SAMPLE LESSON

ADVANCED ENGLISH FOR PROFESSIONAL AND ACADEMIC COMMUNICATION

Instructor's Handbook

Niveau IV - Très Avancé | Pondération 2-1-3

Teaching Nuanced Communication Across Field-Specific, Academic, and Professional Discourse

Instructor's Lesson Notes: Weeks 1 to 15 (Complete Course)

Aligned with the New Ministère de l'Enseignement supérieur Framework (Devis ministériel)

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WEEK 7 AT A GLANCE

Focus: Grammar Test (15%); reading strategies for complex texts; first look at the genealogy-themed readings.

Key Materials: Grammar Test, comprehensive sample version, guided reading questions.

Assessment: Grammar Test (15%, summative).

Priority: Protect testing conditions in Period 1, then shift gears cleanly into reading strategy so the test doesn't dominate the whole class.

At a Glance: Stage 3 | Three periods | Grammar Test (15%) | Readings assigned: "Searching for Proof" and "The Dark Side of Our Genealogy Craze"

7.1 Why This Week Matters - Competency Connection

Week 7 closes the grammar block that began in Week 1 and opens the reading block that will run through Week 9. The Grammar Test consolidates six weeks of accumulated structures into a single assessment, so students see the whole system (tenses, passive voice, modal perfects, gerunds and infinitives, conditionals) as connected rather than as separate units. The same class period then pivots to reading, since the two assigned texts on genealogy and family history give students authentic, moderately complex material to practise the analytical reading skills the devis requires: recognising discourse type and identifying the linguistic, sociocultural, and contextual factors that shape a written text.

Cross-Curricular Competencies addressed this week: Using Information (applying skimming, scanning, and close reading strategically rather than reading everything at the same depth) and Exercising Critical Judgment (identifying an author's intended audience).

7.2 Learning Objectives

By the end of Week 7, students will be able to (Target: CEFR C1):

- Demonstrate accurate control of tenses, the passive voice, modal perfects, gerunds and infinitives, and conditionals under test conditions
- Distinguish between skimming, scanning, and close reading, and select the right strategy for a given reading purpose
- Identify the discourse type (expressive/literary, informative, persuasive, critical, scientific/technical) of a given text
- Begin a guided first reading of both assigned texts, noting genre, tone, and purpose

7.3 Three-Period Lesson Plan

Period 1 (Theory) - Grammar Test (50 minutes)

Time	What You Do	Student Mode
0–5 min	Administer test logistics: seating, permitted materials (no phones, no translation apps), and timing. Remind students this test covers Weeks 1 through 6 cumulatively.	Whole class
5–45 min	Grammar Test (see Section 7.4 for a full sample version). Circulate quietly to monitor; avoid answering content questions once the test has begun.	Individual, silent
45–50 min	Collect tests. Briefly introduce the shift to reading focus for Period 2, so students are not caught off guard by the change in pace.	Whole class

Period 2 (Theory) - Reading Focus: Strategies for Complex Texts (50 minutes)

Time	What You Do	Student Mode
0–15 min	Teach the distinction between skimming, scanning, and close reading from Section 7.5. Emphasise that skimming and scanning are legitimate, strategic choices, not shortcuts for weaker readers.	Teacher-led
15–30 min	Teach the six discourse types named in the devis (expressive/literary, informative, persuasive, critical, scientific, technical) using short excerpts of each, and discuss which linguistic features signal each type (tone, vocabulary, sentence complexity, use of evidence).	Teacher-led, with excerpts
30–50 min	Applied practice: in pairs, students skim the first few paragraphs of 'Searching for Proof' and 'The Dark Side of Our Genealogy Craze' to identify each text's discourse type, likely purpose, and intended audience, without reading either text in full yet.	Pairs

Period 3 (Conversation Workshop) - First-Pass Discussion of the Assigned Readings (50 minutes)

Time	What You Do	Student Mode
0–15 min	Distribute the guided reading questions (Section 7.6). Read the first two questions together as a class to model the kind of close attention expected.	Teacher-led, whole class
15–35 min	Small groups begin working through the guided questions for 'Searching for Proof', focusing on tone, personal voice, and the author's relationship to the topic of family history.	Small groups
35–50 min	Groups share one observation aloud; instructor previews that 'The Dark Side of Our Genealogy Craze' takes a more critical, argumentative stance	Whole class

Time	What You Do	Student Mode
	and asks students to notice how its discourse type differs as they read it at home.	

7.4 Grammar Test - Comprehensive Sample Version (Weeks 1 to 6)

Use this sample as a model for building your own test, or adapt it directly. It samples each grammar point taught since Week 1 in roughly equal proportion.

1. Complete with the correct tense: 'By the time the funding arrived, the team _____ (already / redesign) the study.'
2. Rewrite in the passive voice: 'The committee will review all applications in June.'
3. Complete with the correct modal perfect: 'Looking back, they _____ (should / pilot) the survey first.'
4. Complete with a gerund or infinitive: 'The researchers avoided _____ (draw) conclusions from an incomplete data set.'
5. Complete the conditional: 'If the sample size _____ (be) larger, the results would carry more weight.'
6. Correct the false cognate: 'The professor was very sensible about the delay.' (meaning: understanding)
7. Correct the gallicism: 'I have to assist to a conference next week.'
8. Identify the sentence type: 'Although the funding was delayed, the project continued, and the team adjusted its timeline.'
9. Mark the correct stress: 'They needed a PERmit / perMIT to PERmit / perMIT the event.'
10. In two or three sentences, using at least one modal perfect or conditional, explain a decision your field of study might have made differently in a past project.

Suggested Answers: 1. had already redesigned 2. 'All applications will be reviewed in June.' 3. should have piloted 4. drawing 5. were 6. 'The professor was very understanding about the delay.' 7. 'I have to attend a conference

next week.' 8. Compound-complex 9. a PERmit (noun); to perMIT (verb) 10. Open answer.

7.5 Reading Focus: Skimming, Scanning, and Close Reading

Strategy	When to Use It	How It Works
Skimming	Getting the general idea of a text quickly, or deciding whether it is worth reading closely	Read titles, headings, first and last sentences of paragraphs, and any bolded terms
Scanning	Finding a specific fact, date, name, or detail without reading everything	Move the eyes quickly over the text looking only for the target keyword or phrase
Close Reading	Understanding a complex or nuanced text in depth, especially for analysis or discussion	Read slowly, annotate, ask questions of the text, and reread difficult passages

Video: Skimming and Scanning: Reading Fast and Smart

Applied Discourse Type Practice (15 minutes)

Examine these excerpts from the assigned readings:

Excerpt A (Wong): "My mother never spoke of her childhood. I discovered the truth in a drawer, in a photograph, in a letter she never sent."

Excerpt B (Sachs): "But the genealogy boom has a darker side. We are not simply discovering our past; we are inventing it."

- Identify the discourse type for each excerpt
- List two linguistic features that support your classification
- Explain how the author's purpose shapes the discourse type

7.6 Guided Reading Questions - "Searching for Proof" and "The Dark Side of Our Genealogy Craze"

For "Searching for Proof" (Teresa Wong):

11. What is the author's personal connection to the topic of family history, and how does this shape the tone of the piece?
12. Identify one passage where the author uses concrete, sensory detail rather than general statement. What effect does this have?
13. What discourse type best describes this text (expressive/literary, informative, persuasive, critical)? Justify your answer with two textual features.

For "The Dark Side of Our Genealogy Craze" (Honor Sachs):

14. What is the author's central argument, and what evidence does she use to support it?
15. How does the tone and vocabulary of this text differ from 'Searching for Proof'? Give two specific examples.
16. What discourse type best describes this text, and how does that classification affect how a reader should evaluate its claims?

These questions will be discussed formally, and evaluated, during the Reading Discussion in Week 9. Students should bring written notes on all six questions to that class.

Reading Discussion - Evaluation Format Preview (Week 9)

Groups of 4 to 5 students; a 30-minute discussion; the instructor observes and assesses using the rubric in Section 9.4

- What to prepare: annotated texts, completed guided reading questions, and at least two discussion questions of your own
- What to practise: comparing the two texts directly, using discourse type terminology, and supporting claims with textual evidence

QUICK ACTIVITY (5 minutes) - Skim and Predict

If you finish early: give students 90 seconds to skim just the titles and first lines of both readings, then predict in one sentence what each text argues.

COMMON STUDENT MISTAKES - Reading Complex Texts

Reading start-to-finish at a uniform pace instead of adjusting strategy (skim for gist, scan for specific facts, close-read for argument).

Strategy: Ask students to state their reading purpose before they start: are they looking for the main idea, a specific fact, or the writer's argument?

REAL-WORLD CONNECTION - Reading Strategies

Professional Context: Professionals rarely read a report cover to cover; scanning for the executive summary and key figures first, then close-reading only the relevant section, is standard practice.

DIFFERENTIATION - Week 7

More support: Provide a vocabulary pre-teach list for the two readings before Period 2 begins.

More challenge: Ask stronger readers to identify the author's intended audience and how that shapes the text's register.

Challenge Task: Ask stronger readers to identify the author's intended audience for each reading and explain, with textual evidence, how that audience shapes vocabulary and structure choices.

Learning Scaffold: Provide a short vocabulary pre-teach list for both readings before Period 2 begins, so decoding unfamiliar words does not block comprehension of the argument.

VIDEO RESOURCE - Reading Strategies

Search YouTube for "skimming and scanning reading strategies"; short study-skills videos on this topic are widely available and suit a five-minute review.

7.6b Quebec's English-Speaking Communities: A Local Connection

Both assigned readings this week deal with genealogy and family history, which offers a natural, low-stakes opening to Quebec's own English-speaking communities: anglophone Quebecers whose families have lived in the province for generations, and more recent immigrant communities who now form part of Quebec's English-speaking population. Use the discussion below in Period 3 alongside, not instead of, the guided reading questions in Section 7.6.

Discussion prompts (5 to 10 minutes, Period 3):

Ask students whether they, or someone they know, has ever done the kind of genealogical research described in the readings, and whether the answer changes depending on which language the family history was recorded in.

Introduce, briefly, the idea that Quebec's English-speaking population is not one group: it includes long-established anglophone communities in regions such as the Eastern Townships, the Gaspé, and parts of Montreal, as well as more recent immigrant and allophone communities who now use English as a common language.

Ask students to identify one or two English expressions or turns of phrase they associate specifically with English as it is spoken in Quebec, and to compare these, respectfully, with the international English used in the course's readings.

This discussion is meant to stay brief and exploratory; it is not a graded component of the Reading Discussion evaluation in Week 9, though a student who wants to bring a Quebec anglophone or allophone example into that evaluation's texts should feel free to do so.

7.7 Teacher Notes and Homework - Week 7

- **Grade turnaround for the Grammar Test:** aim to return results before the Midterm Speaking evaluation in Week 8, so students can see whether grammar issues flagged in the test also show up in their spoken presentations.

- **Balance the two halves of this class:** resist the temptation to let the Grammar Test run long and crowd out the reading introduction. Students need the discourse-type framework now, not as a rushed afterthought.
- **Homework for Week 8:** finalise the Midterm Speaking presentation, plan sheet, and Works Cited list; continue working through the guided reading questions for both assigned texts.