## 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
- Government of Canada: [http://www.canada.gc.ca](http://www.canada.gc.ca) (Canadians, Newcomers to Canada, A Newcomer’s Introduction to Canada, Education)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Education)
- Ontario school system, Ontario education, Ontario ministry of education
**A Child’s Education**

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<tr>
<th>Topic Outcomes (CLB 4, 5)</th>
<th>Language Focus</th>
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<tr>
<td><strong>Possible outcomes for this topic:</strong></td>
<td><strong>Items to help learners achieve the outcomes:</strong></td>
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<tr>
<td>1️⃣ give a detailed description of an incident involving a child</td>
<td>- vocabulary (progress, mid-term, semester, curriculum, extracurricular, PD day, special education)</td>
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<td>2️⃣ ask for and give information to school or teacher about child</td>
<td>- idioms (hit the books, teacher’s pet, cram for a test)</td>
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<td>3️⃣ give opinions, agree or disagree in a small group discussion</td>
<td>- 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)</td>
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<tr>
<td>4️⃣ understand factual details and some implied meanings in simple advice or suggestions in a parent-teacher interview</td>
<td>- modals: suggestions, advice</td>
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<td>5️⃣ find information in an authentic form (e.g., report card)</td>
<td>- reflexive pronouns</td>
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<td>6️⃣ get information from a school notice or letter</td>
<td>- questions: wh-, tag, embedded</td>
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<tr>
<td>7️⃣ get information from a two- to three-paragraph text about education</td>
<td>- note-writing conventions</td>
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<td>8️⃣ write a simple message as a three- to five-sentence note</td>
<td>- pronunciation: vowel contrasts</td>
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<tr>
<td>9️⃣ write a one-paragraph description of own educational experience, giving reasons</td>
<td>/ay/ (child), /iy/ (child), /ee/ (band), /æ/ (semester), /ʌ/ (auditorium)</td>
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**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](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 Change*: 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](http://www.canlearn.ca)
- Independent Learning Centre: [http://ilc.edu.gov.on.ca/01/Home.htm](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](http://www.edu.gov.on.ca/eng/general/list/college.html)
- Ontario Ministry of Education: [http://www.edu.gov.on.ca](http://www.edu.gov.on.ca)
- Ontario Universities: [http://www.edu.gov.on.ca/eng/general/list/univers.html](http://www.edu.gov.on.ca/eng/general/list/univers.html)
- Possibilities Project: [http://www.possibilitiesproject.com](http://www.possibilitiesproject.com) (Links, Training)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Education)

* continuing education, specific board of education (e.g., Peel District School Board)
### 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*, O.A.C.)
- 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
- ELLIS – Middle Mastery – Asking Questions
- Tense Buster – Intermediate – On your own sections
- The Island Adult Development Association: [http://www.ldpride.net/learningstyles.MI.htm](http://www.ldpride.net/learningstyles.MI.htm) (Learning Styles)
- University of Waterloo Career Development Manual: [http://www.cdm.uwaterloo.ca](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.


   Skills: Keyboarding, Font, Font Style, Font Size, Font Color, Format Paragraph