

# TESL NS Newsletter

Fall 2007

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## **Editor's Message**

### "Winter Song"

All-too soon,  
dusk to dawn,  
wolves be howling,  
winds will be growling  
at frost-bitten windows.  
Poor, shivering crows!  
Driveways deep  
in drifted snow,  
and the cold --  
grey-frosted cold --  
to creep  
into our sleep.

But,  
home by the fire  
we'll defy the ire  
of every howling storm  
as we survived White Juan  
as well  
as lately Noel..

Let, what may  
come along;  
but pray  
no storm will again  
turn  
the switches off,  
to make us  
shiver  
and snuggle closer  
together  
to keep warm..

**(Feleanor Baculi)**

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The theme of this Fall/Winter edition is non-verbal communication, body language in particular, a reminder to teachers and students that there is more to communication in the ESL setting than a teacher teaching and a student learning. The theme of our TESL Conference on the 24th of this month will be much the same albeit more on the practical side of it. We hope to see you all there.

We are in the business of language communication and most of our "clients" are young international students who have their own opinion of what a teacher should be and do, but generally it can be said that a "good" teacher is both a good communicator and a good speaker. Many behaviorists claim that a speaker - whether a teacher before a class or an orator before an audience, is either accepted or rejected by the audience in the first 4 minutes. So, first impressions are crucially important, whether you talk to your students for the first time or deliver a presentation to an audience.

All our senses, research tells us, play a part in learning or in gathering information, but their contributions are far from equal: sight's contribution being 87%; that of hearing some 7.5%; that of smell 3.5%; that of touch a mere 1.5%; and that of taste only 1%. It follows that "what meets the eye" of the audience is critically important.

An audience needs to be stimulated visually. Here are some of the most important visual stimuli: appearance, gestures, facial expressions, body language, eye contact and posture. Your students or members of any other audience size you up from the moment they see you - subconsciously more than consciously -- and decide whether you're worth listening to. The way we are dressed makes a statement and communicates something about us. Ergo we should try to dress like professional teachers. But gestures, facial expressions, eye contact and other bits of body language communicate too.

Psychologists say that people respond 55% to body language, 37% to vocal inflection, and only 8% to what one says. This proves how important gestures are. What, in view of that, are we to do with our hands? In "The Winter's Tale" Shakespeare tells us: "There was speech in their dumbness, language in their very gesture." When gestures are used to advantage they can emphasize the main points of a presentation; good gestures allow our students to better follow our train of thought; and gestures may involve the students in what we are saying. Appropriate gestures can go a long way toward making a presentation more interesting and dramatic. At the same time, psychologists warn, we have to make sure our gestures do not upstage our message.

Eye contact is no less important. It is a sine qua non (absolute essential), for establishing a good rapport with an audience. Through the eye we get a glimpse into the mind of the people we deal with. When we look the other guy straight in the eye, we signal that we are interested in him. Establishing good eye contact with our students signals sincerity, confidence and authority. Good eye contact, moreover, keeps the audience "captivated" and so interested in what we are saying.

Facial expressions help us set the mood for a given communication setting. Again, psychologists say they convey the impression that we are human, regular people like the people in our audience, they help our audience to follow our line of thought, and they keep our audience focussed.

At the same time, we ESL teachers face this difficulty: most of our ESL/EFL students come from different countries with different cultures and different languages. They may be used to expressing thoughts and feelings in ways that differ from ours. Body language may signal messages to them which we would not expect, much less understand. The big problem is that body language is not something that happens in isolation. It is an inextricable part of the culture wherein it

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grew. But we must try - perhaps the most difficult part of our performance - to leap over our own shadow, i.e., try to "leap" into the culture of our students and, looking back as it were at ourselves from the other end, to see how our performance arrives.

In "Look at Me When I Talk to you", Catherilne Eddy tries to help us understand how culture influences the messages which are given and received. She reminds us that non-verbal communication "often takes place outside our conscious awareness" and that it is culture-based. Therefore, we should be cautious about using recipe-like books that promise to enable us to 'read a person like a book.'

For this edition, we have news, book reviews, and student essays galore. We bid farewell to some members of the board who will be leaving us and a hearty welcome to the new ones who will be elected during the AGM meeting (Nov. 24). For our readers, specially those from the Atlantic provinces, we hope that Hurricane Noel didn't do you much damage; we also wish everyone in Canada a restful Remembrance weekend while remembering and praying for those men and women who have helped make this world a better place for all of us to live in.

Thank you to all the contributors for this edition and to our webmaster.

Ms. Fe Leonor Baculi, Editor  
(Instructor, TESL Center/SMU)

## ***President's Message***

Greetings everyone!

With leaves on the ground and pumpkins on doorsteps, it must be time for the annual fall TESL Conference, *Awareness and the Classroom*, on November 24th. We are excited to have Shelley Wallace of Body Lingo presenting two workshops on the

importance of the mind/body connection and physical expression. We also have some great workshops lined up on a variety of topics that explore paperless lessons, techniques for decreasing anxiety, tips for increasing positive relationships and using final projects to marry theory with practice. We strongly encourage you to pre-register to secure your place as space is limited.

We look forward to seeing you at the conference.

Emily Amos  
TESL NS President

## ***TESL Canada 2008 Conference Update***

The time is drawing nearer: only 6 months and 3 weeks until the conference in Moncton! Is everything ready? Well, it's getting there, thanks to a great group of TESL NS supporters and a wonderful group in TESL NB.

The registration brochure is now on the website: [www.teslins.ca/conference.html](http://www.teslins.ca/conference.html) so you can register any time now. Please note the early bird rate which offers you the best savings.

The deadline for the Call for Presentations is the end of January 2008, so if you're planning on giving a presentation, please send us the form. Details are included on the website and on the form. Already we have 35% of the workshops we have space for, so don't wait too long!

If you have any questions please email [conference@teslins.ca](mailto:conference@teslins.ca) and you'll get an answer in a day or two.

We hope to see you in Moncton!

Ellen Pilon  
TESL Canada 2008 Co-Chair

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## ***Student Writing from TESL Centre, Saint Mary's University.***

### **"Lessons In Life While In Canada", A Narrative**

**by Norma Jaua De Calzadilla (Venezuela)  
TESL Center/ SMU**

I can still easily remember all the new things we've experienced since we arrived here in Canada, in the year 2006.

Last year, my family decided to immigrate to Canada from Venezuela. We wanted to give our children first and foremost, better education. Now that we are here, we are not only learning lessons from schoolbooks but also about life in Canada specially with regard to life here in general. I will talk only of three very memorable ones.

When we flew from Toronto to Halifax, there was a Canadian woman in the same flight with us. She sat beside us while reading a book from Toronto to Halifax. I couldn't speak with her because I was very tired ; we had a very long trip from Venezuela to Canada with many stop-overs. Then, we finally arrived at the Halifax International Airport and at the baggage claim, the same woman asked us if we were going downtown. I didn't know what answer to give her because in my former country (Venezuela) which is by the way very dangerous, we don't talk to strangers and we always fear everyone. Finally, I replied that we were going downtown and she offered to drive us to our hotel. She was a very kind woman to us although we were complete strangers to her!

In another incident, I was in my car looking at a map of Halifax, specifically looking for an address. Then an older woman tapped my closed window! For a moment, I got scared, because again, she is a stranger. This kind woman wanted to explain to me how to find an address from my map and how to get there. She was incredible!

The third incident happened when we just

moved into our new house. One day, while I was doing some yardwork, a neighbor talked to me. I couldn't understand her but anyway, I invited her in. She saw that I still didn't have furniture except for beds. When she saw my empty house she told me to wait and would come back later. She did come back 2 hours later with her husband and gave us sofa, chairs, 2 tables, etc. Oh my God! I didn't have words to show my gratitude and I still don't have them today. Her name is Ernestine. Two months later during winter, we had a storm and we didn't have power. She walked across the dark streets at 11PM to bring us 2 big bags of warm blankets, candles, lighters, etc. What a kind soul!

We have been learning a lot about Canada, its culture, and the Canadians but so far the best ones are our first experience of kindness from strangers. They taught us to be kind and helpful and unselfish, and that it is better to give than to receive. I think that to be in Canada is a gift from God. Thanks Canadian people -- friends, neighbors, teachers, and all.

### **"Graffiti Art" A Descriptive Essay by Francesco Bruno-Viteri (Italy) TESL Center/SMU**

The most dangerous, most exciting, the most satisfactory art for me is Graffiti Art, also known as Spray Art. Graffiti is an explosion of colors, the realization of your supreme ideas. You can see and feel this explosion through all your senses. You hear this incredible "noise" as the spraying starts with little fog of gas and gluey, incredibly bright colors which, once come in contact with your body, gives you a shock, a body inspiration, a feeling stronger than 10,000 lightnings.

Then there you are in front of the wall. You pass your hand on it to make sure that the surface is good and while you are doing this, your hands "feel" like being invaded by hundreds of ants, but are actually just little pieces of the wall that are falling.

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After your hand inspection, you can now start your "Sistine Chapel". You already "see" it! It is over there -- the design, your master piece. You start drawing and here you feel like the sensational explosion is moving in the dark of the deep night, followed by little, almost inexistant shhhhhhh...!

Every second you double check for the police. Every little noise like the wind, the falling leaves or doors closing all seem like the siren of the police. So, your adrenaline starts pumping, your legs seem stuck on the ground, and everything is slowing down. You can almost imagine droplets of your own blood oozing out of a can of a red paint.

Oftentimes as expected, two headlights come towards you, your adrenaline starts pumping faster again, so fast that you can predict what is going to happen next. Than a warning sound "moooooove....." breaks the silence of the night and you all start running like you have never run before. Just run! Run! Run! Run.....!

## **"Addiction" An Expository by Abril Fuentes Delgado (Mexico) TESL Center / SMU**

I think we all have some forms of addictions but there are people who are addicted to substances, and in my case to nicotine. Addiction to certain substances may be caused by the environment, it's being thought of as a "quick release", and its universal social acceptance.

The environment in my own case is one cause of my addiction because everybody around me smokes: my mother, brothers and most of my friends. When you are around smokers, you feel like you need to smoke too. I still remember my first cigarette. I was alone in my house after my friends left. One of them forgot his box of cigarette. So, I felt curious and I tried one. It was horrible but then one day I felt a craving

for one smoke so I bought one pack and since that time, I became a smoker. Now, after 2 years of smoking, I like to light a cigarette when I feel stressed out because it is my way of a quick outlet or release. Therefore, if I am studying or I have something to think about, I do it with a cigarette. Because smoking is still largely socially acceptable in many parts of the world specially for camaraderie, it is very easy to start smoking but it is very difficult as well to quit from it.

There are a lot of public information about the many bad and deadly side effects of smoking. Unfortunately, people like me don't think about them when we smoke. Some of the effects of smoking are lung cancer, retarded growth of babies, loss of teeth, and many others. Lung cancer is the most common effect of smoking. The lungs get black and you can not breathe by yourself. It will definitely kill you. Another effect is a decrease in the growth of babies born of mothers who smoke. The child's health is also affected. An uncommon but very scary effect of smoking is the loss of teeth. First, they become very black and then they fall out. This worries people who are conscious of their looks. I wonder if smoking becomes less if publicities tend to focus more on the effects of smoking on looks -- skin, wrinkles, nail colors, premature ageing, general appearance, etc..

Any addiction is not good and I guess everyone is addicted to something. So, what is yours?

## **"What is Happiness" A Defintion Essay By Hoon Lee (Korea) TESL Center / SMU**

If one asks me what happiness is, I can not possibly answer it without some serious thinking. In haste, I would say, financial factors such as money, big house and so forth. I could also say, a family and a dream are some factors that decide what happiness is.

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Let me start with "financial factors". Many people say money doesn't decide happiness, and that they can be happy without it. I totally disagree with them. There is no happiness and success without enough money. What if one of your family member is dying and you can't afford the expense for surgery? What if you go bankrupt and your family has nowhere to sleep? How can you be happy? You need money for a cup of warm soup, a place to sleep and clothes to wear. Money is very necessary even at least for these 3 things. One thing for sure, you need money for the happiness of your family.

The family also decides what happiness is. Most Asian people think they feel comfortable and very happy when they are with their family members that they love. I grew up with my grandparents but we all love each other in my family. I can die for my family.

Everyone has dreams for themselves and their families. Having money and a lovely family can make you happy but that is not enough to satisfy you. We all have dreams while young and also as we grow older; we don't feel happy until we can realize those dreams. This is very natural for human beings. So, if you have dreams, go catch them!

## **"Mexican Ethnic Groups" A Classification Essay by Tricia Hernandez Lopez (Mexico) TESL Center / SMU**

We have several ethnic groups in Mexico. Ethnic groupings in my own words means a group of people who hold in common some characteristics. For example, place of origin, religious beliefs and language. I am going to describe some Mexican ethnic groups by location: Maya, Huichols, Zapotec and Aztec.

The Maya is one of the largest groups of Indians. They live on the states of Tabasco and Chiapas, close to Cenotes. The basis of their culture was to cultivate beans and cacao. They built spectacular ceremonial

centers and pyramidal temples that tourists can visit. For example, the pyramids of Chichen Itza, the new wonderland of the world.

The Huichols live in Jalisco and Nayarit; they are the descendants of the Aztecs. They spend their time cultivating tobacco. Marriages are arranged and they live in ranchos (small communities that belong to different nuclear families).

The Zapotecs are one of the biggest groups in Mexico. They live in 3 different areas: the Central valley, the Sierra and the Istmus. Culturally, the Zapotec women are very strong; their economic activities are similar to other indigenous areas where agriculture and fishing predominate. The women also make some jewelry. There are approximately 500,000 Zapotecs in the State of Oaxaca where you can visit the beautiful Monte Alban.

Finally, we have the Aztec group that lived in the Valley of Mexico in Central Mexico. They built great cities and developed a complex social, political and religious structure. They had an important influence on the development of Mexican culture. Many Mexicans are descendants from the Aztec and approximately 1 million people speak Nahuatl today. This group built the Tenochtitlan which is today Mexico city.

Mexico has a greatly diversified culture. The Maya speakers for example, are the most important group in Yucatan and Chiapas Peninsula. You can also find communities in Oaxaca (primarily Zapotec). These ethnic groups live in Mexico and most of them are looking for ways to preserve their traditions and culture.

## **"Racism" Cause and Effect by Yoon Kim (Korea) TESL Center / SMU**

Even if people say we are now living in a global village, some people still have stereotypes, and judge other people through

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their colors, accents, ect. Many of us are actually still racist. Some people judge other people through their appearance. For example, the blacks were discriminated because of their skin color. Even if most of us believe everybody is equal, some still think the Blacks are slaves.

Second, other possible reasons for racism are wars, religions, ignorance of other cultures, etc. If a country invades another country, the people of the invaded country don't like the invaders, irrationally. Many people don't like the Arabs mainly because of their religion. Many people also don't like other people because they don't know each other's culture. Once, it was said that we needed a common language to communicate with one another. Almost all parts of the world already speak English and still, we have many problems.

What can we do to stop or at least reduce racism? First, we should stop invading other countries. We should be open-minded and talk to people of other nations whenever possible and respect each other's culture and beliefs. We shouldn't judge people by their skin color or accents. We are all equal human beings and are precious daughters and sons of parents. Compared to the past, racism is less, but a few people still think that Indians are Indians and Blacks are Blacks. Why in the first place do we still say Black, White, Brown, Yellow people? This color use is very racist. Before governments impose rules against racism I believe the first thing we do is first change our minds and hearts.

***Student Writing from Halifax  
Immigrant Learning Centre (HILC),  
English for Managers***

**"Why I Chose to Immigrate to Nova Scotia"  
Sunja Suh (Student/ English for  
Managers Class) HILC**

About 3 years ago I heard from someone that there is immigration support agency in Tokyo, Japan. I went to the agency to hear about going to Canada and for immigration. I had been to Vancouver once to find out about living in Vancouver or not, and I realized it wasn't easy to move to Vancouver. Anyway, I insisted about moving to Canada. I don't know why. One day my agent told me there is PNP category in Nova Scotia, Canada. I researched about that category and also about Nova Scotia. I had never been in Nova Scotia at that time, but I felt I might move to Nova Scotia. So I decided to take an exam for Nova Scotia. In Canada, an immigrant country, I expected I can live here freely with my basic rights. I find out Nova Scotia is not a big province. Halifax is not a big city but it has lots of beautiful spots. As I don't like big cities, and I love nature, I wanted to live in Nova Scotia immediately. I feel that people are warm and peaceful and there are a lot of business opportunities too. I have lived in Nova Scotia for over 2 months now, and I still don't know a lot of things here, but my intuition says it was correct to move to Nova Scotia. I've very happy right now.

**"Why I Chose to Immigrate to Nova Scotia"  
Grace (Student / English for Managers  
class) HILC**

People ask me why I chose to immigrate to Nova Scotia. I have some simple answers and reasons for this question. I think Nova Scotia is a peaceful place to live. Most people are friendly. Although not a big city, I love Halifax. Another important reason is for my boys' education; they can get a better education while in Canada.

The big difference between Taiwan and Nova Scotia is "life style". People are rushing all the time in Taiwan. Time is never enough for them. I mean for everybody. Even for students. For example, my sons have to get up at 6:00 every morning. They have to arrive to school before 7:30 a.m. School time is 8:00 a.m. to 4:00 p.m. After

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school they go to tuition school. When they get home, it's already 9:30 or 10:00 p.m. and they still have to prepare for tomorrow. This is their daily schedule. I don't think this is what we expect. In my opinion, life must be balanced with relaxation and working.

I found that Canadian life style is slower than that of the Taiwanese. They know how to balance relaxation and working for money. I'm still learning and adapting to everything in Halifax. I believe I can get a happy life in Canada.

## "Why I Chose to Immigrate to Nova Scotia"

**Vicky (Student / English for Managers Class) HILC**

Before I came here, I felt strange about Nova Scotia. All of my family first came to Halifax, Nova Scotia in 2005. It is a very beautiful city in September. When I walked on the street, I just felt peaceful and safe. I don't know why. It's just my feeling. During that time, I had a very good impression about Halifax. In February 2007, all of my family came to Halifax again. That was a very cold month then but we wanted to know if we can really adapt in that kind of Nova Scotia weather because we never have this experience in Taiwan. After two trips to Halifax, my whole family decided to live in Halifax because there is a good educational opportunity and environment for our children. Almost all the people we meet are always smiling and they are friendly. Their life style is simple. It is easy to be with nature. Breathing fresh air can already make me happy all day. Seeing so many trees and the sky blue color of the ocean and the very clean lakes can make me enjoy my life. It is really the life style that I want. Even though I am not sure we can find a good job here or not, we will do our best to stay here.

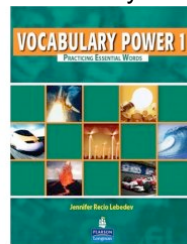
## **Pearson Longman New Books 2007**

*Pearson Longman was scheduled to display at our TESL NS Conference scheduled for the Westin Hotel. Due to the change of plan and lack of space, we had to cancel the publisher's displays. Pearson Longman therefore is happy to give you the following information about some new releases.*

There are plenty of new Pearson Longman ESL books of interest this year and here are a few of the highlights:

### **Vocabulary Power: Practicing Essential Words**

*Vocabulary Power* uses the latest research on memory to make the process of acquiring



a strong vocabulary simple, effective, and enjoyable.

The three-level series Teaches the most important words from the General Service List (500 words) and

Academic Word List (400 words). The 3 books present each word in eight different contexts to help students learn and remember the work easily. The series encourages students to apply the words to their own lives, making vocabulary more relevant and useful. It can be used in class or as self-study text.

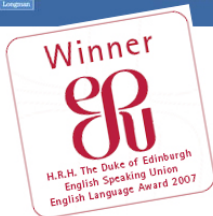
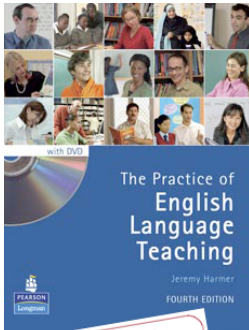
### **Each Vocabulary Power book features:**

- 300 new words – 10 per chapter
- High-interest readings adapted from articles on a variety of up-to-date topics
- Exercises on word families, multiple meanings, collocations, and expressions that expand
- students' knowledge of the words
- Engaging discussion questions and writing topics that elicit natural use of words
- Quizzes to check students' progress and minimize teacher prep time
- Word Builder exercises and charts in the Appendix to help students focus on the meaning and use of word parts.

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## **The Practice of English Language Teaching**

The highly acclaimed *The Practice of English Language Teaching* is an essential guide for teachers of English. The fourth edition has been completely revised to reflect new developments in language teaching and it includes a detailed discussion of English as a world language, an evaluation of new technologies in the

classroom, a wide range of practical ideas reflecting current methodological practice, an increased focus on issues such as: teacher development, learner autonomy and context-sensitive teaching and DVD showing extracts from real classes and discussions between the author and the teachers.

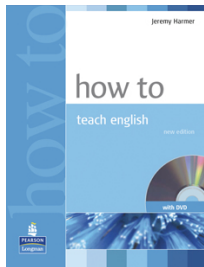
***The Boost! Skills Series*** is the definitive and comprehensive four-level series of skills books (Reading, Writing, Listening, Speaking and Grammar) for upper elementary and lower junior high schools students. The series has been developed around age-appropriate, cross-curricular topics that develop students' critical thinking and examination techniques. It follows an integrated skills approach with each of the skills brought together at the end of every unit. The critical thinking skills and practice included in every unit help young students master the skills they need to succeed in their exams and throughout their lives. *Boost!* presents skills studies through content that truly appeals to, and motivates, young students.



For more information contact Pearson Longman customer service at 1-800-263-3678 ext. 232 or email [infoesl@erpi.com](mailto:infoesl@erpi.com).

Visit the Pearson Longman website at [www.longmanesl.ca](http://www.longmanesl.ca) to discover all the new titles for 2007 and 2008

## **How To Teach English**



The new edition of *How to Teach English* is a practical guide for teachers who are at an early stage in their careers and for those who are studying for the CELTA, certificate in TESOL, and TKT exams.

This new edition has been fully revised to reflect recent methodological developments and includes a DVD with clips from actual classes demonstrating good teaching practice, a comprehensive glossary of teaching terminology, including terms required for the TKT exam, a new chapter on testing and a task File of photocopiable training tasks.

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## ***Canadian Newcomer Series, First of Its Kind***

by Jason Tomassini (Oxford University Press)

Every year 750,000 people who are looking for a better life apply to immigrate to Canada. On a points-based system that awards a score according to level of education, employment experience, and language ability, 250,000 people are accepted. They pack up all of their belongings and arrive in Canada with the idea that the education and skills that got them here are the same ones that will help them secure employment, only to be frustrated by cultural differences and the complexity of the Canadian system.

The unemployment rate for newcomers is more than double that of individuals born in Canada. In their first year in the country over 60 per cent of newcomers are forced to take "survival jobs" outside of their field in order to make ends meet. For over 15 per cent of immigrants the struggle proves too difficult and they leave Canada to return home within that first year.

The Canadian government has heard the complaints of its newest residents and has begun programs and funding, but with so many people to help, the resources can only go so far. In order to reach more people some immigrants, and individuals who work with immigrants, have self-published books on settling in Canada and finding a job so that newcomers can research the information on their own. These well-meaning authors don't have the publishing know-how to produce a top-quality book nor the experience to ensure that it is widely available to the people that need it.

It is for this reason that OUP Canada has committed to publishing the *Canadian Newcomer Series*, a series that will help immigrants to Canada in every phase of their new lives. The series will be launched in March of 2008 with *Arrival Survival Canada* and *How to Find a Job in Canada*.

*Arrival Survival Canada* is an immigrant's guide to the first year of life in Canada and covers a wide array of subjects, such as packing before emigrating, opening bank accounts, creating a credit history, and understanding Canadian culture. It was written for second language learners and is consistent with the Canadian Language Benchmark levels 4-6.

The authors, Nick and Sabrina Noorani, immigrated to Canada from India via Dubai in 1998. Once here they were bombarded with questions from friends and family asking advice about Canada. This led them to publish a magazine for newcomers, which also spun into a weekly radio show, "Ask Nick." He has since become a leading voice for the immigrant community and is on the boards of many newcomer agencies.

*How to Find a Job in Canada* is a comprehensive job guide that includes topics similar to traditional job guides, such as composing cover letters, resume writing, and interviewing, but it looks at these from a newcomer's perspective. It also features topics that are specific to immigrants' concerns: preparation before arrival, survival jobs, and newcomer employment services. This book is written for CLB 7 and above.

Written by Efim Cheinis, a Russian immigrant to Canada who lived through the difficulties of finding a job, and Dale Sproule, the publisher of the *Canadian Newcomer Magazine*, the book combines their experience and knowledge into a problem-and-solution model written in straightforward language.

As so much of the information for newcomers is regional, a feature of both books will be the Creating Your Canadian Experience sections. These will contain questions to research that will allow readers to personalize their books and find information that is specific to their circumstances. It will also allow readers to become proactive in the activities discussed in the books. The books will also feature glossaries with definitions taken from the

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Oxford ESL dictionary. In order to make the books even more classroom-friendly, Oxford is considering creating workbook to accompany each title.

OUP Canada hopes that this series will smooth the transition period for immigrants and help in the realization of their aspirations as they strive for better opportunities for themselves and their children.

***Step Forward Canada: Language for Everyday Life 1, 2008. Sharon Rajabi + Jane Spigarelli, Oxford***

By Sandee Thompson

*Step Forward Canada 1* is a new text aimed at students at a Canadian Language Benchmark (CLB) between 1-3, elementary and low intermediate. The topics and tasks are relevant to every day life and the frameworks used to introduce the language and skills are multi-faceted. *Step Forward Canada 1* is organized thematically and focuses on language, receptive and productive skills, as well as "communicative competence", critical thinking and math skills, and employability skills. It is meant to be used in classrooms where the focus is on the benchmarks but could also be used in classrooms with students who are only in Canada temporarily.

*Step Forward Canada 1*, is organized to make the teacher's life easier. The introduction identifies the authors' approach and it is followed by a detailed table of contents, a 'can do' checklist where students can keep track of their progress and a four-page guide to the book's format, including information regarding what CLB competency is focused on. Each chapter is organized in the same way, ending with a 'review and expand' section and is a total of 12 pages long. The authors' also include the listening scripts, grammar charts, a vocabulary list of new lexis and an index to the four skills at the back of the text.

I was immediately drawn to the picture on

the front of *Step Forward Canada 1* because it is of a recognizable landmark in a park across from Granville Island in Vancouver, BC. The outline of the sky is bright blue, the symbolic stone path is inviting, and the inukshuk tantalizing! The book is made up of Canadian context, always a plus in my books, and is bright and cheerful with an appropriate-sized font. It includes a mix of photographs and cartoons and also people from a broad spectrum of our society of different age, race and country groups and with an equal number of pictures of both males and females. There is ample white space on the pages to not overwhelm the reader but contains enough to make the price worth what you spend. I especially like the pictures of Canadian money, and men and women working together in the kitchen and playing computer games, since that really seems to represent the reality of this decade.

The topics are also very relevant to people living and studying in Canada; these include jobs, grocery shopping, giving directions and introductions, all the topics you would expect in this level of text. However, they also include information about dealing with emergency situations, paying bills, using ATMs and job safety, and some other topics that are often not addressed in typical course books.

*Step Forward Canada 1* is a useful new resource for the ESL classroom in Canada but would also be a good tool for adult classes outside of Canada. It is also a good tool for teacher trainees to use as they learn the tricks of the trade with relevant Canadian content; interesting tasks; and appropriate contexts from which both are extracted. I believe that *Step Forward Canada 1* is going to become dog-eared soon as teachers explore and try out its content.