Charter of Rights and Freedoms* website) to test comprehension and note-taking. In groups, learners research a particular right or freedom and present to the class.
- Explain and outline the role of the Alberta Human Rights and Citizenship Commission. Learners choose a case study from the **Alberta Human Rights and Citizenship Commission** website. In groups, they paraphrase the issue and discuss the Commission’s decision.
- In groups, learners research Alberta employment standards from “**English Express – Employment Laws Protect Alberta Workers**” and other websites to present findings to the class. Presentations could also be to other LINC levels. Learners may also compare/contrast the standards of different provinces, and write or present on these.
- Learners research Workers Compensation Board information (from **Alberta Worker Compensation Board**) to find out about coverage, how to file a report, benefits, returning to work, etc. Learners could also read actual cases from the “Working Safely” link and paraphrase orally or in writing.
- Learners practise completing a variety of forms (from **Service Alberta**) such as Alberta Child Health Benefit, Alberta Health Care, Notice of Change, and Bill of Sale for Vehicle Registration.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, a group interaction, a media clip, or a presentation.
4. Identify details and a speaker’s purpose in suggestions, advice, encouragement, and requests.

Speaking SLOs

6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
8. Summarize, paraphrase, and critically analyze information presented orally.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
2. Follow written instructions with seven to ten steps.
5. Use reading strategies of preview, skim, and scan to read faster with improved comprehension.

Writing SLOs

1. Fill out forms with necessary information.
2. Reduce a page of information to point-form structure.
6. Write personal and business notes, email, and short letters.

Websites

- **Alberta Employment, Immigration and Industry:**
<http://employment.alberta.ca/cps/rde/xchg/hre/hs.xml/996.html>
(site about Alberta Employment Standards)
- **Alberta Human Rights and Citizenship Commission:**
http://www.albertahumanrights.ab.ca/publications/case_studies.asp
(Case Studies)
- **Alberta Worker Compensation Board:** <http://www.wcb.ab.ca/home/>
(See Working Safely for True Stories)
- **The Charter of Rights and Freedoms:** <http://www.charterofrights.ca>
(includes video and audio features)
- **English Express – Employment Laws Protect Alberta Workers:**
<http://www.alis.gov.ab.ca/careershop>
(Use the keyword “English Express.”)
- **Human Rights Program:**
http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/fundamental_e.cfm
(Guide to the Canadian Charter of Rights and Freedoms)
- **Occupational Health and Safety Magazine:**
<http://employment.alberta.ca/cps/rde/xchg/hre/hs.xml/126.html>
- **Service Alberta:** <http://www.services.gov.ab.ca>
(includes various forms)

Topic 11 Intercultural Encounters: Facilitating Awareness

Topic Development Ideas/Tasks

- In groups, learners discuss the meaning of the word “mosaic” as it applies to Canadian culture (from *Canadian Snapshots: Raising Issues*). Learners write poetry, a letter, a paragraph, or create art about their life in Canada, which is displayed as a collage.
- Learners listen to a lecture on “Intercultural Communication and the Classroom” (from *Advanced Listening Comprehension*) and take the notes in point form. As a pre-listening activity, learners discuss classroom communication and etiquette in their culture.
- Learners listen to an interview with a Canadian immigrant and take notes (from *Canadian Snapshots: Raising Issues*). Subsequently, they interview an immigrant who has been in Canada for longer than two years about overcoming cultural differences and report their findings orally or in a narrative.
- Learners research low- and high-context cultures (from *Business Communication*) by comparing/contrasting their countries of origin and Canada. Using this information, learners discuss how cultural misunderstandings could happen.
- In pairs, learners role-play scenarios about cultural encounters in the workplace (from *Cultures at Work*) in front of the class. Audience members attempt to determine the cultural conflict and suggest a possible solution. Additionally, learners could compose their own dialogues and role-play.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, a group interaction, a media clip, or a presentation.

Speaking SLOs

2. Initiate, maintain, and close a conversation.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.
5. Use reading strategies of preview, skim, and scan to read faster with improved comprehension.

Writing SLOs

4. Write one or two paragraphs to relate an event, give a description, or explain reasons.

Resources

- *Advanced Listening Comprehension* (ESL Book)
Chapter 7 “Classroom Communication”
- *Becoming A Master Student* (authentic book)
Chapter 7 “Diversity”
- *Business Communication* (authentic book)
Chapter 4 “Communicating Across Cultures”
- *Canadian Snapshots: Raising Issues* (ESL book)
Unit 1 “Canadian Mosaic; Listening Activity 1”
- *Cultures at Work: Intercultural Communication in the Canadian Workplace* (authentic book)
Chapter 3 “Cultural Encounters in the Workplace”
- *In Business* (ESL book)
12 “Cross-Cultural Awareness”
- *Recruiting, Retaining, and Promoting Culturally Different Employees* (authentic book)
1 “Introduction:: Culture and Recruitment”
6 “Cross-Cultural Communication”
- *We’ll Manage* (ESL book)
6 “Cultural Diversity Managing Cultural Differences”

Websites

- **Managing Cross-Cultural Differences:**
http://www.1000ventures.com/business_guide/crosscuttings/cr0ytoss-cultural_differences.html
(includes links, case studies, and definitions)
- **The Canadian Immigrant Magazine:**
http://www.thecanadianimmigrant.com/index.php?option=com_content&task=view&id=621&Itemid=332
(Culture and settlement)

Topic 12 Coping With the Load: Study Skills, Stress Management, and Time Management

Topic Development Ideas/Tasks

- In groups, learners discuss what is stressful in their lives, listing these points in a chart, and brainstorm how they can manage these stresses. Learners then compare/contrast their results with what Canadians think (from *What Canadians Think about Almost Everything*).
- Learners present on effective “stress-busters,” interview each other about stress, and role-play stressful situations with suggested solutions.
- In groups, learners develop a brochure for other LINC levels with tips on stress reduction, study skills, or time management. This activity can be expanded to include group presentations to the other classes (with the prepared brochures handed out).
- Using the analogy of the body as a machine from *Becoming a Master Student* (Chapter 11), learners follow the outline of “Fuel it, Move it,” etc. and compose a personal chart detailing their habits and routines. Learners can then compare/contrast with a partner to discuss stress-reduction strategies.
- Learners complete the “Lifestyles Questionnaire” and read the four articles dealing with stress from *Canadian Snapshots: Raising Issues*. For group work, each group could present on one of the articles and compose questions and exercises for other groups.
- Learners research university websites and compare/contrast advice on study skills and time management offered to first-year students. Using the information, they prepare a “Top Ten” list.
- Arrange for student counsellors from your institution to offer workshops dealing with stress and time management.

Listening SLOs

2. Identify keywords, main ideas, and important supporting details in a conversation, a group interaction, a media clip, or a presentation.

Speaking SLOs

2. Initiate, maintain, and close a conversation.
6. Participate in a group by expressing opinions, facts, feelings, and needs on a topic or issue.
7. Clarify, explain, or elaborate to solve a misunderstanding.
9. Prepare and present research on a community, workplace, or academic topic/issue in some detail.

Reading SLOs

1. Locate required information in formatted and continuous text.
3. Identify keywords, main ideas, and important supporting details in everyday, business, and academic texts.
4. Identify factual details and inferred meanings in notes, email, and letters (personal and public).

Writing SLOs

4. Write one or two paragraphs to relate an event, give a description, or explain reasons.
6. Write personal and business notes, email, and short letters.

Resources

- ***Back to the Basics: Stress Management*** (authentic video)
- ***Becoming A Master Student*** (authentic book)
Chapter 2 “Time”
Chapter 11 “Money and Health: Take Care of Your Machine”
- ***Canadian Snapshots: Raising Issues***
Unit 8 “Healthy Lifestyles”
- ***Cool Down: Getting Further by Going Slower*** (authentic book)
- ***What Canadians Think about Almost Everything*** (authentic book)

Websites

- **Study Guides and Strategies:** <http://studygs.net/index.htm>
(multi-lingual site)
- **Study Skills Resource Site:** <http://www.how-to-study.com/>
- **Tips to Help You Survive at University:**
http://www.uofaweb.ualberta.ca/academicsupport/site_map.cfm?ID_site=301&navo1=1
(University of Alberta Students Services)
- **University of Waterloo Study Skills Package:**
<http://www.adm.uwaterloo.ca/infocs/study/>

Other Suggested ES Topics

- Assertiveness training
- Giving and receiving feedback
- Internet research and workplace technical skills
- Professionalism, including ethics and accountability
- Project management
- ePortfolios
- Job maintenance skills
- Networking
- Numeracy

Resources List

This list includes references/resources mentioned in the curriculum as well as additional resources. A list of CLB references and CLB resources for assessment and evaluation is also provided.

CLB Assessment and Evaluation

“Can Do” Checklists (CLB 1-8 for learners)

Ottawa, ON: Centre for Canadian Language Benchmarks.
(available on CCLB website:
http://www.language.ca/display_page.asp?page_id=372)

Canadian Language Benchmarks 2000

Grazyna Pawlikowska-Smith. Ottawa, ON: Centre for Canadian Language Benchmarks, 2000.

Canadian Language Benchmarks 2000: A Guide to Implementation

Tara Holmes et al. Ottawa, ON: Centre for Canadian Language Benchmarks, 2001.

Canadian Language Benchmarks 2000: Additional Sample Task Ideas

Grazyna Pawlikowska-Smith. Ottawa, ON: Centre for Canadian Language Benchmarks, April 2000.
(available on CCLB website:
http://www.language.ca/display_page.asp?page_id=259)

Companion Tables to the Canadian Language Benchmarks 2000

Ottawa, ON: Centre for Canadian Language Benchmarks, 2006.

Integrating CLB Assessment Into Your ESL Classroom

Tara Holmes. Ottawa, ON: Centre for Canadian Language Benchmarks, 2005.

On Target! A Resource Book of Stage Two Assessment Tasks Referenced to the Canadian Language Benchmarks

Christine W. Mitra ed. Calgary, AB: Bow Valley College, 1999.

Ontario LINC Curriculum Guidelines

Anne Hajer et al. Toronto, ON: Toronto Catholic District School Board, 2002.

Relating Canadian Language Benchmarks to Essential Skills: A Comprehensive Framework

Ottawa, ON: Centre for Canadian Language Benchmarks, 2005.

Books

Advanced Language Practice: English Grammar and Vocabulary (ESL book)

Michael Vince. New York, NY: Macmillan Publishers Limited, 2003.

Advanced Listening Comprehension: Developing Aural and Notetaking Skills, Third Edition (ESL book)

Patricia Dunkel and Frank Pialorsi. New York, NY: Thomson Heinle, 2005.

All Right! A Guide to Correct English (ESL book)

Paul Fournier. Saint Laurent, QB: Pearson Education ESL, 2001.

Becoming a Master Student: Tools, Techniques, Hints, Ideas, Illustrations, Examples, Methods, Procedures, Processes, Skills, Resources, and Suggestions for Success, Canadian Third Edition (authentic book)

David Ellis. Boston, Mass: Houghton Mifflin Company, 2000.

Better Business Writing Skills: New Dimensions in Intercultural Correspondence in English, Second Edition (ESL book)

Douglas Billet. Cannes, France: Media Training Corporation, 2003.

Brainwaves: Intermediate and Advanced Communication Activities (ESL book)

Mike Tiittanen. Toronto, ON: Oxford University Press, 1998.

Brass Ring 2: English for Career-Related Communication (ESL book)

Lynne Gaetz. Don Mills, ON: Prentice-Hall Canada Inc., 1999.

Business Communication: Process and Product, Fourth Edition (authentic book)

Mary Ellen Guffey. Mason, Ohio: Thompson South-Western, 2003.

Canadian Snapshots: Raising Issues (ESL book)

Gail Kingwell et al. Saint-Laurent, QB: Pearson Longman, 2005.

Cool Down: Getting Further by Going Slower (authentic book)

Steven Prentice. Mississauga, ON: J. Wiley & Sons Canada, 2007.

Cultures at Work: Intercultural Communication in the Canadian Workplace (authentic book)

Ana Maria Fantino. Alberta: The Muttart Foundation, 2006.

Decision Dramas: Real Language for Real Life (ESL book)

Barbara Radin. Studio City, CA: JAG Publications, 1992.

Email English (ESL book)

Paul Emerson. New York, NY: Macmillan Publishers, 2004.

How to Behave: A Guide to Modern Manners for the Socially Challenged
(authentic book)

Caroline Tiger. Philadelphia, PA: Quirk Books, 2003.

In Business: Activities to Bring Business English to Life (ESL book)

Marjorie Rosenberg. Cambridge, UK: Cambridge University Press, 2005.

Intelligent Business Coursebook (ESL book)

Tonya Trappe and Graham Tullis. Essex, England: Pearson Education Limited, 2005.

Intelligent Business Skills Book (ESL book)

Christine Jonson. Essex, England: Pearson Education Limited, 2005.

It's a Deal! Powerful Negotiation Skills in English (ESL book)

C. Douglas Billet. France, Cannes: Media Training Corporation, 2000.

Job Smart: Tips for Staying Employed (authentic book)

Government of Alberta: Human Resources and Employment, 2003.

Letters for Special Situations: Letters to Use in the Special Situations in Life (authentic book)

Anne McKinney. Fayetteville, NC: Prep Publishing, 1999.

Now Presenting! Presentation Skills in English for All Needs (ESL book)

C. Douglas Billet. France, Cannes: Media Training Corporation Publishers, 2000.

Recruiting, Retaining, and Promoting Culturally Different Employees
(authentic book)

Lionel Laroche and Rutherford, Don Rutherford. Burlington, MA: Elsevier, Inc., 2007.

Robert's Rules of Order: Newly Revised, In Brief (authentic book)

Henry M. Robert III et al. Cambridge, MA: Capo Press, 2004.

Slangman Guide to Biz Speak: Slang, Idioms, and Jargon in Business English 1 & 2 (ESL book)

David Burke. Studio City, CA: Slangman Publishing, 2000 and 2001.

Standard Technical English (ESL book)

C. Douglas Billet. France, Cannes: Media Training Corporation, 2000.

Strategies for Success: A Practical Guide to Learning English

(ESL book)

Douglas Brown. San Francisco State University: Longman, 2002.

Taboos and Issues: Photocopiable Lessons on Controversial***Topics*** (ESL book)

Richard MacAndrew and Ron Martinez. Boston, MA: Heinle, 2002.

Take the Bully by the Horns (authentic book)

Sam Horn. New York, NY: Library of Congress, 2002.

Team Workout: A Trainer's Sourcebook of 50 Team-Building Games and Activities (authentic book)

Glenn Parker and Richard Kropp. New York, NY: HRD Press, 2001.

Technical Writing Today: A New Course and Reference Manual for Writing All Types of Technical Documents (ESL book)

C. Douglas Billet. Cannes, France: Media Training Corporation, 2000.

The Etiquette Advantage in Business: Personal Skills for Professional Success (authentic book)

Peggy and Peter Post. New York, NY: Harper Resource, 2005.

The New Canada: A Globe and Mail Report on the Next Generation

(authentic book)

Erin Anderson and Michael Valpy. Toronto, ON: Globe and Mail, 2004.

The 12 Bad Habits That Hold Good People Back: Overcoming the Behavior Patterns that Keep You from Getting Ahead (authentic book)

James Waldroop and Timothy Butler. New York, NY: Currency/Doubleday, 2000.

Think About It Talk About It: Oral Grammar Practice (ESL book)

Hughie Jones. Vancouver, BC: Vancouver Community College, 2004.

Touchy Situations: A Conversation Text for ESL Students, Fourth Edition

(ESL book)

Glen Penrod. McHenry, IL: Delta Publishing Company, 1993.

Warm Ups and Wind Downs: 101 Activities for Moving and Motivating Groups (authentic book)

Sandra Hazouri and Miriam McLaughlin. Minneapolis, MN: Educational Media Corporation, 1993.

We'll Manage! An ELT Communication Course Book in Human Resources (ESL book)

Douglas Billet. Cannes, France: Media Training Corporation Publishers, 2003.

What Canadians Think about Almost Everything (authentic book)

Darrell Bricker and John Wright. Toronto, ON: Doubleday Canada, 2005.

Who's Calling? 2: The New Training Course in Telephone Communication Skills for the Intermediate and Advanced Level Part A & B (ESL book)

C. Douglas Billet. Cannes, France: Media Training Corporation, 1997.

Working with Difficult People (authentic book)

Muriel Solomon. New York, NY: Prentice Hall Press, 2002.

Workwrite Volume 1. Second Edition (ESL book)

Karen Geraci and Aleksandra Popovic. Toronto, ON: Preparatory Training Programs, 2002.

Videos/DVDs

Back to the Basics: Communication Skills (authentic videos)

Back to the Basics: Conflict Resolution

Back to the Basics: Problem Solving

Back to the Basics: Stress Management

Cambridge Educational. Toronto, ON: Kineticvideo, 2000.

Common Mistakes People Make in Interviews: And How to Overcome Them (authentic DVD)

Lawrenceville, NJ: Cambridge Educational, 2004.

Websites

(All sites were accessed March 2008)

Alberta Employment, Immigration and Industry:

<http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/996.html>

(site about Alberta Employment Standards)

Alberta Human Rights and Citizenship Commission:

http://www.albertahumanrights.ab.ca/publications/Case_Studies/default.asp

(Case Studies)

Alberta Occupational Profiles:

<http://www.alis.gov.ab.ca/occinfo/>

Alberta Learning Information Service (ALIS)

Alberta Worker Compensation Board:

<http://www.wcb.ab.ca/home/>

(See Working Safely for True Stories)

Canada Charter of Rights and Freedoms:

<http://www.charterofrights.ca>

(includes video and audio features)

Canadian Language Benchmarks Essential Skills in the Workplace:

http://www.itssessential.ca/itssessential/display_page.asp

Canadian Living:

<http://www.canadianliving.com>

(Use keywords “Etiquette,” “Ethics” and “Sticky Situations”)

Employment Tips:

<http://www.alis.gov.ab.ca/tips/archive.asp?EK=176>

Alberta Learning Information Service (ALIS)

English Express – Employment Laws Protect Alberta Workers:

<http://www.alis.gov.ab.ca/careershop>

(Use the keyword “English Express”)

English Language Arts:

<http://www.greece.k12.ny.us/instruction/ela/Index.htm>

(Elementary and Secondary Level Curricula)

Five Asset Building Blocks:

http://www.carleton.ca/cedtap/resources/wit_eng.pdf

(Women in Transition Out of Poverty, p. 17)

Flat Organizational Structure:

http://www.1000ventures.com/business_guide/organization_flat.html

Gabcast.com

<http://www.gabcast.com>

(Podcasting and audio blogging platform to create and distribute audio content)

Government of Alberta: Career Exploration:

<http://www.jobsetc.ca>

(click on Career Exploration)

Guide to Business Etiquette and Workplace Manners:

<http://www.businesscommunication-4th.nelson.com/etiquette.html>

How to Sell Yourself on the Job Market:

<http://www.jobagencies.ca>

(click on Job Articles then How to Sell Yourself on the Job Market)

How to Successfully Market Yourself:

http://www.hrstore.com/market_yourself.html

Human Rights Program:

http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/fundamental_e.cfm

(Guide to the Canadian Charter of Rights and Freedoms)

Impromptu Speeches:

<http://www.deil.uiuc.edu/esl/service/units/impromptu/Impromptuspeeches.htm>

(includes instructions and tasks)

Landlords and Tenants:

<http://www.servicealberta.gov.ab.ca/index.cfm?fuseaction=section:landlords>

Laws for Landlords and Tenants in Alberta:

<http://www.landlordandtenant.org>

Let's Talk: A Guide to Resolving Workplace Conflicts

<http://www.alis.gov.ab.ca/careershop/showproduct.asp?DisplayCode=PRODUCTION&EntityKey=3509>

Managing Cross-Cultural Differences

http://www.1000ventures.com/business_guide/crosscuttings/cross-cultural_differences.html (includes links, case studies and definitions)

Money Talk – Budgeting Savvy for Students:

<http://www.alis.gov.ab.ca/tips/archive.asp?EK=202>

Alberta Learning Information Service – ALIS

Occupational Health and Safety Magazine:

<http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/126.html>

On the Job: ESL and Essential Skills for Work:

http://www.itsessential.ca/itsessential/display_page.asp?page_id=323

Centre for Canadian Language Benchmarks (CCLB) (Working with Others)

Peter Post

<http://www.boston.com/business/personalfinance/post/>

(Peter Post's business etiquette columns and articles, and podcasts)

Service Alberta:

<http://www.services.gov.ab.ca>

(includes Featured Links, Financial Resources, Forms and Publications)

Study Guides and Strategies:

<http://studygs.net/index.htm>

(multi-lingual site)

Study Skills Resource Site:

<http://www.how-to-study.com/>

The Canadian Immigrant Magazine:

<http://www.thecanadianimmigrant.com/index.php?option=content&task=view&id=24>

(Archive Issues: Money and Business)

http://www.thecanadianimmigrant.com/index.php?option=com_frontpage&Itemid=1

(click on Careers)

http://www.thecanadianimmigrant.com/index.php?option=com_content&task=view&id=621&Itemid=332 (Culture and Settlement)

Tips to Help You Survive at University

http://www.uofaweb.ualberta.ca/academicsupport/site_map.cfm?ID_site=301&navo1=1

(University of Alberta Students Services)

University of Waterloo Study Skills Package:

<http://www.adm.uwaterloo.ca/infocs/study/>

Washington Post:

<http://www.washingtonpost.com/wp-dyn/content/linkset/2005/03/25/LI2005032501837.html>

(Miss Manners)

Welcome to Alberta: A Publication of Settlement Information for Immigrants in Alberta:

<http://www.alis.gov.ab.ca/careershop/showproduct.asp?DisplayCode=PRODUCTION&EntityKey=3532>

Alberta Learning Information Service – ALIS

Workers Today Getting a Grip on Essential Skills:

www.skillplan.ca

