

# ESL LEVEL B: STEPPING INTO THE FUTURE

**BUILDING STUDENT SKILLS AND DEVELOPING CONFIDENCE**

# OVERVIEW

208 ESL LEVEL B 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 B course. Students learn to develop longer, strong and clearer simple and complex sentences and use the appropriate parts of speech 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.

## Highlights

- Declarative, Interrogatory, Imperative and Exclamatory Sentences
- Subject-verb agreement
- Correcting run ons and fragments
- Dependent/Independent clauses
- Writing simple, compound, complex sentences
- Shifts in verb tenses
- The “Learning Tree”



# SENTENCE CREATION

## Overview

Creating sentences is now becoming a more quicker but simpler process. Students will begin to write more complex sentences. 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

- Parts of Speech
- Nouns - complex/proper
- Nouns - singular/plural
- Identifying subject and predicate
- Coordinating conjunctions
- Subordinating conjunctions
- Subordinate clauses
- Pronoun-verb contractions 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 simple and complex sentences.

## Highlights

- Words with pre, re, sub, mis
- Words with un, dis, in, im, non
- Words with ful, less, able, ible
- Other Prefixes/suffixes
- Able vs Ment suffixes
- Greek/Latin root words II
- Using the Thesaurus
- Synonyms/Antonyms in context
- Homonyms II

# 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 II
- Writing more complex dialogue
- Punctuating dialogue II
- Using the Italics function in titles and to emphasize
- Developing dialogue in simple stories

# FIGURATIVE LANGUAGE

## Overview

Learners of the English language will know that there are many ways to speak the language, 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

- Adages II: Proverbs
- Idioms II: Canada specific
- Speaking formally II
- Writing formally II
- Using one or more similes
- Using simple metaphors
- Speaking/writing formally
- Speaking/writing informally
- Understanding Canadian English I

# 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

- Word order charts
- Using the Dictionary
- “Hamburger” Paragraph II
- “Hooking” the introduction
- Developing personal opinion
- Using examples: other sources
- Developing conclusions
- Using the internet as source
- Citing I



# 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: f, fe, o, y
- Spelling irregular plurals
- Past tense formation II
- Present tense formation II
- Future tense formation II
- Forming compound words
- Contractions formation
- Homophones II



Spelling

FOCUSES ACROSS THE  
UNITS IN THE COURSE

**Developing Past,  
Present and  
Future Tenses**

**Complex Sentence  
Formation**

**Hamburger  
Paragraph**

**Reading  
Comprehension**

**Novel Study**

**Plays**

**Oral**

**Internet Use**

**Step One in  
Simple Essay  
Writing**

**Verb Lists II:  
Conjugating  
Verbs**

# 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 B and before the student enters Level C. 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**

**Mock Debates**