

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
- read and discuss standardized report cards
- volunteer in child's school

Resources for Developing and Teaching Topic

- 📖 *Basic Grammar in Action*: Unit 15, "School"
- 📖 *Ontario Reader 1997*: "Ontario's school system"
- 📖 *Ontario Reader 2001*: "Great minds think alike"
- 📖 *The ESL Tool Box*: Unit 4, "Culture Checks"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 9, "Areas of Study"
- 📖 *The Pizza Tastes Great*: Unit 8, "Schools and Children"
- 📖 *Welcome to Canada*
- 👂 *CLB Listening/Speaking Resource*: Stage I, School dialogues
- 🌐 blank standardized report cards available from government web site:
<http://www.edu.gov.on.ca/eng/document/forms/report/1998/report98.html>
- 🌐 Government of Canada: <http://www.canada.gc.ca> (Canadians, Newcomers to Canada, A Newcomer's Introduction to Canada)
- 🌐 Ontario Ministry of Education: <http://www.edu.gov.on.ca> (Elementary/Secondary)
- 🌐 Private Schools in Ontario: <http://www.edu.gov.on.ca/eng/general/elemsec/privsch/index.html>
- 🌐 Settlement.org: <http://www.settlement.org> (Education)
- 🔑 **Ontario school system, Ontario education, Ontario ministry of education**, name of school board

A Child's Education

Topic Outcomes (CLB 2)

Possible outcomes for this topic:

- respond appropriately to introductions (e.g., parent-teacher interview)
- make and respond to simple requests
- give expanded basic personal information
- give a basic description
- talk about things a child enjoys
- identify details in a listening text: numbers, letters, time references, places, keywords, short expressions
- find information in a short basic form or schedule (e.g., school timetable)
- get information from a short two- to three-sentence school notice
- get information from a very basic text of up to seven sentences
- give a basic description by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*elementary, secondary, kindergarten, JK, SK, grade, subject, marks, progress, recess*)
- *can* for requests
- prepositions: time, duration
- wh- questions
- simple present tense
- pronunciation: third person singular endings /z/ (*lives*), /s/ (*walks*), /əz/ (*watches*)

Sample Tasks

1. Work with a partner and ask questions about a child's school day (e.g., *What time does he/she go to school? What time does he/she eat lunch?*). Partner answers questions by referring to a school timetable.
2. Listen to a dialogue of a parent registering a child for school. Answer questions on a worksheet.
3. Read a description of a child's school day and answer questions.
4. Write about the school system in Ontario by filling in blanks in sentences.

• **Novice:** Word-process Language Task 4. Insert name and date at the end of document.

Skills: Keyboarding, Insert Date and Time, Print Preview, Print

Additional Task

• **All Levels:** Go to the Ministry of Education web site (e.g., <http://www.edu.gov.on.ca>; click English, Elementary and Secondary School, School Year Calendar). Copy down the names and dates of school holidays for the current school year.

Skills: Internet Basics, URL, Hyperlink, Scrolling

Effective Learning

Topic Development Ideas

Classes might want to learn more about...

- advantages/disadvantages of being an adult learner
- cultural differences in roles of instructors and learners
- current adult ESL methodology (e.g., pair and group work, task-based learning)
- differences in classroom activities and assessment methods in Canada and in other countries
- factors outside the classroom that may affect learning (e.g., health, sleep, nutrition, family problems)
- learning resources such as different types of dictionaries, language labs, libraries, audio tapes, videotapes, and the Internet
- learning styles (auditory, tactile, visual)
- self-directed learning
- techniques and strategies for improving proficiency in each skill area

Strategies for Learners

Learners find it useful to...

- create opportunities to use English outside the classroom (e.g., ask for directions even when unnecessary)
- find spelling and pronunciation of words in bilingual dictionary
- participate fully in classroom and school activities
- use rhymes and word associations to remember new vocabulary and language rules

Resources for Developing and Teaching Topic

-  *Canadian Concepts 2, Second Edition*: Unit 1, “Nice to Meet You”
-  *LINC Classroom Activities, LINC 2*: “Education”
-  *The ESL Toolbox*: Unit 9, “Language Learning Strategies”; Unit 10, “Feedback and Checklists”
-  *The Pizza Tastes Great*: Unit 8, “Schools and Children”
-  Tense Buster – Elementary – And Now? sections
-  continuing education pages on local board of education web site
-  **learning, effective learning**

Topic Outcomes (CLB 2)

Possible outcomes for this topic:

- indicate communication problems in a number of ways
- give a basic description
- talk about things one enjoys
- follow a range of common one-sentence basic daily instructions in the classroom
- identify details in a listening text: numbers, places, keywords, short expressions
- follow simple everyday one-sentence instructions of up to four steps for classroom tasks
- copy information from a dictionary for personal use or to complete a task
- give a basic description by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple questions

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for classroom tasks and instructions (*practice, review, compare, sentence, group work, pair work*)
- expressions to indicate communication problems (*Sorry? Pardon me? Could you repeat, please?*)
- imperatives
- prepositions of location
- *there is/there are*
- verb *like* + gerunds or infinitives
- pronunciation: word stress for emotional emphasis (*I **don't** like computers, I like **reading***)

Sample Tasks

1. With a partner, visit other classrooms or areas in your school. Complete a simple scavenger hunt by answering questions on a worksheet. Report back to your class.
2. Listen to students describe what they enjoy doing in an ESL class. Match the students with activities listed on a worksheet.
3. Read a list of instructions and match with vocabulary in a list (e.g., *Find the word that has six letters – school, Write the word that ends in “er” – teacher*).
4. Write about activities in your classroom by filling in the blanks in sentences.

• **Novice:** Word-process Language Task 4. Follow instructions to double space the document. Preview and print

Skills: Keyboarding, Format Paragraph (Line Spacing), Print Preview, Print

Personal Educational Experience

Topic Development Ideas

Classes might want to learn more about...

- Canadian equivalencies for educational experience
- differences in education systems throughout the world
- financial assistance available for students in Ontario, such as OSAP, scholarships, and grants
- Prior Learning Assessments
- requirements for re-entry into one's own occupation, such as TOEFL and professional licensing exams
- self-directed learning
- translation, evaluation, and comparison of educational qualifications from outside Ontario
- types and locations of non-credit courses for adults

Strategies for Learners

Learners find it useful to...

- ask for translation or written version of verbal information
- have own education documents translated
- interrupt the instructor appropriately to ask for repetition, rephrasing
- participate actively in class
- scan, skim course calendars for relevant information
- talk to counsellor or instructor before choosing a course
- use the experience of others to plan own learning

Resources for Developing and Teaching Topic

- 📖 *Basic Grammar in Action*: Unit 15, "School"
- 📖 *Canada Coast to Coast*: Unit 29, "Never too old to learn"
- 📖 *Canadian Crossroads 2*: Unit 4, "School"
- 📖 *LINC Classroom Activities, LINC 2*: "Education"
- 📖 *Ontario Reader 2001*: "High achiever"
- 📖 *The Pizza Tastes Great*: Unit 8, "Schools and Children"
- 📄 flyers and calendars from local boards of education, colleges, universities, parks and recreation
- 🌐 Canadian Information Centre for International Credentials: <http://www.cicic.ca>
- 🌐 Independent Learning Centre: <http://ilc.edu.gov.on.ca/01/Home.htm>
- 🌐 Ontario Ministry of Education: <http://www.edu.gov.on.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Education)
- 🔑 **continuing education**, specific board of education (e.g., **Ottawa-Carlton District School Board**)

Personal Educational Experience

Topic Outcomes (CLB 2)

Possible outcomes for this topic:

- 🗣️ give expanded basic personal information
- 🗣️ give a basic description of personal educational experience
- 🗣️ talk about things one enjoys
- 👂 identify a range of expressions used to make and respond to requests
- 👂 identify details in a listening text: numbers, letters, time references, places, keywords, short expressions
- 📖 find information in a school schedule or simplified map
- 📖 get information from a very basic text of up to seven sentences
- ✍️ give a basic description by filling in the blanks in a short five- to six-sentence guided text or by answering five to six simple questions

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*register, diploma, graduate, community college, assessment*)
- prepositions: time and duration of time (*in, at, on, from...to..., for*)
- verb tenses: simple past, simple present, present continuous
- questions: wh-, yes/no
- pronunciation: -ed endings for past tense
/t/ (*walked*), /d/ (*studied*), /əd/ (*graduated*)

Sample Tasks

1. Tell your partner about your own education.
 - 📖 **Novice:** Open an instructor-made question sheet to interview a partner about their educational history. Record their answers and print for evaluation.
Skills: Open, Insert Text, Print
2. Listen to a conversation about a newcomer's plans for getting training in Canada. Answer true/false questions.
 - 📖 **Novice:** Word-process the questions from Language Task 2. Correct the sentences. Insert numbering, double space, and change the font and font size. Add name and date at the end of the document.
Skills: Keyboarding, Insert Bullets and Numbering, Font, Font Size, Format Paragraph (Spacing), Insert Date and Time
3. Read a simple story about someone's educational experience. Order events chronologically on a worksheet.
4. Write about your daily schedule while studying English.