

Foundation English A Curriculum Map

Course: Foundation English A

Duration: 4 academic terms, 4 periods per week

Age: 14-16

Note: Assessments are evaluated and graded when indicated in bold.

Unit	Learning Objectives	Tools and Resources	Suggested Learning Activities	Assessment
Unit 1				
	<p>Ask and answer personal questions.</p> <p>Use context clues to infer the meaning of unknown words.</p>		<p>The teacher presents a list of personal statements about him or herself. For example, "I have two". Students must guess the questions that would elicit those answers. For example, "How many children do you have?".</p> <p>Students compete in teams to guess the meaning of English slang. Each team reads an example sentence and must use context clues to guess the meaning of the slang.</p>	Unit 1 Test
	Demonstrate behaviour that reflects the school virtues.	List of school virtues	<p>Students present a brief role-play to teach about one of the school virtues. Classmates should watch and guess which of the virtues is being exemplified in the role-play.</p> <p>After, students can work in groups to develop a class code of conduct that is aligned with the school virtues.</p> <p>Groups present their code of conduct to the class. Students vote on the strongest statements to reach a final consensus on the class code of conduct.</p>	<p>Classwork</p> <p>Role-Play</p>
	Evaluate the most suitable school-wide learning goal for a variety of tasks.	List of school-wide learning goals	In groups, students match sample assignment descriptions to a school-wide learning goal and defend their choice.	Portfolio

	Examples of student assignments	<p>Students generate a list of possible activities that can be classified under each school-wide learning goal.</p> <p>In pairs, students review examples of completed assignments from past years and decide which learning goals have been demonstrated.</p>	
<p>Ask and answer personal questions.</p> <p>Ask for clarification and repetition.</p>	<p>SB 2-8, 19</p> <p>Information gap activity</p>	<p>Students complete an information gap activity in pairs. Each student will have a different paragraph. Students must ask their partner specific questions to complete their paragraph.</p> <p>Partners should ask each other for clarification and repetition as needed.</p>	<p>Classwork</p> <p>Unit 1 Test</p> <p>Role-play</p> <p>Grammar and Vocabulary Exam</p>
<p>Use vocabulary related to friends and family.</p>	<p>Vocabulary logbook</p>	<p>Students create a vocabulary logbook. It should include definitions, parts of speech, and example sentences.</p>	<p>Portfolio</p> <p>Unit 1 Test</p>
<p>Use the present simple and present continuous tenses accurately.</p>	<p>SB 12-14, 36-8</p>	<p>Students contrast the changes in meaning, common usage, and formation of the present simple and present continuous tenses using examples from a nonfiction text.</p>	<p>Classwork</p> <p>Unit 1 Test</p>
<p>Use adverbs of frequency in a sentence with the correct word order.</p>	<p>SB 16-17, 24</p> <p>SurveyMonkey</p>	<p>In pairs, students create a survey about personal habits. For example, sleeping, eating or exercising. Survey questions should include adverbs of frequency.</p> <p>For example, "How often do you get 8 hours of sleep per night?"</p> <p>a) Always B) Usually C) Sometimes D) Never</p> <p>Students create their survey using SurveyMonkey and share it with their classmates.</p> <p>Then, students graph the survey results and write a report</p>	<p>Semester 1 (S1) Portfolio Piece 1 (1.25%)</p> <p>Unit 1 Test</p> <p>Grammar and Vocabulary Exam</p>

			explaining their findings. Reports should use adverbs of frequency accurately.	
Identify stressed syllables.	SB 51, 124 Poems or lyrics Online dictionary	As a class, use sound and movement to indicate the syllables in a poem or song. Include movements like stamping, clapping or waving to denote stressed and unstressed syllables. Students use an online dictionary to practise identifying word stress in multisyllabic words.	Classwork Role-Play Oral Presentation	
Indicate stressed words in sentences.	Voice recording software	The teacher dictates sentences while students listen, write the stressed word, and underline it. Then, students construct new sentences using the same stressed words. Students use voice recording software to record the sentences they have written.	Classwork Role-Play Oral Presentation	
Recognise parts of speech and parts of a sentence.	SB 9-11 Articles Highlighters or coloured pencils	Students choose a pop culture article that interests them to share with the class. Students use highlighters or coloured pencils to identify parts of speech and parts of a sentence.	Classwork Unit 1 Test Grammar and Vocabulary Exam	
Use context clues to infer the meaning of unknown words.	Chart paper	In groups, students use context clue strategies to guess the meaning of unfamiliar words. Students should explain which context clue strategies they used. They should also give a synonym for the unfamiliar word to demonstrate understanding. Students create an anchor chart with context clue strategies and example sentences.	S1 Portfolio Piece 2 (1.25%) Unit 1 Test	

	Read an article and understand the main ideas. Write a response.	News article	Students read an article to understand the main ideas. Then, students discuss the topic in a Socratic seminar. Finally, students write a summary of the article in their own words.	S1 Portfolio Piece 3 (1.25%) Writing Exam
	Review Unit 1 learning objectives.	Self-evaluation forms	The teacher provides students with a list of the learning objectives from Unit 1 and asks them to self-evaluate areas of strength and weakness and create a list of steps they will take to prepare for their Unit 1 Test.	Unit 1 Test
	Demonstrate an understanding of Unit 1 grammar and vocabulary topics.	Unit 1 Test	The teacher administers a teacher-created test to assess the learning objectives from Unit 1. Some topics and objectives that may be covered include: <ul style="list-style-type: none"> 1. Use the present simple and present continuous tenses accurately. 2. Use adverbs of frequency in a sentence with the correct word order. 3. Identify parts of speech in a paragraph. 4. Read dictionary entries and recognise the stressed syllable. Write an example sentence. 5. Infer the meaning of an unknown word and explain which context clue strategy was used and why. 6. Complete sentences with Unit 1 vocabulary related to friends and family. 	Unit 1 Test (2.5%)
	Use phrases for opening, continuing and closing a conversation.	Speaking phrases checklist Speaking prompts	Students practise opening, continuing, and closing a conversation with the support of a speaking phrases checklist and speaking prompts. Students talk to a partner about one of the prompts for 1 minute. Listeners will evaluate their partners using the speaking phrases checklist.	Role-Play

			Students will change roles and then repeat the activity with a new partner.	
	Create a short role-play.		In pairs, students write and perform a role-play. One student will pretend to be a journalist. He or she will interview a celebrity or fictional character.	Role-Play (10%) S1 Portfolio Piece 4 (1.25%)
Unit 2				
	Understand the meaning of vocabulary related to weather and climate.	SB 28-9 Pictures of different weather Online climate guides	<p>The teacher tells a story that mentions the characters' clothing or activities and students listen to the story and infer the weather.</p> <p>Pairs complete an information gap activity. Two students sit back-to-back. Student A looks at a picture and describes the weather to Student B who draws what he or she hears.</p> <p>Then, the students switch roles and Student B describes a different picture. At the end of the activity, students should notice and discuss any lapses in communication.</p> <p>In groups, students select a place they want to travel to and use online climate guides to decide when is the best time to visit.</p> <p>Students should justify their group's decision in a short presentation and teach the class any new words they have learned.</p>	Classwork Unit 2-3 Test Grammar and Vocabulary Exam
	Differentiate between vowel phonemes.	Fly swatters Online dictionary	<p>Students listen to a set of words and sort them according to vowel phonemes: /ʊ/, /u:/, /æ/, or /e/.</p> <p>Students use an online dictionary to listen to the pronunciation of words while reading the phonemes.</p> <p>Then, students complete a phoneme relay race. The</p>	Oral Presentation

		<p>teacher writes a list of vowel phonemes on the board. The class should be divided into two teams who line up at the board.</p> <p>The teacher will read a word and students must race to swat the correct phoneme with their flyswatter. The first student to swat the correct answer earns their team a point. The team with the most points after each player has had two turns wins.</p>	
<p>Predict listening content.</p> <p>Listen to a personal narrative about a disaster.</p> <p>Sequence the events.</p>	<p>SB 32-33</p> <p>Listening tracks</p>	<p>Students make predictions about an aural text that describes a natural disaster.</p> <p>Then, they listen and sequence the main events.</p>	<p>Coursework</p> <p>Listening Skills Test</p> <p>Reading Exam</p>
<p>Pronounce past simple verbs with -ed endings correctly and with appropriate stress.</p>	<p>SB 51</p>	<p>Students sort past simple verbs with “-ed” endings into a chart based on the final sound of the words.</p> <p>Then, students play a game of charades where they act out what they did at a past time (yesterday, last year, etc.).</p> <p>Teammates try to guess the action by calling out a complete sentence using the past tense with accurate word stress.</p> <p>For example, “You baked a cake yesterday!”</p>	<p>Oral Presentation</p>
<p>Use past simple and past continuous tenses accurately.</p>	<p>SB 36-8</p> <p>Short story</p>	<p>The teacher tells a story three times.</p> <p>The first time, students listen and take short notes. Then, students retell the story to a partner in their own words.</p> <p>The second time the teacher reads the story, he or she should pause where the verbs should be. Students can call out the correct verbs in the past simple or past continuous</p>	<p>Coursework</p> <p>Unit 2-3 Test</p> <p>Final Exam</p>

		<p>tense.</p> <p>The final time, the teacher retells the story with grammatical errors and students must identify and write down the mistakes.</p> <p>Students then write their own stories and underline examples of the past simple and past continuous tenses.</p>	
Read a text and sequence events.	<p>SB 39-50</p> <p>News articles</p>	<p>Students select and read a news article and write a list of main events in non-sequential order.</p> <p>Then, students trade articles & lists of main events with a partner. Partners should try to sequence the events.</p>	Final Exam
Build nouns and adjectives by adding suffixes.	<p>SB 43, 64</p> <p>Suffix domino game</p>	<p>Students practise building new nouns and adjectives by playing a suffix domino game.</p>	Unit 2-3 Test
Recall past participles for commonly used verbs.	<p>Quizlet</p>	<p>Students create digital flashcards for past participles on Quizlet which they share with the class online. Students divide into teams and compete to play games with classmates' word sets.</p>	Unit 2-3 Test
Form the past simple and past perfect tense.	<p>SB 44-5</p>	<p>The teacher asks students, "What had you done before you were 12?" The teacher writes the sentences students say on the board and asks students to identify which tense was used most.</p> <p>The teacher should encourage students to identify the usage of the past simple and past perfect tense. Students should identify any grammatical mistakes in the examples on the board and correct them.</p> <p>The teacher gives students examples of sentences that use these two tenses and asks them to figure out how the</p>	Unit 2-3 Test

		<p>meaning has changed.</p> <p>For example: A. The bomb exploded when the police arrived. B. The bomb had exploded when the police arrived.</p> <p>Match the sentences below to sentence A and B above.</p> <ol style="list-style-type: none"> 1. The police looked for evidence. (B) 2. The police were too late. (B) 3. Two police officers were hurt. (A) 4. The police didn't know there was a bomb there. (A) 	
Use past time expressions. Conduct online research.	SB 46-8 Simple English Wikipedia	<p>As a class, brainstorm a list of past time expressions and choose a topic.</p> <p>Students write one question that they are genuinely curious about related to the topic. Questions should include a past time expression. If the topic is "fun" for example, students might write, "What did people do for fun before the year 1500?".</p> <p>Then, students can work in pairs to find the answers to their questions using Google or Simple English Wikipedia. Pairs should present a brief summary of what they learned to the class.</p>	Unit 2-3 Test
Recognise linking words used to sequence ideas in a narrative.	SB 49	<p>Students read a story about a natural disaster and circle the linking words.</p> <p>Then, students sequence the main events in the story.</p>	Reading Exam
Write a first-person narrative about a natural disaster.	SB 49	Students write a first-person narrative about the earthquake described on page 49 of the Student's Book. But, they should retell the story from the perspective of a minor character.	S1 Portfolio Piece 5 (1.25%)

			Students should include linking words and use precise vocabulary to describe the setting.	
Unit 3				
	Make comparisons using comparatives and superlatives with modifiers.	SB 62-63, 65, 67-8, 71 Product advertisements	Pairs of students compare 3 products of their choice (cell phones, video games, running shoes). Then, students write a review that contrasts the products using comparatives and superlatives with modifiers.	Unit 2-3 Test Grammar and Vocabulary Exam
	Read and discuss a nonfiction article on happiness.	SB 59-61, 69	Students read an article about the factors that lead to happiness and have a fishbowl discussion.	Portfolio Piece
	Explain the factors that lead to happiness.	Article on happiness	Students create a list of factors that they believe lead to happiness before reading a short article on happiness. Students participate in a Socratic discussion to critically discuss the topic. Last, students write a short reflection paragraph summarising their views.	S1 Portfolio Piece 6 (1.25%)
	Use participial adjectives to describe things and emotions.	SB 87-89	The teacher elicits a list of adjectives to describe feelings and a list of adjectives that describe objects. Then, the teacher asks students to contrast these two lists. Students should recognise that -ED participial adjectives describe feelings and -ING participial adjectives describe things. As a class, select two songs that are very different in tone and emotional tenor. For example, a rock song and a ballad. The teacher should play part of each song for the class and ask students to describe how it makes them feel. Students should use -ED participial adjectives.	Unit 2-3 Test Grammar and Vocabulary Exam

		Then, students can write a few sentences describing and contrasting the two songs. They should include several -ING participial adjectives.	
Discuss the factors that impact health. Use vocabulary related to health and illness.	SB 72, 76, 73, 78-9	Students read a text and identify the factors that negatively impact health. Then, students write a paragraph explaining the steps they take to stay healthy. Students should exchange paragraphs with a partner. Partners can read the paragraph and write 3 questions related to how the writer stays healthy. In groups, students discuss the answers to these questions.	Unit 2-3 Test Writing Exam
Listen for signposts.	SB 79-80 Listening tracks	Students listen to an aural text on conventional and alternative medicine and identify signposts.	Listening Skills Test
Express sympathy and condolence. Give advice to a friend.	SB 81-3, 85	In groups, students write and perform a role-play expressing sympathy for a friend's illness and offer helpful and compassionate advice.	Unit 2-3 Test
Identify formal and informal language used in a letter. Sequence the parts of a formal letter.	Formal and informal letters	Students receive photocopies of authentic informal and formal letters that have been cut up into paragraphs. Students must arrange the paragraphs in order and then highlight examples of formal and informal language in each letter using different colours.	Formal Letter Test Unit 2-3 Test
Write a formal complaint letter.	SB 92 Writing rubric	Students write a formal complaint letter and self-assess their work using the writing rubric.	Coursework Formal Letter Test
Review the key concept introduced in Units 2-3.	SB 54-4, 93-4 Kahoot	Students develop review questions and create a Kahoot game for their classmates to play.	Unit 2-3 Test

	<p>Demonstrate an understanding of the vocabulary and grammar concepts studied in Units 2-3.</p>	<p>Unit 2-3 Test</p>	<p>The teacher administers a test to assess the learning objectives from Units 2-3.</p> <p>The teacher-created test may cover the following topics and objectives:</p> <ol style="list-style-type: none"> 1. Match vocabulary related to weather and climate to their definition or picture. 2. Use participial adjectives to describe things and feelings. 3. Build nouns and adjectives by adding suffixes. 4. Differentiate between vowel phonemes. 5. Listen to a narrative and sequence events. 6. Use the past simple, past continuous, and past perfect tenses. 7. Use past time expressions. 8. Read a text and sequence events. 9. Recall past participles for common verbs. 10. Highlight signposts. 11. Express sympathy and condolence. 12. Identify formal and informal phrases used in letter writing. 	<p>Unit 2-3 Test (5%)</p>
	<p>Justify how a piece of work demonstrates the school-wide learner goal and explain what was learned from the assignment and why it was chosen.</p>	<p>Weebly digital portfolios</p>	<p>Conduct student-teacher interviews where students present a piece of work from their digital portfolios and discuss how they have met the school-wide learner goals.</p>	<p>Portfolio Presentation (1.5%)</p>
	<p>Use a vocabulary logbook to build and review vocabulary.</p>	<p>Vocabulary logbook</p>	<p>Students should revise and submit their vocabulary logbook.</p>	<p>Portfolio Piece 7 (1.25%)</p>
	<p>Participate actively in</p>		<p>Students' participation scores will be calculated based on</p>	<p>Participation</p>

	Foundation English A.		their participation throughout the course. They will be evaluated on their effort, homework completion, and classwork.	(1.25%)
	Listen extensively to a variety of accents and topics in English.	SB 120-121	The teacher should expose students to a range of common English accents. Students should practise applying a variety of listening strategies (prediction, note-taking, etc.) to improve their comprehension.	Listening Skills Test
	Write a formal letter under test conditions.	Formal Letter Test	Completed in class under testing conditions.	Formal Letter Test (10%)
	Listen for gist, main ideas, and details.	Listening Skills Test	Completed in class under testing conditions.	Listening Skills Test (10%)
	Correctly pronounce words that contain the schwa.	Poem or lyrics Flipgrid	The teacher shares a poem or song lyrics containing the schwa with students. Students should identify words that contain the schwa and then record a video using Flipgrid reading the poem or lyrics.	Oral Presentation
Unit 4				
	Use descriptive adjectives to describe personality and appearance.	SB 97-101, 106	Students read statements about a celebrity and make inferences about his or her appearance and personality.	Grammar and Vocabulary Exam
	Make inferences about a character in a story.	Short story	Students read a short story, draw a picture of the character, and write a description. Students should include 5+ descriptive adjectives. Then, students should explain to the class why they chose	Portfolio

		those adjectives using evidence from the text.	
Use voice recording tools to improve pronunciation, rhythm, stress and intonation.	Vocaroo Speaking rubric	Students record their voices reading a descriptive text for 1 minute on Vocaroo. They will be assessed on fluency, pronunciation, volume, and intonation according to the speaking rubric.	Semester 2 (S2) Portfolio Piece 1 (2%)
Evaluate strategies for delivering effective oral presentations.	Example Ignite Talks Presentation strategies checklist	Students watch examples of Ignite Talks. Using a checklist, students identify which presentation strategies the presenter displayed. As a class, debate which strategies were most effective and reach a consensus on the most useful strategies.	Oral Presentation
Recognise reliable sources for online research. Explain the importance of using reliable sources for academic research.	Digital research sources	Students compare real-world examples of reliable and unreliable sources. Students should be able to identify reliable academic sources and explain their reasoning. Then, students develop a list of reliable websites to use for online research. Students write a short paragraph explaining why it is important to choose reliable research sources.	Oral Presentation
Conduct online research. Organise research findings.	Google Docs	Students practise organising their research notes using Google Docs.	Oral Presentation
Cite sources in APA or Harvard style.	Scribbr	The teacher models how to create APA or Harvard style citations. Students should explain why and when sources must be cited. Students practise formatting example sources using Scribbr.	Oral Presentation
Select an effective presentation hook.	TED Talks	The teacher shows students authentic examples of different presentation hooks.	Oral Presentation

	Ignite Talks	<p>Each student selects a presentation topic and writes two possible hooks.</p> <p>Students work in groups to receive peer feedback, revise their hooks, and choose the best one.</p>	
Write a presentation script.	Voice recorder Timer	Students write a script for their presentation and record their voice with a timer to check the length. Students submit the recording for feedback and correction.	Oral Presentation
Design engaging visuals.	Prezi PowerPoint	Students create slides and apply effective graphic design principles.	Oral Presentation
Present research findings in an oral presentation.	Oral presentation rubric	Students present a self-selected topic in an Ignite Talk format. They will be assessed according to the oral presentation rubric.	<p>Oral Presentation (10%)</p> <p>S2 Portfolio Piece 2 (2%)</p>
Understand when to use the present perfect and past simple tenses.	SB 111-113 Novels	<p>In pairs, students examine part of a novel and search for examples of the present perfect and past simple tenses. They should try to infer when to use each tense and guess the usage rules.</p> <p>Pairs compare their ideas with other groups to reach a class-wide consensus on when to use each tense.</p> <p>The teacher provides feedback and a complete set of usage rules.</p>	<p>Coursework</p> <p>Grammar and Vocabulary Exam</p>
Listen to a nonfiction text and write a response.	SB 117-119 Listening tracks	<p>Students read and listen to a text about the lives and misfortunes of conjoined twins and a set of quintuplets.</p> <p>Students express their opinions in a class discussion and</p>	<p>Listening Skills Test</p> <p>Reading Exam</p>

			then write a short response.	
	Use the present perfect simple and present continuous tenses.	SB 120-121	Students write a short essay on the world as they see it today. They should use a mix of the present perfect simple and present continuous tenses. In the final paragraph, students should include their ideas about how to create a better world for tomorrow through the actions we take today.	Writing Exam
	Pronounce voiced and unvoiced consonants using natural intonation.	SB 123 Scene from a play	In groups, students produce a short dramatic reading of a scene from a play using the correct pronunciation of voiced and unvoiced consonants and appropriate intonation.	Portfolio
	Write more fluently and confidently.	Writing journal	Students write a series of timed reflective journal entries.	Writing Exam
	Use vocabulary acquisition strategies.	Memrise, Quizlet, Academic Word List	Students use a variety of tools and strategies to acquire new vocabulary. Students write a brief reflection paragraph identifying which strategies they prefer and set clear goals to implement these strategies.	Portfolio
Unit 5				
	Read a variety of nonfiction texts and understand the main ideas.	Flipboard	Students curate a class Flipboard magazine. Students choose 3 articles from the magazine and summarise the main ideas in bullet points.	S2 Portfolio Piece 4 (2%)
	Write a personal response to a non-fiction text.	Model personal responses Flipboard	Students read model personal responses and identify the successful and unsuccessful features. Students write an opinion piece responding to one of the	S2 Portfolio Piece 5 (2%)

			articles their classmates shared in the Flipboard magazine.	
	Retell a personal anecdote.	Story prompt cards	<p>Students recount a personal anecdote with the support of prompts.</p> <p>Students tell their stories to 3 classmates and then reflect on how their story changed or improved through retelling.</p> <p>Afterwards, the class can discuss which features made the stories compelling (ex. humour, gestures, pace, eye contact).</p> <p>Last, students retell their story a final time incorporating a new strategy.</p>	S2 Portfolio Piece 6 (2%)
	Write a personal narrative.	Writing journal	Students write about an unforgettable past experience in their writing journals.	Writing Exam
	Use vocabulary acquisition strategies.	Vocabulary logbook	<p>Students reflect on the goals they set for vocabulary acquisition and the progress they have made.</p> <p>In pairs, students discuss some of the challenges they have faced and the progress they have seen when learning new vocabulary.</p>	Portfolio
	Practise applying exam techniques to reading comprehension tasks.	Exam practice questions	Students should practise applying metacognitive strategies and techniques to exam-style questions.	Final Exams
Unit 6				
	Review learning objectives from Unit 1-5.	Review activities	The teacher presents review activities and exercises based on academic progress gaps identified in the assessment data and student self-evaluations.	Final Exams
	Answer comprehension questions about two	Reading Exam	Completed under test conditions as per the final exam.	Reading Exam (5%)

	nonfiction texts.			
	Demonstrate an understanding of key grammar concepts covered in Foundation English A.	Grammar and Vocabulary Exam	Completed under test conditions as per the final exam.	Grammar and Vocabulary Exam (5%)
	Write a short opinion essay on happiness.	Writing Exam Part A	Completed under test conditions as per the final exam.	Writing Exam Part A (3%)
	Write a short personal narrative.	Writing Exam Part B	Completed under test conditions as per the final exam.	Writing Exam Part B (3%)
	Justify how a piece of work demonstrates one or more of the school-wide learner goals.	Weebly digital portfolio	Conduct student-teacher interviews. Students share their Weebly digital portfolios and discuss the pieces that best demonstrate their achievement of the school-wide learner goals.	Portfolio Presentation (2%)