

# **Course Information**

**ACADEMIC READINESS: ELL INTERMEDIATE READING, WRITING, AND VOCABULARY**

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Classroom: Period 3 Room #119

# **Course Description**

The AR: Reading, Writing, and Vocabulary course is designed for both Intermediate and Beginner students aiming to strengthen their English skills, with a particular emphasis on enhancing reading comprehension, writing abilities, and vocabulary development. Throughout the course, students will progress from understanding simple texts to engaging with more complex materials, improving their overall literacy.

In the writing section, students will practice writing responses to familiar topics, focusing on clear expression and proper structure. They will learn to use essential vocabulary effectively and incorporate transition words to enhance the flow of their writing. The curriculum will guide students in constructing well-organized paragraphs and developing their writing style.

Vocabulary activities will introduce new words in context, helping students build a robust word bank. Through various exercises, students will practice using vocabulary in reading comprehension tasks and writing assignments, reinforcing their understanding and application of new terms.

Additionally, students will engage in collaborative discussions and guided revision sessions, providing opportunities to share insights and refine their skills. The AR (Academic Readiness) framework ensures that students are well-prepared for more advanced English tasks in the future.

# **Course Overview**

*Big Ideas*

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| **Integrated Skill Development**: The course emphasizes the interconnectedness of reading, writing, and vocabulary. By enhancing these skills together, students will improve their overall English proficiency, enabling them to comprehend texts more effectively and express their thoughts clearly in writing. | **Building a Strong Vocabulary Foundation**: A key focus will be on expanding students' vocabulary through contextual learning. This will not only enhance their reading comprehension but also empower them to use new words accurately in their writing and conversations, enriching their communication skills. | **Structured Writing Practice**: Students will engage in structured writing exercises that prioritize clarity, organization, and proper grammar. Through guided revisions and feedback, they will learn to express their ideas effectively and develop their unique writing style, preparing them for more complex writing tasks in the future. |

***Course Outline***

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| **WEEK/ Topic** | **READING AND WRITING Focus** | **GRAMMAR Focus** | **ASSESSMENT** |
| Week 1**Topic: Introduction** | Introduction: Talk about yourselfStart reading:White Fang | Possessive nouns; subject pronouns; Simple present**Subject-Verb Agreement**: | Students will be able to: Write about themselves and their personal goals using the simple present tenses |
| Week 2**Topic:** **Class/School** | Read Oxford Quick Starters Book *The Great Fire of London*Continue the story: The Lady and the Tiger | Simple Present and Present Continuous | Vocabulary Test- *Zombie Attack*Present Simple vs Past Simple |
| Week 3**Topic: At School** | Read Oxford Quick Starters Book: *The Cat*Write a summary for chapters 1-3 | Simple Present and Present ContinuousNegatives | Students will be able to: Talk/write about personal interest and strengths using gerunds |
| Week 4**Topic: Friends and Family***(Ventures 2 unit 3)*  | Read and listen about the First People of Canada to develop reading comprehension, listening skills, and cultural awareness in English. | Past tense of regular and irregular verbsPositive and Negative short form | Research and present information about the First Peoples- speaking activityVocabulary Test*: Friends and family* |
| Week 5**Topic: Health***(Ventures 2 unit 4)* | Read Oxford Quick Starters: *The Secret Garden*What do you do on a normal day?(Writing): Keep a journal entry.  | Interrogative grammarPresent Simple Positive and NegativeSimple past irregular verbs practice | For homework, ask students to research a health topic of their choice and write a short summary using the vocabulary words learned in class.**Activity**: Organize a poster contest where students create posters promoting healthy habits, such as drinking water, eating fruits and vegetables, or staying active. Display the posters around the classroom or school.Vocabulary Test: Body parts |
| Week 6**Topic: Around Town***Ventures 2 unit 5* | Read Oxford Quick Starters: *The Secret Garden*Write: Students write a letter to a friend describing their adventure and what they have learned during their journey. They should explain key discoveries and share their thoughts about the experience. | interrogative grammarReview Simple Past of Irregular VerbsContinue using ArticlesPresent Continuous Practice | **Writing Prompt**: **Activity**: Ask students to write an alternative ending to the story. What if they discovered something unexpected? How would the journey change? This encourages creativity and critical thinking.Vocabulary Quiz: Journey to the Center of the EarthOnline Homework Quiz: Venture 2 unit 5 vocabulary: suitcase, waiting room, ticket booth, train, bench. |
| Week 7**Topic: Time***Ventures 2 unit 6* | Read Oxford Quick Starter: *Hercules**Writing:* **Story Map****Activity**: Ask students to create a story map that outlines the key events in Hercules. | **Past tense of irregular and regular verbs****How many/how much** | Vocabulary Test: *Hercules* *Homework:* **Descriptive Scene Rewrite****Activity**: Have students select a scene from the book and rewrite it, focusing on vivid descriptions. Encourage them to use sensory details to bring the scene to life. |
| Week 8 | Review  | Review | Midterm Exam |
| Week 9**Topic: Shopping***Ventures unit 7* | Read Oxford Quick Starters: *Team X***Moral Reflection**: Reflect on the moral of The Bottle Imp. Write an essay discussing what you believe the story teaches about greed and the nature of wishes. Do you agree or disagree with its message? | Comparative and Superlative AdjectivesReview: How much and How many  | Quiz: Comparative and SuperlativeVocabulary from *The Bottle Imp*Continue with the moral reflection short essay.  |
| Week 10**Topic: Work***Ventures unit 8* | Students start to understand the components of a good story.  **Plot**: Sequence of events and conflict. **Characters**: Well-developed individuals driving the story. **Setting**: Time and place of the story. **Conflict**: Central challenge or problem. **Theme**: Underlying message or main idea. **Point of View**: Perspective from which the story is told. **Structure**: Organization of the narrative. **Dialogue**: Conversations between characters. **Tone and Style**: Author’s attitude and writing style. **Conflict Resolution**: How the conflict is resolved.Create a blue-print for their own story. | Question words- interrogativeConjunctions- understand how to use them.Added grammar: Subordinating conjunctions Present continuous, present simple and past simple (review irregular verbs) | Test on Ventures Vocabulary- Chapter 8Begin drafting their creative writing assignments |
| Week 11**Topic: Daily Living****Venture 2 Unit 9** |  Read Oxford Quick Starter: *The Happy Prince**Writing: Continue writing your short story.* Vocabulary: For unit 9 practice | Could/do/doesPast tense, present tense, past tense | Vocabulary test: The Happy Prince Revision 2 of creative writing prompt |
| Week 12**Topic: Free Time***Venture 2 Unit 10* | Read Oxford Quick Starter: *Hercules**Writing: Continue writing your story* | Present ContinuousPresent SimplePast SimplePossessive PronounsOrdering sentences | **Prompt: Through the Pool: The True Story of Narcissus**Narcissus has spent a lifetime obsessed with his reflection, but what if there’s more to the story? Write a first-person account from Narcissus' perspective as he gazes into the pool and begins to see something beyond just his physical appearance. Perhaps the reflection speaks to him, revealing hidden truths about his vanity, his fears, or even his destiny. How does Narcissus react? Will he continue to fall deeper into obsession, or will he finally realize the consequences of his self-love? |
| Week 13**Topic: Emotions** | Read Oxford Quick Starter: *Macbeth*Write: Continue working on your short creative writing story. | Have to/Don’t have toPast Participle (irregular verbs) | **Activity**: Ask students to write a short reflection on how the events of Acts 1 and 2 foreshadow later events in the play. They should provide specific examples and discuss the significance.Continue the story |
| Week 14**Topic:** *Cutting Edge Unit 13/14* | Writing: Finalize your short story | Past participle review and testPresent continue simple.. past and future | Students Spend this week finishing up their story/essay |
| Week 15 | Review | Review | Final Test  |

# **Assessment Guidelines:**

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| In- class Participation and Attendance | 30% | - Writing exercises will focus on grammar, fluency, and vocabulary development. Students will respond to prompts in their journals or notebooks at the beginning and/or end of each class to earn daily participation marks.-Vocabulary activities will take place during class, where students will learn new words through engaging exercises. They will practice using these words in sentences and discussions to enhance their understanding and retention.- Grammar lessons will be integrated into writing tasks, allowing students to apply grammar rules in context. They will complete targeted exercises and receive feedback to improve their proficiency. |
| Weekly Reading Comprehension, Writing and Grammar Quizzes | 30% | Students will complete assigned tasks related to reading, writing, and vocabulary, either online, on paper, or through class discussions. They are expected to read short texts, respond to related writing prompts, and engage in vocabulary exercises to enhance their understanding. This integrated activity typically takes place on Fridays, allowing students to share their insights and improve their skills collaboratively. |
| Mid-term Exam  | 20%  | The course will include reading activities that focus on comprehension and vocabulary development, helping students build a solid foundation for language proficiency at the low-intermediate level. Writing exercises will emphasize shorter responses and guided practice, with prompts designed to help students articulate their ideas clearly. These prompts will also reflect the types of questions found in English proficiency exams, such as IELTS. Vocabulary activities will be integrated throughout the course to enhance language skills and reinforce learning. |
| Final Exam | 20% | The final exam will include sections on reading comprehension and writing. |

**Required Course Materials:**

Please bring the following to class every day:

* Journal (Composition) Notebook and/or Laptop Computer
* Worksheets (to be given by the teacher)
* A pen and/or a pencil
* A positive attitude

**Classroom Expectations:**

1. Attend class punctually.
2. Notify in advance if you anticipate an absence.
3. Use English as the primary language in class to enhance your learning experience and accelerate your progress.
4. Adhere to classroom rules, which will be introduced during the first week of classes.
5. Always cultivate a culture of respect towards yourself and your peers.

***I have read and agreed to the class expectations***

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