

# 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
- attend kindergarten or high-school open-house sessions before choosing school for their child
- contact teacher or principal to discuss concerns, questions
- practice parent-teacher interviews in class, 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

- 📖 *Interchange 3*: Unit 6, "Comparatively Speaking"
- 📖 *LINC Classroom Activities*, *LINC 4*: "A Child's Education"
- 📖 *Ontario Reader 1997*: "Children benefit when parents involved at school"
- 📖 *Picture Stories for Beginning Communication*: Unit 10, "The Test"
- 📖 *Take Charge*: Unit 1, "At School"
- 📖 *The Pizza Tastes Great*: Unit 8, "Schools and Children"
- 📖 *Welcome to Canada*
- 👂 *CLB Listening/Speaking Resource*: Stage II, Social Interaction dialogue 4; Health dialogue 17
- 🌐 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, Education)
- 🌐 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**

# A Child's Education

## Topic Outcomes (CLB 4, 5)

### Possible outcomes for this topic:

- 🗣️ give a detailed description of an incident involving a child
- 🗣️ ask for and give information to school or teacher about child
- 🗣️ give opinions, agree or disagree in a small group discussion
- 👂 understand factual details and some implied meanings in simple advice or suggestions in a parent-teacher interview
- 📖 find information in an authentic form (e.g., report card)
- 📖 get information from a school notice or letter
- 📖 get information from a two- to three-paragraph text about education
- ✍️ write a simple message as a three- to five-sentence note
- ✍️ write a one-paragraph description of own educational experience, giving reasons

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*progress, mid-term, semester, curriculum, extracurricular, PD day, special education*)
- idioms (*bit the books, teacher's pet, cram for a test*)
- conditional sentences: real, unreal (*If he listens in class, he will understand more; If we moved him to another school, he might miss his friends*)
- modals: suggestions, advice
- reflexive pronouns
- questions: wh-, tag, embedded
- note-writing conventions
- pronunciation: vowel contrasts  
/ay/ (*ch**ild***), /iy/ (*ch**ea**t*); /æ/ (*h**an**d*), /ɛ/  
(*sem**e**ster*); /ʌ/ (*st**u**dy*), /ɑ/ (*aud**i**torium*)

## Sample Tasks

1. In a small group, brainstorm a list of things a child should learn in preschool. Rank the items in the order of importance.
2. Listen to instructions for registering a child for school. Answer true/false questions.
3. Read a school notice about an upcoming school event. Answer questions about actions parents must take.
  - 📖 **Experienced:** Imagine you are on a school council or parent association. Create a flyer for a community school event.
  - Skills:** Borders and Shading, Insert/Edit Graphics, Watermark
4. Write about your favourite teacher.

## Additional Tasks

- 🌐 **All Levels:** Go to the Ministry of Education web site (e.g., <http://www.edu.gov.on.ca>; click English, Elementary and Secondary Education, District School Board Profiles, Board Search). Find school boards for your area and the name and telephone number of your trustees.
- Skills:** Internet basics, URL, Hyperlink, Scrolling, Forms, Controls, Site-specific Search

# Adult Continuing Education

## Topic Development Ideas

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

- challenges faced by adult learners
- cultural differences in expectations of teachers, adult learners
- informal nature of the Canadian adult classroom
- lifelong learning
- non-credit courses available for adult students in adult day school, community centres, night school, and other educational institutions
- reasons for taking continuing education courses

## Strategies for Learners

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

- ask friends and neighbours to recommend programs or courses
- consult local continuing education calendars
- talk to a counsellor or instructor before choosing a course
- use Internet web sites to investigate education possibilities

## Resources for Developing and Teaching Topic

- 📖 *Take Charge*: Unit 1, “At School”
- 📖 *Take Part*: Unit 11, “Hitting the Books”
- 📄 flyers and calendars from local boards of education, colleges, universities, parks and recreation
- 📄 *Welcome to Canada*
- 🌐 ELLIS – Middle Mastery – Asking Questions
- 🌐 ELLIS – Senior Mastery – Registering for Classes
- 🌐 CanLearn Interactive: <http://www.canlearn.ca>
- 🌐 Independent Learning Centre: <http://ilc.edu.gov.on.ca/01/Home.htm>
- 🌐 Ontario Colleges of Applied Arts and Technology: <http://www.edu.gov.on.ca/eng/general/list/college.html>
- 🌐 Ontario Ministry of Education: <http://www.edu.gov.on.ca>
- 🌐 Ontario Universities: <http://www.edu.gov.on.ca/eng/general/list/univers.html>
- 🌐 Possibilities Project: <http://www.possibilitiesproject.com> (Links, Training)
- 🌐 Settlement.org: <http://www.settlement.org> (Education)
- 📍 **continuing education**, specific board of education (e.g., **Peel District School Board**)

# Adult Continuing Education

## Topic Outcomes (CLB 4, 5)

### Possible outcomes for this topic:

- 🗣️ give five- to six-step directions to an education facility
- 🗣️ give simple informal advice about best courses to take
- 🗣️ tell a detailed story about own education
- 🗣️ ask for and give information in an inquiry about available courses
- 👂 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 find information in an authentic form, table, schedule, or directory
- 📖 use a complex reference text (e.g., dictionary or map)
- ✍️ write a one-paragraph description of own educational experience and plans for the future, giving reasons

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*semester, prerequisite, credit course, non-credit course, OAC*)
- idioms (*teach an old dog new tricks, burn a candle at both ends*)
- collective nouns (*mathematics, physics, economics, gymnastics, ethics*)
- modals: suggestions, advice
- prepositions: location, direction, time
- questions: embedded, wh-
- sequence markers
- verb tenses: simple past, present perfect, present continuous
- pronunciation: intonation in embedded questions

## Sample Tasks

1. Work with a partner. Ask for information about continuing education courses available locally. Partner refers to a continuing education directory to answer questions.
2. Listen to the voice mail greeting for an ESL program. Answer questions on a worksheet about times, eligibility for registration, and suitability of program.
3. Read a continuing education course calendar. Find information about two courses that interest you (e.g., start date, duration, registration deadline, and fees).
  - 📄 **Experienced:** Create a table to organize the results in Language Task 3. Preview, print, and present to class.  
**Skills:** Draw Table, Print Preview, Print
  - 🌐 **All Levels:** Browse a school board continuing education web site to find information as in Language Task 3.  
**Skills:** Internet Basics, Browsers, Search Engines, Search Types, URL, Bookmarks/Favorites, Hyperlink
4. Write about own education and plans for the future.

# 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 more opportunities to use English outside the classroom (e.g., ask bus driver for directions when you know where you're going)
- identify ineffective strategies through self-evaluation questionnaires and replace them with more effective ones
- identify strengths in first language and transfer them to learning English
- keep a “learning journal”
- participate fully in classroom and school activities
- set realistic learning goals (e.g., what I hope to achieve by the end of this course)
- take control of learning by actively participating in needs assessments in class and expressing preferences
- take risks and learn from mistakes
- try to keep an open mind about unfamiliar strategies or activities

## Resources for Developing and Teaching Topic

- 📖 *Let's Talk 3: Unit 5, “Education”*
- 📖 *New Interchange 3: Unit 8, “Learning to Learn”*
- 📖 *Working Skills for Immigrant Women, Second Revised Edition*
- 📄 *Canada Prospects (1998/1999):* [http://www.careerccc.org/products/cp\\_99\\_e](http://www.careerccc.org/products/cp_99_e) (Section 1, You have what it takes)
- 📄 *Canada Prospects (Current Edition):* [http://www.careerccc.org/canadaprosects](http://www.careerccc.org/canadapropects)
- 🎧 ELLIS – Middle Mastery – Asking Questions
- 🎧 Tense Buster – Intermediate – On your own sections
- 🌐 Learning Styles Connections: <http://www.geocities.com/~educationplace/lstylstd.htm>
- 🌐 The Island Adult Development Association: <http://www.ldpride.net/learningstyles.MI.htm> (Learning Styles)
- 🌐 University of Waterloo Career Development Manual: <http://www.cdm.uwaterloo.ca> (Self Assessment, Knowledge and Learning Style)
- 🔑 **learning, learning style, self-directed learning**

# Effective Learning

## Topic Outcomes (CLB 4, 5)

### Possible outcomes for this topic:

- 🗣️ give simple informal advice about effective learning techniques and strategies
- 🗣️ tell a detailed story about personal experiences as an adult learner
- 🗣️ ask for and give information about personal learning strategies
- 👂 identify factual details and some implied meanings in a dialogue containing a discussion of interests, likes/dislikes, and preferences
- 👂 understand factual details and some implied meanings in simple advice and suggestions
- 📖 get information from a two- to three-paragraph text
- 📖 use a complex reference text
- ✍️ fill out a learning styles questionnaire with up to 20 items
- ✍️ write a one-paragraph description of experiences in the past and plans for the future, giving reasons

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*visual learner, auditory learner, communicative approach, teacher-centred, learner-centred*)
- conditional sentences: real, unreal
- gerunds and infinitives (*repeating, keeping a journal, like to, prefer to*)
- modals: advice, suggestions, necessity
- verb tenses: simple present, simple past, present perfect
- questions: embedded, wh-
- pronunciation: intonation in questions of preference (*Would you rather have a tutor or study in a class?*)

## Sample Tasks

1. Brainstorm a list of interview questions for conducting a survey about strategies for learning English. Interview classmates or ESL instructors whose first language is not English about strategies they found most effective.
  - 📖 **Experienced:** Use columns or a table to record survey results in Language Task 1.  
**Skills:** Insert/Edit Columns, Insert Table
2. Listen to interviews of people describing the techniques they use to learn a new language. Match the techniques with a list of learning styles.
3. Read a text about learning styles. Answer multiple-choice questions.
4. Fill out a learning styles questionnaire. Write a paragraph describing the results.
  - 📖 **Novice:** Word-process Language Task 4. Follow instructions to enhance document.  
**Skills:** Keyboarding, Font, Font Style, Font Size, Font Color, Format Paragraph