

English as a Second Language ESL Level 4

Open

ESLDO

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of 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 more complex directions, instructions, and classroom presentations (e.g., follow recorded telephone message prompts from a bank or public-service organization; identify main ideas and relevant supporting details in classroom presentations using a written outline or graphic organizer as a guide)

Listening to Interact

- 1.2** demonstrate understanding of more complex spoken English on a variety of topics in interactive situations (e.g., participate in and contribute to academic classroom discussions; provide a summary of a group discussion; collaborate on preparing and presenting a skit)

Teacher prompt: “Please work in your group to decide on the five most important points in the radio documentary you have just heard.”

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

- 2.1** engage in more complex spoken interactions on a variety of topics (e.g., participate in role-plays; express and defend personal preferences,

opinions, and points of view; participate in a “four corners” activity; negotiate solutions to tasks and problems in small-group or paired activities)

Using Conversational Strategies

- 2.2** use a variety of conversational expressions to negotiate spoken interactions (e.g., disagree politely using expressions such as “That’s interesting, but have you thought about ...?”, “What about ...?”, “I’m not sure I agree because ...”, “That’s a good idea, but ...”; make polite suggestions using expressions such as “Maybe we could ...”, “Why don’t we ...?”, “How about ...?”, “Don’t you think ...?”)

Speaking for Academic Purposes

- 2.3** present ideas and information orally for academic purposes in a variety of situations (e.g., plan and make oral presentations on school-related topics using subject-specific vocabulary; present a critique of a film, book, or poem)

Teacher prompt: “What kinds of facial expressions, body language, and visuals might improve your presentation?”

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 4 on pages 104–105)

Sound Patterns

3.2 use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (*e.g., stress the syllable before the suffix “-tion” [attraction, information]; change the stressed syllable within the same word to distinguish between noun and verb form [combat/combat, addict/addict, object/object]; stress the first word of compound nouns [learning strategies, essay outline, bar graph]*)

Communication Strategies

3.3 use a variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication (*e.g., keep a record of frequent mistakes and consciously monitor speech to avoid them; plan and rehearse the language components of a task*)

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 more complex, authentic texts (e.g., short stories, novels, autobiographies, plays, poetry, online news reports, graphs, diagrams)

Demonstrating Understanding

- 1.2** demonstrate an understanding of more complex authentic texts in a variety of ways (e.g., conduct guided research for an assigned project; complete a T-chart with information from a text; distinguish between main ideas and supporting details in a report)

Teacher prompt: “How does the information in the opening paragraph help you predict what will be in the rest of the report?”

Responding to and Evaluating Texts

- 1.3** respond to more complex authentic texts in a variety of ways (e.g., explain the reasons for their interest in a specific author, genre, or theme; connect ideas in a text to their own knowledge, experience, and insights; distinguish between facts and opinions in an editorial; compare how two texts deal with the same theme)

Text Forms

- 1.4** identify a variety of organizational patterns used in informational texts (e.g., chronological order, cause and effect, comparison and contrast, description, definition)

Literary Elements

- 1.5** identify literary elements and devices in texts and explain how they help convey the author’s meaning (e.g., cross-cultural themes such as coming of age, creation of the universe, heroic journeys; unique character traits, plot reversals, foreshadowing, simile, metaphor)

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

- 2.1** use a wide variety of reading comprehension strategies before, during, and after reading to understand texts (e.g., preview vocabulary; create key questions as a class before reading; brainstorm to activate related prior knowledge and experiences; use sight recognition and phonetic decoding techniques to read words and sentences; reread key words to clarify meaning; use pictorial clues to predict meaning; use visualization to clarify details of a character, scene, or concept)

Teacher prompt: “How does the picture help you to understand or guess what the paragraph will be about?”

Text Features

2.2 identify and use a variety of features of texts to locate information and aid comprehension (*e.g., titles and subtitles, graphics, italics, bold-face type, text boxes, questions, sidebars, summaries, footnotes/endnotes, reference lists /works cited, back cover of novels*)

Teacher prompt: “What part of the text provides an explanation of the diagram on page ___?”

Connecting Devices

2.3 identify a variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in texts (*e.g., “moreover” for addition; “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 4 on pages 104–105*)

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a variety of vocabulary acquisition strategies to enrich vocabulary (*e.g., develop lists of homonyms, synonyms, and antonyms; build a register-difference scale – “astute, intelligent, bright, smart, with it”; apply rehearsal techniques to learn new words*)

Word Recognition Strategies

3.2 use knowledge of a variety of patterns of word structure and derivation to determine the meaning of unfamiliar words (*e.g., use knowledge of prefixes, suffixes, and word roots to differentiate parts of speech and infer meaning*)

Use of Resources

3.3 use a variety of resources, including glossaries, available technology, 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., consult a dictionary of idioms to clarify a use not found in a regular dictionary*)

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information for guided research projects from a variety of print and electronic sources selected in consultation with the teacher-librarian, and acknowledge their sources (*e.g., online journals, informational and graphic books, online newspapers in other languages*)

Extracting and Organizing Information

4.2 extract information for guided research projects from a variety of sources, and organize it using a variety of graphic organizers (*e.g., complete a chart with research information on appropriately respectful behaviours when visiting a Hindu temple, mosque, synagogue, church, and Sikh Gurdwara; use a Venn diagram to identify areas of agreement in a debate on an issue*)

Critical Thinking

4.3 evaluate information sources to determine their authority, reliability, and objectivity (*e.g., websites, reports, newspapers, tabloids, video clips*)

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 longer and more complex texts to convey information and ideas for academic purposes using a variety of forms (*e.g., create an “autobiography” in the role of a contemporary or historical person; write a description of the steps in the process of becoming a Canadian citizen; write an article on a school or community event or issue for the school newspaper; prepare an outline for a debate on a school, national, or international issue*)

Personal Purposes

- 1.2** write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms (*e.g., write a narrative about an important personal event using evocative language to convey their mood and emotions; create a class graffiti wall on a topic of interest; record thoughts and feelings in a personal reflection journal; write a letter to the editor of the school newspaper supporting the inclusion of articles in students’ first languages*)

Teacher prompt: “Identify some specific word choices you made in your writing, and describe the effect you wanted to have on the reader.”

Community and Workplace Purposes

- 1.3** write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms (*e.g., a letter of application for a bursary or scholarship, a statement of intent for an apprenticeship program or a cooperative work experience, a résumé for a summer job search*)

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

- 2.1** organize information relating to a central idea in a structured composition of three or more paragraphs (*e.g., a memoir in the role of a significant Canadian, a letter giving advice to a character from literature studied in class, a report showing cause-and-effect relationships concerning the decline of an endangered species*)

Linking Ideas

- 2.2** use a variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs (*e.g., use “for instance”, “in addition” to add details or examples; use “because of”, “as a result”, “for this reason” to indicate cause and effect; use “according to”, “in the opinion of” to refer to a source*)

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 4 on pages 104–105*)

Spelling Strategies

- 3.2** use a wide variety of spelling strategies to spell words accurately (*e.g., use mnemonics to learn irregular or difficult spellings; highlight tricky letters or groups of letters; confirm spellings using dictionaries*)

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

- 4.1** use a wide variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing (*e.g., activate background knowledge through peer conferencing; generate ideas using webs, idea logs, and other graphic organizers; interview people about a topic; identify the appropriate form to suit the purpose and audience for a piece of writing*)

Teacher prompt: “How does a brainstorming session help you to prepare for writing?”

Producing Drafts

- 4.2** produce draft pieces of writing using a variety of strategies and models (*e.g., graphic organizers, jot notes, report templates, student exemplars*)

Revising and Editing

- 4.3** revise, edit, and proofread drafts using a variety of strategies (*e.g., confer with teacher and peers; participate in teacher-directed mini-lessons on points of organization or structure; use sticky notes to record ideas for revision; follow the steps in a posted class writing guideline; consult a folder of previous drafts to confirm or rethink decisions made earlier*)

Teacher prompt: “At what stage of editing is a peer conference most helpful?”

Publishing

- 4.4** use a wide variety of elements of effective presentation to publish a final product (*e.g., computer-generated graphs and charts; a glossary of terms for a project on a specialized topic; text boxes to accompany photographs in a photo essay*)

Metacognition

- 4.5** identify and use a wide variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful (*e.g., record thoughts and learnings about writing in a writing reflection journal; maintain a writing portfolio*)

Teacher prompt: “How does a review of your writing portfolio help you set new goals for improving your writing?”

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 a wide variety of social and classroom contexts (*e.g., use “What’s up?” with peers as compared to “Hello. How are you?” with teachers; use “Would you please repeat that?” with a supervisor as compared to “Run that by me again” with a friend or classmate; use “going to” in formal situations, reserving “gonna” for informal occasions*)

Non-verbal Communication

- 1.2** analyse examples of non-verbal communication to determine their appropriateness in a variety of social, academic, and workplace contexts (*e.g., the appropriateness of slouching during a job interview or while making an oral presentation, or of tapping a stranger on the shoulder to get his or her attention; pushing or cutting into a line to get on a bus or to buy tickets*)

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

- 2.1** identify examples of the influence of Canada’s history and geography on its literature and art (*e.g., images of nature in Aboriginal art and Group of Seven paintings; Celtic influences in Maritime music; portrayals of immigrant experiences in Canadian novels and short stories*)

Canadian Citizenship

- 2.2** demonstrate knowledge of important constitutional and social policy documents in Canada and Ontario (*e.g., the Canadian Charter of Rights and Freedoms; the Ontario Human Rights Code; school board equity and antidiscrimination policies*)

Canadian Diversity

- 2.3** analyse and outline some benefits and challenges of living in a society made up of diverse linguistic and cultural groups (*e.g., benefits and challenges of maintaining or not maintaining particular forms of ethnocultural or religious dress at school or work, or of accommodating or not accommodating various religious practices/traditions at school or work*)

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 variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals (*e.g., the learning skills outlined in the Provincial Report Card; the assessment criteria outlined in the provincial achievement charts; the prerequisites for postsecondary education and training; types of courses; graduation requirements and related terms, including “compulsory credit”, “transcript”, “full disclosure”, “literacy test”, “community involvement”, “diploma”, “certificate of achievement”, “Specialist High-Skills Major”*)

Study Skills and Strategies

3.2 identify and use a variety of appropriate study and test-preparation strategies (*e.g., make notes; rehearse with cue cards; use process of elimination; manage time efficiently; follow directions carefully*)

Teacher prompt: “What strategies are most helpful when you are studying for a test or exam?”

Strategies for the Cooperative Classroom

3.3 identify some essential strategies for participating in cooperative learning activities and use them effectively to complete group tasks (*e.g., listen actively; clarify directions; share ideas; plan and delegate tasks; offer constructive criticism*)

Knowledge of School and Community Resources

3.4 identify school and community policies and resources that are provided to support learning and explain how to use them (*e.g., school board bullying and harassment policies and procedures; Safe Schools policies; local organizations where students can volunteer in order to complete their community service requirement; cooperative education and apprenticeship programs; school-to-work transition programs*)

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to media texts, and identify strategies used in them to influence specific audiences (*e.g., figurative language, striking or provocative visual images, visual conventions, logos and slogans, youth-oriented music*)

Teacher prompt: “What visual clues are used to identify ‘good’ and ‘bad’ characters in movies and music videos you have seen recently?”

Interpreting Media Texts

4.2 demonstrate understanding that different media texts may reflect different points of view, and suggest reasons why particular perspectives are presented (*e.g., marketing concerns may influence whether media texts include or ignore people of a particular age, gender, income level, or ethnocultural background; news reports of a conflict may present more than one point of view to try to achieve the “balance” appropriate for a general audience*)

Teacher prompt: “Whose point of view is most often presented in media texts? Why? Who is often absent from advertising in magazines and on television?”

Creating Media Texts

4.3 create a variety of media texts for specific purposes and audiences (*e.g., a news report summarizing the causes and potential consequences of a current issue such as Aboriginal land claims; an editorial to explain and support a position on an issue; an interview with a person with a physical disability about barriers and access in public places for publication in a school or community magazine/newspaper; a public-service announcement on a current issue relevant to students such as poverty, AIDS, violence prevention, or global warming*)

Language Reference Chart – ESL Level 4

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 summarizing a newspaper article, students focus on paraphrasing by using indirect speech and *that* clauses). 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	<ul style="list-style-type: none"> abstract nouns (e.g., <i>advice, information, beauty, knowledge, philosophy, democracy</i>) + <i>a, an, the</i>, or no article (e.g., <i>He had a good knowledge of math. He had knowledge about many things. I gave him the information about travel times.</i>)
Pronouns	<ul style="list-style-type: none"> indefinite: <i>some, any, every</i> + one <i>one, ones</i> <i>who, which, that, whose</i> in a relative clause (e.g., non-defining relative clause: <i>She gave me this photo, which she had taken in Mexico. The students, who wanted to play soccer, were disappointed when it rained.</i>)
Verbs	<ul style="list-style-type: none"> present perfect progressive (e.g., <i>What have you been doing?</i>) passive: present progressive (e.g., <i>The game is being played today.</i>) passive: present perfect (e.g., <i>The pie has been eaten.</i>) passive: future (e.g., <i>The project will be finished soon.</i>) dual use of some nouns/verbs: <i>produce, report, present</i> gerunds/infinitives (e.g., <i>Bullying is unacceptable. To know him is to love him.</i>) modals: <i>need, may, might</i> conditional: type 2/unlikely (e.g., <i>If I had a million dollars, I would buy a large house.</i>) consistent use of verb tenses (e.g., maintain the same verb tense in a sentence or paragraph)
Adjectives	<ul style="list-style-type: none"> noun + three adjectives (e.g., <i>She wore a large, blue, checked scarf.</i>) <i>the</i> + adjective (e.g., <i>The large leather bag is mine. She bought the big red hat.</i>) gerund as adjective or as part of a compound noun (e.g., <i>running water, walking stick, diving board</i>) <i>both, all, enough</i> + of <i>either, neither</i>
Adverbs	<ul style="list-style-type: none"> formed by adding <i>-ly</i> to <i>ing/ed</i> participles (e.g., <i>She was staring lovingly at the child. They excitedly cheered for their team.</i>) of possibility (e.g., <i>probably, possibly, definitely</i>) of opinion (e.g., <i>obviously, clearly</i>)
Transition words and phrases	<ul style="list-style-type: none"> conjunctions: <i>yet, although, since, because of</i> <i>not only ... but also</i> (e.g., <i>She is taking not only ESLDO but also physics.</i>) <i>as ... as, as soon as, as well as, nearly as, just as, not quite as, whereas</i> <i>moreover, in short, as a result, even though, now that, for instance, because of, by contrast, possibly, that is, in addition, for this reason</i>

I. Grammatical Structures (continued)

Question forms	<ul style="list-style-type: none"> • negative forms of information questions (e.g., <i>What doesn't she like?</i>) • with modals (e.g., <i>Should she take this course?</i>)
Negation	<ul style="list-style-type: none"> • with conjunction <i>unless</i> (e.g., <i>Don't call me unless you need help. Unless you have a permit, you can't drive.</i>)
Prepositions	<ul style="list-style-type: none"> • with a variety of phrasal verbs (e.g., <i>be away, be back, be for, be over, be up; ask about, ask for, ask [someone] in, ask [someone] out</i>) • <i>despite, throughout, until, according to</i>
Sentences	<ul style="list-style-type: none"> • complex, with addition of second subordinate clause (e.g., <i>The ball, which he threw wildly, bounced off the tree and hit Sunita, who had stepped into the park.</i>) • complex, with relative clause(s) (e.g., <i>She reads books that explore environmental issues.</i>) • indirect speech with <i>wh</i> questions and <i>if</i> (e.g., <i>I asked him what he was doing. We asked him if he would go to the movies.</i>) • relative clause + <i>that</i> (stated or implied) (e.g., <i>The car that was speeding caused an accident. The sweater [that] I bought was too small.</i>) • noun clause + <i>that</i> (stated or implied) (e.g., <i>I know [that] you're smart.</i>) • indirect speech + a variety of tenses • self-correction of common sentence errors (e.g., run-ons, fragments)

II. Conventions of Print

Punctuation	<ul style="list-style-type: none"> • hyphen • colon, semi-colon • apostrophe • quotation marks • parentheses • ellipses
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