
Section 1: 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 program 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 program 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. (August & Hakuta 1997).

English as a second language (ESL) 2205 is an intermediate level language course intended to:

- assist students in extending and refining basic English language skills essential for academic and personal success.
- recycle and build upon those language skills taught in ESL 1205.
- provide English language instruction for students who need language support in order to succeed in regular subject areas.
- provide learning strategies and language skills to assist students.

Course Content

Course content and corresponding resources have been chosen to reflect the special needs of the students. The content reflects:

- the students' level of proficiency in reading and writing English

- the students' need for exposure to a variety of authentic texts
- the multicultural backgrounds and interests of the students

ESL 2205 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:

- read flexibly (avoiding looking up every unfamiliar word) and critically;
- read for a variety of purposes;
- read unfamiliar, authentic texts at appropriate speed;
- read for pleasure;
- write for a variety of purposes and audiences;
- write with an acceptable degree of fluency and accuracy;
- listen in a variety of situations;
- listen to a variety of speakers;
- speak with an acceptable degree of accuracy and fluency;
- speak in a variety of contexts;
- use appropriate study habits;
- use appropriate technologies to access information.

The 2205 Learner

Upon entering the course, the 2205 learner will normally have received at least one year of intensive instruction in English as a second language. He or she will have mastered the basic and some intermediate rules of English grammar, and at the outset of the course will use basic and some intermediate vocabulary with ease.

Speaking and Listening

In terms of speaking, at the outset of the course, the 2205 student should be able to express his/her basic needs and opinions with ease in informal situations. Everyday conversation should provide no challenge; however, the student may have difficulty expressing him/herself in classroom settings and formal contexts, especially in extended discourse. His/her pronunciation should be comprehensible to native speakers. The student should be able to comprehend everyday oral language with ease, but may experience difficulty in extended, formal or academic contexts (e.g. lectures, documentaries).

Reading and Writing

Upon entering the course, the 2205 student will be able to read authentic texts, but will have difficulty fully comprehending extended academic or formal language (e.g. textbooks, fiction). He or she will be able to express him/herself in writing using intermediate-level vocabulary, but there will be errors in organization and text structure. He or she will normally not be able to use complex and compound sentences consistently, and his/her writing will show evidence of errors in word choice and use as well as unfamiliarity with intermediate and advanced vocabulary.

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 2205 are based on the framework provided by the 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 learning; 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 2205 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.**Outcomes***ESL 2205*

- 1.1 express their own ideas, opinions, feelings and experiences in informal contexts and in a limited range of formal contexts

Suggestions for Teaching and Learning*1.1 Teaching Considerations*

- Provide opportunities for discussion in informal (e.g. small group discussion, pair discussion, whole class discussion) and some formal (e.g. role plays, presentations, panel discussions) contexts.
- Teach linguistic skills and functions required for participation in such activities (e.g. organizing logical presentations, interrupting, turn-taking, expressing agreement/disagreement, range of intermediate grammar and vocabulary).
- Introduce background skills necessary for formal activities (e.g. oral presentation skills).
- Assign appropriate tasks and topics for discussion, taking into account complexity of topic and students' needs and interests.
- Encourage participation by all group/class members by providing clear guidelines, ample preparation time, and participation incentives for each student (e.g. points for each contribution or assigned roles to each group member, such as chair, "language police," devil's advocate, secretary). See Notes/Vignettes, p. 7.
- Provide video or audio samples of formal contexts, such as panel discussions and oral presentations.
- Preteach specific vocabulary needed to complete tasks (words expressing opinion, agreement/disagreement, topic-specific vocabulary).

Learning Activities and Experiences

- In small groups, have students give their opinion on a list of questions related to a text.
- Have students reach consensus on a list of topics derived from texts studied in class.
- Based on a topic presented in class, assign students roles for participation in a whole-class or large-group panel discussion.
- Have students present information in a small group and lead a discussion on that topic.

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 *Task*

Have students choose a magazine article on a controversial topic. In small groups, they must summarize the article and prepare a list of 20 discussion questions to ask group members. Evaluate the students' ability to summarize the article clearly, formulate open-ended questions, encourage responses from group members, and express own opinions and agreement or disagreement clearly and correctly.

Performance Criteria

The ESL 2205 student should be able to:

- choose an article on a topic appropriate for the class;
- summarize text content clearly;
- express own opinion on topic clearly;
- incite a response from group members;
- encourage participation of all group members;
- formulate 20 simple discussion questions clearly and correctly;
- use correct intermediate-level grammar and vocabulary;
- lead a minimum 15-minute discussion on the topic.

Notes/Vignettes

Formats and protocols for group discussion are presented in Resource Lines 9/10 (p. 151) and in Communicate! (p. 266-276).

Roles for group discussion :

Chair

- leads discussion and ensures participation by all group members.

Language Police

- ensures that the entire discussion occurs in English.

Devil's Advocate

- deliberately expresses opposing opinions in order to foster discussion.

Secretary

- takes notes and summarizes the main points for the group.

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.**Outcomes***ESL 2205*

- 1.2 ask questions to acquire, interpret, analyze and evaluate ideas and information from a variety of sources

Suggestions for Teaching and Learning*1.2 Teaching Considerations*

- Teach question formation, especially complex forms and basic polite forms.
- Have students practise evaluating peers' questions in terms of clarity and appropriateness.
- Assist and guide students in formulating questions appropriate to a particular context/subject.
- Review/monitor appropriateness of topics.
- Have students practise formulating follow-up questions appropriate to previous responses.
- Teach and have students practise active listening (e.g. reformulating speaker's statements, requesting clarification).

Learning Activities and Experiences

- Have students formulate and conduct a survey in the general school population on a topic relevant to high-school students and present their findings to the class.
- Have students interview a native English-speaking adult with whom they are familiar (e.g. coach, teacher, boss) on a topic of interest (e.g. job, autobiography, a particular hobby or interest) and present that information to the class.

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 Task

Have students select a topic of interest to the class (e.g. spending habits/hobbies/sports participation/musical preferences/study habits) and prepare and conduct a survey of two groups who might have differing responses on those topics (e.g. girls vs boys; teachers vs students; Canadians vs new Canadians). Students must compare the responses of the two groups and present the information to the class.

Performance Criteria

The ESL 2205 student should be able to:

- select an appropriate topic;
- create an extensive list (minimum 15) of appropriate questions;
- formulate grammatically correct questions;
- interview at least 10 respondents;
- identify trends in responses and compare/contrast response patterns;
- clearly present conclusions/generalizations to the class.

Notes/Vignettes

Suggestions on how to conduct an interview can be found on Resource Lines 9/10 (p. 155-158), and in Reference Points (p. 10-15)

GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.**Outcomes***ESL 2205*

- 1.3 listen to prepared second language texts and selected authentic texts for general meaning

Suggestions for Teaching and Learning*1.3 Teaching Considerations*

- Select prepared or authentic audio and video texts on topics and at a difficulty level appropriate to the class. Authentic materials may include brief media interviews, news reports or documentaries (approximately 5 to 10 minutes).
- Teach linguistic elements necessary for listening comprehension of prepared intermediate-level texts and brief authentic texts (intermediate-level grammar, vocabulary, and pronunciation).
- Prepare questions and activities focusing on the main idea.
- Preteach specialized vocabulary necessary for comprehension of a particular passage.
- Preview comprehension questions/activities and explain any unclear questions.
- Provide multiple opportunities for students to listen to a passage. Ideally, permit students to control repetition of the passage as desired.
- Provide opportunities for students to discuss/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 identify expressions/phrases missed.

Learning Activities and Experiences

- Listen to a short video or audio report or documentary and write a short summary of it.
- Have pairs of students listen to different reports on the same topic and compare notes.
- In pairs, have one student listen to half of a news report and the partner listen to the other half. Each student must give the information from the half they heard to their partner and together each student must complete a list of questions based on the entire text, using the information presented.

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

1.3 *Task*

Have students listen to a brief, informative report on an interesting topic. Have students present a brief summary listing only the main ideas mentioned in the report.

Performance Criteria

The ESL 2205 student should be able to:

- comprehend a 5 to 10 minute report;
- identify at least three main ideas;
- understand almost all main ideas in prepared speech and most main ideas in authentic speech;
- understand most normal rates of standard English;
- understand most intermediate-level vocabulary and deduce the meaning of unfamiliar vocabulary from the context.

Notes/Vignettes

For further information on note-taking strategies, see Reference Points (p. 21-25), Communicate! (p. 265), Resource Lines (p. 142).

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

Outcomes

ESL 2205

1.4 listen to prepared second language texts and selected authentic texts for specific information

1.5 listen to comprehend, make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate ideas

Suggestions for Teaching and Learning

1.4 Teaching Considerations

- Select prepared or authentic audio and video texts at a difficulty level appropriate to the class which contain specific information about a topic.
- Prepare questions and activities focusing on specific information (e.g. complete a chart with missing information; complete details omitted from a topic outline; from a list, identify details mentioned).
- Preteach unfamiliar vocabulary.
- Preview the instructions of the activity and ensure that students completely understand the tasks to be completed.

Learning Activities and Experiences

- Have students listen to a short prepared or authentic report and complete a list from which details have been omitted (e.g. names, dates, numbers).
- From a list including details mentioned in the text plus distractors, have students select those mentioned.
- Have students complete a true/false list based on details mentioned in the passage.

Teaching Considerations

- Prepare questions focusing on identifying inferences (e.g. identifying information implied but not explicitly stated).
- Prepare listenings on topics familiar to the students, on which they might have some knowledge or opinions.
- Provide exposure to more than one listening on a particular topic.
- Provide ample practice in making inferences, and identifying, comparing and judging ideas presented.

Learning Activities and Experiences

- Play part of a report in which the topic is not explicitly stated and have students determine the topic.
- Play a short segment of an interview and have students identify the topic of the interview or the role of the interviewee.
- In small groups, have students express their opinions for or against a topic discussed in a short prepared or authentic report.

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 brief report giving an outline of the history of a familiar but formal topic (e.g. Canada, the Olympics, the school, space exploration, computers). Have students complete a timeline based on the information provided.

Performance Criteria

The ESL 2205 student should be able to:

- understand most grammar and vocabulary used in intermediate-level texts;
- complete most of the timeline chart;
- listen attentively to a report for 5 to 10 minutes;
- understand clear, standard, authentic English.

1.5 Task

Have students listen to a brief informative report on a familiar but potentially controversial topic (e.g. existence of ghosts, cultural differences, exams/grading in schools). Have the students present their opinions on the topic in a brief oral or written report to a small group.

Performance Criteria

The ESL 2205 student should be able to:

- understand almost all main ideas and most details presented or implied in an intermediate-level text;
- listen attentively to a report for 5 to 10 minutes;
- identify controversial information or opinions presented or implied in the text;
- formulate responses to information and opinions presented as well as express and support own opinions clearly.

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**Outcomes***ESL 2205*

- 2.1 present information and ideas clearly and logically, for a limited variety of audiences

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach intermediate-level grammar and vocabulary appropriate for the clear presentation of ideas.
- Teach and practise logical ordering of ideas (e.g. general to specific, sequence markers, eliminating irrelevant information, summarizing/concluding).
- Teach basic pronunciation (e.g. individual consonant/vowel sounds, stress patterns on intermediate-level vocabulary) and correct errors which interfere with comprehension.
- Provide ample opportunities for practice and effective feedback.
- Have students practise evaluating peers' presentations for clarity.

Learning Activities and Experiences

- In pairs, have each student read half a text or one of two texts on the same topic. Students must present the information in their text to a partner.
- Have students prepare an informal oral presentation on a topic of interest to them (their country, favourite activity or hobby) to present to a large group or the whole class.

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

Suggestions for Assessment

2.1 Task

Have students orally present a book report to the whole class. The student should discuss the characters, a summary of the story and a brief critique of the book.

Performance Criteria

The ESL 2205 student should be able to:

- speak for a minimum of 5 minutes;
- clearly summarize the story;
- clearly express an opinion of the book;
- use correct and comprehensible pronunciation;
- use intermediate-level grammar and vocabulary correctly;
- demonstrate evidence of preparation and familiarity with the topic.

Notes/Vignettes

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

Outcomes

ESL 2205

- 2.2 listen to comprehend, make inferences and draw conclusions to formulate responses

Suggestions for Teaching and Learning

Teaching Considerations

- Prepare and assign tasks focusing on comprehending and making inferences and provide ample practice of both.
- Teach intermediate-level grammar and vocabulary and provide students with ample opportunities to hear this new vocabulary in context.
- Teach linguistic cues used to introduce opinions (e.g. In my opinion, I believe, It seems).
- Provide ample opportunities for students to compare inferences and conclusions.
- Provide feedback on correct and incorrect inferences and conclusions, explicitly focusing on linguistic elements used to convey inference (e.g. word choice, intonation).

Learning Activities and Experiences

- Have students listen to short prepared or authentic passages presenting opinions. Have students identify those opinions as well as the key words and phrases used to express them.
- Have students use information from listening activities to prepare responses and small group discussions on the topic.

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

Have students listen to a brief television interview on a topic of personal or local relevance to them (e.g. a current event in the community, a school or local controversy). Have students role play a follow-up interview with a character who has a differing position or point of view. Students must prepare and present opposing opinions based on the arguments and ideas presented in the original interview.

Performance Criteria

The ESL 2205 student will be able to:

- formulate opposing arguments;
- clearly present arguments and opinions;
- comprehend almost all main ideas of a 10-minute television interview;
- use correct and appropriate intermediate-level grammar and vocabulary;
- use correct and comprehensible pronunciation.

Notes/Vignettes

GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**Outcomes***ESL 2205*

- 2.3 Use information to respond appropriately and present ideas and information effectively in informal and limited formal language

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach linguistic elements necessary for comprehension in everyday contexts and familiar formal contexts, including intermediate-level grammar and vocabulary, standard pronunciation and a normal rate of speech.
- Provide ample opportunities for students to practise presenting information in a range of contexts (e.g. dialogue, small group, large group, whole class).
- Correct errors in pronunciation which impede comprehension and teach related phonological rules.
- Provide ample opportunities for students to listen to informative oral texts (e.g. reports, documentaries, interviews, dialogues) and restate presented information.

Learning Activities and Experiences

- Prepare two short audio listenings on the same topic. Divide the students into pairs and assign each partner a different listening passage to summarize. Each student in the pair must listen to the assigned passage and present an oral summary of it to the partner. The partners then switch listenings, adding any information missed in the oral summaries presented. This activity may be also done with video clips.
- Have students present information from a documentary or news program they have watched recently.
- Have students think about an item they have recently seen on the news. They must present the facts about the report to the class or a small group, without mentioning the actual news story. The other students must try to get what news event the student is referring to.

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**

Prepare three brief (approximately 5 to 10 minutes) audio texts on a related topic, or divide one long text into three logical sections. Divide the class into three groups. Have each group listen to a different audio text and take notes on the section they heard. Then arrange the class into small groups of three such that each group member has heard a different text. Give the students a list of questions covering information from all three texts. Each student must explain the part of the text they heard to the other members of their group well enough that each group member can answer all questions from all three texts.

Performance Criteria

The ESL 2205 student should be able to:

- understand the main ideas and important details of an audio text;
- present ideas clearly and logically;
- use correct intermediate-level grammar and vocabulary;
- use correct and comprehensible pronunciation;
- answer questions from all parts of the texts.

Notes/Vignettes

For further information on effective listening see Resource Lines 9/10 (p. 141-143) and Communicate! (p. 261-265).

For split listening of audio texts a language lab is ideal. If none is available, or for video texts, use of two classrooms is another option.

GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**Outcomes***ESL 2205*

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

3.2 identify the degree of formality in a limited range of communication situations

Suggestions for Teaching and Learning*Teaching Considerations*

- Introduce students to various basic purposes of discourse (e.g. to persuade, describe, inform, narrate).
- Prepare activities focusing on identifying inferences and provide ample practice.
- Have students explicitly identify expressions used to convey the inference.
- Teach intermediate-level grammar and vocabulary used in everyday and familiar formal contexts.
- Provide practice in identifying inferences conveyed by intonation and tone of voice.

Learning Activities and Experiences

- Have students listen to short interviews or speeches and write a one-sentence summary of the interview (e.g. person's role, topic being discussed, main idea).
- Play a selection of dialogues and have students determine the situation (e.g. making a complaint, requesting information, making a reservation) and the speakers' roles.

Teaching Considerations

- Provide ample exposure to dialogues and speech samples from a range of communicative situations, from everyday to familiar formal.
- Teach basic differences between formal and informal language and have students practise recognizing and using slightly formal language (e.g. complex and compound sentences, polite phrases, intermediate-level vocabulary).
- Introduce students to a range of audiences that they would be likely to encounter (e.g. teachers, employers, peers, teammates, classmates, parents, coaches or other mentoring adults) and discuss linguistic differences entailed in communication with each.

Learning Activities and Experiences

- Provide sample dialogues from familiar formal situations (school or job-related) and have students determine the context.
- Give students a list of sample communicative situations and have them rank situations from most to least formal. Then have students create sample dialogues for each.

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

Suggestions for Assessment

3.1 Task

Play audio or video recordings of five to ten brief conversations (several sentences long) and have students identify the the context (e.g. topic of conversation, background events, speakers' messages) and the likely relationship between the speakers.

Performance Criteria

The ESL 2205 student should be able to:

- correctly identify most of the situations and implied messages.

3.2 Task

Present students with five sample dialogue scripts and have students rank the dialogues in order from least to most formal.

Performance Criteria

The ESL 2205 student should be able to:

- correctly rank the dialogues.

Notes/Vignettes

Sources of conversations include prepared ESL texts and regular news broadcasts.

GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**Outcomes***ESL 2205*

- 3.3 use appropriate communicative techniques in informal and a limited number of formal language situations

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach appropriate strategies for effective communication (e.g. turn-taking, requesting clarification, interrupting, explaining/clarifying).
- Provide ample opportunities for students to participate in familiar formal situations.
- Teach linguistic elements appropriate in familiar formal situations, such as intermediate-level grammar/vocabulary and comprehensible pronunciation.

Learning Activities and Experiences

- Have students prepare and present familiar formal role-play scenarios in pairs and in small groups (e.g. student/teacher; doctor/patient; student/principal; employee/employer).
- Have students present the same role-play scenario for a number of different audiences (e.g. the same conversation between friends, co-workers, teammates, roommates, family members).

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

Suggestions for Assessment

3.3 Task

Give students 2 minutes to prepare and 3 to 5 minutes to record a role-play dialogue with a partner.

Performance Criteria

The ESL 2205 student should be able to:

- speak for 3 to 5 minutes;
- respond appropriately to partner's comments;
- use correct intermediate-level grammar and vocabulary;
- use correct and comprehensible pronunciation.

Notes/Vignettes

Preparation time should be limited and recording restricted to a single attempt, to ensure that students speak spontaneously and do not simply read aloud.

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

Outcomes

ESL 2205

4.1 identify a limited variety of text types

4.2 read prepared texts and selected authentic texts for comprehension, including making inferences, analyzing and evaluating information

Suggestions for Teaching and Learning

Teaching Considerations

- Expose students to a range of basic text types including narrative, descriptive, expository, and comparison/contrast.
- Teach and have students identify the defining characteristics and linguistic markers of each basic text type.

Learning Activities and Experiences

- Present students with a variety of prepared texts and have them classify the texts according to the basic text types.
- Working from a sample prepared text, have students identify the defining elements of a particular type of text (e.g. chronological markers and tense sequence in narrative text, descriptive vocabulary and spatial organization markers in descriptive text).

Teaching Considerations

- Expose students to a range of prepared and simple authentic texts.
- Prepare and have students answer comprehension questions on prepared and simple authentic texts.
- Prepare and have students answer questions focusing on inferences made in prepared and simple authentic texts.
- Prepare and have students answer questions focusing on analysis and evaluation (e.g. applying the reading to the student's own experience, identifying advantages and disadvantages related to the topic, comparing and contrasting the content of two texts, ranking ideas/options).
- Teach and have students practise deducing the meaning of new vocabulary from context.
- Teach intermediate-level grammar and vocabulary.

Learning Activities and Experiences

- Have students read texts of 500 to 1000 words and answer a range of questions focusing on comprehension, inferencing, analysis and evaluation.

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****4.1 & 4.2 Task**

Have students read a prepared text of 500 to 1000 words and answer a range of questions about the text including identifying text type, understanding the basic message, understanding details, identifying advantages/disadvantages and similarities/differences, and agreeing/disagreeing with the text. Answers should be written in complete sentences and in the student's own words. Evaluate according to the number correct.

Performance Criteria

The ESL 2205 student should be able to:

- correctly answer almost all questions on main ideas and most questions on details;
- use knowledge of text structure (e.g., location of thesis statements and topic sentences, narrative sequencing, spatial organization in descriptive texts, block organization of comparison and contrast texts) to aid comprehension;
- correctly answer most questions focusing on analysis and evaluation;
- correctly identify the text type;
- understand linguistic elements (e.g. grammar and vocabulary) used in intermediate-level prepared and simple authentic texts.

Notes/Vignettes

For characteristics of text types, see Resource Lines 9/10 (p. 93-134) and Communicate! (p. 163-171).

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

Outcomes

ESL 2205

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

Suggestions for Teaching and Learning

Teaching Considerations

- Teach skills for dictionary use using mainly monolingual English learner's or student's dictionaries.
- Review the content, organization and format of such dictionaries and provide ample opportunities for students to practise using monolingual English learner's or student's dictionaries.
- Provide ample opportunities for students to deduce meaning from context.
- Provide or have students supply background information necessary for text comprehension.
- Provide ample opportunities for students to compare comprehension of a text with a partner(s), identifying and discussing sources of difference.
- Teach intermediate-level grammar and vocabulary required for text comprehension.
- Encourage students to take risks in predicting text content based on pictures, section headings, graphics, and comprehension questions.
- Encourage students to reread sections of text that have not been understood.

Learning Activities and Experiences

- Have students work with a partner to read and discuss their interpretation of a text. After each paragraph or section, have the students stop and summarize the text orally, comparing their understanding of the text to that point. Alternately, students can stop reading and individually answer questions up to that point. By comparing their answers, they can identify and resolve differences in comprehension.
- Before reading a text, have students read the questions to be answered and predict possible answers.
- Have students identify five new words in a text and working with a monolingual English dictionary, find the appropriate definitions in that context. Students must then teach their words to other students.
- Underline five words in a text that are likely to be unfamiliar to students. Have students guess the meaning of the words from the surrounding words, sentences or paragraphs.

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*

Provide students with a text appropriate for their level. Underline five words that are likely to be unfamiliar to them and have students write their own definition of each word, without using a dictionary.

Performance Criteria

The ESL 2205 student should be able to:

- use contextual clues to write appropriate definitions for most unfamiliar intermediate-level vocabulary.

Notes/Vignettes

For information on predicting, see Resource Lines 9/10 (p. 20-25).

Students should be moving away from using bilingual dictionaries at this stage.

GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**Outcomes***ESL 2205*

4.4 skim for the main idea in prepared texts as well as in a limited range of authentic texts

4.5 scan to locate specific information in prepared and authentic texts

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach students to skim texts using clues to identify main ideas, such as thesis statements, topic sentences, section headings, titles, introductory and concluding paragraphs.
- Provide ample opportunities for students to skim unseen intermediate-level texts.

Learning Activities and Experiences

- Have students skim a text of 500 to 1000 words and write a title which captures the main idea of the text.
- Have students skim a paragraph and select the topic of the paragraph from a list of options.

Teaching Considerations

- Teach a definition of scanning and provide opportunities for students to scan for details in intermediate-level texts of 500 to 1000 words.

Learning Activities and Experiences

- Give students an intermediate-level text containing specific information, such as dates, names and statistics. Give students a strict time limit under which to identify a specified number of details from the text.

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

4.4 a) *Task*

Give students three short texts (approximately 500 words each) from three different subject areas (e.g. science, social studies, language arts) and have them skim the texts to identify the subject area and write a one-sentence summary of each text.

Performance Criteria

The ESL 2205 student should be able to:

- identify the subject area for each text;
- write appropriate one-sentence summaries for two out of three texts.

b) *Task*

Give students a paragraph with the topic sentence omitted. Give students a strict time limit (e.g. 1 to 2 minutes) to skim the paragraph and write an appropriate topic sentence.

Performance Criteria

The ESL 2205 student should be able to:

- write an appropriate topic sentence for intermediate-level paragraphs.

4.5 *Task*

Give students a 500 to 1000-word text describing a sequence of events (e.g. a history of an event or country, a biography) and provide a partially completed time-line of the events. Under a time limit of several minutes, have students complete the time-line.

Performance Criteria

The ESL 2205 student should be able to:

- identify most of the missing items.

Notes/Vignettes

For information on skimming, see Resource Lines 9/10 (p. 20 and p. 291-297).

For information on scanning, see Resource Lines (p. 20, p. 257, and p. 291).

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

Outcomes

ESL 2205

4.6 differentiate between main and supporting ideas in prepared and selected authentic texts

Suggestions for Teaching and Learning

Teaching Considerations

- Review with students the elements used to indicate main ideas, such as topic sentences/thesis statements, introductions/conclusions, repetition of key words/ideas and titles/headings.
- Teach skills for writing informal outlines.
- Provide ample opportunities for students to write outlines for intermediate-level 500 to 1000-word texts.

Learning Activities and Experiences

- Provide students with intermediate-level 500 to 1000-word texts and have them write informal outlines or finish partially completed outlines for those texts.

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 the students with an intermediate-level prepared text and have them complete an informal outline of the content presented. Evaluate according to completeness of the outline.

Performance Criteria

The ESL 2205 student should be able to:

- identify almost all main ideas of the text;
- identify most details of the text;
- identify and represent most relationships between main ideas and details;
- write a clear, informal outline.

Notes/Vignettes

For information on outlining, see Resource Lines 9/10 (p. 80 and p. 298).

GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.**Outcomes***ESL 2205*

5.1 select relevant and specific information from appropriate sources

5.2 summarize, analyze and synthesize the chosen information

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach elements used to organize information and have students practise using those elements, such as table of contents, reference lists and appendices.
- Teach grammar and vocabulary necessary for understanding intermediate-level texts.
- Provide students with a limited range of sources and help them locate information on a particular topic within the sources provided.

Learning Activities and Experiences

- Provide students with a text on a topic and have them identify which parts of the text could be used to prove a particular point.
- Give students the table of contents or index of a book and have them locate particular pieces of information.
- Have students use information from several intermediate-level sources to present a prepared oral or written presentation on a topic.

Teaching Considerations

- Teach basic summary skills and provide ample opportunities for students to practise informal summaries.
- Teach basic methods of analysis and provide ample opportunities for students to analyze simple information (e.g. classifying/categorizing, comparing/contrasting, applying ideas/information to other situations).
- Teach students to identify similarities and differences between information presented in several sources.
- Provide opportunities for students to read two texts on a related topic and identify the common and/or contrasting ideas presented therein.

Learning Activities and Experiences

- Have students read and write a summary of a 500-word text.
- Have students read two 500-word texts on a similar topic and list similarities and differences of both texts.

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**

Give students two intermediate-level 500-word texts on a topic. Have them take notes on the texts and identify information they could use in a project, essay or presentation about the topic.

Performance Criteria

The ESL 2205 student should be able to:

- identify most main ideas and details relevant to the topic;
- correctly identify irrelevant passages.

5.2 Task

Have students work in pairs. Give each pair of students a topic on a controversial but familiar issue (e.g. grading in schools, examinations, school rules, cultural differences etc.). Give each student in the pair a different 500 to 1000-word text on the topic. Each student must read the text and present a brief summary to their partner. Using the information in both texts, the students must then prepare an informal outline for an oral or written presentation about their topic.

Performance Criteria

The ESL 2205 student should be able to:

- understand the grammar and vocabulary in an intermediate-level 500 to 1000-word text;
- correctly and appropriately summarize the main points of the text for their partner;
- correctly identify the information from two texts relating to the topic;
- organize the information from both texts into a logical, coherent presentation.

Notes/Vignettes

For information on summarizing, see Resource Lines (p. 24-25 and p. 70).

GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.**Outcomes***ESL 2205*

- 5.3 effectively use a variety of appropriate reference materials (e.g. bilingual dictionary, learner's dictionary, grammar texts) with and without support

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach students how to use monolingual English learner's and student's dictionaries and encourage their use in the classroom.
- Review effective use of bilingual dictionaries, but encourage students to rely on monolingual English dictionaries as much as possible.
- Ensure that students do not attempt to overuse dictionaries and look up every unknown word.
- Provide ample opportunities for students to use their grammar texts and reference books to find answers to their own grammar questions. Assist as necessary.

Learning Activities and Experiences

- Have students identify five unfamiliar words from a text read in class. Using a monolingual English learner's dictionary, have students rewrite the dictionary definition in their own words, and include it in a sentence showing how the word is used.
- Using a monolingual English learner's dictionary, have students look at the definitions of a particular word. Then show the word used in, for example, five sentences, each exemplifying a different definition of the word. Have students match the appropriate definition to each sentence.
- Have students use a learner's dictionary to find synonyms and antonyms of a word.

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 ten underlined words with which they will likely be unfamiliar. Using a dictionary, students must identify the meaning associated with the word in that context.

Performance Criteria

The ESL 2205 student should be able to:

- use the dictionary and the context to correctly identify the appropriate meaning of most unfamiliar intermediate-level vocabulary.

Notes/Vignettes

GCO 6. Students will be expected to respond personally to a range of texts.**Outcomes***ESL 2205*

- 6.1 comprehend and evaluate information and ideas from a variety of prepared and selected authentic texts

Suggestions for Teaching and Learning*Teaching Considerations*

- Provide ample access to texts containing intermediate-level grammar and vocabulary.
- Teach linguistic elements necessary for comprehension of intermediate-level texts, including intermediate-level grammar and vocabulary, basic text organization, and mechanics (e.g. punctuation and spelling).
- Prepare and have students engage in activities focusing on comprehension (e.g. comprehension questions, multiple choice and true or false exercises, sequencing exercises, chart/text-completion activities, summary activities).
- Teach and provide opportunities for practice of the skills necessary for evaluating information (e.g. making inferences, drawing conclusions, comparing/contrasting, rating/ranking, making connections).
- Prepare and have students engage in activities focusing on the evaluation of information (e.g. personal response, critical review, consensus, synthesis through comparison and contrast).
- Preteach background knowledge necessary for text comprehension.
- Select and provide access to texts which lend themselves to evaluation activities (e.g. texts presenting arguments, requiring inference and deduction (e.g. mysteries), suggesting solutions).

Learning Activities and Experiences

- Have students read and complete comprehension activities (e.g. comprehension questions, multiple choice and true or false exercises, sequencing exercises, chart/text-completion activities, summary activities) on intermediate-level 500 to 1000-word texts.
- Have students read and complete evaluation activities (e.g. personal response, critical review, consensus, synthesis through comparison and contrast) on intermediate-level 500 to 1000-word texts.

GCO 6. Students will be expected to respond personally to a range of texts.**Suggestions for Assessment****Notes/Vignettes****6.1 Task**

Have students read an intermediate-level 500 to 1000-word text and answer questions focusing on comprehension and evaluation of the content.

Performance Criteria

The ESL 2205 learner should be able to:

- correctly answer most comprehension questions;
- correctly answer most basic evaluation questions (e.g. comparison/contrast, application, ranking, clear inference);
- write answers in complete, grammatical sentences and in the student's own words;
- correctly answer most questions focusing on linguistic elements used to convey meaning (e.g. locating topic sentence and thesis statements, deducing meaning of unfamiliar words, paraphrasing sentences).

GCO 6. Students will be expected to respond personally to a range of texts.**Outcomes***ESL 2205*

- 6.2 formulate and express ideas and opinions with some accuracy and fluency

Suggestions for Teaching and Learning*6.2 Teaching Considerations*

- Teach grammar, vocabulary and functions required to express opinion on intermediate-level texts (e.g. intermediate-level grammar and vocabulary, a range of basic expressions introducing an opinion).
- Provide ample opportunities for students to express opinions on texts read for class (e.g. discussions in pairs, in small groups and with the whole class, response journals, brief reaction compositions).

Learning Activities and Experiences

- Have students write book reports or text summaries including a critical review section.
- Have students read a 500 to 1000-word text on a topic of personal relevance (e.g. the stages of culture shock, learning a second language, selecting future careers, part-time jobs) and have students discuss orally or in writing how this topic applies to their own and their peers' lives.

GCO 6. Students will be expected to respond personally to a range of texts.**Suggestions for Assessment****6.2 Task**

Present students with two 500-word texts presenting opinions on opposing sides of a controversial but familiar topic. Based on the content of the texts, students must prepare and present their opinions on the topic, using information both from the texts and from their own personal experience to support their opinions.

Performance Criteria

The ESL 2205 student should be able to:

- clearly present opinions;
- use intermediate-level grammar and vocabulary correctly to express opinions;
- correctly use a variety of expressions to introduce opinions;
- provide evidence from texts and personal experience;
- logically sequence and present ideas;
- make clear distinctions between the students' and the author's opinions.

Notes/Vignettes

The wording “with some accuracy and fluency” is intended to be interpreted in a manner relevant to the ESL 2205 learner. In other words, students are not expected to speak with 100% accuracy and fluency as one would expect of a native speaker of English. Students may speak with hesitation and errors in grammar and vocabulary. Nevertheless they should not speak haltingly nor with significant errors in 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.

Outcomes

ESL 2205

7.1 comprehend, evaluate and critically reflect on information and ideas from a variety of prepared and selected authentic texts

7.2 formulate critical responses to prepared and selected authentic texts.

Suggestions for Teaching and Learning

7.1 Teaching Considerations

- Provide ample access to a variety of prepared and basic authentic texts.
- Teach linguistic elements required to understand intermediate-level prepared and authentic texts (e.g. grammar, vocabulary, mechanics).
- Teach and provide opportunities for practice of the skills necessary for evaluation and critical reflection (e.g. making inferences, drawing conclusions, comparing/contrasting, rating/ranking, making connections).
- Provide opportunities for students to evaluate and critically reflect (e.g. answering opinion questions, writing critical reviews, applying content to personal experience).
- Provide background information necessary for text comprehension.

Learning Activities and Experiences

- Have students work in pairs or small groups to compare opinions on texts presenting culturally sensitive issues of personal relevance (e.g. discipline, male/female roles, dating customs) with students of another culture.

7.2 Teaching Considerations

- Provide opportunities for students to respond critically to texts provided.
- Prepare activities (e.g. discussion questions, small group presentations, informal debates, review writing) requiring critical response.
- Teach language required to clearly express ideas and opinions at an intermediate level.

Learning Activities and Experiences

- Have students write a 100 to 200-word response to a visual cue (e.g. simple cartoon, poster, advertisement) based on discussion questions provided.
- Have students prepare and present a movie or book review.

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

7.1 & 7.2 Test

Have students read a 500 to 1000-word prepared text on a controversial topic and answer questions focusing on comprehension, evaluation and critical reflection on the topic.

Performance Criteria

The ESL 2205 student should be able to:

- correctly answer most comprehension questions;
- correctly answer most evaluation questions;
- clearly express opinions on critical reflection questions;
- answer all questions in complete sentences without copying from the original.

Notes/Vignettes

In selecting issues for discussion, choose topics carefully, showing sensitivity to students' personal backgrounds, experiences and cultures.

GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.**Outcomes***ESL 2205*

7. 3 use knowledge of English (e.g. intermediate grammar, vocabulary, punctuation) to comprehend, interpret and make inferences from a variety of prepared and selected authentic texts

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach intermediate-level vocabulary, grammar, sentence structure, and mechanics and explicitly draw students' attention to those elements when they engage in reading tasks.
- Teach text organization (e.g. basic text types, thesis statements, topic sentences, introductory and concluding paragraphs) and have students identify these elements in sample texts.
- Have students explicitly identify language elements (e.g. learned vocabulary, grammar structures and punctuation) in texts that they have read.

Learning Activities and Experiences

- Assign grammar activities in context.
- Assign activities which focus on form. (See Notes/Vignettes, p.43)
- Assign sentence interpretation exercises. Give students sentences at an intermediate-level of difficulty (e.g. compound sentences, sentences containing intermediate-level vocabulary, intermediate-level question forms) and have students identify statements which can be inferred from 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 Test**

Provide students with a list of sentences and/or paragraphs containing intermediate-level grammar and both simple and compound sentence structure. From a list of options, have students select the ideas that are explicitly stated or can be inferred from the sentence/paragraph, underlining the part in which the idea is conveyed or implied. Evaluate according to number correct.

Performance Criteria

The ESL 2205 student should be able to:

- correctly interpret most intermediate-level compound and simple sentences;
- correctly identify most elements through which a message is conveyed or implied.

Notes/Vignettes

Form-focused instruction is defined as “instruction which draws attention to the forms and structures of the language within the context of communicative interaction. This may be done by giving metalinguistic information, simply highlighting the form in question or by providing corrective feedback”. (Lightbown & Spada, 1999, p. 175)

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 learning; and to use their imagination.

Outcomes

ESL 2205

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

8.2 use language to express ideas with some clarity and accuracy

Suggestions for Teaching and Learning

Teaching Considerations

- Teach and clearly model a variety of prewriting techniques (e.g. brainstorming, mapping, listing, freewriting, clustering)
- Provide ample opportunities for students to practise prewriting.
- Provide ample opportunities for students to write several drafts of 200 to 400-word texts.
- Teach text organization, such as thesis statements, topic sentences, paragraph structure, essay structure, introductions, conclusions and basic discourse markers (e.g. chronological and logical sequence markers, basic transition words).

Learning Activities and Experiences

- Have students write a variety of 200 to 400-word texts on familiar topics based either on texts read in class or personal experience, preparing three drafts of each.
- Divide the class into groups of three and assign a single, familiar topic to each group. Each group member must use a different prewriting technique to develop a list of potential ideas on the topic. Then students must compare their results and determine the best ideas for an essay.

Teaching Considerations

- Teach students the language skills necessary for essay writing (e.g. grammar, vocabulary, basic transitional expressions, sequence markers, mechanics).
- Provide ample opportunities for peer and self-editing.

Learning Activities and Experiences

- Give students a paragraph containing typical language errors and have them identify and correct the errors.
- Have students revise their own language errors, with assistance as necessary.
- Have students correct peers' texts for language errors.
- Assign error correction exercises based on student writing.
- Assign exercises focusing on grammar in context.
- Assign exercises focusing on spelling and punctuation.
- Assign exercises focusing on vocabulary spelling and use.
- Assign exercises which focus on form (see p. 43 for definition).

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 learning; and to use their imagination.

Suggestions for Assessment

8.1 Task

Have students write a 200 to 400-word well-organized essay on a familiar subject which is related to the readings, listenings, and topics covered in class. In conference with the student, identify errors in content and organization which must be revised in a second draft. Evaluate this second draft, highlighting errors in language to be further revised in a third draft. Evaluate the final draft for content, language and quality of revisions.

Performance Criteria

The ESL 2205 student will be able to:

- select and develop ideas appropriate to the topic;
- provide ample support from personal experience or texts covered in class;
- correctly organize the essay;
- use correct and comprehensible intermediate-level language (i.e. grammar, vocabulary, mechanics).
- present ideas in a comprehensible and logical manner;
- identify own errors in content and basic to low-intermediate language.
- independently correct errors based on teacher feedback.

8.2 Test

Have students complete a grammar test (e.g. multiple choice, sentence/text-completion exercises) focusing on elements of language (grammar, spelling, punctuation and vocabulary) studied in class.

Performance Criteria

The ESL 2205 student should be able to:

- correctly complete most exercises focusing on intermediate-level language.

Notes/Vignettes

The wording “with some accuracy and fluency” is intended to be interpreted in a manner relevant to the ESL 2205 learner. In other words, students are not expected to speak with 100% accuracy and fluency as one would expect of a native speaker of English. Students may speak with hesitation and errors in grammar and vocabulary. Nevertheless they should not speak haltingly nor speak or write with significant errors in basic grammar and vocabulary.

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

Outcomes

ESL 2205

- 9.1 use, with clarity and accuracy, language appropriate to informal and selected formal audiences.
- 9.2 demonstrate skills required for both independent and collaborative work (e.g. respect for others' ideas, ability to share, ability to work independently)

Suggestions for Teaching and Learning

Teaching Considerations

- Teach language (intermediate-level grammar and vocabulary) appropriate to informal and familiar formal audiences.
- Provide ample opportunities for students to hear samples of exchanges at different levels of formality and have students identify the level of formality of various situations.
- Teach students basic indicators of tone and formality (e.g. use of modals and polite question forms, forms of address, conversation gambits (opening/closing comments, requests for clarification)) and have students practise using these indicators to identify level of formality of an exchange.

Learning Activities and Experiences

- Have students write texts for a range of audiences.

Teaching Considerations

- Assign a range of tasks to be completed in pairs and small groups.
- Encourage students to have respect for others' ideas and to share their own work.
- Assign tasks requiring brainstorming, ranking, comparing, and expressing opinions.
- Monitor group interactions and based on those observations, teach appropriate behaviour or provide feedback to the entire class.
- Present clear instructions for group activities and model the activities.
- Teach linguistic functions necessary for group work (e.g. expressing opinion, expressing agreement/disagreement, introducing new ideas, requesting clarification/further information, comparing answers, expanding, explaining).

Learning Activities and Experiences

- Have students complete grammar, reading or listening exercises independently and correct them by comparing answers with partners in a group (minimum four). Review only items about which there is disagreement.
- Have students work in pairs to edit a partner's written work.
- Have students write questions in a group to be used in an interview or survey.

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

9.1 Task

Have students write two letters on the topic of studying at a high school in Canada. One letter should be written to a friend who is interested in coming to join the student in Canada. The second should be a response to a “Dear Abby”- style letter from an unfamiliar student who has written to the school paper, where the response will also appear.

Performance Criteria

The ESL 2205 student should be able to:

- clearly differentiate between the two letters in terms of tone;
- clearly differentiate between the two letters in terms of content;
- use appropriate intermediate-level grammar, vocabulary and punctuation.

9.2 Task

Have the class write a “handbook” for international students preparing to attend high school in Canada. Divide the class into pairs or groups of three and assign each pair/group a different section of the handbook (e.g. climate, school system, food, meeting people, entertainment, safety, health care). Together the group must select content and write, revise, and edit their section.

Performance Criteria

The ESL 2205 student should be able to:

- work effectively with (a) partner(s) by reaching consensus and dividing the workload fairly;
- work cooperatively and treat the partner(s) with respect;
- express agreement/disagreement in a logical and respectful manner;
- collaboratively select appropriate, accurate information for the section of the handbook they are writing;
- present the information in clear and accurate intermediate-level language.

Notes/Vignettes

For further information on effective group work, see Resource Lines 9/10 (p. 29-302 and p. 151-154), Communicate! (p. 106-107 and p. 266-270), and Reference Points (p. 54-55).

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GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.**Outcomes***ESL 2205*

9.3 produce texts in a limited variety of forms

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach and provide opportunities for students to practise the language skills necessary for writing texts of 200 to 400 words (e.g. grammar, vocabulary, basic transitional expressions, sequence markers, mechanics).
- Teach basic text organization (e.g. thesis statements, topic sentences, paragraph structure, essay structure, introductions, conclusions and basic discourse markers (e.g. chronological and logical sequence markers, basic transition words)).
- Provide opportunities for students to write effective paragraphs on a variety of topics.
- Ensure that students are familiar with the basic essay formats (e.g. narrative, descriptive, expository, comparison/contrast).
- Provide opportunities for students to “publish” their work (e.g. websites, peer sharing/presentation, school/classroom display).

Learning Activities and Experiences

- Have students write essays in a minimum of three different formats.
- Have students write a book or movie review.
- Have students write well-organized paragraphs.

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****9.3 Task**

Assign a range of writing assignments, varying in length (200 to 400 words) and format, evaluating for effective use of basic text structures studied, clear presentation of ideas, quality of content and quality of intermediate-level language.

Performance Criteria

The ESL 2205 student should be able to:

- write well-organized paragraphs;
- write essays using at least three different organizational structures;
- present ideas in a clear, logical manner;
- use intermediate-level grammar, vocabulary and punctuation correctly.

Notes/Vignettes

For further information on:

- narrative writing, see Resource Lines 9/10 (p. 103-104 and p. 111).
- expository writing, see Resource Lines 9/10 (p. 111)
- descriptive writing, see Resource Lines 9/10 (p. 101-102).

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.**Outcomes***ESL 2205*

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

10.2 use the mechanics of written basic language (e.g. punctuation, spelling) with some accuracy and consistency.

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach the process approach to writing.
- Provide opportunities for students to write texts.
- Teach paragraph and basic essay organization.
- Provide opportunities for peer revision and peer and self-editing.
- Provide abundant feedback on content, organization and language of drafts and assist students with revisions.
- Conference with students individually about their drafts.

Learning Activities and Experiences

- Provide students with a peer review checklist and have them evaluate a partner's text based on the checklist.
- Assign a variety of writing assignments and require students to write multiple drafts of each.

Teaching Considerations

- Teach and review the rules of spelling (e.g. doubling final consonants, irregular plural forms, adding prefixes and suffixes) and punctuation (e.g. commas, quotation marks).
- Emphasize the importance of mechanics and encourage a focus on correct spelling and punctuation in writing.
- Provide ample opportunities for students to practise the use of correct spelling and punctuation both in isolation and in context.
- Encourage students to use monolingual English learner's dictionaries, independently and with assistance.

Learning Activities and Experiences

- Assign exercises focusing on spelling of intermediate-level vocabulary (e.g. dictations, selecting correct forms, independent writing, self and peer error correction).
- Have students self-correct errors in spelling and punctuation based on teacher feedback.

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****10.1 & 10.2 Task**

Have students write a 200 to 400-word, well-organized essay on a familiar subject which is related to the readings, listenings, and topics covered in class. In conference with the student, identify errors in content and organization which must be revised in a second draft. Evaluate this second draft, highlighting errors in language, including grammar, vocabulary and mechanics, to be further revised in a third draft. Evaluate the final draft for content, language and quality of revisions.

Performance Criteria

The ESL 2205 student will be able to:

- select and develop ideas appropriate to the topic;
- provide ample support from personal experience or texts covered in class;
- correctly organize the essay and paragraphs;
- use correct and comprehensible intermediate-level language (i.e. grammar, vocabulary, mechanics);
- present ideas in a comprehensible and logical manner;
- correct basic to low-intermediate language errors in the second draft;
- independently correct errors based on teacher feedback.

Notes/Vignettes

Sample "Peer review checklist" can be found in Introduction to Academic 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.**Outcomes***ESL 2205*

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

Suggestions for Teaching and Learning*Teaching Considerations*

- Teach informal and introduce basic, formal vocabulary.
- Provide ample opportunities for students to learn and produce new vocabulary, drawing attention to new words in context as they occur.
- Teach prefixes and suffixes and draw attention to errors as they occur.
- Provide ample opportunities for students to identify parts of speech and encourage students to be aware of the parts of speech of learned vocabulary.
- Encourage students to learn synonyms and antonyms of vocabulary.
- Select vocabulary to be learned based on that encountered in texts covered in class.
- Teach skills involved in dictionary use and provide ample opportunities for students to use monolingual English dictionaries.
- Encourage students not to depend on dictionaries, especially bilingual dictionaries.
- Provide ample opportunities for students to deduce meanings of new words from context.

Learning Activities and Experiences

- Prepare sentences exemplifying three different definitions of a single word. Have students use a dictionary to identify which of the definitions listed is used in the sentence.
- Have students read an intermediate-level text and identify 5 unfamiliar words. Using a dictionary have the students write a definition of the word, identify its part of speech and use it in a sentence.
- Have students choose a text to read individually and summarize for a small group. Students must select 3 unknown words from the text and teach the new words to the other members of the group/class.

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

10.3 *Task*

For the most part, word knowledge and use will be evaluated in the context of written 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 2205 student should be able to:

- correctly complete most sentences using learned intermediate-level vocabulary.

Notes/Vignettes

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.

Outcomes

ESL 2205

10.4 use intermediate grammar and sentence structures appropriate to assigned academic tasks with and/or without support

Suggestions for Teaching and Learning

Teaching Considerations

- Assign tasks which provide ample opportunities to produce texts of 200 to 400 words.
- Review grammatical concepts, such as subject, object, parts of speech, and transitive/intransitive verbs.
- Assign ample grammar practice activities, including text completion and error correction.
- Teach intermediate-level grammar, providing clear explanations and descriptions of rules and patterns of English.

Learning Activities and Experiences

- Assign grammar activities in context.
- Assign activities which focus on form.

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

10.4 Test

Generally, accurate use of intermediate 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 ESL 2205 student should be able to:

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

Notes/Vignettes

As much as possible, try to provide logical explanations for English sentence structures and other grammatical patterns. English is largely rule-governed and predictable and students should be given the tools to use these rules to increase their mastery of the 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.**Outcomes***ESL 2205*

10.5 use technology effectively to serve their learning needs

Suggestions for Teaching and Learning*Teaching Considerations*

- Provide opportunities for students to use school computers.
- Expose students to websites which can enhance their learning.
- Teach students to format essays correctly on a computer. (See the Resources section of this document).

Learning Activities and Experiences

- Have students use a computer to correctly format at least one essay.
- Have students practise using the Internet to improve language skills (e.g. ESL websites, grammar quizzes, CD ROM programs designed for ESL students).

10.6 use a variety of reference materials for support

Teaching Considerations

- Teach students how to use dictionaries and grammar texts to find information and provide opportunities for their use.
- Encourage students to find answers to their vocabulary and grammar questions independently or with assistance.

Learning Activities and Experiences

- Have students use a dictionary to locate possible definitions of unfamiliar vocabulary and determine the most likely definition for a particular context.

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****10.5 Task**

Have students format an essay on a computer, following basic formatting conventions. Evaluate students accordingly (e.g. spacing, indenting, capitalization, placement of title, margins, font).

Performance Criteria

The ESL 2205 student should be able to:

- follow the basic conventions of computer formatting correctly.

10.6 Task

For the most part, the use of reference materials will occur and be evaluated in the context of writing longer texts. To evaluate this skill specifically, identify 5 grammar mistakes in a student's work and have the student identify the chapter or page number in a grammar textbook or reference book on which the explanation for these grammar points appear. Using that information, have the students correct their own errors.

Performance Criteria

The ESL 2205 student should be able to:

- correctly locate most of the grammar explanations;
- use the grammar explanations to independently correct most errors.

