

### Objective(s) and CLB level

The objective of this series of activities is to explore information about the costs of post-secondary education, government financial assistance programs for post-secondary students, and forms of financial help offered by financial institutions. The activities provide practice in vocabulary use, grammar, listening and writing. You can use them as an introduction to the next series of activities, *Student Loans and Grants*. These activities are generally appropriate for learners at CLB 6.

### Targeted financial literacy outcomes

The activities in this section and the activity ideas in the teaching notes will help learners achieve the following financial literacy outcomes:

- Identify costs of post-secondary education
- Understand how government loans and grants work

### Corresponding CLB competencies

- 🔊 CLB 6 : Understand descriptive or narrative monologues or presentations on generally familiar and relevant topics.
- ✍️ CLB 6: Write 1 or 2 connected paragraphs to relate ... a detailed description ... or simple procedures.

### Procedures

**A.** This is a warm-up that introduces the topic. It can be done as a class or small group discussion. You can also elicit/discuss the costs of education in college/university. Learners can research the information and share it with the class.

**B.** Have learners do the exercise and practise using the new words in sentences.

Answers:

1. d    2. e    3. a    4. b    5. f    6. c

You may need to introduce/revise other vocabulary items, depending on the learners in your class.

**C and D.** You may need to play the recording a few times. After the first listening, learners can answer questions about the gist and some key ideas/concepts.

### Transcript: Track 14

Studying at a university or college can involve various costs. Depending on the program or school, tuition can vary from \$2,500 to \$8,000 or more per year. The cost of post-secondary education can also include the cost of accommodation, such as residence fees, as well as the cost of books and other materials, transportation, food and various necessities. Many students in Canada rely on help from the government and financial institutions to finance their education.

Government programs are the form of financial assistance most often utilized to pay for university education. Government student loans provide money to eligible students based on demonstrated financial need. Funds are paid out through a combination of the CSL (Canada Student Loan) program and the provincial student loan program (e.g., OSAP—Ontario Student Assistance Program). Students apply in their province of residence.

Government student loans and other funds are granted only when other financial resources available to students are deemed insufficient to meet a student's education expenses. These resources include family contributions, part-time work, scholarships, bursaries, etc. If a student is under 19, a parent or a legal guardian/sponsor needs to co-sign the loan document.

Government student loans offer a great advantage over personal bank loans as full-time students can qualify to have their accrued interest paid for by the federal and/or provincial government while they are still studying.

Private student loans or lines of credit are offered by many banks and credit unions. The main difference between them and the government programs lies in how the interest is repaid. In private loans or lines of credit, the student is responsible for all the accrued interest as soon as the loan has been signed. In addition, many medium to large corporations and private organizations also offer scholarships, bursaries and awards for students.

You can adapt this activity and have learners listen to the talk and take notes. Then they can list most important details in point form.

Learners at lower CLB levels can be given the text and complete the blanks while listening.

**F.** You may want to pre-teach/review passive voice before this exercise. Discuss why passive voice is used and what tone it creates. Elicit examples of texts using passive voice (e.g., formal letters, notices, legal documents, documents directed to the public or groups of people). Also, discuss sentences when passive *can* be used (i.e., it is grammatically correct) but sounds awkward or inappropriate.

**H.** Learners can use their notes from part C to write their email messages.

**Beyond the classroom:** Learners can research the costs of studying at a university/college of their choice. They can explore tuition fees, costs of living and more. Ask them to present their findings to the class.