

# ESL LEVEL E: BELONGING TO THE FUTURE

**BUILDING STUDENT SKILLS AND DEVELOPING CONFIDENCE**

# OVERVIEW

208 ESL LEVEL D LESSON HOURS  
OMO FOCUSED  
ESL TRAINED TEACHERS  
STUDENT CENTERED  
DETAILED PROGRESS REPORTS  
COMPETITIONS  
CERTIFICATE OF ACHIEVEMENT

## STUDENT SKILLS BY TOPIC

GRAMMAR

SENTENCE CREATION

VOCABULARY BUILDING

CAPITALIZATION

PUNCTUATION

FIGURATIVE LANGUAGE

PARAGRAPH BUILDING

SPELLING

# GRAMMAR

## Overview

Grammar is an integral part of the ESL Level E course. Students learn to develop longer, stronger and clearer complex sentences and use the appropriate context in them. Their confidence in doing so will be supplemented by the strengthening of their verbal skills in tandem. To this end, students will take part in oral competitions and mock debates as well as in essay writing competitions and research paper symposiums.

## Highlights

- Distinguishing declarative, Interrogatory, Imperative and Exclamatory Sentences
- Direct and Indirect Objects
- Forming plurals of f, fe, o, y
- Correcting run ons and fragments
- Dependent/Independent clauses
- Writing simple, compound, complex sentences
- Subjects/Objects: I & me
- The “Pine Tree”



# SENTENCE CREATION

## Overview

Creating sentences is now becoming a more quicker but simpler process. Students will begin to write more complex sentences and in paragraph format. This unit in the course focuses on several key steps in doing so. By the end of the unit students will be able to write more complex sentences with grammatical correctness. They will gain confidence in written expression of their thoughts in both formal and informal manners.

## Highlights

- Relative Pronouns: who, whom, whose, which and that
- Nouns - complex/proper
- Identifying antecedents
- Transitive & Intransitive verbs
- Coordinating multiple conjunctions
- Subordinating conjunctions
- Subordinate clauses
- Correct verb tenses
- Compound-Complex Sentences
- Clauses II

# VOCABULARY BUILDING

## Overview

Every language has tips and tricks that once learned allows the learner to speak and write in a more clear and correct manner. This part of the unit will focus on these tips and on building students' vocabulary in terms of words and their use in varying simple to complex sentences.

## Highlights

- Words with pre, re, sub, mis
- Words with un, dis, in, im, non
- Words with ful, less, able, ible
- Good, better, best, badly, worse, worst
- Able vs Ment suffixes
- Greek/Latin root words IV
- Analogies - Challenges
- Synonyms/Antonyms in context
- Homonyms IV

# CAPITALIZATION/PUNCTUATION

## Overview

Four out of five students forget to capitalize at the start of a sentence and proper nouns and names. This costs students in marks. To this end, this part of the course focuses on two main problem areas for English learners – capitalizing and punctuating.

## Highlights

- Forming Singular and Plural possessives
- Commas in introductory words, after names and direct address
- Capitalizing Dates, Names IV
- Writing more complex dialogue
- Punctuating dialogue IV – quotations use
- Using dashes – where and why?
- Developing dialogue in simple stories
- Using Ellipses
- Commas, colons, semicolons II

# FIGURATIVE LANGUAGE

## Overview

Developed learners of the English language will know that there are many ways to speak the language in a variety of different circumstances. This includes formally and informally. To this end, students will learn to develop both elements of the language. By the end of this unit students will use idiomatic and formal English in order to communicate appropriately in a variety of situations.

## Highlights

- Allusions
- Idioms III: Ontario specific
- Speaking formally V
- Writing formally V
- Using one or more similes
- Using hyperbole
- Speaking/writing formally
- Speaking/writing informally
- Understanding Canadian English III
- Using Personification
- Using Figures of Speech III

# PARAGRAPH BUILDING

## Overview

In continuing learning the tips and tricks of speaking and writing better English, students will be taught the skills required to do so. This unit focuses on building on the bridge between Level B and Level C English. To this end, students will focus on word, vocabulary and paragraph creation completion. By the end of the unit, the students will order sentences correctly, know how to use the dictionary and write a more complex hamburger paragraph that prepares the students for simple essay writing.

## Highlights

- Using Tenses in Personal Essays
- Using the Dictionary
- Simple Academic Essays
- Simple Research Essays
- “Hooking” the introduction
- Developing personal opinion
- Using examples: other sources
- Developing conclusions
- Citing III – MLA, APA, Chicago



# SPELLING

## Overview

Spelling is a critical part of learning the English language. To this end, this unit will introduce students to a variety of vocabulary from a multitude of grade appropriate topics. Students will take part in a SPELLING BEE, as well as challenge themselves with harder words in the weekly bonus competitions that will occur.

## Highlights

- Forming plurals of nouns: f, fe, o, y
- Spelling possessive noun plurals
- Past tense formation IV
- Present tense formation V
- Future tense formation V
- Forming compound words IV
- Contractions formation IV
- Homophones IV
- Allegories



Spelling

FOCUSES ACROSS THE  
UNITS IN THE COURSE

**Developing Past,  
Present and  
Future Tenses**

**Using Figurative  
Language in  
Essay Writing**

**Academic Essay  
Writing**

**Reading  
Comprehension**

**Novel Study**

**Plays**

**Oral**

**Internet Use**

**Research Essay  
Preparation**

**Verb Lists V:  
Conjugating Verbs  
(Irregular)**

# DIAGNOSTIC TESTING

## **Diagnostic 1**

This takes place upon the student's entry into the course. The testing is completed in order to determine the student comprehension of English.

## **Diagnostic 2**

This takes place at the 100 hour mark at which point the diagnostic will determine the pace of the student and key areas the student requires attention.

## **Diagnostic 3**

This occurs at the completion of Level E and before the student enters the OSSD Program. This diagnostic will ensure that the student and the teacher are aware of key areas developed and in need of improvement.



# STUDENT ACCOMPLISHMENTS

**Spelling Bee Competitions**  
**Certificate of Achievement**  
**In Course Competitions**  
**Student of the Unit Award**  
**Student of the Month Award**  
**Oral Competitions**  
**Essay Writing Competition**  
**Symposiums**