## A Child’s Education

### Topic Development Ideas

**Classes might want to learn more about...**

- after-school, summer programs
- compulsory French instruction in elementary and secondary school
- cultural differences in teachers’, parents’, and students’ roles and expectations
- daycare and preschool
- differences between the education system in Canada and other countries
- documents needed for school registration
- education system in Ontario
- ESL and heritage language programs for children
- extra-curricular activities
- French immersion programs
- professional development days, school holidays
- programs for children with special needs
- programs that may require parental consent (e.g., sex education)
- school boards and trustees

### Strategies for Learners

**Learners find it useful to...**

- ask a classmate or instructor to explain comments on child’s report card
- ask for a translator for parent-teacher interviews
- ask for written versions of verbal information
- attend kindergarten or high-school open-house sessions before choosing school for their child
- prepare and practice questions to ask a teacher during an actual interview
- volunteer in child’s school

### Resources for Developing and Teaching Topic

- *The ESL Tool Box*: Unit 4, “Culture Checks”
- *Welcome to Canada*
- *CLB Listening/Speaking Resource*: Stage I, School dialogue 23
- Government of Canada Site: [http://www.canada.gc.ca](http://www.canada.gc.ca) (Canadians, Newcomers to Canada, A Newcomer’s Introduction to Canada)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Education)
- *Ontario school system, Ontario education, Ontario ministry of education*, name of school board
## Topic Outcomes (CLB 1)

**Possible outcomes for this topic:**
- give basic personal information when registering a child for school
- express ability, inability of child
- identify details in a listening text about school: numbers, letters, a few keywords, short expressions
- use a simplified map, diagram, or table
- understand common signs and symbols in and around a school building
- copy information from a school board directory to complete a task
- fill out a basic five- to seven-item school form
- describe personal situation by filling in blanks in a short three- to five-sentence guided text

## Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary (elementary, secondary, principal, office, grade, immigration documents, immunization)
- vocabulary for giving personal information (name, address, phone number, age)
- days of the week, months, time
- numbers
- prepositions of time
- questions: wh-, yes/no
- can for ability, inability
- verbs: be, have
- pronunciation: consonant clusters (school, likes, last, first, birth, street)

## Sample Tasks

1. Talk to classmates and ask for personal information to complete a table (first and last name, children’s names, and their schools).
2. Listen to the instructor read a school timetable. Fill in blanks in sentences times and classes.
3. Look at a school board directory and complete a table with the name, address, and phone number of the local elementary and secondary schools.
   - **Novice:** Open an instructor-made table and insert the information from Language Task 3. Print and save for future reference.
   - **Skills:** Open, Insert Text, Print Preview, Print
4. Complete a simple school registration form.
   - **Experienced:** Open an instructor-made school registration form and insert required personal information. Preview and print for instructor evaluation. Enhance the table using the Table Toolbar.
   - **Skills:** Open, Print Preview, Print, Table Toolbar (Line Style, Border Color, Borders, Shading Color)
# Effective Learning

<table>
<thead>
<tr>
<th>Topic Development Ideas</th>
<th>Strategies for Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes might want to learn more about...</strong></td>
<td><strong>Learners find it useful to...</strong></td>
</tr>
<tr>
<td>- advantages/disadvantages of being an adult learner</td>
<td>- create opportunities to use English outside the classroom (e.g., ask for directions even when unnecessary)</td>
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<tr>
<td>- cultural differences in roles of instructors and learners</td>
<td>- find spelling and pronunciation of words in bilingual dictionary</td>
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<tr>
<td>- current adult ESL methodology (e.g., pair and group work, task-based learning)</td>
<td>- participate fully in classroom and school activities</td>
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<tr>
<td>- differences in classroom activities and assessment methods in Canada and in other countries</td>
<td>- use rhymes and word associations to remember new vocabulary and language rules</td>
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<tr>
<td>- factors outside the classroom that may affect learning (e.g., health, sleep, nutrition, family problems)</td>
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<tr>
<td>- learning resources such as different types of dictionaries, language labs, libraries, audio tapes, videotapes, and the Internet</td>
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<tr>
<td>- learning styles (auditory, tactile, visual)</td>
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<td>- self-directed learning</td>
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<tr>
<td>- techniques and strategies for improving proficiency in each skill area</td>
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</tbody>
</table>

## Resources for Developing and Teaching Topic

- *English Extra*: Unit 1, “Nice to meet you”
- *Going Places 1*: Before Unit 1, “English for the Classroom”; Unit 5, “What’s John Doing?”
- learning, effective learning
### Topic Outcomes (CLB 1)

**Possible outcomes for this topic:**

- indicate communication problems
- attract attention of the instructor or a classmate
- request assistance
- express ability, inability
- follow simple two- to five-word positive and negative commands and requests in the classroom

- follow short two- to five-word instructions for completing a classroom task
- describe personal situation by filling in blanks in a short three- to five-sentence text

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary for classroom objects and instructions
- expressions to indicate communication problems (*I don’t understand, Please say it again*)
- expressions to attract attention and request assistance (*Excuse me, can you help me?*)
- *can* for ability, inability
- imperatives
- verbs: *be, have*
- pronunciation: /p/ (pencil, paper) and /b/, (blackboard, book) contrast

### Sample Tasks

1. Work with a partner. Feel school items concealed in a bag (e.g., a pen, an eraser, a stapler) and identify them. Practice asking for repetition and clarification (e.g., *Again please, Please spell it*).

   - **Novice:** Open an instructor-made file containing a list of misspelled classroom vocabulary. Working with a partner, find and correct the mistakes. Print for evaluation.

   **Skills:** Open, Backspace, Delete, Insert Text, Print

2. Listen to a list of classroom instructions and sequence pictures.

3. Match classroom instructions with pictures.

4. Write sentences about own ESL classroom by filling in blanks.

   - **Novice:** Open an instructor-made file containing a list of classroom items. Highlight only those items that can be found in your classroom.

   **Skills:** Open, Select, Highlight
## Personal Education Experience

### Topic Development Ideas

<table>
<thead>
<tr>
<th>Classes might want to learn more about...</th>
<th>Strategies for Learners</th>
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<tbody>
<tr>
<td>• Canadian equivalencies for educational experience</td>
<td>• ask for translation of verbal information</td>
</tr>
<tr>
<td>• differences in education systems throughout the world</td>
<td>• interrupt the instructor appropriately to ask for repetition, rephrasing</td>
</tr>
<tr>
<td>• financial assistance available for students in Ontario, such as OSAP, scholarships, and grants</td>
<td>• participate actively in class</td>
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<tr>
<td>• Prior Learning Assessments</td>
<td>• talk to counsellor or instructor before choosing a course</td>
</tr>
<tr>
<td>• requirements for re-entry into one’s own occupation, such as TOEFL and professional licensing exams</td>
<td>• use the experience of others to plan own learning</td>
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<tr>
<td>• self-directed learning</td>
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<tr>
<td>• translation, evaluation, and comparison of educational qualifications from outside Ontario</td>
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<tr>
<td>• types and locations of non-credit courses for adults</td>
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</tbody>
</table>

### Resources for Developing and Teaching Topic

- Basic Grammar in Action: Unit 1, “Hello”; Unit 2, “The Classroom”
- The Oxford Picture Dictionary, Canadian Edition: Unit 9, “Areas of Study”
- Flyers and calendars from local boards of education, colleges, universities, parks and recreation
- Canadian Information Centre for International Credentials: [http://www.cicic.ca](http://www.cicic.ca)
- Independent Learning Centre: [http://ilc.edu.gov.on.ca/01/Home.htm](http://ilc.edu.gov.on.ca/01/Home.htm)
- Ontario Ministry of Education: [http://www.edu.gov.on.ca](http://www.edu.gov.on.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Education)
- Continuing education, specific board of education (e.g., Toronto District School Board)
## Personal Education Experience

<table>
<thead>
<tr>
<th>Topic Outcomes (CLB 1)</th>
<th>Language Focus</th>
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<tr>
<td>Possible outcomes for this topic:</td>
<td>Items to help learners achieve the outcomes:</td>
</tr>
<tr>
<td>✅ give basic personal information about own education</td>
<td>• vocabulary (<em>university, college, high school, elementary school, year, grade, timetable, class</em>)</td>
</tr>
<tr>
<td>✅ express ability, inability</td>
<td>• vocabulary for giving personal information (<em>name, address, phone number, age</em>)</td>
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<td>✅ identify details in a listening text about education: numbers, a few keywords, and</td>
<td>• cardinal and ordinal numbers</td>
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<tr>
<td>expressions</td>
<td>• days of the week, dates, time</td>
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<tr>
<td>✅ use a simplified school timetable, diagram of a school, or map</td>
<td>• prepositions of location</td>
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<tr>
<td>✅ get information from a very basic text of up to five sentences about education</td>
<td>• questions: wh-, yes/no</td>
</tr>
<tr>
<td>✅ describe personal educational experience by filling in blanks in a short three- to</td>
<td>• verbs: be, have</td>
</tr>
<tr>
<td>five-sentence guided text</td>
<td>• pronunciation: /uw/ (<em>school, washroom</em>) and /ow/ (<em>open, no, close</em>) contrast</td>
</tr>
</tbody>
</table>

### Sample Tasks

1. Find someone who…: Interview classmates and find out what level of education they have completed.
2. Dictation: Listen to the instructor read about someone’s school timetable and circle the correct days and times on a worksheet.
3. Look at a school schedule listing holidays, school events, and when classes begin and end. Write the information on a calendar.
4. Complete sentences about your education by filling in blanks in sentences.

### Additional Tasks

- **Novice:** Open an instructor-made file containing a continuous line of school vocabulary with no spaces between the words. Locate the end of each word and press enter to make a list of the words. Number the list. Print and compare with a partner.
  
  **Skills:** Open, Enter, Insert Bullets and Numbering, Print