English as a Second Language ESL Level 5

Open   **ESLEO**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;

2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;

3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations (*e.g., take detailed notes from a group presentation on the life and times of Shakespeare; plan future course selections and postsecondary pathways based on a presentation by school guidance staff; summarize a short documentary, news report, or radio interview; participate in a group dictogloss activity to reconstruct a paragraph of text read aloud*)

Listening to Interact

1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations (*e.g., present a rebuttal in a debate; survey members of the community about their personal Internet use; collaborate on preparing and presenting a seminar*)

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in complex spoken interactions on a wide variety of topics (*e.g., synthesize ideas in a group discussion; negotiate solutions to problems, interpersonal misunderstandings, and disputes; conduct opinion surveys among classmates and community members about a variety of topics*)

Using Conversational Strategies

2.2 use a wide variety of conversational expressions to negotiate spoken interactions of all types (*e.g., use "Let's get back to work now", "Let's focus", "We're getting off topic" to stay on topic in group tasks; use "by the way", "before I forget", "speaking of" to shift the topic; use "Do you understand what I mean?", "Is that clear?", "Do you get it?" to check for comprehension; use "I really mean …", "What I'm trying to say is …" to self-correct*)

Teacher prompt: "When you have the role of taskmaster in a group, what expressions could you use to keep the group on task?"

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in a wide variety of situations (*e.g., explain a viewpoint on a current issue during a debate; lead a workshop or seminar; deliver a radio broadcast; give an oral presentation using notes or a detailed script and/or visual aids*)

Teacher prompt: "Can you identify the most effective elements in your oral presentation? How do you know they were effective? What would you do differently next time?"

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ESL Level 5 on pages 116–117)*

Teacher prompt: "Look at these two sentences. How could you combine them into one using a relative pronoun from the list on the word wall?"

Sound Patterns

3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., stress key content words to clarify meaning ["I read a **book** last night" versus "I read the book last **night**"]; use appropriate pitch and volume to indicate emphasis or to show surprise or other emotions)*

Communication Strategies

3.3 use a wide variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication *(e.g., identify and correct slips and errors that may have caused misunderstandings; use circumlocution and paraphrase to compensate for gaps in knowledge of vocabulary and grammar)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;

2. use a variety of reading strategies throughout the reading process to extract meaning from texts;

3. use a variety of strategies to build vocabulary;

4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a wide variety of authentic texts of increased complexity on a range of topics *(e.g., textbook chapters, charts and tables, magazine articles, essays, literary texts from a range of cultures, including Aboriginal cultures: short stories, novels, plays, satire, poetry)*

Demonstrating Understanding

1.2 demonstrate an understanding of complex authentic texts in a variety of ways *(e.g., summarize the key ideas in an article; write a short essay comparing two texts; draw conclusions and make generalizations about a text, citing supporting evidence from the text)*

Responding to and Evaluating Texts

1.3 respond to complex authentic texts in a variety of ways *(e.g., give a book talk; write an in-role diary entry for a character in a novel; suggest reasons for the point of view presented in a magazine essay; write a critical review of a book or article)*

Text Forms

1.4 analyse a variety of texts and explain the relationship between their form and purpose *(e.g., compare how newspapers and periodicals from around the world present information and use format, layout, titles, and styles of address to appeal to specific audiences; determine whether a biography is objective by analysing the selection of facts about the subject, both favourable and unfavourable; explain how a realistic portrayal of imagined characters and actions in a novel helps the reader become involved in the story)*

Literary Elements

1.5 analyse texts in a range of genres, including essays, short stories, novels, poems, and drama, to identify literary elements and explain their effect on the reader *(e.g., cultural references to Greek or Native mythology; biblical allusions; historical settings or allusions; subplot; imagery; conflict; metaphor and imagery in the poems of Chief Dan George)*

Teacher prompt: "Do you recognize any other culturally specific or world mythologies in what you are reading? Explain."

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 identify and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts *(e.g., preview text; divide text into digestible sections; ask questions while reading; reread to consolidate understanding; make jot notes; sort and classify ideas using a concept map; summarize sections of text during reading; synthesize ideas to broaden understanding)*

Teacher prompt: "What types of questions do you ask yourself to help monitor your reading?"

Text Features

2.2 identify different features of texts and explain how they help readers understand the text *(e.g., charts, graphs, and tables in subject-area text; preface or foreword; prologues and epilogues in novels; sidebars and illustrations in magazine articles; website taskbars and hyperlinks; reference lists/works cited)*

Connecting Devices

2.3 identify a wide variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in texts *(e.g., "that is", "i.e." for definition or explanation; "for example", "e.g." for illustration; "first … next" for sequence; "in short" for summary; "by contrast" for comparison and contrast; "as a result" for cause and effect; "possibly" for hypothesis)*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level *(see the Language Reference Chart for ESL Level 5 on pages 116–117)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a wide variety of vocabulary acquisition strategies to enrich and extend vocabulary *(e.g., infer meaning from context; use mental imagery to memorize words; keep a vocabulary journal of word associations and contexts in which a word is heard or read; use word webs to heighten awareness of relationships among words and nuances of meaning that affect word choice)*

Word Recognition Strategies

3.2 use knowledge of a wide variety of patterns of word structure and derivation to determine the meaning of unfamiliar words *(e.g., relate unfamiliar words to cognates or word families; apply knowledge of prefixes, suffixes, and root words; interpret syntactic clues such as word order and part of speech; use knowledge of Latin and Greek roots to comprehend words [octagon, centimetre])*

Use of Resources

3.3 use a wide variety of resources, including glossaries, available technology, thesauri, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of words and their precise meaning in different contexts *(e.g., use a dictionary to confirm or correct deductions about word meanings based on contextual clues)*

Teacher prompt: "Explain how you used a dictionary to understand an unfamiliar use of a familiar word."

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information from a wide variety of print and electronic sources *(e.g., non-fiction books, newspaper and magazine articles, Internet sites, statistics, research reports)*, and use it to answer student-generated research questions, acknowledging sources of information, ideas, and quotations in an approved reference list style *(e.g., MLA or APA)*

Extracting and Organizing Information

4.2 extract information for an independent research project from a wide variety of sources, and organize it using a variety of graphic organizers *(e.g., complete a chart comparing the lifestyles of Aboriginal people living in First Nation communities and urban environments)*

Critical Thinking

4.3 compare, synthesize, and evaluate the information gathered from a variety of sources for an independent research project

Teacher prompt: "How does the author's treatment of this topic compare with treatments of the topic in other sources?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;

2. organize ideas coherently in writing;

3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;

4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write complex texts to convey information and ideas for academic purposes using a wide variety of forms *(e.g., write a report comparing the environments of two regions of Canada; compose a formal letter to the principal about providing healthy food choices in the school cafeteria; write a detailed report clearly outlining causes and effects of greenhouse gas emissions; write a coherent summary synthesizing information from several different sources)*

Teacher prompt: "What is the purpose of your writing? What form will best suit this purpose?"

Personal Purposes

1.2 write short texts to express ideas and feelings on personal topics using a wide variety of forms *(e.g., a poem responding to an event in their lives; a short play written in a group interpreting a contemporary event or issue of relevance; a manual for other newcomer students on how to learn a language, based on their own experience)*

Community and Workplace Purposes

1.3 write complex texts to communicate information and ideas for official or personal purposes using a wide variety of forms *(e.g., a statement of interest to accompany an application for a summer internship or apprenticeship program; a personal statement to accompany an application for a postsecondary education program)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information in a logically structured essay of five or more paragraphs that includes a thesis statement, body, and conclusion *(e.g., a report comparing the economies of Canada and their native country; a persuasive essay about the advantages of cutting down on television watching; an essay that documents the barriers that visually impaired and hearing-impaired people confront in daily life)*

Linking Ideas

2.2 use a wide variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs *(e.g., use "meanwhile", "prior to" to indicate sequence; use "despite", "although" to compare and contrast; use "moreover", "not only … but also" to add details and examples; use "in conclusion", "finally", "to sum up" to signal closing remarks)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level *(see the Language Reference Chart for ESL Level 5 on pages 116–117)*

Spelling Strategies

3.2 select and use the spelling strategies and resources most appropriate for the task to spell words accurately *(e.g., prepare and use webs of root words and related forms as a guide to spell subject-specific terms; visualize spellings; maintain a spelling journal for difficult words; confirm spellings using a variety of print and electronic resources)*

Teacher prompt: "What strategies do you use to learn and remember the spelling of new or difficult words in English? Do you use these or other strategies in your first language?"

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 select and use the pre-writing strategies most appropriate for the purpose to generate vocabulary and develop and organize ideas for writing *(e.g., activate prior knowledge through peer and group interaction; organize ideas using graphic organizers suited to the structure of the piece of writing; make jot notes about background reading)*

Producing Drafts

4.2 produce draft pieces of writing using a wide variety of strategies and models *(e.g., teacher-provided models and exemplars; research notes)*

Revising and Editing

4.3 revise, edit, and proofread drafts using a wide variety of strategies *(e.g., incorporate peer conference feedback to achieve a more effective or logical progression of ideas; use checklists to edit for accurate use of grammar and conventions; review successive drafts to verify or reconsider earlier decisions; self-evaluate to determine next steps in writing)*

Teacher prompt: "Does your opening sentence engage (catch) the interest of your audience?"

Publishing

4.4 select and use the elements of effective presentation most appropriate for the purpose to publish a final product *(e.g., different fonts and colours to distinguish titles, headings, and sub-headings; a detailed table of contents for a portfolio or major project; imported Internet images to add interest or clarify information; text boxes to emphasize facts or ideas)*

Metacognition

4.5 identify and use the most appropriate writing strategies for the purpose before, during, and after writing, and reflect after writing on the strategies they found most helpful *(e.g., produce a plan for carrying out a research project; use a thesaurus to vary vocabulary and achieve precise expression)*

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;

2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;

3. demonstrate knowledge of and adaptation to the Ontario education system;

4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in social and classroom contexts of all types *(e.g., use slang in conversations with peers; use formal language in a speech or debate; demonstrate understanding of when and how it is appropriate to use humour in social interactions)*

Teacher prompt: "Imagine that you are working at the cash desk in a store. How might an older customer interpret your use of the expression 'My bad' when you make a mistake?"

Non-verbal Communication

1.2 analyse and explain instances where different interpretations of non-verbal signals lead to misunderstanding in a variety of social, academic, and workplace contexts *(e.g., role play scenarios involving intercultural misunderstandings of non-verbal communication, and discuss how communication could be improved)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 discuss some aspects of Canadian-American relations since World War II *(e.g., trade agreements; border security; foreign affairs and international military involvement; cultural influences; the influence of various prime ministers and presidents on the relationship between the two countries)*

Canadian Citizenship

2.2 explain how government policies on equity and social justice apply to current social issues *(e.g., Aboriginal treaty rights, same-sex unions, hiring practices)*

Teacher prompt: "How are the values of Canadian society demonstrated in our government institutions and policies?"

Canadian Diversity

2.3 use research and presentation skills to inform the class about issues of concern to diverse groups in Canada *(e.g., the wearing of traditional dress in police services; access to Braille and sign-language interpreter services; the impact of profiling on various communities)*

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe a wide variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals *(e.g., assistance with postsecondary planning and goal setting; policies on the accommodation of religious observances/practices)*

Study Skills and Strategies

3.2 identify appropriate and effective study skills and test-preparation strategies, and use them to achieve their academic goals *(e.g., use positive self-talk to decrease anxiety; keep a learning log of their study schedules, strategies, and achievement of goals)*

Strategies for the Cooperative Classroom

3.3 identify a variety of appropriate strategies for participating in cooperative learning activities, and use them effectively to complete group tasks *(e.g., use conflict-resolution strategies; encourage participation of all group members; share decision making; show respect for diverse points of view)*

Knowledge of School and Community Resources

3.4 identify a variety of school and community policies and resources that are available to support learning, and explain how to use them to achieve educational success *(e.g., TOEFL preparation classes; multilingual collections in libraries; postsecondary education guides; school board Internet-use policy; public reference libraries)*

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to a variety of media texts, and explain some ways in which they influence society *(e.g., how the ideas and images in various media affect social and cultural norms, lifestyles, and gender roles)*

Teacher prompt: "Which groups in Canada are represented most positively and which are most negatively represented in ads on television and in magazines?"

Interpreting Media Texts

4.2 analyse coverage of current local, national, or global issues in a variety of media texts to identify subjective approaches and types of bias

Teacher prompt: "In this news report about a conflict between two countries, does the reporter favour one side over the other? Give support for your opinion."

Creating Media Texts

4.3 create a variety of media texts for specific purposes and audiences, and explain how the purpose and audience influenced their design decisions and language choice *(e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class; an advertising campaign to appeal to specific consumer groups; a review of a television program, film, or artistic performance to encourage teenagers or adults to see it)*

Language Reference Chart – ESL Level 5

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., while writing a report comparing the economies of Canada and their native country, students work on cohesion in their writing by using subordinate clauses in addition to transition words and phrases). Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• special use of non-count nouns (e.g., *hair, coffee, glass, wood, wine*) as count nouns + *a/an* (e.g., *He pulled out a grey hair from his moustache. Could I have a coffee, please? Pour the water into a glass. We would like to walk in a wood/woods. They enjoy a good Chilean wine.*)
Pronouns	• relative: *who, which, that, whose* + relative and subordinate clauses (e.g., *He has done all that is necessary. The film is about a spy whose best friend betrays him when they travel in Russia.*) • reciprocal: *each other* • indefinite: *no one*
Verbs	• future progressive (e.g., *I'll be waiting by the door.*) • future perfect (e.g., *Ontario students will have earned at least thirty credits by the time they finish Grade 12.*) • past perfect progressive (e.g., *The students had been practising their speeches before the teacher entered the room.*) • passive: modals (e.g., *Diamonds can be mined in Canada. The plate must have been broken by the dog.*) • passive: past perfect (e.g., *The plate had already been broken before we came downstairs.*) • conditional: type 3/condition cannot be fulfilled (e.g., *If I had known that you were coming, I would have met you at the airport.*)
Adjectives	• adjectives + *enough* (e.g., *He is tall enough for the basketball team.*) • adjectives with *nearly as … as, just as … as, not quite as … as*
Adverbs	• position of adverbs in a sentence + effect on meaning (e.g., *They secretly decided to leave town.* [The *decision* was secret.] *They decided to leave town secretly.* [The *departure* was secret.] *Honestly, he didn't get the money.* [It's true that he didn't get the money.] *He didn't get the money honestly.* [He got the money in a dishonest manner.])
Transition words and phrases	• *not only … but also* (e.g., *Not only are they taking a course this summer, but they are also working part-time.*) • *as … as, as soon as, as well as, nearly as, just as, not quite as, whereas* • *prior to, subsequently, although, furthermore, to sum up, meanwhile, moreover, despite*

I. Grammatical Structures (continued)

Question forms	• positive and negative tag questions (e.g., *This course is hard, isn't it? She was walking quickly, wasn't she? He won't ask for it, will he? They have travelled a lot, haven't they?*)
Negation	• alternative ways of saying the same thing (e.g., *He didn't eat anything / He ate nothing. They don't ever complain / They never complain. We haven't seen anyone / We have seen no one.*)
Prepositions	• with a variety of phrasal verbs (e.g., *break down/up/out, call for/in/on, cut down/in/off/out/up, fall back/behind/in/out/through*)
Sentences	• complex sentence with subordinate clauses and/or relative clauses (e.g., *While we were driving, we noticed a little girl who seemed lost. As she thought about him, she wondered how his new job would change their lives. Ahmed, who worked with Manuel, was waiting by the car.*) • indirect speech + past perfect (e.g., *I asked him what he had said.*) • maintaining parallel structure

II. Conventions of Print

Punctuation	• with a variety of defining phrases and/or relative and subordinate clauses (e.g., *Mrs. Minuk, who is the guidance counsellor, suggested [that] I take this course.*) • with a variety of subordinate clauses (e.g., *After I spoke to Mrs. Minuk, I decided to apply to college.*)