

Part One: Supporting a Child Who Translates

A CLB 3/4 Module

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Contact Information for the Centre for Immigrant Research at TIES:

research@immigrant-education.ca

<http://www.immigrant-education.ca/>



In the spirit of respect and reciprocity, The Immigrant Education Society (TIES), located in the heart of Southern Alberta, appreciates and acknowledges that we live, work, and play on the ancestral and traditional territories of the Blackfoot confederacy, made up of the Siksika, Piikani, Amskaapiikani and Kainai First Nations; the Îethka Nakoda Wîcastabi First Nations, comprised of the Chiniki, Bearspaw, and Goodstoney First Nations; and the Tsuut'ina First Nation. The City of Calgary is also homeland to the historic Northwest Métis and to the Otipemisiwak Métis Government, Métis Nation Battle River Territory (Nose Hill Métis District 5 and Elbow Métis District 6). We acknowledge all Indigenous peoples who have made Calgary their home.



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For More Information:

<https://www.immigrantresearch.com/development/immigrant-family-interpreters-supports>

<https://www.immigrantresearch.com/research/child-language-brokering>

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Part One: Supporting a Child Who Translates

A CLB 3/4 Module



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Part One of this module includes:

- ✓ Module plan
- ✓ Warm up, vocabulary and introductory activities
- ✓ Skill-Using Tasks
- ✓ Links to online version of Skill-Using Tasks (Google Forms)

Part Two will include Assessment Tasks and links to online versions



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FEEDBACK?

It would be greatly appreciated if you could fill out [this brief online survey](#) once you have used the module with students.

You can also email me at trinastjean@immigrant-education.ca.



	Listening (CLB 3/4)	Speaking (CLB 3/4)	Reading (CLB 3/4)	Writing (CLB 3/4)
Real-World Task Goal	Understanding a dialogue containing advice	Giving advice about a family issue	Reading an email requesting advice	Writing an email giving advice
Context/Background Information	Basic understanding of the potential positive and negative impacts on a child during language brokering; knowledge of “best practices” for supporting a child who translates for adults.			
CLB Competency Areas and Features	Interacting with Others <ul style="list-style-type: none"> Understand short social exchanges CLB 3: communication is about 5 turns CLB 4: communication is about 6 turns	Getting Things Done <ul style="list-style-type: none"> Give an expanding range of simple warnings and cautions. CLB 3: responses to direct questions, some short, simple connected discourse. CLB 4: short, simple connected discourse.	Interacting with Others <ul style="list-style-type: none"> Understand simple social messages with predictable contexts of daily experience. CLB 3: up to 2 paragraphs CLB 4: up to 3 paragraphs	Interacting with Others <ul style="list-style-type: none"> Convey short, personal and informal social messages. CLB 3: up to about 5 sentences CLB 4: up to about 7 sentences
Language Focus	Pragmatics: making eye contact in meetings, making polite requests, importance of expressing appreciation Grammar: present simple, adjectives of emotion with the verb “to be”, the modal “should”, infinitive after want/like/ask Vocabulary: should, translate, together, to force, comfortable and other adjectives for feelings (proud, happy, nervous) <i>*See Vocabulary on page 6 for complete list.</i>			
Assessment Task	Listening to a dialogue with advice about a child translating and answering questions	Giving advice to a friend about a child translating	Reading a friendly email requesting advice about a child translating and answering questions	Writing an email to a friend giving advice about a child translating



Instructor Resources

1. PBLA Language Companion: Stage One. Helpful English. *Adjectives: Emotions*. P. 45
2. PBLA Language Companion: Stage One. Helpful English. *Simple Present Tense*. P. 46.
3. AllThingsGrammar.com. Activities and worksheets on Present Simple:
 - <https://www.allthingsgrammar.com/present-simple.html>
4. AllThingsGrammar.com. Activities and worksheets on Adjectives:
 - <https://www.allthingsgrammar.com/adjectives-and-adverbs.html>
5. AllThingsGrammar.com: Activities and worksheets with to practice “should” for giving advice:
 - <https://www.allthingsgrammar.com/should.html>
6. Tutela. *LINC Works CLB 3 Supporting Materials How to Write an Email: FULL Package*.
 - Includes Email Basics, Email Parts, Email Writing Template, Peer Editing Checklist, Levels of Formality, and other documents.
7. TeachThis.com. Activities and worksheets for giving suggestions (some are free, some require an account):
 - <https://www.teach-this.com/functional-activities-worksheets/making-suggestions>
 - The free one titled “Making Suggestions Worksheet” includes an interactive version (fillable pdf) you can download.
8. TeachThis.com. Activities and worksheets for giving advice (some are free, some require an account):
 - <https://www.teach-this.com/functional-activities-worksheets/giving-advice>
 - *Note: The free one titled “Asking for and Giving Advice” includes an interactive version (fillable pdf) you can download.



Warm-up Activity



When Children Translate: Discussion Questions

1. Which languages do you speak? Can you **translate** from one language to another?
2. Did you translate in any situations in the past? How did you feel in that situation?
3. What can children do to help at home?
4. Do you think it's important that children help their parents? Why?
6. Sometimes children **translate** for their parents or other adults. Do you know any children who do this?
7. What are examples of situations or places when children translate for adults? Make a list.
7. How do you think children feel when they translate for adults? Why?
8. Do you think children learn when they translate for adults? Do the adults learn too?



Translate:

to change from one language to another language



Grammar

Depending on the needs of the students, instructors may:

1. Review **Present Simple Tense**: positive and negative. Examples of resources:

- PBLA Language Companion: Stage One. Helpful English. *Simple Present Tense*. Page 46.
- <https://www.allthingsgrammar.com/present-simple.html>
- <https://www.teach-this.com/grammar-activities-worksheets/present-simple-affirmative-negative>

2. Introduce the use of **the infinitive after verbs Want to/Like to/Try to**

3. Introduce the **modal “should” for giving advice**. Possible resources include:

- <https://www.allthingsgrammar.com/should.html>
- <https://www.teach-this.com/functional-activities-worksheets/giving-advice>
- <https://www.teach-this.com/functional-activities-worksheets/making-suggestions>

Vocabulary

These are the key vocabulary students learn in this module.



[Click HERE](#) for online activities (on Quizlet) students can play. There are flashcards, fill in the blanks, spelling, fill in the blank and other games.

translate	should	advice	sometimes
try to do something	to force	nervous	often
want to do something	to follow advice	comfortable	always
like to do something	to rush	proud	culture
tell	together	patient	neighbor
to make decisions	adult	stressed	the news



Activities to Introduce Language Brokering

Language Brokering is defined as:

the action of children or young people translating for parents in an immigrant family.

Research has shown that language brokering sometimes causes stress which may have a negative impact on immigrant youth. That impact can be moderated, however, by specific adult behaviours throughout the brokering process. This module includes two reading skill-building activities for students to understand the basics of best practices for language brokering.



Note: Students do not need to learn the term “Language Brokering”. The more common way of describing the process (translating) has been used in the student materials.

Reading Skill-Building #1: Story: Ana Helps her Father

Students read a story about a daughter translating for her father. The story provides an introduction to general best practices for making child translation a positive experience.

- The story can be found:
 - in the Appendix at the end of this document.
 - online (pdf) at [this link](#).
- Comprehension questions (with answer keys) can be found:
 - on the next page of this document.
 - as a Google Form: [View](#) | [Make a Copy](#)

After reading the story, instructors lead a discussion of the story after checking the questions.

Post-reading Discussion Questions:

1. Do you think Ana likes to translate? If yes, why does she like it?
2. Does Franco **tell** Ana to translate, or **ask** her to translate? Which is better, and why?
3. What does Franco usually do after Ana translates? Why does he do this?
4. Ana doesn't understand a word the teacher says. What does Franco do?
5. Franco doesn't understand the neighbour. He asks Ana to translate, but she Ana isn't comfortable. What does Franco do?
6. What does Franco do in the story that helps Ana when she translates?
7. What other things can Franco do to help Ana when she translates?



CLB 3/4 Reading Skill-Building #1: “Ana Helps Her Father”

Instructions: Read the story. Answer the questions.

Part A: Fill in the missing words

1. What is the story about?
 - a) When Ana moved to Canada
 - b) When Ana translates for her dad
 - c) Franco is learning English
2. Which languages does Ana speak?
3. When did Ana move to Calgary?
4. What does Franco want to learn?
5. How does Ana help her family?
6. Why is Franco proud of Ana?
7. What does Franco often tell Ana?

True or False:

Write TRUE or FALSE for each sentence, based on the information in the story.

8.
 - a) Franco only wants to understand the news. _____ (F)
 - b) Ana always knows all the words when she translates. _____ (F)
 - c) Franco tries to always say thank you to Ana for translating. _____ (T)
 - d) Franco tells Ana that she must translate what the teacher says. _____ (F)
 - e) Ana says yes because she is comfortable. _____ (T)
 - f) Ana asks the teacher to speak slowly. _____ (F)
 - g) When Ana doesn't know a word, Franco checks his phone to translate. _____ (T)
 - h) Ana is comfortable translating what the neighbour says. _____ (F)
 - i) Franco wants to learn about basketball. _____ (F)
9. What are two things Franco does to help Ana when she translates?
 - a)



ANSWER KEY CLB 3/4 Reading Skill-Building #1: “Ana Helps Her Father”

- 1.b
2. French and English
3. 2 years ago
4. more English and about Canada
5. She cleans and makes cookies
6. because she is kind and helpful
7. thank you

True or False:

8. F, F, T, F, T, F, T, F, F

9. 2 of: Checks his phone, asks people to speak slowly, calls a friend



CLB 3/4 Reading Skill-Building #2: “Does a Child Translate for You?”

Students read a tip sheet about what to do when a child translates for adults. The tip sheet can be found:

- on the next page of this document.
- online (pdf) at [this link](#).
- Comprehension questions (with answer keys) can be found:
 - after the tip sheet in this document.
 - as a Google Form: [View](#) | [Make a Copy](#)
 - Note: the Google Form has the Tip Sheet embedded in it.

It may be a good idea to read the tip sheet together to discuss some of the more difficult concepts, particularly:

- Try not to ask a child to translate adult topics
- Don't ask children to make important decisions for you

Instructors lead a discussion of the concepts post-reading using the questions below.

Post-reading Discussion Questions:

1. How can adults help children who translate?
2. Do you have other advice for when children translate?
3. Why is it important to say thank you to children when they translate?
4. What are the good things that can happen when a child translates?
5. What should you remember when children translate? Why?





Does a child sometimes translate for you?

Follow this advice to help the child!

You should:

Ask children if they can translate. Don't force them.

Help children when you can. Use your phone, or ask people to speak slowly.

Be patient with children. Don't rush them.

Try to always learn together. Learn new words or about culture.

Try not to ask children to translate adult topics. They can feel uncomfortable.

Don't ask children to make important decisions for you.

Talk about the conversation after. How did they feel?

Always say thank you to children. Tell them that they did a good job.

Good things can happen when a child translates:

- The child becomes more confident.
- The child feels proud and the parents feel proud.
- Children and parents can learn something new together.

⚠️ But you should remember that:

- Sometimes, children feel nervous or stressed when they translate.
- Sometimes, children can't understand everything.



CLB 3/4 Reading Skill-Building #2: Does A Child Translate for You?

Name: _____ Date: _____

About SHOULD

- SHOULD is a word used to give advice or suggestions. SHOULD is a modal. Modals are always used before another verb.
- For example: You should readbooks if you want to learn.

1. What is this handout about?

- a) advice to teach your children English
- b) advice to learn about culture
- c) advice to help children when they translate

2. What **should** you do to help a child that translates? Write four pieces of advice from the handout.

- a) You should _____.
- b) You should _____.
- c) You should _____.
- d) You should _____.

3. What are two things you **should not do** to help a child who translates? (Clue: find the advice that says "Don't" on the handout.)

- a) You should not _____.
- b) You should not _____.

4. Write TRUE or FALSE for each sentence, based on the information in the handout. The first one is done for you.

- a) True You should talk about the conversation after children translate.
- b) _____ You should try to learn about culture together.
- c) _____ You should ask children to make important decisions for you.
- d) _____ You should not rush children when they translate.
- e) _____ You should force children to translate.
- f) _____ You should not say thank you to children when they translate.



ANSWER KEY CLB 3/4 Reading Skill-Building #2: Does A Child Translate for You?

1.c

2.answers will vary: 4 suggestions from handout

3.2of:force them, rush them, ask children to make important decisions for you.

4. a) T

b)T

c)F


d)T

e)F

f)F



Listening: Skill-Using Activity

TASK	Understanding a dialogue about a child translating
COMPETENCY	Interacting with Others
INSTRUCTIONS	Students listen to a dialogue with advice about a child translating and answer the questions
 ONLINE ASSESSMENTS	Google Form version of questions (with embedded link to audio): View Make a Copy Audio File: HERE

Audio Transcript

Farrah: Hello Katrina! It's very nice to see you. How is your family?

Katrina: Hi Farrah. It's good to see you too. My family is doing well. My son is already fourteen years old. I can't believe it. I am very proud of him. He works hard in school and likes to help the family. He translates for his grandmother often at the bank, for example.

Farrah: Oh really? That's wonderful that he can help her. Does he like translating? My neighbor asked me if my daughter can translate for her sometimes. I don't know what to say. My daughter is very shy. Should I tell my daughter to do it?

Katrina: My son likes to translate. But maybe you should ask your daughter what she thinks. You should talk to her about it and ask her if she is comfortable. We should not force children. They feel stressed if we force them.

Farrah: Yes, that's true. I don't want Ella to feel stressed. I will ask her how she feels about translating.

Katrina: If she says yes, you should ask the neighbour to always say thank you. Kids feel proud when someone says thanks.

Farrah: That's really good advice! So now I will say thank you to you, Katrina.



CLB 3/4 Listening Skill-Using Task: Listening to a Dialogue about a Child Translating

TASK	Listening to a dialogue about a child translating
COMPETENCY	Interacting with Others
INSTRUCTIONS	<ol style="list-style-type: none">1. Listen to the dialogue.2. You may listen to the dialogue three times.3. Answer the questions.

1. What is this conversation mostly about?
 - a) Farrah's neighbour
 - b) Saying thank you
 - c) Children translating

2. How is Katrina's family?
 - a) doing well
 - b) stressed

3. Does Katrina's son like to translate?
 - a) Yes
 - b) No

4. What is Katrina's advice to Farrah?
 - a) go to the bank
 - b) talk to her daughter and ask if she is comfortable
 - c) work hard in school

5. Who wants Farrah's daughter to translate?
 - a) Farrah's neighbour
 - b) Katrina's son
 - c) Farrah

6. How do children feel if we force them to translate?
 - a) proud
 - b) comfortable
 - c) stressed

7. Who is Ella?
 - a) Farrah's neighbour
 - b) Farrah's daughter



8. How do children feel when someone says thank you?

- a) proud
- b) comfortable
- c) stressed

9. Farrah doesn't want Ella to feel _____.

- a) proud
- b) comfortable
- c) stressed

10. Does Farrah like Katrina's advice?

- a) Yes
- b) No




ANSWER KEY CLB 3/4 Listening Skill-Using Task: Understanding Advice about Translating

1. c
2. a
3. a
4. b
5. a
6. c
7. b
8. a
9. c
10. a



Speaking: Skill-Using Activity

TASK	Giving advice about translating
COMPETENCY	Getting Things Done
INSTRUCTIONS	<p>The student will give advice to a friend about a child translating in a role play. The friend may be a classmate or the instructor.</p> <p>Students can get Peer or Teacher Feedback on the feedback form in this document or on the online rubric.</p>
 ONLINE ASSESSMENTS	<p>Google Form version of the Task Card and rubric (for teacher to complete):</p> <p>View Make a Copy</p>



Task Card: CLB 3/4 Speaking Skill-Using: Giving Advice about Translating

Instructions:

Your friend Hana has a son who is 12 years old. Hana's son often translates for Hana at home. Give Hana advice about helping her son feel good when he translates. Here is some advice you can share:



	ask her son first
	talk about it after
	learn new words together
	say thank you
	say "good job!"

CLB 3:

- Give 3 pieces of advice.
- Use sentences

CLB 4:

- Give 4-5 pieces of advice.
- Use modals (should).
- Use some compound sentences

Task Card: CLB 3/4 Speaking Skill-Using: Giving Advice about Translating

Instructions:

Your friend Hana has a son who is 12 years old. Hana's son often translates for Hana at home. Give Hana advice about helping her son feel good when he translates. Here is some advice you can share:



	ask her son first
	talk about it after
	learn new words together
	say thank you
	say "good job!"

CLB 3:

- Give 3 pieces of advice.
- Use sentences

CLB 4:

- Give 4-5 pieces of advice.
- Use modals (should).
- Use some compound sentences



FEEDBACK: Giving Advice about a Child Translating*CLB 3-4 Skill-Using Task*

Name of speaker: _____ Date: _____

✓ Check:

- Peer Assessment. Name of Peer _____
- Instructor Assessment

The speaker	Yes	No	Comments
Followed the instructions	<input type="checkbox"/>	<input type="checkbox"/>	
Used the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 3: Used sentences CLB 4: Used some compound sentences	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 3: Gave 3 pieces of advice CLB 4: Gave 4-5 pieces of advice Used modals (should)	<input type="checkbox"/>	<input type="checkbox"/>	

FEEDBACK: Giving Advice about a Child Translating*CLB 3-4 Skill-Using Task*

Name of speaker: _____ Date: _____


✓ Check:

- Peer Assessment. Name of Peer _____
- Instructor Assessment

The speaker	Yes	No	Comments
Followed the instructions	<input type="checkbox"/>	<input type="checkbox"/>	
Used the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 3: Used sentences CLB 4: Used some compound sentences	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 3: Gave 3 pieces of advice CLB 4: Gave 4-5 pieces of advice Used modals (should)	<input type="checkbox"/>	<input type="checkbox"/>	



Reading: Skill-Using Activity

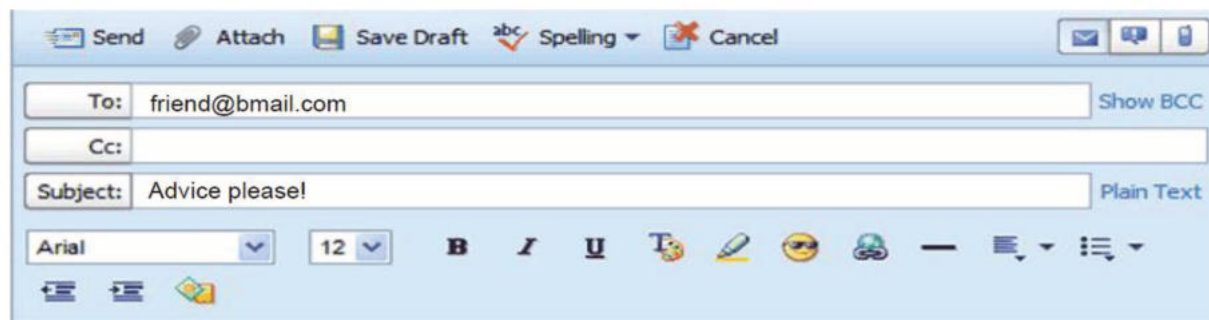
TASK	Reading an email asking for advice about translating
COMPETENCY	Interacting with Others
INSTRUCTIONS	Students read an email from a friend asking for advice about a child translating
 ONLINE ASSESSMENTS	Google Form version of the questions (with text): View Make a Copy



CLB 3/4 Reading Skill-Using Task: An Email Asking for Advice

Name: _____ Date: _____

TASK	Reading an email asking for advice
COMPETENCY	Interacting with Others
INSTRUCTIONS	Read the email and answer the questions



Send Attach Save Draft Spelling Cancel

To: friend@bmail.com Show BCC

Cc:

Subject: Advice please! Plain Text

Arial 12 B I U Text Color Background Color Link Unlink List

Hi my pal!

How are you doing these days? I'm doing well. Just too busy with my new job. I hope you and your family are happy and healthy.

I have a question for you. When you first moved to Canada, did your son translate for you sometimes? Before you learned English, I mean? My wife wants our son to translate for her when I am not available, like at the bank or our son's school. I am worried our son will feel too nervous or stressed. I translated for my parents at the doctor when I was a kid and it was hard.

What do you think? Is it a good idea for our son translate? If he translates, what should my wife do to help? Thanks for your advice!

Cheers,

Sam

CLB 3 and 4 Questions

1. What is the main reason (why) Sam wrote this email?

- a) to talk about his wife's English
- b) to talk about his son's school
- c) to ask for advice

2. What is the tone of this email?

- a) formal
- b) friendly

3. Why is Sam busy?

- a) he has a new job
- b) because he moved to Canada

4. What does Sam's wife want?

- a) for Sam to go the bank with her
- b) for their son to translate for her when Sam is busy
- c) for their son to go to the bank

5. What do you think "pal" means?

- a) boss
- b) brother
- c) friend

6. Check which two places Sam's wife wants their son to help her:

- her work
- their son's school
- the bank
- the doctor
- in Canada when they move there

CLB 4 only:

7. What is the email address of the person who received this email?

8. What did Sam do when he was young?

9. What advice can you give Sam? (Make two sentences with "should")




ANSWER KEY Reading Skill-Using Task: An Email About Translating

1. c
2. b
3. a
4. b
5. c
6. son's school and bank
7. friend@bmail.com
8. He translated for his parents at the doctor
9. Answers vary: advice about how to handle a child translating, using should



Writing: Skill-Using Task

TASK	Writing an email giving advice
COMPETENCY	Interacting with Others
INSTRUCTIONS	<p>The student will respond to an email from a friend. In the email, the student will give advice to the friend about a child translating.</p> <p>The instructor can ask the student to either:</p> <ul style="list-style-type: none"> • send the email to the teacher’s email address, • do a paper version of an email using the form below, or • type the email into the Google Form (*in this case, you should provide the students a fake email address for their friend) <p>Before students write the email, the instructor may choose to:</p> <ul style="list-style-type: none"> • brainstorm advice for students to give their friend based on the module before writing, or • allow them to look at the Tips Sheet (Reading Skill-Building #2: Does a Child Sometimes Translate for You?) to get ideas for the email.
 ONLINE ASSESSMENTS	<p>Google Form versionsofthe writing task:</p> <p>CLB 3/4 Writing Task:View Make a Copy</p> <p>*for student to complete</p> <p>CLB 3/4 Feedback Form:View Make a Copy</p> <p>*for the instructor or peer to complete after the student finishes the task</p>



FEEDBACK: Writing an Email Giving Advice

CLB 3/4 Skill-Using Task

Name of writer: _____ Date: _____

✓ Check:

Peer Assessment. Name of Peer _____

Instructor Assessment

The writer	Yes	No	Comments
Wrote a complete email: • email address, subject, greeting and body	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters and mostly correct punctuation	<input type="checkbox"/>	<input type="checkbox"/>	
Used spelling adequate to level	<input type="checkbox"/>	<input type="checkbox"/>	
Gave advice with some detail CLB 3: message is about 5 sentences CLB 4: message is about 7 sentences	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 4: used modals (should)	<input type="checkbox"/>	<input type="checkbox"/>	

FEEDBACK: Writing an Email Giving Advice

CLB 3/4 Skill-Using Task

Name of writer: _____ Date: _____

✓ Check:

Peer Assessment. Name of Peer _____

Instructor Assessment

The writer	Yes	No	Comments
Wrote a complete email: • email address, subject, greeting and body	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters and mostly correct punctuation	<input type="checkbox"/>	<input type="checkbox"/>	
Used spelling adequate to level	<input type="checkbox"/>	<input type="checkbox"/>	
Gave advice with some detail CLB 3: message is about 5 sentences CLB 4: message is about 7 sentences	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 4: used modals (should)	<input type="checkbox"/>	<input type="checkbox"/>	

