
Introduction

Rationale

The challenge of education is to prepare all students for life in the 21st century. This includes those learners whose first language is not English. These English as Second Language (ESL) students bring with them an array of cultures, languages and experiences which enrich our society as well as our schools. While their linguistic and cultural backgrounds vary greatly, all ESL students share the challenge of adjusting to a new culture and continuing their education in a foreign setting. To realize their new educational, personal, social and long-term career goals, ESL students need to be able to communicate skillfully, appropriately and effectively in English. This is achieved in part through an ESL programme designed specifically to address their needs. (Larsen-Freeman 2000; Larsen-Freeman & Long 1991)

Often, ESL learners are assumed to have sufficient English to cope with the regular academic programme because they have acquired a superficial oral fluency. Cummins (1979) distinguished between two distinct kinds of language proficiency: *Basic Interpersonal Communicative Skills* (BICS) and *Cognitive/Academic Language Proficiency* (CALP). It was found that the majority of ESL students achieve BICS within two years of residence but that they achieve CALP only after five to seven years of adequate second-language instruction. (Collier 1992; Cummins 1979; Wong-Fillmore 1983). It has been further shown that ESL students who participate in consistent and well-designed ESL programs remain in school longer and attain significantly higher rates of academic achievement than students without such advantages. (TESOL 1997)

English as a second language (ESL) 1205 is a beginner level language course intended to:

- introduce basic English language skills essential for academic and personal success.
- provide language instruction to assist students in further developing basic English language skills.
- provide guidance and practice for the use of learning strategies and study skills consistent with successful second language learning.
- assist students in becoming familiar with strategies, skills and procedures of the Newfoundland and Labrador school system.

Course Content

ESL 1205 is a four-skills course designed to encourage students to become independent users of English. It maintains a balance between accuracy and fluency.

Upon successful completion of this course, students will be able to:

- speak using basic English with an acceptable degree of accuracy and fluency in a variety of contexts
- listen to basic English with an acceptable degree of comprehension from a variety of sources
- listen to authentic English with limited comprehension
- read basic texts for comprehension
- read basic texts for a variety of purposes
- read basic texts for pleasure
- write for basic personal and academic purposes
- write basic English with an acceptable degree of fluency and accuracy
- use appropriate study habits and tools (dictionary, thesaurus) to build English skills
- use technologies to access information

The 1205 Learner

At the time of entry to ESL 1205, a learner has normally received limited or no instruction in ESL. The learner's skills in English are limited or nonexistent. The student may have learned some basic grammar and vocabulary previously, but will not use them consistently in speaking and writing. He or she has difficulty understanding natural and authentic oral and written language and does not demonstrate facility with intermediate-level grammar and vocabulary.

Speaking and Listening

ESL 1205 students may enter the course displaying a variety of skill levels, ranging from no ability to speak and listen (decode messages) in English, to being able to make him/herself understood using basic vocabulary and simple sentence structures. Everyday conversation is challenging.

Reading and Writing

In reading and writing, students entering ESL 1205 may not know basic written English, including the alphabet, while others may be able to read basic prepared texts and produce short sentences, marked with errors.

Section 2: Curriculum Outcomes

Essential Graduation Learnings

The Essential Graduation Learnings (EGLs) describe student learning in terms of knowledge, skills and attitudes. They are considered essential for all students graduating from school. The EGLs are cross-curricular and all subject areas contribute to their attainment. The following comprise the EGLs. At high school completion:

- Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
- Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
- Graduates will be able to use the listening, viewing, speaking, reading and written modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.
- Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
- Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.
- Graduates will be able to use a wide variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.
- Graduates will be able to demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

The Essential Graduation Learnings are supported by curriculum outcomes.

General Curriculum Outcomes

The general curriculum outcomes for ESL 1205 are consistent with the framework provided by the document *Foundation for the Atlantic Canada English Arts Curriculum*.

Speaking and Listening

Students will be expected to:

- speak and listen, to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences;
- communicate information and ideas effectively and clearly, and to respond personally and critically;
- interact with sensitivity and respect, considering the situation, audience and purpose.

Reading and Viewing

Students will be expected to:

- select, read and view with understanding a range of literature, information, media and visual arts;
- interpret, select and combine information using a variety of strategies, resources and technologies;
- respond personally to a range of texts;
- respond critically to a range of texts, applying their understanding of language, form and genre.

Writing and Other Ways of Representing

Students will be expected to:

- use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination;
- create texts collaboratively and independently, using a variety of forms for a range of audiences;
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

The specific curriculum outcomes for ESL 1205 identify what students are expected to know and be able to do upon completion of the course. Unit and lesson planning should be balanced to provide a range of experiences addressing each outcome. Instructional practices should be designed to provide a variety of opportunities for students to achieve these outcomes. The specific curriculum outcomes encompass all language skills and are outlined in the following pages in a two-page, four-column format.

General Curriculum Outcomes (GCO) are listed at the top of each two-page spread. Column one lists the Specific Curriculum Outcomes(SCO) which support the GCO. The second column contains information on the types of teaching approaches and learning activities appropriate for the SCO. Suggestions for assessment are listed in column three. The final column presents additional resources supporting the SCO.

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Specific Curriculum Outcomes

ESL 1205

- 1.1 express their own ideas, opinions, feelings and experiences in mainly informal contexts

Suggestions for Teaching and Learning

1.1 Teaching Considerations

- Provide ample opportunities for informal small group discussions, whole-class discussions, pair work and informal presentations.
- Teach linguistic skills and functions required for participating in such activities (e.g. turn-taking, range of basic vocabulary, basic sentence structure, tenses and other basic grammar). See page 71 for a definition of basic grammar.
- Provide discussion tasks at a difficulty level appropriate for students. Prepare lists of questions for small group discussion, role play scenarios and topics for informal presentation which will generate much discussion without being beyond the students' abilities.
- Structure group discussions, role plays and presentations such that all students are involved. Ensure that all group members are assigned duties and contribute for each question. Ensure that audience members complete a task during presentations.
- Monitor the questions closely when students relate past experiences as some may have dealt with great trauma earlier in their lives.
- Preteach specific vocabulary needed to complete tasks (phrases introducing opinion, feelings, emotions, new vocabulary, basic verbs and nouns).
- Teach students to logically sequence ideas and teach basic sequential organizers (first, last, before, after, then, next).

Learning Activities and Experiences

- In small groups, give students a list of questions on (a) topic(s) of interest and have them take turns expressing their opinions with their group. Each group member is required to contribute for each question.
- Provide pairs of students with a role-play scenario and have them prepare and perform a fictional conversation "in character."
- In small groups, provide students with a list of questions about past experiences. Each student must pick one experience and describe it for their group in a mini-presentation.

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Suggestions for Assessment

1.1 Observation/Task

In pairs, give students a role play scenario. Give them ten minutes to prepare a conversation between the two “characters” outlined in their scenario. Students perform the role play. Use a checklist or rubric to evaluate the performances in terms of comprehensibility, appropriate interaction among “characters”, use of basic grammar and vocabulary, fluency and comprehensible pronunciation.

Performance Criteria

The ESL 1205 student should be able to:

- present a conversation that is relevant to the scenario assigned;
- express meaning and ideas in a comprehensible manner;
- use basic grammar and vocabulary with few mistakes (students may have difficulty using complex language, or may choose to avoid it altogether);
- organize ideas and comments in a logical manner;
- use language that is generally appropriate to the scenario described (not too informal);
- understand questions and comments and respond appropriately;
- produce a conversation of several minutes’ length.

Notes/Vignettes

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Specific Curriculum Outcomes

ESL 1205

- 1.2 ask questions to acquire, interpret and clarify ideas and information

Suggestions for Teaching and Learning

1.2 *Teaching Considerations*

- Teach basic question formation, especially questions using be/have, the basic modals (can, will, should, could, would), and questions in simple present, present progressive, future and simple past tense.
- Teach the difference between topics and questions which are appropriate and those which are culturally sensitive. For example, asking a person how much they earn is inappropriate in our society, yet may be perfectly reasonable in other cultures.
- Provide samples of alternate ways of responding to a single question.
- Practise listening for main ideas in responses.
- Provide practice in devising appropriate follow-up questions based on an interlocuter's responses. Have students practise asking questions without preparation, while the conversation is in progress.
- Provide sample topics for surveys and interviews which are at a difficulty level appropriate to the students.

Learning Activities and Experiences

- Have students conduct a survey of their classmates about personal habits or opinions and present the survey results to the class.
- In pairs, have students perform interviews. Students can either play themselves or take on a "character" of choice for the interview.
- Play games involving question formation, such as Twenty Questions, Jeopardy or Find Someone Who....
- Have students interview an adult they know who speaks English, on a topic of relevance to the class (e.g. their job, their arrival in Canada) and present their answers to the class.
- Have students prepare a short list of open-ended questions on a topic of interest to them and ask their questions to a small group of classmates in a group discussion.

- GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.**

Suggestions for Assessment

1.2 Observation

In pairs, have students impersonate a famous person. The students involved in the interview should know their partner's personality; however, it should be kept secret from the other students in the class, who will act as the audience. One student will act as journalist and the other as the chosen celebrity. After each interview, they will switch roles and repeat. Have students prepare a list of questions to ask their partner's "character". Have students conduct their interviews in front of the class, who must guess the identity of the celebrity after each interview.

Performance Criteria

The ESL 1205 student should be able to:

- choose an appropriate character for the interview;
- prepare, interesting questions;
- use basic question forms accurately;
- respond to questions with acceptable accuracy and fluency; using basic grammar and vocabulary;
- use comprehensible pronunciation.

Notes/Vignettes

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Specific Curriculum Outcomes

ESL 1205

1.3 listen to prepared second language texts for general meaning

Suggestions for Teaching and Learning

1.3 Teaching Considerations

- Select prepared audio and video texts appropriate for the class. These may involve samples of everyday conversations or brief narratives.
- Teach linguistic elements necessary for comprehension of basic audio/video texts (basic grammar and vocabulary, expressions used in everyday conversation, pronunciation).
- Prepare questions and activities focusing on the main idea of the listening.
- Preteach vocabulary, grammar and idiomatic expressions required for comprehension of a particular passage.
- Provide multiple opportunities to listen to a passage. Ideally, permit the students to control repetition of the passage as desired.
- Provide opportunities for students to compare responses to the task with (a) partner(s).
- Upon completion and correction of the task, replay the passage while students read the corresponding transcript, to increase awareness of phoneme/grapheme correspondences and English pronunciation.

Learning Activities and Experiences

- Have students listen to prepared conversations and answer general information questions on the content.
- Listen to narratives and have students sequence a list of events in order of occurrence.

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Suggestions for Assessment

1.3 *Task*

Have students listen to a prepared conversation to identify the situation and answer questions focusing on the main ideas of the conversation.

Performance Criteria

The ESL 1205 student should be able to:

- listen to short conversations (2 to 5 minutes)
- understand almost all main ideas in prepared or idealized speech
- understand basic grammar and vocabulary used in everyday conversations. (Students may have difficulty understanding more complex grammar and vocabulary).

Notes/Vignettes

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Specific Curriculum Outcomes

ESL 1205

1.4 listen to prepared second language texts for specific information

1.5 listen to authentic texts for general meaning

Suggestions for Teaching and Learning

1.4 *Teaching Considerations*

- Select prepared audio and video texts appropriate for the class which provide specific information.
- Prepare questions and activities focusing on the specific information provided.
- Preview selections for challenging vocabulary and grammar and preteach as necessary.

Learning Activities and Experiences

- Present a prepared recorded conversation on an everyday topic and have students use the information presented to complete a specific task, such as filling in an agenda page with appointments, taking phone messages, identifying prices, temperatures, times, date, locations on a map.

1.5 *Teaching Considerations*

- Select short audio and video documentaries/interviews (e.g. 5 - 10 minutes) with considerable contextual support (story supported by images, very familiar topics).
- Prepare simple tasks which focus on the most obvious main ideas presented in the text (e.g. questions, outline completion, True or False).
- Ensure sufficient background knowledge by providing an introduction to a video (e. g. topic-related discussion, reading, pictures).
- Provide students with multiple listening opportunities.
- Preteach key vocabulary items that would impede comprehension if not understood.
- Provide a short passage from the introduction in transcript form for students to read before listening.

Learning Activities and Experiences

- Have students listen to a radio or video documentary on a topic of interest. From a short list (e.g. five) of main ideas, identify them as true or false; express an opinion on the topic presented in the video; summarize the text in one sentence, or fill in the main ideas on a partially completed outline of the video.

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Suggestions for Assessment

Notes/Vignettes

1.4 Task

Have students listen to a prepared conversation between two friends who are having difficulty finding a time convenient for both to meet. Have students complete pages from the agendas of both interlocutors with the appointments/engagements mentioned by each and identify the mutually convenient time that is finally chosen. Evaluate according to the number of correct responses.

Performance Criteria

The ESL 1205 student should be able to:

- complete most specific information on agenda pages;
- understand basic grammar and vocabulary used in everyday conversations. (Students may have difficulty understanding more complex grammar and vocabulary).

1.5 Task

Have students listen to an authentic audio or video documentary on a controversial topic (the topic is clearly represented in the passage). From a list, identify which main ideas are mentioned in the text and which are not.

Performance Criteria

The ESL 1205 student should be able to:

- correctly identify the main topic of the text;
- correctly identify most of the main ideas (depending on the complexity of the topic); students may miss many of the specific details;
- use context clues (pictures) to comprehend text;
- understand the general meaning of normal speech (students may miss specific words/expressions and some details).

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Specific Curriculum Outcomes

ESL 1205

1.6 listen for specific information in authentic texts

Suggestions for Teaching and Learning

1.6 *Teaching Considerations*

- Select short (5 - 10 minutes) audio and video documentaries/ interviews with contextual support (i.e story supported by images, very familiar topics).
- Ensure sufficient background knowledge by providing an introduction to the general topic of the video (e. g. topic-related discussion, reading, pictures).
- Preteach key vocabulary items.
- Prepare tasks which focus on a limited number of details from the text, such as answering specific questions; and completing charts, timelines.
- Provide students with multiple listening opportunities.

Learning Activities and Experiences

- Present an authentic weather report and have students complete a chart or map with temperatures and weather information for 3 - 5 different locations.
- Present a news broadcast and have students identify three facts presented (e.g. names, dates, times, places).

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Suggestions for Assessment

Notes/Vignettes

1.6 *Task*

Play a short video documentary on a topic of interest to the students. Give the students a partially completed outline with three specific facts omitted (e.g. a year, a name, a place name, a period of time) which they must complete while listening. Evaluate according to number correct.

Performance Criteria

The ESL 1205 student should be able to:

- correctly identify two of three details;
- understand some details of an authentic passage.

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Specific Curriculum Outcomes

ESL 1205

2.1 present basic information and ideas in comprehensible English

Suggestions for Teaching and Learning

2.1 *Teaching Considerations*

- Teach basic vocabulary and grammar necessary for the presentation of ideas.
- Teach students to logically sequence ideas and teach basic sequential organizers (first, last, before, after, next, then).
- Teach pronunciation and correct student oral production errors which may interfere with comprehension.
- Provide opportunities for multiple practice and effective feedback.

Learning Activities and Experiences

- Have students prepare a short informal oral presentation on a topic of interest.
- Have students tell the story of a movie or book that they have recently read.
- Provide pairs of students with short, prepared texts on a similar topic. Each student must share the information from the text with a partner and together complete a list of questions covering information from both texts.

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Notes/Vignettes

2.1 Observation/Task

Have students prepare and present a short oral presentation to the class. The presentation should be on a topic of personal relevance to the student and the class, such as holidays in his/her home country. Students can present individually or in groups and by country, if feasible.

Performance Criteria

The ESL 1205 student should be able to:

- prepare information for presentation;
- organize content in a comprehensible manner (e.g. sequentially);
- use basic grammar and vocabulary with an acceptable degree of accuracy and fluency (students may make errors in or avoid using intermediate structures);
- speak for approximately five minutes;
- use comprehensible pronunciation.

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Specific Curriculum Outcomes

ESL 1205

2.2 listen, comprehend and make inferences to formulate responses

Suggestions for Teaching and Learning

2.2 Teaching Considerations

- Provide ample opportunities for listening at an appropriate level of difficulty. As fluency increases, provide more opportunities for focus on natural language and a normal rate of speech.
- Teach basic grammar and vocabulary and give students ample opportunities to hear learned words used in the English first language environment.
- Prepare questions focusing on identifying inferences and have students practise identifying inferences.
- Review a statement or passage and explicitly discuss (explaining as necessary) elements which convey inferences (e.g. knowledge of vocabulary, background/cultural knowledge, intonation).
- Have students answer questions, tell a similar story or write a letter based on inferences they make from information they have received.

Learning Activities and Experiences

- Play short recorded everyday conversations between two interlocutors and have students identify from a list which statements can be inferred from the conversation.
- Have students listen to a short prepared passage and answer questions focusing on inference.
- Play recorded, prepared conversations or short passages. Give the students a list of inferences that can be made based on the passage heard and have them state what words/ structures/elements in the passage conveyed that inference (certain vocabulary or idiomatic expressions, tone of voice, intonation).

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

2.2 Task

Read aloud a prepared short letter from an adolescent who is requesting help with a problem. The students must respond orally to the letter and give the writer appropriate advice.

Performance Criteria

The ESL 1205 student should be able to:

- comprehend main ideas and most details of a prepared short monologue;
- identify three reasonable suggestions to advise the student.

Notes/Vignettes

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Specific Curriculum Outcomes

ESL 1205

2.3 respond appropriately and participate effectively in basic communicative exchanges

Suggestions for Teaching and Learning

2.3 Teaching Considerations

- Teach linguistic elements necessary for comprehension of everyday conversation, informal discussion and informal presentation, including basic grammar and vocabulary, standard pronunciation and a normal rate of speech.
- Provide ample opportunities for students to participate in everyday conversations.
- Model appropriate participation in conversations, including turn-taking, interrupting, and topics of conversation.
- Teach basic expressions required in communicative exchanges, such as expressing disagreement, expressing lack of comprehension and requesting clarification.

Learning Activities and Experiences

- Have students role play everyday conversations.
- On separate cards, provide a range of topics sufficient that each pair of students has a different topic. Have two students discuss one topic for two minutes. When the time has elapsed, have students switch cards with another pair and discuss a different topic.
- Divide the class in half and have students stand or sit facing each other in two lines. On the board, write a list of questions on a range of topics appropriate to the level of the class (i.e. personal information, opinions on simple issues, past experiences). For three minutes, students must converse on the topics listed with the student opposite them. When three minutes are up, one line of students moves one position and repeats the conversation with a new partner. Continue until all students in one line have spoken to all students in the opposite line.

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

2.3 Task

In pairs, give students a role play scenario. The students must prepare a conversation based on the roles and situation assigned. The conversation must be performed in front of the teacher. Evaluate according to the appropriateness of comments/ relevance to topic, accuracy of basic grammar and vocabulary, and comprehensibility of pronunciation.

Performance Criteria

The ESL 1205 student should be able to:

- express opinions and ideas based on the sample situation;
- use comprehensible basic grammar and vocabulary;
- use comprehensible pronunciation.

Notes/Vignettes

GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Specific Curriculum Outcomes

ESL 1205

3.1 listen to make inferences regarding a speaker's basic purpose and message

3.2 distinguish between formal and informal communication situations

Suggestions for Teaching and Learning

3.1 *Teaching Considerations*

- Provide ample opportunities for listening to simple dialogues in survival and basic academic contexts (e.g. accomplishing tasks in school and the community).
- Teach basic grammar and vocabulary used in everyday communicative situations.
- Teach pronunciation and messages conveyed by intonation and tone of voice.
- Introduce students to dialogues occurring in a range of situations.

Learning Activities and Experiences

- Listen to short simple conversations (e.g. 2 - 5 min. in length, repetition of ideas, slow rate of speech, restricted use of idiomatic expressions) in common, mainly informal, situations and have students identify the purpose, context and main idea of the conversation.

3.2 *Teaching Considerations*

- Expose students to sample dialogues taken from a range of common situations.
- Teach general differences between formal and informal language (e.g. basic informal language (hi vs hello), basic polite question forms (can vs would), rate of speech).

Learning Activities and Experiences

- Present several short dialogues and have students identify the relationship between the speakers (e.g. friends, family, co-workers, boss/employee, teacher/student, doctor/patient).
- Give students a list of sample communicative situations and have them identify which would be formal and informal. Have students support their conclusions.
- Provide students with cartoon pictures of conversations among interlocuters and have students complete the captions using language appropriate to the situation (e.g. greetings among friends, teacher/student).

GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Suggestions for Assessment

Notes/Vignettes

3.1 Task

Present a short dialogue of a common situation (e.g. an appointment with a doctor, requesting transportation information, a conversation between a student and teacher). The student must identify the speakers, their relationship and the main idea of the dialogue.

Performance Criteria

The ESL 1205 student should be able to:

- identify the situation and relationship between the speakers;
- identify the main idea of most dialogues. (Students may miss some details).

3.2 Task

Give students a list of ten opening lines of dialogues between different sets of interlocutors and have students select from a list the best response, based on the formality of the first line. Evaluate according to the number of correct responses.

Performance Criteria

The ESL 1205 student should be able to:

- select an appropriate response for most opening lines.

GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Specific Curriculum Outcomes

ESL 1205

- 3.3 use appropriate basic communicative techniques in informal and selected formal language situations

Suggestions for Teaching and Learning

3.3 Teaching Considerations

- Provide ample opportunities for students to practise participating in informal and basic formal language situations.
- Teach general differences between formal and informal language (e.g. basic informal language (hi vs hello), basic polite question forms (can vs would), rate of speech.)
- Teach basic expressions required in communicative exchanges, such as expressing disagreement, expressing lack of comprehension and requesting clarification.

Learning Activities and Experiences

- Assign role-play activities based on informal and common formal scenarios.
- Simulate a debate or panel discussion on a simple controversial topic (e.g. sentences for particular crimes, elimination of exams, assignment of homework). Students may be assigned characters who are either for or against the issue and may participate in a group discussion “in character”.
- Assign consensus activities on a topic of relevance to the students (e.g. which candidate should get a job or scholarship). Students may be assigned “roles” from which perspective the candidate can be evaluated (e.g. friend of the applicant, employee, school director, teacher, past winner or candidate).

GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Suggestions for Assessment

3.3 Task/Observation

Have the students work in groups of three. Each student must choose a job for which he or she would like to apply and be given approximately 10 minutes to prepare a brief outline of a resume. While the first student is preparing a resume, the other two, who will act as “interviewers” should prepare a list of questions related to the chosen position to ask the “candidate” in a practice interview. Repeat the process for each student. Ultimately, there will be three candidates with “resumes” and three sets of interview questions. Each student is then “interviewed” for five minutes. Evaluate students according to their ability to ask and answer the interview questions in an appropriate manner.

Performance Criteria

The ESL 1205 student should be able to:

- ask/answer most questions appropriately;
- use basic grammar correctly;
- express messages in a comprehensible manner;
- use words and expressions appropriate to the situation.

Notes/Vignettes

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Specific Curriculum Outcomes

ESL 1205

4.1 distinguish between fiction and nonfiction texts

4.2 read short prepared texts for comprehension, including making inferences and drawing conclusions

Suggestions for Teaching and Learning

4.1 *Teaching Considerations*

- Introduce students to both simple fiction and nonfiction texts.
- Help students explicitly identify differences between fiction and nonfiction (e.g. presentation of characters, background information provided, narrative vs expository format, types of information provided).

Learning Activities and Experiences

- Provide students with short texts (200-500 words) to be classified as fiction or nonfiction, justifying their choices.

4.2 *Teaching Considerations*

- Provide a range of short texts, and related background information prior to having students read them.
- Preteach key, unfamiliar vocabulary to aid comprehension of a particular text.
- Teach basic grammar and vocabulary used in short, prepared texts.
- Prepare questions focusing on comprehension, inferences and conclusions of the text.
- Help students explicitly identify how particular inferences are conveyed (e.g. background knowledge, vocabulary, grammar structures).

Learning Activities and Experiences

- Have students complete exercises focusing on text comprehension, such as answering short-answer questions, sequencing events, true or false, fill-in-the-blanks, and multiple choice.
- Have students complete exercises focusing on inferences and conclusions, such as answering short-answer questions, completing charts, and selecting inferences and conclusions from a list.

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Suggestions for Assessment

Notes/Vignettes

4.1 *Task*

Provide students with a fiction and a nonfiction text covering a similar experience (e.g. someone getting lost in the woods, a work experience) and have them identify which is which, briefly justifying their answers.

Performance Criteria

The ESL 1205 student should be able to:

- correctly identify the texts as fiction or nonfiction;
- support his/her answer with details from the text and its characteristics.

4.2 *Task/Observation*

Have students read a short (200-500 word) prepared text and items focusing on comprehension, inferences and conclusions. Answers should be written in complete sentences and the student's own words to verify comprehension. Evaluate according to number correct.

Performance Criteria

The ESL 1205 student should be able to:

- correctly answer most comprehension questions;
- correctly answer most inference and conclusion questions;
- compose answers in complete sentences and in his/her own words.

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Specific Curriculum Outcomes

ESL 1205

4.3 independently and with support, use appropriate strategies to aid comprehension (prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context

Suggestions for Teaching and Learning

4.3 *Teaching Considerations*

- Teach question formation and ensure that students are familiar with basic question forms.
- Teach basic grammar and vocabulary used in texts.
- Provide background knowledge necessary for text comprehension.
- Provide ample opportunities for practice and pair work.
- Teach skills for dictionary use, both bilingual and English only.
- Provide ample practice in deducing the meaning of unfamiliar words from context.

Learning Activities and Experiences

- Based on visual stimuli such as pictures, headings, titles, charts or maps, have students write three questions that they think will be answered in the text.
- Prior to reading the assigned text, have students read comprehension questions and predict or guess what the answer might be.
- Using a bilingual or beginner's English dictionary, have students find the meaning of one unfamiliar word from the text and teach that word to a partner or small group.
- Have students read a text with a partner, pausing to discuss questions and content after every paragraph.
- In small groups, have students discuss a list of questions related to the topic of a text prior to reading it.
- Give students a copy of a short, prepared text of which the body of the text is blurred or covered up such that only the title, headings, charts, maps, tables, diagrams, captions or photos are visible. Based on the visible elements alone, have students predict what the text is about.

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Suggestions for Assessment

4.3 Task

Have students read a text containing vocabulary slightly beyond their level.

Prepare a list of multiple choice responses and have students select the appropriate definition of “unknown” words based on their context. Evaluate according to number correct.

Performance Criteria

The ESL 1205 student should be able to:

- use contextual clues to correctly guess the meaning of most unfamiliar, basic to low intermediate vocabulary.

Notes/Vignettes

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Specific Curriculum Outcomes

ESL 1205

4.4 skim for the main idea in a short, prepared passage

4.5 scan to locate specific information in prepared and selected authentic texts

Suggestions for Teaching and Learning

4.4 *Teaching Considerations*

- Teach students to skim a text for the main idea using clues such as first and last sentences, title, headings, charts, maps, tables, diagrams, captions or photos.
- Provide ample opportunities for students to practise skimming short, prepared texts.

Learning Activities and Experiences

- Provide students with three or four short, prepared texts and on a separate sheet, photos corresponding to each text. Give students a time limit (e.g. 3 - 5 minutes) to match the photo to the appropriate text.
- Provide students with a short (200-500 words) prepared text and give them a time limit (e.g. 2 minutes) to review the text and write a one-sentence summary.

4.5 *Teaching Considerations*

- Teach students to scan (looking for salient information such as names, numbers, dates and statistics).
- Provide ample opportunities to practise scanning on short, prepared texts.

Learning Activities and Experiences

- Give students a short, prepared text containing specific information, such as dates, times, names or numbers. Under a time limit of several minutes, have students complete a chart focusing on those details.

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Suggestions for Assessment

Notes/Vignettes

4.4 *Task*

Provide students with a short prepared text (200-500 words) and a partially completed outline, omitting the main ideas. Give students a time limit (e.g. 2 minutes) to skim the text and complete the outline.

Performance Criteria

The ESL 1205 student should be able to:

- identify most missing main ideas.

4.5 *Task*

Provide students with three short, prepared texts and a randomly ordered list of facts from which numerical data has been omitted. Under a time limit of several minutes, have students fill in the blank with the appropriate data from the text.

Performance Criteria

The ESL 1205 student should be able to:

- locate most missing numbers;
- identify in most cases the text which is the source of the information.

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Specific Curriculum Outcomes

ESL 1205

4.6 differentiate between main and supporting ideas in short, prepared texts

Suggestions for Teaching and Learning

4.6 *Teaching Considerations*

- Teach students elements which indicate main ideas, such as the position of the sentence in the paragraph, titles, headings, repetition of ideas, introductions and conclusions.
- Teach students to prepare simple outlines depicting main ideas and supporting ideas.
- Provide ample opportunities for students to practise outlining on simple, prepared texts.

Learning Activities and Experiences

- Given a list of ideas from a text, have students organize the list into an outline.
- Have students categorize ideas from a text as main or supporting.

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Suggestions for Assessment

4.6 Task

Provide students with a short, prepared text on a familiar topic and have them complete a simple outline of the text. Evaluate according to the completeness of the outline.

Performance Criteria

The ESL 1205 student should be able to:

- identify almost all main ideas of a short, prepared text;
- identify most details of a short, prepared text.

Notes/Vignettes

GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Specific Curriculum Outcomes

ESL 1205

5.1 select relevant basic information from appropriate sources

5.2 comprehend, interpret and summarize basic information from appropriate sources

Suggestions for Teaching and Learning

5.1 Teaching Considerations

- Teach grammar and vocabulary used in basic texts.
- Help students locate information and provide access to materials appropriate to their level of linguistic competence.
- Help students locate information related to a particular topic (e.g. in books or on computer).

Learning Activities and Experiences

- Use information from one or two sources to prepare a presentation on a topic which is familiar to the student (e.g. holidays in the home country).

5.2 Teaching Considerations

- Teach grammar and vocabulary used in beginning texts.
- Assign tasks requiring students to rewrite or restate what they have read.
- Provide access to appropriate sources (e.g. books written at a basic level of English).

Learning Activities and Experiences

- Use information from prepared texts to prepare a short book report or story summary.

GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Suggestions for Assessment

5.1 Task

Have students prepare and do, a short oral or written presentation on a topic of personal relevance to them, such as a topic related to the home country. Some of the information must be taken from a basic English source, located with the assistance of the teacher.

Performance Criteria

The ESL 1205 student should be able to:

- incorporate several pieces of information from a secondary source into their presentation.

5.2 Task

Have students rewrite or retell a story in their own words.

Performance Criteria

The ESL 1205 student should be able to:

- produce an accurate representation of the story;
- write the story in their own words without copying the original text;
- use basic grammar and vocabulary to restate information in the original text.

Notes/Vignettes

For information on the countries of origin of many ESL students in Newfoundland and Labrador, refer to the Country profiles prepared by the University of Toronto at cwr.utoronto.ca/cultural/english

GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Specific Curriculum Outcomes

ESL 1205

5.3 effectively use a variety of appropriate reference materials (picture or bilingual dictionary, basic ESL learner's dictionary, grammar texts) with and without support

Suggestions for Teaching and Learning

5.3 Teaching Considerations

- Teach students how to use beginner, learner's, picture and bilingual dictionaries, and provide opportunities for use.
- Provide ample feedback on inappropriate dictionary use.
- Ensure that students do not overuse dictionaries and attempt to look up every unknown word.
- Provide ample opportunities to practise locating information in basic grammar texts (e.g. have students find answers to their own grammar questions using basic grammar resource books).

Learning Activities and Experiences

- Give students a list of three words and have them locate their meanings in a dictionary.
- Give students a text that is slightly difficult for them, containing some unfamiliar words. Working individually, have students answer comprehension questions on the text, using only their dictionaries for support. Review the answers and meanings of words with students afterwards.
- Give students a text that is slightly difficult for them. Have students identify a maximum of ten words which they feel would be most appropriate for dictionary use. Students may then use the dictionary to look up those words.
- Give students a list of English words which are slightly beyond their level and, using a dictionary, have them write the definition in their own words.
- Give students a short text in which five new words have been underlined. Using a dictionary, they must find synonyms and antonyms for each word.
- Using a picture dictionary, have students label a diagram.

GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Suggestions for Assessment

5.3 Task

Give students a text containing some unfamiliar words. Have students determine which dictionary meaning listed for a given word is most appropriate in that context.

Performance Criteria

The ESL 1205 student should be able to:

- use the dictionary and the context to correctly identify the meanings of most high-beginning to low-intermediate vocabulary.

Task

Give students a list of English words which are slightly beyond their level. They must complete a chart identifying the main basic information provided in the dictionary about that word, including most usual definitions, part of speech, and basic inflectional forms (e.g. plural, past) and have them write a sentence using the word.

The ESL 1205 student will be able to:

- locate most basic information about the word;
- understand the basic meaning of the word and convey that knowledge in a comprehensible, if grammatically imperfect, sentence.

Notes/Vignettes

GCO 6. Students will be expected to respond personally to a range of texts.**Specific Curriculum Outcomes***ESL 1205*

6.1 comprehend information and ideas from a variety of prepared second language texts

6.2 formulate and express ideas and opinions in a comprehensible manner

Suggestions for Teaching and Learning*6.1 Teaching Considerations*

- Teach linguistic elements required for comprehension of basic texts (i.e. basic grammar and vocabulary).
- Preteach key words.
- Provide opportunities for multiple readings of a text.
- Teach and provide practice in deducing meanings of new words from context.
- Introduce salient elements of text organization (e.g. topic sentence, thesis statement, controlling ideas, chronological organization, cause and effect).
- Preteach background knowledge necessary for text comprehension.

Learning Activities and Experiences

- Read a text and complete comprehension activities, such as short answer and true or false questions, text completion exercises, the sequencing of events or facts, and summaries.

6.2 Teaching Considerations

- Teach language required to express ideas (e.g. basic grammar and vocabulary).
- Teach elements used to logically organize ideas, such as sequence markers (e.g. first, next, last) and simple connectors (e.g. and, but, so).
- Teach expressions used to introduce opinion (e.g. in my opinion, I think, I believe, I agree/disagree).
- Teach students to distinguish between fact and opinion and have them practise making that distinction.
- Have students keep a personal journal recording responses to simple articles of interest read in class.

Learning Activities and Experiences

- Read text and, in a small group, discuss questions eliciting opinions on the topic.
- Based on the information in a text, have students make a short presentation arguing for or against the topic.

GCO 6. Students will be expected to respond personally to a range of texts.

Suggestions for Assessment

Notes/Vignettes

6.1 Test

Have students read a short, prepared text of approximately 200 - 500 words and have them answer comprehension questions about the text.

Performance Criteria

The ESL 1205 student should be able to:

- correctly answer most comprehension questions.

6.2 Task

Have students read a short, prepared text of approximately 200 - 500 words on a controversial topic of personal relevance (e.g. school, family, age, immigration or relationship-related issues). The student must present (orally or in writing) a short summary of the text and express an opinion about the topic.

Performance Criteria

The ESL 1205 student should be able to:

- summarize the text using basic grammar and vocabulary;
- clearly present the sequence of events/facts presented in the text;
- show that the text has been clearly understood;
- identify and clearly present what was good or bad about the story.

GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Specific Curriculum Outcomes

ESL 1205

7.1 comprehend and evaluate information and ideas

7.2 formulate simple critical responses to prepared second language texts

Suggestions for Teaching and Learning

7.1 *Teaching Considerations*

- Provide ample exposure to short, prepared texts.
- Teach linguistic elements required for comprehension of basic texts (i.e. basic grammar and vocabulary).
- Teach strategies to improve text comprehension (e.g. rereading, discussion, summarizing, dictionary use, prediction).
- Have students evaluate ideas and information by comparing and contrasting, identifying advantages and disadvantages, identifying cause and effect, distinguishing between fact and opinion, and ranking.

Learning Activities and Experiences

- Have students prepare responses to “Dear Abby” style letters requesting advice.
- Provide students with some fictional résumés along with an employment opportunity description. Have students select the best candidate for the position. Students should be able to provide sound reasoning for their choices.
- In small groups, have students reach consensus on the best plan of action in an emergency situation described in a text.

7.2 *Teaching Considerations*

- Teach linguistic elements required to express simple opinions (i.e. basic grammar and vocabulary).
- Assign activities involving evaluation (e.g. ranking, comparing and contrasting, listing advantages and disadvantages, consensus).
- Teach elements used to logically organize ideas, such as sequence markers (e.g. first, next, last) and simple connectors (e.g. and, but, so).
- Teach expressions used to introduce an opinion (e.g. in my opinion, I think, I believe, I agree/disagree).

Learning Activities and Experiences

- Have students present a review of a text (e.g. a story, film, dramatic performance).

GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Suggestions for Assessment

Notes/Vignettes

7.1 Observation

Have students read a short, prepared text (200-500 words) comparing some aspect of life in Canada with life in another country (e.g. school system, smoking habits, annual vacation, family relationships). Using the information presented in the text, have students identify and defend their opinion on the topic in a short oral (1 - 2 min) or written (100-150 word) presentation.

Performance Criteria

The ESL 1205 student should be able to:

- understand almost all main ideas of a short, prepared text;
- understand most details of a short, prepared text;
- list advantages and disadvantages of ideas presented;
- express a personal opinion on ideas or information presented.

7.2 Task

Have students read a short, prepared text (200-500 words) listing arguments both for and against a clear but controversial topic within their realm of personal experience (e.g. writing exams, assigning homework, smoking in public). Have students write a short text (100-150 words) presenting and defending their opinion on the topic.

Performance Criteria

The ESL 1205 student should be able to:

- list two or three ideas in support of an opinion;
- organize the ideas in a simple, clear and logical fashion;
- use comprehensible basic grammar and vocabulary.

GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Specific Curriculum Outcomes

ESL 1205

7.3 use knowledge of basic English (i.e. grammar, vocabulary, punctuation) to comprehend, interpret and make inferences from a variety of prepared texts

Suggestions for Teaching and Learning

7.3 Teaching Considerations

- Teach basic English required for text comprehension (grammar, vocabulary, punctuation) and while reading, explicitly draw students' attention to those elements.
- Teach basic text organization cues (e.g. indenting of paragraphs, sequence markers, discourse markers).
- Teach and encourage use of text comprehension strategies, such as predicting, using dictionaries, rereading, and discussing.
- Provide ample opportunities to practise reading and comprehending.
- Provide exposure to basic texts of several types, including fiction and non-fiction.
- Provide ample opportunities to practise identifying inferences, having students identify the text elements (e.g. word choice) carrying those inferences.

Learning Activities and Experiences

- Have students read basic texts and complete a variety of comprehension exercises, including true/false, short answer questions, sequencing, text completion, and summarizing.
- Have students identify ideas which can be inferred from a basic text, defending their choices.
- Assign grammar activities in context.
- Assign activities which focus on form (e.g. those which draw attention to specific grammatical elements of the English language).
- Assign sentence interpretation exercises. Given a basic sentence, have students identify from a choice of answers which statements are explicitly stated or implied in the sentence.

GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Suggestions for Assessment

7.3 Task

Have students read a short, prepared text (200-500 words). Then present it paragraph by paragraph. From a list of options, have students identify which statements are explicitly stated or can be inferred from the paragraph, underlining the part of the paragraph in which the idea is conveyed or implied. Evaluate according to number correct.

Performance Criteria

The ESL 1205 student should be able to:

- correctly identify almost all explicitly stated information;
- correctly identify most clear inferences;
- correctly identify most phrases expressing ideas or conveying inferences.

Notes/Vignettes

GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.

Specific Curriculum Outcomes

ESL 1205

8.1 use the process approach to writing focusing on drafting and revising

8.2 use language to express ideas in a comprehensible manner

Suggestions for Teaching and Learning

8.1 *Teaching Considerations*

- Teach the process approach to writing by requiring students to write several drafts of texts.
- Provide ample opportunities for students to write short (100-150 words), simple texts.
- Teach basic text organization, such as chronological sequencing.

Learning Activities and Experiences

- Using a variety of written, auditory or pictorial stimuli, have students write and revise short texts (e.g. story retells, simple summaries, paragraphs giving personal information, picture descriptions, personal letters, simple accident or news reports, posters, pamphlets, advertisements).

8.2 *Teaching Considerations*

- Teach students the basic language skills necessary for writing, (i.e. sentence structure, basic grammar, basic vocabulary, punctuation).

Learning Activities and Experiences

- Give students a paragraph containing 15 language errors which have been studied in class. Have students rewrite the paragraph, correcting as many errors as possible.
- Assign grammar-in-context exercises.
- Assign exercises focusing on the learning and use of basic vocabulary, including spelling.
- Assign exercises focusing on the use of correct punctuation (e.g. correcting errors, inserting missing punctuation, explaining use of basic punctuation such as capitals and end punctuation (e.g. periods, question marks, quotation marks, exclamation points)).
- Assign error correction exercises, based on student writing.

GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.

Suggestions for Assessment

Notes/Vignettes

8.1 *Task*

Have students write a 100-150 word text on a topic of personal relevance which is related to readings, listenings, vocabulary and language covered in class. In conference with the student, indicate errors in content which the student must revise in a second draft. Evaluate the second draft, indicating errors in language which must be revised in a third draft. Evaluate the final draft for content, language and quality of corrections.

Performance Criteria

The ESL 1205 student should be able to:

- use basic English to express ideas in a comprehensible manner;
- organize the text simply but clearly;
- identify his/her own errors in content and basic language;
- independently revise errors based on teacher input;
- present ideas which are clearly related to the topic.

8.2 *Test*

Give students a text containing 15 language errors which have been studied in class. Students must locate and correct each error. Evaluate according to the number of errors correctly identified and corrected.

Performance Criteria

The ESL 1205 student should be able to:

- locate almost all errors in basic grammar and vocabulary;
- make most corrections.

GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

Specific Curriculum Outcomes

ESL 1205

9.1 use comprehensible language appropriate to an informal audience

9.2 demonstrate skills required for both independent and collaborative work (i.e. respect for others' ideas, ability to share, ability to work independently)

Suggestions for Teaching and Learning

9.1 *Teaching Considerations*

- Teach the basic language skills necessary for writing, (i.e. sentence structure, grammar, vocabulary, punctuation).
- Introduce students to the concept of formal and informal language and have them identify familiar situations as formal or informal, according to the language used (e.g. greetings, leave-taking, simple requests).

Learning Activities and Experiences

- Give students cartoon pictures depicting situations between different characters (e.g. meeting between friends, colleagues, student/teacher, child/parent, employee/employer) and have student complete dialogue balloons according to the relationship between the speakers.

9.2 *Teaching Considerations*

- Have students complete a range of tasks, including grammar exercises, reading, listening, and conversation, in pairs and/or small groups.
- Encourage students to have respect for others' ideas and to share their own work.
- Clearly model the instructions for pair/group activities and closely monitor activities once in progress.
- Teach linguistic functions necessary for group work (e.g. requesting clarification/further information, comparing answers, expanding, explaining).

Learning Activities and Experiences

- Have students collaboratively write a simple text such as a chain story, practising one of the basic language elements taught (e.g. past tense).

GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

Suggestions for Assessment

Notes/Vignettes

9.1 *Task*

Have students write two messages: the first an e-mail requesting a favour from a friend, and the second a letter requesting information or a brochure from a public organization or office. Evaluate according to basic differences in the degree of formality and tone of each letter.

Performance Criteria

The ESL 1205 student should be able to:

- use a different tone for each letter;
- make broad distinctions in formality, including differences in salutations, closings, types of information requested, use of basic idiomatic expressions, and formatting;
- use appropriate basic vocabulary;
- express requests clearly.

9.2 *Task*

Have students of the same nationality prepare a written report on their home country.

Performance Criteria

The ESL 1205 student should be able to:

- reach consensus on information to be presented;
- divide the workload equitably in a group setting;
- work both collaboratively and/or independently on assigned tasks;
- present basic information clearly.

GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

Specific Curriculum Outcomes

ESL 1205

9.3 produce short texts in a limited variety of forms

Suggestions for Teaching and Learning

9.3 Teaching Considerations

- Teach the basic language skills necessary for writing, (i.e. sentence structure, grammar, vocabulary, punctuation).
- Teach basic text organization, such as chronological sequencing.

Learning Activities and Experiences

- After reading personal ads from a prepared or authentic newspaper, have students write a personal ad for themselves.
- After viewing a short, animated video, have students write a letter from one character to another.
- After viewing a short, animated video or reading a short, prepared story, have students write a simple summary of the story presented.
- Have students write a short text expressing their opinion on a topic of personal relevance which has been presented and discussed in class.
- Given a selection of magazines, have students choose a picture about which to write a short, descriptive text. Based on the written description, a partner must identify which picture in the magazine is being described.

GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

Suggestions for Assessment

Notes/Vignettes

9.3 Task

After viewing a short, animated video or reading a short, prepared story (200-500 words), have students write a simple summary (100-150 words) of the story presented.

Performance Criteria

The ESL 1205 student should be able to:

- present all information central to the story;
- use logical organization to present information (in this case chronological sequencing);
- use basic grammar and vocabulary correctly;
- clearly retell the story.

GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

ESL 1205

10.1 use the process approach to writing, focusing on revising and editing

10.2 use the mechanics of written basic language (i.e. punctuation, spelling) accurately and consistently

Suggestions for Teaching and Learning

10.1 *Teaching Considerations*

- Teach the process approach to writing by requiring students to write several drafts of basic texts.
- Provide ample opportunities for students to write short texts (100-150 words).
- Teach basic text organization, such as chronological sequencing.
- Provide opportunities for peer evaluation of texts.

Learning Activities and Experiences

- Using a variety of written, auditory or pictorial stimuli, have students write, revise and edit short texts (e.g. story retells, simple summaries, paragraphs giving personal information, picture descriptions, personal letters, posters, pamphlets, advertisements).

10.2 *Teaching Considerations*

- Teach basic rules of spelling and punctuation (e.g. general use of capital letters, commas, periods, apostrophes).
- Emphasize the importance of spelling and encourage a focus on correct spelling and punctuation in writing.
- Provide opportunities for students to practise the use of correct spelling and punctuation both in isolation and in context.
- Encourage and assist students in using bilingual and learner's dictionaries.

Learning Activities and Experiences

- Assign exercises focusing on spelling (e.g. dictations, selecting correct forms, independent writing, error correction).
- Assign exercises focusing on the use of correct punctuation (e.g. correcting errors, inserting missing punctuation, explaining use of basic punctuation (e.g. capitals, apostrophes) and end punctuation (e.g. periods, question marks, quotation marks, exclamation points)).
- Have students identify and correct errors in spelling and punctuation in sample texts, based on student writing.

GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Suggestions for Assessment

Notes/Vignettes

10.1 Conferencing

Have students write a short 100-150 word text on a topic of personal relevance based on readings, listenings, vocabulary and language covered in class. In conference with the student, indicate errors in content which the student must revise in a second draft. Evaluate the second draft, indicating errors in language which must be revised in a third draft. Evaluate the final draft for content, language and quality of corrections.

Performance Criteria

The ESL 1205 student should be able to:

- use basic English to express ideas in a comprehensible manner;
- organize the text simply but clearly;
- identify and correct his/her own errors in content and basic language;
- independently correct errors identified by the teacher;
- present ideas which are clearly related to the topic.

10.2 Test

Give students a text containing a fixed number of errors in basic punctuation and spelling. Have students locate and correct errors. Evaluate according to number of errors correctly identified and corrected.

Performance Criteria

The ESL 1205 student should be able to:

- identify most errors in basic punctuation and spelling.

GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

ESL 1205

10.3 use basic vocabulary appropriate to assigned academic tasks, with and/or without support

10.4 use basic grammar and sentence structure appropriate to assigned academic tasks with and without support

Suggestions for Teaching and Learning

10.3 *Teaching Considerations*

- Teach informal and basic vocabulary.
- Provide ample opportunities for students to learn and produce new vocabulary, drawing attention to new words in context as they occur.
- Teach basic prefixes and suffixes and draw attention to errors as they occur. Assist students in correcting them.
- Introduce the concept of parts of speech and have students identify them (e.g. noun, verb, adjective, adverb, preposition, pronoun).
- Introduce the concept of synonyms and antonyms and have students identify them as they occur in basic vocabulary.
- Teach and provide ample opportunities to practise dictionary use (e.g. bilingual, learner's and picture dictionaries).
- Provide ample opportunities for students to practise deducing meanings of new words from both textual and visual contexts.

Learning Activities and Experiences

- Provide or prepare tasks requiring students to deduce new word meanings from context.
- Have students write sentences incorporating newly learned vocabulary.
- Have students identify synonyms and/or antonyms of new words.
- Assign text completion activities using newly learned words.

10.4 *Teaching Considerations*

- Assign tasks which provide ample opportunities to practise writing short texts.
- Provide clear explanations of basic grammatical concepts such as subject and object.
- When possible, try to draw attention to basic differences between the grammar of English and the first language of the student.
- Assign ample grammar practice activities, including error correction.

Learning Activities and Experiences

- Assign basic grammar activities in context, including short writing tasks.
- Assign activities which focus on form (e.g. those which draw attention to specific grammatical elements of the English language).

GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Suggestions for Assessment

Notes/Vignettes

10.3 *Test*

In general, learning words and using them will be evaluated in the context of writing short texts. To assess vocabulary specifically, prepare sentence completion exercises based on new words. Students must select from a limited list the best word to complete the sentence. Evaluate according to the number of correct responses.

Performance Criteria

The ESL 1205 student should be able to:

- correctly complete most sentences using learned vocabulary.

10.4 *Test*

Generally, accurate use of basic grammar and sentence structure is evaluated in the context of writing texts. Knowledge of grammar, however, should also be tested using text-completion and error correction exercises (i.e. grammar tests). Evaluate according to the number of correct responses.

Performance Criteria

The 1205 student should be able to:

- use intermediate level sentence structure and grammar correctly;
- recognize and correct most errors in basic and intermediate grammar.

GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

ESL 1205

10.5 use technology effectively to meet learning needs

Suggestions for Teaching and Learning

10.5 Teaching Considerations

- Provide opportunities for the use of school computers. Have students produce and edit short texts to improve their language skills.
- Introduce students to the Internet and CD Rom resources designed to assist the learning of English as a second language.

Learning Activities and Experiences

- Have students practise using the Internet to improve language skills (i.e. Internet grammar quizzes and CD Rom programs designed for ESL students (see the Resources section of this document, p.77)).
- Have students format short texts on a computer.
- Establish a key pals project.

GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Suggestions for Assessment

10.5 Task

Give students three web-based quizzes testing basic English (reading/listening/writing/grammar/vocabulary).

Independently, they must locate the site and successfully complete the quizzes assigned.

Performance Criteria

The ESL 1205 student should be able to:

- locate the site and specific quiz efficiently;
- complete the quiz.

Notes/Vignettes

